



SCHOOL of  
GRADUATE STUDIES  
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University  
**Digital Commons @ East  
Tennessee State University**

---

Electronic Theses and Dissertations

Student Works

---

December 1998

# A Study of Faculty Development at Fourteen Community Colleges in the Tennessee Board of Regents System

James C. Lefler  
*East Tennessee State University*

Follow this and additional works at: <https://dc.etsu.edu/etd>

 Part of the [Community College Education Administration Commons](#), [Community College Leadership Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

## Recommended Citation

Lefler, James C., "A Study of Faculty Development at Fourteen Community Colleges in the Tennessee Board of Regents System" (1998). *Electronic Theses and Dissertations*. Paper 2937. <https://dc.etsu.edu/etd/2937>

This Dissertation - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact [digilib@etsu.edu](mailto:digilib@etsu.edu).

## INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# UMI

A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA  
313/761-4700 800/521-0600



A STUDY OF  
FACULTY DEVELOPMENT  
AT FOURTEEN COMMUNITY COLLEGES  
IN THE TENNESSEE BOARD OF REGENTS SYSTEM

---

A Dissertation  
Presented to  
the Faculty of the  
Department of Educational Leadership  
and Policy Analysis  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirement for the Degree  
Doctor in Education

---

by  
James C. Lefler  
December 1998

**UMI Number: 9917933**

---

**UMI Microform 9917933  
Copyright 1999, by UMI Company. All rights reserved.**

**This microform edition is protected against unauthorized  
copying under Title 17, United States Code.**

---

**UMI**  
300 North Zeeb Road  
Ann Arbor, MI 48103

APPROVAL

This is to certify that the Graduate committee of

JAMES C. LEFLER

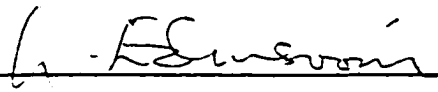
met on the

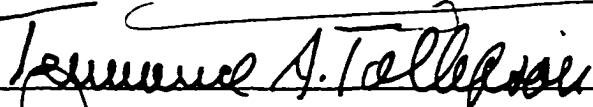
5<sup>th</sup> day of November, 1998.

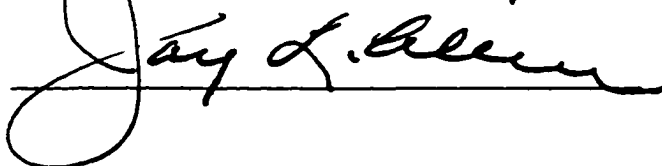
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctorate in Education.



Chair, Graduate Committee







Signed on behalf of  
the Graduate Council



Dean, School of Graduate  
Studies

ABSTRACT

A STUDY OF  
FACULTY DEVELOPMENT  
AT FOURTEEN COMMUNITY COLLEGES  
IN THE TENNESSEE BOARD OF REGENTS SYSTEM

by

James C. Lefler

The purpose of this study was to determine the status of and need for faculty development in the 14 community colleges in the Tennessee Board of Regents System. The study examined the status of faculty development, importance of scholarship, perceived needs, preferred faculty development topics, and methods of instruction. A review of demographic characteristics was conducted to develop a profile of TBR community college faculty and to assess the relationship between these demographic variables and the need for and selection of faculty development topics.

Data collection was conducted using the Faculty Development Questionnaire. A selective random sample was drawn from 1,619 full-time community college faculty employed by the Tennessee Board of Regents. Based on the sample method, 325 full-time faculty were selected as participants in the study. Three hundred twenty-five self-administered questionnaires were mailed to selected full-time faculty at each of the fourteen community colleges. Data collection occurred over a four week period. Two hundred six questionnaires were returned for a response rate of 63.4%.

The findings in this study demonstrated a clear need for faculty development. Respondents indicated that faculty development was important to their academic and professional growth and teaching effectiveness and was critical to their roles as faculty members. The faculty reported a need for scholarship-related activities and indicated that scholarly pursuit has led them to higher levels of professionalism and collegiality. Faculty respondents indicated that teaching innovation and research are vital to the growth and development of the community college. This study also

found that most faculty indicated that their respective college administrations supported faculty development but did not adequately fund faculty development programs. A majority of the respondents reported that most faculty development programs were well organized and useful. Some faculty, however, indicated that faculty development could be an intrusion in the teaching-learning environment. Teaching innovations and multimedia development were ranked as the most preferred faculty development topics with workshops and seminars ranked as the most preferred methods of instruction. The study found no relationship between the need for faculty development and faculty age, professional status, or teaching discipline. Furthermore, no relationship was found between the selection of faculty development topics and any of the demographic variables profiled in the study. The findings of the study indicated that Tennessee's community college faculty members are "graying" with over 80% being over the age of 40. A majority hold Master's degrees, hold the rank of associate professor, and have had pedagogical training.



INSTITUTIONAL REVIEW BOARD APPROVAL

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

Title of Project: A Study Of Faculty Development At Fourteen Community Colleges In The Tennessee Board of Regents System.

Principal Investigator: James C. Lefler

Department: Educational Leadership and Policy Analysis

Date Submitted: May 5, 1998

Institutional Review Board, Chair

David W. Walker MD

## DEDICATION

This study is dedicated to my family. To my wife, Linda, for her love, support, and encouragement during my years in the doctoral program and for her gentle, but firm, "commitment" to my completing this project. Deep thanks go to my children, Jonas and Lauren, for understanding when Dad was at school, busy studying, or needing absolute quiet while working at the computer. To my aunt, Jean Hines, and my sisters, Vikki and Cindy, for their enduring love and support.

Lastly, my deepest appreciation goes to my father and mother, James J. and Charlotte Lefler, for the unending years of sacrifice, encouragement, support, and love, but, most of all, for always believing in me. Without them, this dissertation would not have been possible.

## ACKNOWLEDGEMENTS

I would like to express my deep appreciation to Dr. Nancy Dishner for her willingness to help me through this final phase of my doctoral program. But most of all, I wish to thank her for encouraging me to pursue the doctoral program and for believing in me.

Special thanks go to Dr. Terry Tollefson for providing me with the self-confidence I needed at a very crucial point in my doctoral career and for always being there when I needed help, assistance, or just friendship. Special thanks are also extended to Dr. Gunapala Edirisooriya for his guidance and help and for assuring me I could pass statistics and to Dr. Jay Allen for his unwavering support, professional expertise, and most of all, his enduring friendship.

Thanks are extended to my Sister, Vikki for her hours at the computer, to Ms. Katie Yates for reading and proofing, and to Ms. Jane McGuire, for her assistance with the gathering of the data for the sample.

Last, but not least, special thanks are extended to Dr. Marie Hill for her guidance and support.

CONTENTS

	Page
APPROVAL .....	ii
ABSTRACT .....	iii
INSTITUTIONAL REVIEW BOARD APPROVAL .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
LIST OF TABLES .....	xii
Chapter	
1. INTRODUCTION .....	1
Statement of the Problem .....	3
Purpose of the Study .....	3
Research Questions .....	4
Limitations .....	6
Definitions .....	6
Overview .....	7
2. REVIEW OF RELATED LITERATURE .....	9
Introduction .....	9
Faculty Development .....	9
Faculty Development in the Community College ...	18
Historical Development.....	18
Faculty Development.....	20
Teaching, Scholarship, and Faculty Development .	28
Faculty Development Needs .....	35
Summary .....	38

Chapter	Page
3. METHODOLOGY .....	41
Introduction .....	41
Research Design .....	41
Population .....	42
Sample .....	43
Instrumentation .....	43
Method .....	46
Data Analysis .....	47
4. DATA ANALYSIS .....	50
Introduction .....	50
Analysis of Data for Research Question #1,#2,#3	51
Research Question #1.....	52
Research Question #2.....	55
Research Question #3.....	57
Analysis of Data for Research Question #4 .....	59
Faculty Development Topics.....	61
Methods of Instruction.....	62
Analysis of Data for Research Question #5 .....	63
Hypothesis 1-Age.....	65
Hypothesis 2-Professional Status.....	65
Hypothesis 3-Teaching Discipline.....	65
Analysis of Data for Research Question #6 .....	66
Innovation in Teaching.....	69
Multimedia Development.....	72
Course Development and Evaluation.....	72
Learning Styles.....	75

Chapter	Page
Curricular Design.....	77
Motivation Theory.....	77
Analysis of Data for Research Question #7 .....	80
Gender and Age.....	82
Teaching Discipline ,Professional Status.....	82
Academic and Pedagogical Preparation.....	83
Years of Higher Education Teaching Experience	83
Faculty Comments .....	83
 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	 88
Summary .....	88
Conclusions .....	90
Introduction.....	90
Status.....	90
Need.....	91
Scholarship.....	93
Topics and Methods of Instruction.....	94
Hypothesis Testing.....	96
Demographic Profiles.....	98
Recommendations .....	99
 REFERENCES .....	 102
APPENDICES .....	111
APPENDIX A .....	112
Faculty Development Questionnaire .....	112
APPENDIX B .....	117
QUESTIONNAIRE COVER LETTER .....	117

	Page
APPENDIX C .....	119
LETTER OF SUPPORT .....	119
APPENDIX D .....	122
FULL-TIME FACULTY RESPONSE RATE .....	122
VITA .....	124

## LIST OF TABLES

Table	Page
1. ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO STATUS OF FACULTY DEVELOPMENT .....	53
2. ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO THE NEED FOR FACULTY DEVELOPMENT .....	53
3. ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO THE IMPORTANCE OF SCHOLARSHIP AMOUNG COMMUNITY COLLEGE FACULTY .....	55
4. PREFERENCE FOR FACULTY DEVELOPMENT TOPICS .....	58
5. PREFERENCE FOR METHODS OF INSTRUCTION .....	60
6. SUMMARY ANALYSIS OF PERCEIVED NEED FOR FACULTY DEVELOPMENT BY AGE, PROFESSIONAL STATUS, AND TEACHING DISCIPLINE .....	63
7. PREFERENCES FOR FACULTY DEVELOPMENT TOPICS: INNOVATIONS IN TEACHING .....	67
8. PREFERENCES FOR FACULTY DEVELOPMENT TOPICS: MULTIMEDIA DEVELOPMENT .....	70
9. PREFERNCES FOR FACULTY DEVELOPMENT TOPICS: COURSE DEVELOPMENT/EVALUATION .....	71
10. PREFERENCES FOR FACULTY DEVELOPMENT TOPICS: LEARNING STYLES .....	73
11. PREFERENCES FOR FACULTY DEVELOPMENT TOPICS: CURRICULAR DESIGN .....	75
12. PREFERENCES FOR FACULTY DEVELOPMENT TOPICS: MOTIVATION THEORY .....	76
13. DEMOGRAPHIC PROFILES OF TBR COMMUNITY COLLEGE FACULTY .....	78



## CHAPTER 1

### INTRODUCTION

Faculty development has been an integral part of higher education for many years. Much has been written about the past, present, and future of faculty development.

Studies indicate that in the decades preceding the 1970s faculty development programs in higher education institutions were similar in scope and direction to inservice programs used in K-12 school systems (Alfano, 1993). In the mid 1970s, however, faculty development went through a major metamorphosis from context and process-based programs to programs designed to develop faculty members as teachers and facilitators of learning.

Alfano (1993) pointed out that faculty development programs had been an integral component of community colleges since their inception and had been seen by many as an important method of improving student outcomes, developing teaching and learning, and providing for institutional integrity. Today, faculty development programs in community colleges are especially important in an era of declining enrollments, funding shortages and restrictions, and high demand for accountability from the general public.

Wallin (1982) indicated there was a growing recognition by community college personnel that faculty development programs must be a viable process within the over-all improvement processes of the community college system. Parker & Parker (1978) asserts that faculty development takes on a new significance as the comprehensive nature of the modern day community college is examined. He stresses that faculty must be on the cutting edge of technology, teach and become scholars in their fields, and be leaders within the academic community. Wallin (1982) states emphatically, that

faculty development programs which are directed toward the improvement of instruction have the potential for exerting a significant impact on the entire system of higher education. Quality teaching has emerged as a professional imperative. (p.4)

Everyone within an institution, especially faculty, should view faculty development as a means of providing improved teaching and scholarship. Quality faculty development programs can provide a vehicle for instructional and professional growth and institutional integrity.

### Statement of the Problem

Although faculty development has been a component of higher educational institutions and community colleges since their inception, no clear comprehensive documentation of the status of faculty development activities within the 14 community colleges in the Tennessee Board of Regent System (TBR) has been collected. This study examines faculty attitudes and perceptions regarding the (1) status of faculty development at their respective institutions, (2) teaching and scholarship, and (3) perceived faculty development needs as well as topics and methods of delivering quality faculty development initiatives. Additionally, the study examines the relationship between the choice of faculty development topics and the demographic variables of age, gender, professional status, years of higher education teaching experience, academic preparation, and pedagogical training.

### Purpose of the Study

The primary purpose of this study is to determine the status of and needs for faculty development in the 14 community colleges in the Tennessee Board of Regents System.

Further purposes of the study include determining the status of pedagogical training and determining the importance of scholarship within the ranks of the full-time

faculty in the community colleges. Additionally, the study will provide TBR systems personnel information needed to plan adequately for faculty development directives within Tennessee's community college system.

### Research Questions

The following research questions were investigated:

- 1) What are faculty perceptions and attitudes regarding the status of faculty development in the 14 Tennessee community colleges?
- 2) What are faculty perceptions and attitudes regarding the need for faculty development?
- 3) What are faculty perceptions and attitudes relating to the importance of scholarship in the community college?
- 4) What do faculty perceive as important faculty development topics and what are faculty preferences for delivery of these activities?
- 5) What are the relationships between the perceived need for faculty development and selected demographic characteristics?

$H_0$ . There is no relationship between the perceived need for faculty development and faculty age.

$H_0$ . There is no relationship between the perceived need for faculty development and faculty professional status.

$H_0$  There is no relationship between the perceived need for faculty development and teaching discipline.

- 6) What are the relationships between the preference for faculty development topics and selected demographic characteristics?

$H_0$  There is no relationship between the preference for faculty development topics and faculty age.

$H_0$  There is no relationship between the preference for faculty development topics and faculty and professional status.

$H_0$  There is no relationship between the preference for faculty development topics and teaching discipline.

$H_0$  There is no relationship between the preference for faculty development topics and gender.

$H_0$  There is no relationship between the preference for faculty development topics and the levels of academic preparation.

$H_0$  There is no relationship between the preference for faculty development topics and the number of years of higher education teaching experience.

$H_0$  There is no relationship between the preference for faculty development topics and previous pedagogical training.

- 7) What are common demographic profiles of TBR community college faculty?

### Limitations

Research was limited to public two-year higher education institutions under the governance of the Tennessee Board of Regents. To provide for greatest applicability to the specific needs of the community colleges, the study was limited to only full-time community college faculty members.

### Definitions

For the purpose of this study, it is necessary to define terms associated with these higher education and faculty development activities.

The State University and Community College System of Tennessee, The Tennessee Board of Regents (TBR)- The TBR serves as the governing board for all public higher education institutions in the state of Tennessee except those reporting to the University of Tennessee system. The TBR system includes six universities, 14 community colleges, and 26 area vocational-technical schools (T.C.A. 49-8-101, 1972).

Community College- Any institution accredited to award the associate of arts, associate of science, or the associate of applied science as its highest degree (Brawer, 1990).

Faculty- The teaching force of an educational institution.

TBR Definition of Faculty- The term "faculty" shall be limited to regular, full-time personnel at institutions and area vocational-technical school whose regular assignments include instruction, research, and/or public service as a principal activity, and who holds academic rank as a professor, associate professor, assistant professor, or instructor at the institution (TBR Policy No. 5:02:01:00, 1972).

Pedagogical Education - Education in the mastery of teaching and learning, including institutionalized systematic preparation and informal self education (Pirsel, 1988).

Research - The systematic, objective search for new knowledge or a new application of existing knowledge, resulting in knowledge that is verifiably based on empirical data, consensus in the field, and logic (Vaughan, 1986).

Scholarship - An objective, rational, critical analysis of a topic involving the precise observation, organization, and recording of the information (Vaughan, 1986).

#### Overview

The literature indicates that the loss of material and financial resources, declining enrollments, and the aging of community college faculty will result in faculty development

becoming a major process in the revitalization of faculty and the continued growth of the American community college.

Chapter 1 provides a brief introduction of faculty development and presents information concerning the purpose, design and expected outcomes of the study.

Chapter 2 includes a review of past and current literature on faculty development. Additionally, that chapter presents relevant information regarding faculty development in the community college, teaching, scholarship, and pedagogical preparation and needs for faculty development.

Chapter 3 explains the methods used to assess the levels of faculty development in the 14 community colleges within the TBR system. This chapter includes the methods and sources available for the collection and review of data and the statistical techniques used for the comparisons.

Chapter 4 includes the computational outcomes of the quantitative and qualitative analysis of the data collected from the survey instrument.

Chapter 5 includes a discussion of the finding associated with the analysis of the data on faculty development in the 14 community colleges. Conclusions and recommendations for further research are also included in chapter 5.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Introduction

In this chapter, research related to faculty development in general and more specifically to faculty development in the community college is examined. Further, the chapter explores pedagogical and scholarship issues related to teaching and faculty development and concludes with a review of perceived professional development needs identified by faculty.

#### Faculty Development

The term "faculty development" encompasses many different activities and can be defined in different ways. For example, Alfano (1993) defines faculty development as an "omnibus term referring to a myriad of activities that colleges undertake to enhance individual and institutional capacities to teach and to serve students" (p.69).

Ebel and McKeachie (1985) define faculty development as "activities that are designed to help faculty members improve their competence as teachers and scholars" (p.11). Rostek and Kladvko (1968) define professional development as "purposeful learning experiences undertaken in response to individual needs" (p.37) and Centra (1985) defines

faculty development as those "activities that colleges use to renew and maintain vitality of their staff" (p.143).

In defining the purpose of faculty development, Brawer (1990) contends that "the general purpose of faculty development is to improve individual and organizational performances in order to achieve institutional goals" (p.52). Bennett (1991) concurs that faculty development is intended to help educators increase their knowledge and skills, thus increasing institutional effectiveness.

Brawer (1990) further contends that professional development assists faculty in defining their role in the institution, developing professional responsibilities, identifying one's purpose, and encouraging a professional perspective. Wiesner (1979) on the other hand, found that faculty development may be perceived by faculty as a move by the institution to define standards of teaching, reduce autonomy, and imply deficiencies that they as professionals cannot overcome without institutional intervention.

The literature suggests many definitions and purposes of and for faculty development. It is apparent that faculty development tends to be related to providing and meeting the specific needs of the institution as a whole.

For many years, colleges and universities have had programs that assist with professional development of faculty and staff. Centra, in a study conducted in 1976, found that of the 2,600 institutions he surveyed, more than half had established formal faculty development programs (Centra, 1978).

Alfano (1993) points out that until the 1970s most faculty development programs resembled those found in K-12 systems. They focused more on subject competencies rather than upon the instructional development of the teaching faculty member. Sullivan (1983) pointed out that during the first six decades of the century, academia was fondly perceived as a community of scholars, and with that emphasis, faculty development should focus on the improvement of the subject matter competencies and not the instructional proficiencies of the teacher. Given this focus, mastery of one's discipline was a sufficient qualification for teaching, and teaching competencies were innate rather than learned. Student activism of the 1960s and 1970s and public calls for accountability quickly challenged these assumptions. As a result, during the 1970s, faculty development became a priority for higher education. Books and articles related to faculty

development proliferated, and the calls for faculty development and renewal rose (Caswell, 1983).

The real driving force governing the change in the need for faculty development was the impending decline of student enrollment and fiscal austerity that had become a reality in the early 1970s. These issues caused many colleges and universities to examine closely the role of faculty development within their institutions. Decreasing material resources, declining student enrollment, aging faculty, and a lack of "new blood", provided the critical environment for the upsurge in faculty development initiatives (Sullivan, 1983).

A further indication of the importance of faculty development in higher education was recognized through establishment of professional organizations such as the National Council of Staff, Program, and Organizational Development (NCSPOD) and the Professional and Organizational Development Network (POD). These organizations, as well as others, established national and regional conferences, recruited members, and supported scholarly development of research focusing on faculty and professional development (Wallin, 1982). Centra (1978) indicated that available funding from governmental and private organizations was

partly responsible for the growth of faculty development and the unprecedented growth of the 1970s would not have been as great had it not been for this additional funding.

Sullivan (1983) labeled the 1970s as the "boom" period of faculty development. Although this boom period for faculty development has passed, institutions of the 1990s continue to seek new and innovative methods of providing faculty and staff development.

Increased emphasis on faculty development is one of several responses to changes in the academic environment (Chait & Gueths, 1981). Mott (1994) indicates that changes in organizational economy and budgetary cutbacks often have major impacts on employee morale and motivation. Furthermore, she emphasizes that faculty and staff development is crucial during periods of budget constraints and cutback.

Chait and Gueths (1981) noted that the equilibrium in faculty growth, relaxation in mandatory retirement laws, and a weakened marketplace resulted in a stable and permanent corps of faculty members. This tendency for faculty to remain at a single institution has resulted in a "graying" of the American professoriate and a push by college administrators to renew and revitalize their faculty.

Faculty development initiatives have been presented as an answer to these challenges.

To meet these challenges, Chait and Gueths (1981) suggested that the following criteria must be present in a well-designed faculty development program:

- 1) The program should focus on professional roles and responsibilities.
- 2) The program should have a developmental approach and a constructive rationale.
- 3) The program must be identifiable and clearly supported by the institution.
- 4) The program must be faculty centered.
- 5) The program must be structured campus-wide, not by division or department.
- 6) The program should be supported by an appropriate reward system.

Chait and Gueths also stipulate that quality programs build on individual strengths and traditional activity patterns of faculty rather than perceived needs identified by the organization. They further suggest that for faculty development initiatives to be accepted and successful on a broad basis, faculty must play an important role in the development and implementation of the program.

Additionally, the program should be an institutional effort with a designated person(s) in control of the program and should be institutionally based and have a system of evaluation and rewards.

The need for adequate planning for faculty development becomes more critical as material and financial resources decline. Institutional planners must find means to incorporate faculty development into the broader institutional plan. An effective faculty development plan should have two primary purposes: (1) enhance faculty growth and (2) elicit student learning, thus leading to the attainment of the overall mission of the college (Morris, 1989). Ciampa (1980) in his description of well designed faculty development programs stated that:

successful faculty development programs do not just happen. They are usually the result of intense behind-the-scene orchestration by a faculty development coordinator in concert with the college's administration on the one hand and the faculty on the other (p.22).

He further elaborated "how" the faculty development coordinator is perceived by the faculty and the administration is of utmost importance. He suggests that

the coordinator must be (1) non-threatening, (2) committed to faculty development, (3) collegial and helpful, (4) candid and open, (5) a self starter, and (6) willing to administer evaluation and give meaningful feedback. Tongue in cheek, Ciampa admits that this person might be eligible for "canonization", but submits that there are persons on campuses who meet these qualifications.

Centra (1978) reported that a national study had found that the most widely accepted methods of effecting faculty development included:

1. Sabbaticals;
2. Analysis and/or assessments of teaching;
3. Workshops and/or seminars; and
4. Media and/or course development.

When respondents were asked to rank the most effective methods in improving teaching, one group of respondents indicated that seminars and workshops on teaching were the most useful and beneficial.

However, recent research conducted by Kazlauskas and Maxwell (1990) indicates that traditional workshops and seminars are now ranked by faculty as the least effective means of providing professional development. Alfano (1993) indicates that faculty development programs aimed at



teaching improvement are an "eclectic mix" of approaches ranging from small-group interaction to three-day retreats, to the use of computers. Levinson-Rose and Menges (1981) suggested that the strongest evidence for success of professional development was the impact on students. They suggested that when student feedback was positive, faculty perceived the activity to be useful and rewarding.

Boice (1987) indicated that release time for faculty development, although selected by faculty as a preferred method, was wasteful and nonproductive. Kozma (1978), however, indicated that when release time is used for curricular development, teaching was more likely to become innovative.

For the most part, faculty do not feel they are poor teachers in need of training. Blackburn et al. (1980) found that 90% of the faculty he surveyed described themselves to be either above average or superior teachers. Interestingly, faculty members seemed to feel that their colleagues, and not they, were the ones in need of training. Therefore, individuals in charge of faculty development should consider ways to induce these faculty into participating in structured faculty development endeavors.

The confidential process of evaluation of faculty teaching can be an effective source for faculty development and improvement. Successful programs incorporate the use of self evaluation, student evaluations and peer evaluations to give optimum feedback to the individual teacher (Morris, 1989).

In summary, Brawer (1990) classified faculty development activities as: improving teaching, improving scholarship, personal development, curricular development, and institutional development. While the purpose remains constant, the emphasis shifts from institution to institution.

The literature clearly indicates that faculty development is, as Alfano (1993) points out, a "myriad" of activities encompassing many different and varied mechanisms for assisting faculty in their professional growth.

### Faculty Development in the Community College

#### Historical Development

The American community college dates back to the beginning of the twentieth century. The need for trained workers and the movement for social equality helped facilitate the early development of the community college.

Education was viewed by the masses as a means of upward mobility and the way to attain the American Dream (Cohen & Brawer, 1989).

Yet, many early community colleges were viewed as finishing schools or extensions of high schools or vocational schools (Parker & Parker, 1978). The modern-day community college is defined as an institution accredited to award the associate of arts or the associate of science as its highest degree. This definition includes comprehensive two-year colleges and technical institutes (Cohen & Brawer, 1989).

Community colleges are complex and growing institutions. They enroll over half of the first-time students and almost half of the undergraduates in higher education, and large numbers of the graduates are minority low-income first generation college students. In a meaningful way, community colleges provide a path of education for a broad contingent of Americans who would otherwise not have the opportunity to attend or complete a program of higher education. The community college provides low cost, high quality education (LeCroy & McClenney, 1992).

Community colleges have undergone tremendous changes over the last 50 years, but two primary aspects of the

community college mission remain intact: (1) community colleges are primarily teaching institutions, and (2) community colleges are committed to the open door admissions policy. It is imperative, therefore, that community college faculty remain in the forefront of the teaching profession (Morris, 1989).

#### Faculty Development

Both informal and formal faculty development programs have been in place in the community colleges since their inception. During the 1970s, 1980s and 1990s faculty/staff development programs have come to be viewed as a way of improving student outcomes, developing scholarship and pedagogy, and maintaining institutional integrity (Alfano, 1993).

Although faculty development has been a part of the community college for many years, this process has become especially important in this era of public scrutiny and legislative pressures for accountability. College personnel increasingly recognize that faculty development programs must become a viable and dynamic force in the over-all improvement of the community college system (Wallin, 1982).

Parker and Parker in a 1978 paper entitled Kansas Community Colleges: Assessing Staff Development Needs establish and define the need for faculty development in the community colleges in their introductory remarks:

There is a growing realization among community college personnel that professional improvement programs will and must become a dynamic force for the over-all improvement of our community college system. If we look upon productive personnel, especially our instructional staff in community colleges, as a promise of future growth and development of outstanding educational programs; if we really believe that only the most productive personnel are free to contribute significantly to educational improvements and, in turn assist other personnel in their drive for productivity; then, our programs of staff development in our public community college systems will have to be expanded in a form and substance which will assure the realization of these concepts(p.4).

Faculty development takes on new significance when the comprehensive nature of the modern-day community college is

examined. Most contemporary community colleges are finely attuned to providing a curriculum to meet the comprehensive needs of students and communities and further community colleges must be responsive to community needs and willing to provide programs that include liberal arts, vocational and technical training, job training, counseling and employment services, as well as programs suited to the working adult (Parker & Parker, 1978). The community college, then in essence, becomes everything for everyone.

With this concept in mind, it becomes clear that community colleges must have trained faculty to meet these challenges. Therefore, faculty development takes on added significance when one recognizes that the primary function of the community college continues to be that of a teaching institution. This emphasis on teaching requires that leaders responsible for faculty demonstrate a renewed interest in the professional stature of their faculty.

Wiesner (1979) found that many faculty development activities do not necessarily nurture professionalism. He points out that faculty are frustrated by a lack of opportunity for "psychological success" that is typically obtained by doing a job well. This is due in large part to admitting poorly prepared students and the inability of

faculty to see student success without lowering academic standards. As a result, faculty development activities cannot alter the students nor, in many instances, enhance the professional stature of the faculty.

Barwick (1980) contended that effective development meant growth, and that growth could be personal or professional. Therefore, recognition of faculty achievements, other than endurance, was a key method for promoting the affective growth of the faculty member.

Faculty development methods and strategies are widespread in community colleges. However, many of these were developed without a sound theoretical basis. Maxwell and Kazlauskas (1992) found that many of the faculty development programs on community college campuses mustered moderate to little participation and were relatively ineffective in meeting faculty needs. Most faculty members were not opposed to having such programs, but most (92%) indicated their own teaching was above average and that they did not need further development of their own teaching methods. It is interesting to note that only 74% considered their colleague's teaching to be above average. Eighty-five percent reported that they placed great value on teaching,

but only 45% of those viewed their fellow teachers placing as great an emphasis on teaching.

According to Maxwell and Kazlauskas (1992), research indicates that commonly used methods ie., sabbatical leaves, workshops, conferences, newsletters, course evaluations, etc. were ineffective in bringing about useful change or faculty participation. They further indicated that the rate of involvement of senior faculty in instructional improvement programs is often low and uneven. A study conducted by Hawthorne and Smith (1993) found "a profound lack of institutional attention to effective instruction" (p.10). They also indicated that many institutions had left the responsibility of training to the initiatives and talents of the faculty. These authors indicated that community colleges are missing the mark and that institutional leaders must find the time, money, and resources to facilitate the efforts of faculty. Carmichael (1975) drew similar conclusions and contended that obstacles to faculty development in community colleges include: lack of time, lack of rewards, paperwork, superior attitudes, and a lack of self-confidence.

Maxwell and Kazlauskas (1992) did find that the use of individualized projects through grants or release time,



consultation, micro-teaching, and instructional centers were promising methods of delivering faculty development initiatives. Seppanen (1990) in her study of community colleges in Washington, found that the most widely supported subject for faculty development was working with students. This area was supported regardless of discipline, experience, gender, or religion. The remaining top six topics include: instructional methods, critical thinking, use of computers, technology in teaching, college articulation, and technical expertise. It was interesting to note, that 91% of the faculty in her study indicated that they were more likely to participate in local workshops; 81% would participate if release time were given; 76% would enroll in a course. This appears to be in diametrical opposition to much of what the literature suggests are barriers to participation.

Alfano (1993) suggests a number of recent strategies for faculty development focus on linkages with universities, student needs, improvements in teaching and learning, curricular design and scholarship and professionalism. Interestingly, Opp (1994) suggests that the development of "talent" among community college faculty is one of the most promising modes of providing excellence in faculty.

A major area of concern for many community college leaders is the increasing numbers of adjunct faculty. Adjunct faculty in many institutions represent over 60% of the instructional cadre. Pedras (1985) found that part-time faculty professional development needs can be characterized and placed in four major areas: (1) mission of the community college, (2) instructional development and delivery, (3) legal aspects of education, and (4) classroom and lab management. Pedras emphasized that full-time faculty and administrators must be involved as educators, supporters, and educational mentors. He further states that for the program to be accepted by part-time faculty they too must be involved in the planning, development, and delivery of the program.

Community college leaders recognize that they can no longer improve their faculty by bringing in new faculty. Experienced faculty have found that looking to find a new position is not the most viable or lucrative way to professional growth. As a result, faculty and institutions must view faculty development as means of providing institutional integrity and quality professional growth. "It seems likely that a community college and its faculty

will generally grow together or grow old together" (Garlock, 1979, p. 4).

Alfano (1993) summarized the need for professional development in the community college by stating:

Today, faculty development projects are sometimes the only avenue to relieve pressures caused by increases in student enrollment, diversity, concern with student underprepardness and the combination of decreasing budgets and heavier workloads. Development programs allow the community college faculty member to establish links with professional colleagues, to modify and improve instructional material and delivery, and to keep the spark of creativity and enthusiasm alive for themselves and their students (p.4).

Myran, Zeiss, and Howdyshell (1996) state that today, change occurs so rapidly that everyone in the organization must be learning constantly. All staff must continuously increase their capacity to connect what they see in the environment to what they do through

both individual learning and participation in organizational learning (p.2).

It is apparent from the literature that much has been written about both what is and what is not effective regarding methods of providing faculty development programs to community college faculty. One can conclude then that for any program to be a success it must have faculty involvement and broad range institutional support and must provide a challenging and useful product to the recipient of the training. Without the latter, nothing effective will come from the endeavor.

#### Teaching, Scholarship, and Faculty Development

A major theme in community college faculty development today is the need to revitalize faculty. A great majority of the teaching faculty in community colleges were hired during the boom years of the 1960s and 1970s (Parilla, 1991). A report conducted by the American Association of Community and Junior Colleges (1988) reported that the average community college faculty member is 50 years old, has taught at least 10 years, carries a heavy teaching workload, and constantly shifts to meet changes in students, technology, and subject matter.

Community college faculty often realize that the nature of their work is basically unchanging and what they do today is what they will do tomorrow. This coupled with heavy teaching loads, underprepared students, few faculty development activities, and a lack of instructional variety leads eventually to faculty burnout (Parilla, 1991).

Faculty development activities related to teaching, scholarship and innovation are seen by many as the most viable means of revitalizing community college faculty (O'Bannion, 1994 Sydow, 1993 Vaughan, 1991).

The relationship of scholarship to the community college is an area of great debate among educators. The controversy centers around the "assumed" teaching role of community college faculty. Vaughan (1991) stated that most community college faculty are told that the community college is a teaching institution and that scholarship is not required. Palmer (1991) stated that "the fact that scholarship must be defended at all does not bode well, for without scholarship there is no college" (p.69).

Central to this debate is the subject of the professional status of the community college faculty member. Brawer (1985) summed up the issue when she described community college faculty as "teachers first and members of

the teaching profession second" (p.6). Community college faculty tend not to be members of academic discipline associations and only modestly connect with their academic field. The longer the tenure with a community college the weaker the connection. Faculty are more concerned with students and their own personal development than with societal implications of their efforts (Cohen & Brawer, 1989).

Tinberg (1993) clearly illustrated this point by describing community college faculty members as "teaching drones that report to classrooms, score countless essays and exams, and rarely engage in any form of real professional dialogue or scholarly activity" (p.12). He suggests that this is not the true picture of community college faculty, and the community college may be the best place to reshape and merge the traditional thought on teaching and scholarship.

Vaughan (1991) suggests that in accepting the assumption that teaching and scholarship are mutually exclusive, many faculty members have failed to ask how they should define themselves as either teachers or scholars. He suggests that the relationship is symbiotic for the outstanding teacher.

Ormancer (1986), in his review of scholarship and teaching, states that

although the teaching role is not a necessary condition for successful scholarship, some form of scholarship appears to be a necessary condition for successful teaching over an extended period of time. As a result, the stress of teaching in community colleges may have led to a decline in the quality of teaching (p.2).

Boice, in his study, "Reexamination of Traditional Emphases in Faculty Development" reported that the most important findings were that faculty development programs can incorporate both teaching and scholarship without mutual interference. He further reported that faculty excelled in individual and combined programs, and that the programs worked effectively to generally improve collegiality and the effects of burnout (Boice, 1984).

Sydow (1993) in her study of Virginia community college English faculty found that faculty stressed that they lacked sufficient time to engage in professional development activities such as reading journals and engaging in professional dialogue. The interviewees reported that

teaching five to six classes, serving on committees, sponsoring student organizations, and conferencing with students left little time for faculty development activities.

Additionally, Sydow identified a general feeling of frustration and regret at not being able to stay up-to-date professionally. She suggested three measures that could be used to provide meaningful faculty development: (1) increased time for faculty development including sabbaticals, release time, and the ability to "get away" for a few days to attend conferences or workshops; (2) increased collegiality and faculty interaction; and (3) enrollment in graduate level courses.

Mentoring is viewed by many in the field of faculty development research as a means of providing a unique learning experience for the beginning faculty member while providing seasoned faculty the opportunity to share experience, scholarship and instructional expertise in a professional and collegial atmosphere. The benefits of faculty-to-faculty mentoring is greater than the risk and the effective faculty development program will use mentoring as a means of improving the teaching/learning process (Harnish & Wild, 1992; St. Clair, 1994).



McCabe and Jenrette (1993) indicate that institutions support teaching and learning when they (1) select faculty on the bases of teaching interests and skills, (2) help new faculty thorough orientation programs that emphasize teaching and learning, (3) help faculty build their teaching skills throughout their teaching careers, (4) have performance standards, and (5) recognize and reward good performance. They suggest that for this type of faculty development to be a success the program must:

- 1) have commitment from the leadership of the college.
- 2) make financial resources available.
- 3) provide time and personnel to manage the program.
- 4) support recommended changes, and
- 5) reinforce their commitment to the goals of the program.

Finally, they suggest that faculty must be the "main crafters" of the program.

Institutions must look carefully at their commitment to teaching excellence. If faculty are to keep up with new developments in their teaching fields, then a strong commitment must be made to teaching and scholarship. Professional development must be a regular and on-going process. It must be understood that faculty members must

act professionally and recognize that much of the incentive to grow as a teacher and scholar depends on them. Even though faculty development should be expected of all faculty, it must be accepted by the administration that faculty should have the freedom to develop their own individual plan of development and to engage in those activities that most fit their professional and scholarly needs. Ball and Morrissey (1993) state that "an investment in professional development for instructors is the most sincere support of the belief that the instructor is the key to quality of instruction" (p.343).

O'Banion in his 1994 article, "Sustaining Innovation in Teaching and Learning", indicates that community colleges from their earliest days have been the only segment in higher education that truly focuses on teaching and learning. He stipulates that the most successful colleges have kept innovation alive and it is the center of their growing enterprise. According to O'Bannion, when a faculty engages in innovation, the college can endure change and maintain a spirit that enhances teaching and learning. "The extent to which such a critical core exists is a major hallmark of a college dedicated to making teaching and learning its highest priority" (O'Bannion, 1994, p.1).

The literature firmly supports the view that one of the major goals of a well-defined and integrated faculty development program is the inclusion of teaching, scholarship, and innovation. Tinberg (1993) emphasizes this by stating "What we community college teachers have are daily opportunities to be both "here" and "there," to be involved and entangled in experience and yet to draw upon that entanglement to produce insights to teach and live by" (p.16).

#### Faculty Development Needs

"Faculty vitality is a critical ingredient in sustaining the vitality of higher education" (Kalivoda, Sorrell, & Simpson, 1994 p. 255). Kalivoda et al. suggest that vitality is not a static phenomenon, and that as a faculty member's career develops, the levels of vitality changes. Therefore, the need for faculty development changes over the career of an individual faculty member. Harnish and Creamer (1986) suggest that changing perceptions can affect priorities and place a greater emphasis in work related activities during different stages in one's career.

The literature indicates that the one best way to develop effective faculty development activities does not exist. Kalivoda et al. (1994) suggests that faculty

development should be a multidimensional and career-spanned approach. In their study, faculty were divided into three distinct groups. Suggestions were offered as to the most important needs of each group.

(1) New and junior faculty need pedagogical training in teaching skills and styles, mentoring relationships with senior faculty, and activities to promote scholarly productivity and writing.

(2) Mid-career faculty require activities designed to prevent professional stagnation including: sabbaticals, instructional grants, instructional technology programs, studies in a second discipline, and administrative appointments.

(3) Senior faculty suggest activities related to scholarship and research, collegiality, broad based teaching, and dialogue on instructional issues.

The authors conclude this study, by suggesting that career stage development activities sustains the vitality of faculty. This vitality results in enhanced quality of the student learning and the professional environment of the classroom and the institution.

In a study comparing the perception of staff development needs among community college faculty and

administrators, Hunter and Beyen (1979) note commonality in the following areas:

1. keeping up with the field and program evaluation,
2. leadership and public relations,
3. community based education and articulation,
4. student development and motivation,
5. interpersonal relations and advising,
6. discussion and listening techniques, and
7. the psychology of learning.

In a study of faculty development needs in Pennsylvania higher education institutions, Doerson (1980) found that faculty training in the use of course presentation methods, administrative training in management techniques, and faculty training in the development and use of varied course materials were ranked as strong interest areas for career faculty development. Additionally, she found that programs related to collegiality, resource networking, seminars on teaching, learning, and evaluation, and issues related to scholarship were indicated as perceived needs among faculty.

Murry (1992) surveyed 60 faculty at Phillips County Community College in Arkansas where he examined incentives, rewards, and interest in specified professional development activities. Of the 38 topics listed as faculty development

needs, the faculty indicated high interest in activities that would improve: their ability to change student attitudes and abilities, critical thinking and problem solving skills, and increasing self-esteem.

Scott (1990) in her article "Role of Community College Department Chairs in Faculty Development", concludes that department chairs have a high stake in helping to determine the faculty development needs of their faculty. She further suggests that department chairs must find innovative and meaningful faculty development modes to address the identified needs and the literature suggests that most faculty support those faculty development activities that address the needs of students, teaching and learning, scholarship, and collegiality. The more the topic of faculty development is examined the more one sees the need for providing innovative high quality programming.

#### Summary

Faculty development is most appropriately defined as a "myriad of activities that colleges undertake to enhance individual and institutional capacities to teach and serve students" (Alfano, 1993, p. 68). It is apparent from the literature that faculty development has become the major

force in redefining faculty roles, teaching and learning responsibilities, professionalism, and innovation.

Community colleges have witnessed a declining trend in student enrollment and fiscal resources resulting in a lowering of faculty morale and motivation. Additionally, the capacity of many colleges to hire new faculty has declined resulting in a stable, older faculty. These combined factors have pushed colleges to look for ways to renew and revitalize their faculty. As a result, faculty development has been viewed by educators since the 1960s as the major avenue for this renewal.

With restrictions on higher education funding, declining student enrollments, and the demand for accountability from the public, community colleges are closely examining the teaching/learning environment within their institutions. In the 90s faculty development efforts are being directed toward helping faculty become more effective teachers and scholars.

Studies have indicated that faculty development programs must address issues that focus on meeting the needs of students, effective teaching methods, scholarship, technology, and collegiality. By doing so, the student,

faculty member and ultimately the institution will greatly benefit.



CHAPTER 3  
METHODOLOGY

Introduction

As evidenced in the literature review, faculty development must be perceived by college leaders, especially faculty, as a fundamental and crucial component of the overall mission of the college. Therefore, the overall purpose of this research project is to provide a useful base of information on which faculty and administrators can formulate institutional policies and procedures related to faculty development in Tennessee's community colleges.

The purpose of this chapter is to describe the research design used in this study. This includes the population to be studied, instrumentation methods, and data analysis for the study.

Research Design

The primary purpose of this study was to examine the perceptions and attitudes of full-time faculty regarding the status of and the need for faculty development within the 14 community colleges of the Tennessee Board of Regents System. Further purposes of the study were to examine the importance of scholarship within the ranks of full-time faculty and to determine major faculty development topics and faculty

preferences for methods of instruction. Finally, the study compared the relationship between selected faculty development topics and selected demographic variables.

The study obtained quantitative data that were used to perform descriptive and inferential analysis of the status of faculty development within TBR community colleges and to compare selected demographic characteristics of full-time faculty within the system. To obtain the required data needed to address the research questions and hypothesis posed in this study, a self-administered questionnaire was distributed to selected full-time faculty within all 14 community colleges in the TBR system.

#### Population

A random sample of full-time faculty within the community colleges in the Tennessee Board of Regents System was surveyed. Support for the study was requested from the Tennessee Board of Regents, and the Chief Academic Officers at each institution. This support included data from TBR indicating the name and address of full-time faculty in each community college in the system and endorsement from the Tennessee Board of Regents Vice Chancellor for Academic Affairs.

### Sample

A list of full-time faculty for each community college was obtained from the Tennessee Board of Regents. Faculty names from each institution were placed in alphabetical order and assigned a survey number. The combined listings represent a total population of 1619 full-time faculty members within the TBR community college system. A random sample was used to assure equal chance of selection for faculty at each institution. Using a selective random method, a random sample of full-faculty was selected. Three hundred twenty-five (20.0%) full-time faculty were chosen as participants. This total was selected to assure adequate statistical strength. To assure a true representation of faculty development issues in Tennessee community colleges, faculty, regardless of discipline, were given the opportunity to complete the survey.

### Instrumentation

A questionnaire was designed to collect data necessary to answer the research questions posed in Chapter 1 of the study (Appendix A). The Faculty Development Questionnaire was designed using information gleaned from the literature, faculty interviews, and from an instrument developed for a similar study conducted by Morris (1989). The survey format was derived from a survey developed by Samples (1998).

The survey instrument consisted of three major sections. Section one was designed using a Likert scale format to ascertain faculty perceptions and attitudes related to the status of faculty development at their institution, the need for faculty development initiatives, and faculty attitudes and perceptions related to the importance of scholarship at the community college. The Likert scale used a six point range with one indicating strongly disagree and six indicating strongly agree and 0 indicating do not know. Questions 6, 9, 12, 16, 23, and 26 were designed to elicit a negative response. In these instances, the Likert scale six point range was reversed with one indicating strongly agree and six indicating strongly disagree.

Questions 1,3,4,5,10,16,17,18, and 25 were used to measure faculty perceptions related to status. Questions 2,6,7,8,9,19,22,11, and 23 were used to measure faculty perceptions as to the need for faculty development. Questions 12,13,14,15,20,21,24, and 26 measure faculty attitudes and perceptions related to the importance of scholarship.

Data collected from faculty responses provided the information required to answer the following research questions: 1) What are faculty perception and attitudes regarding faculty development in the 14 Tennessee community

colleges? 2) What are faculty perceptions and attitudes as to the need for faculty development? and 3) What are faculty perceptions and attitudes related to the importance of scholarship in the community college?

Section two dealt with faculty preferences for faculty development topics and methods of instruction (questions 27-54). Data collected from section two provided the information required to answer research question 4. What do faculty perceive as major faculty development topics and what are faculty preferences for delivering these activities?

Section three of the questionnaire elicited specific demographic data needed to make comparisons and assumptions about the sample (questions 55-61). Demographic data collected in section three were used to address the following research questions: 5) What are the relationships between the perceived need for faculty development and the selected demographic characteristics of age, professional status, and teaching discipline?, 6) What are the relationships between selected faculty development topics and the demographic characteristics of age, gender, professional status, academic preparation, the number of years of higher education teaching experience, and pedagogical training? 7) What are common demographic profiles of TBR community college faculty?

Section three of the questionnaire also provided a area for faculty comments. This segment provided an avenue for qualitative data analysis of faculty perceptions and attitudes regarding faculty development.

The questionnaire was reviewed by professional colleagues at Northeast State Technical Community College and the Tennessee Board of Regents staff. They examined the questionnaire for content, structure, methodology, and face validity. Individuals selected to review the questionnaire were chosen based on their level of professional expertise and administrative leadership roles in faculty development. Comments and concerns were addressed and the questionnaire revised as necessary.

The questionnaire was pilot tested using 15 faculty at Northeast State Technical Community College. The faculty were asked to complete the questionnaire and critique as necessary. Results of the pilot test were monitored and corrections were made to the questionnaire. Changes for the most part were grammatical in nature. Some modification were made to questions in Section 1 and topics listed in Section 2.

### Method

Permission to conduct the research study was obtained from the Department of Educational Leadership and Policy

Analysis, and the East Tennessee State University Institutional Review Board. Additional approval was obtained from the Tennessee Board of Regents and the 14 community colleges referenced in the study.

Surveys with explanatory cover letters were sent to selected full-time faculty along with a self-addressed stamped envelope (Appendix B). Each return envelope was coded to determine the rate of response from each college. Due to the rate of response no need arose to send a second request letter. Additionally, each community college Chief Academic Officer received a letter from Dr. Ellis Winkler, Vice President for Academic and Student Affairs at Northeast State Technical Community College, requesting support and encouragement of the study on each campus (Appendix C).

#### Data Analysis

Data collected from the questionnaires were tabulated and entered into a data file for statistical analysis. The statistical software used in this study was the Statistical Package for the Social Sciences (SPSS/PC+) Studentware for Windows. Both descriptive and inferential analysis were performed on the data collected from the questionnaire.

Data used to answer research questions one, two, and three were gathered from the analyzing faculty responses to survey question 1-26. Respondents scores on the Likert

scale questions were analyzed using the following grouping pattern of questions: Questions 1,3,4,5,10,16,17,18, and 25 were used to measure faculty perceptions related to status. Questions 2,6,7,8,9,19,22,11, and 23 were used to measure faculty perceptions as to the need for faculty development. Questions 12,13,14,15,20,21,24, and 26 measured faculty attitudes and perceptions related to the importance of scholarship. Descriptive data analysis provided frequency distributions and measures of central tendency including mean scores, variations, and standard deviations for each question.

Research Question four was answered by survey questions 27-54. Descriptive analysis provided frequency distribution for each topical area. A weighted value was assigned to each response and a mean score for each topical area was determined. Mean scores and frequency distributions were used to rank the importance level of each topic or method of instruction.

Research question five used mean score data from research question two and compared these data to age, professional status, and teaching discipline. ANOVA and t-test analysis were used to determine whether there was a significant relationship between mean scores for need and the independent variable of age, professional status, and teaching discipline.



Research question six and accompanying hypothesis were analyzed by using descriptive and inferential statistics. Descriptive analysis provided frequency distributions for each topical area. Weighted values were assigned to each response and a sum and mean score for each area was calculated. Using frequency distribution and mean score ranking the top six faculty development topics were selected. ANOVA and t-test analysis were used to determine whether there was a significant relationship between mean scores for topic selection and the independent variables of age, professional status, teaching discipline, gender, academic preparation, higher education teaching experience, and pedagogical training.

Research question seven was basically descriptive in nature. Survey questions 55-61 provided demographic information on community college faculty. Data collected were used to provide frequency distributions needed for statistical comparison and to provide a general demographic description of community college faculty in the TBR system.

CHAPTER 4  
DATA ANALYSIS

Introduction

Chapter 4 presents an analysis of the data collected from community college faculty relative to perceptions and attitudes regarding faculty development. To obtain this data, faculty development questionnaires were mailed to full-time faculty employed with the 14 community colleges under the purview of the Tennessee Board of Regents (TBR).

A selective, random sample method was used to choose 325 full-time faculty participants. This total represented 20% of the 1619 full-time faculty employed by the TBR system. Two hundred six self administered questionnaires were returned after the first mailing. This total represents 63.38% of the sample and 12.72% for the system. Due to the high response generated from the first mailing, no second mailing was necessary. Five (2%) questionnaires were returned not completed due to incorrect mailing addresses.

The faculty response rate by institution varied from a low of 44% to a high of 100%. (Appendix D).

The organization of this chapter follows the order of the research questions posed in Chapter one.

Analysis of Data for Research Question #1, #2, #3

The first three research questions investigated in this study include: 1) What are faculty perceptions and attitudes regarding the status of faculty development in the 14 Tennessee community colleges? 2) What are faculty perceptions and attitudes regarding the need for faculty development? 3) What are faculty perceptions and attitudes relating to the importance of scholarship in the community college?

To answer these research questions, faculty responses to items 1-26 in Section I of the questionnaire were reviewed for analysis. Questions in section I used a 6 point Likert Scale format. The possible selection of responses included the following: 0= do not know; 1= strongly disagree; 2= moderately disagree; 3= slightly disagree 4= slightly agree; 5= moderately agree; 6= strongly agree. Several of the questions (9, 12, 16, 23, 25, and 26) induced negative responses resulting a need to invert the Likert Scale.

Questions 1, 3, 4, 5, 10, 16, 17, 18, and 25 assessed faculty perceptions and attitudes relating to status of faculty development (research question 1). Questions 2, 6,

7, 8, 9, 11, 19, 22, and 23 assessed faculty responses relating to the need for faculty development (research question 2) and questions 12, 13, 14, 15, 20, 21, 24, and 26 analyzed faculty responses relating to the importance of scholarship at the community college (research question 3).

Descriptive data analysis provided a mean, a standard deviation, and a frequency distribution for each question. Distributions of faculty responses for slightly agree, (4) moderately agree, (5) and strongly agree (6) for each question were collapsed into a total percent agreed. On the questions that induced a negative response the Likert Scale was reversed the responses of 4, 5, and 6 indicated disagreement with the question. Additionally, only survey questions that received a response score 1-6 were used in the calculation of descriptive data. This was done to provide a clear, concise, and informative analysis of the data. Data analysis for each of the three research questions associated with Section I of the questionnaire is presented below.

#### Research Question #1

An analysis of data collected from the survey participants provided the necessary information to analyze research question #1. This research question asked "What are faculty perceptions and attitudes regarding the status

of faculty development within the 14 community colleges in the Tennessee Board of Regents System? Table 1 presents a summary analysis of faculty perceptions and attitudes as they relate to the perceived status of faculty development in the 14 community colleges in the TBR system.

TABLE 1  
ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO  
STATUS OF FACULTY DEVELOPMENT

Question	Title	n	Mean	SD	Freq.	% Agreed
Q1	Support	206	4.60	1.52	169	82.0
Q3	Funded	198	3.27	1.75	102	51.5
Q4	Time	205	3.96	1.52	137	66.8
Q5	Organized	200	3.54	1.47	119	59.5
Q10	Useful	201	3.58	1.41	129	64.2
Q16	Intrusion	186	3.09	1.45	106	57.0
Q17	Response	199	4.18	1.31	140	70.4
Q18	Development	194	3.86	1.44	135	69.6
Q25	Buzzword	200	3.93	1.53	115	57.5

Analysis of faculty responses regarding the status of faculty development revealed that 169 (82.0%) of the respondents stated that the administration at their

institution supported faculty development; however, only 102 (51.5%) indicated that faculty development at their institution was adequately funded. One hundred nineteen (59.5%) indicated that faculty development at their institution was well planned and organized and 194 (69.6%) respondents indicated that faculty should be involved in the planning and development of faculty development initiatives on their campus. Specifically, 140 (70.4%) of the faculty who completed the questionnaire reported that faculty development at their institution was considered to be the responsibility of the individual faculty member.

When asked if adequate time was provided for faculty development activities, 137 (66.8%) of the respondents reported that adequate time was provided for them to attend faculty development activities and 129 (64.2%) of the faculty surveyed indicated that faculty development activities provided by their institution were useful to them.

Of the faculty responding to question 16, 80 (43.0%) stated that faculty development was an intrusion in the teaching/learning environment with approximately 20 (10%) of the respondents choosing the do not know response. Almost one half (42.5%) of the respondents indicated that faculty development was a buzzword without meaning at their respective institution.

Mean scores, with the exception of questions 1 and 17, fell between the slightly disagree and the slightly agree point (3.09-3.92) on the six point Likert scale continuum. Mean scores support the frequency distribution and percent agree data presented in Table 1.

### Research Question #2

An analysis of data collected from the survey participants provided the information needed to analyze research question #2. This research question asked "What are faculty perceptions and attitudes regarding the need for faculty development?" Table 2 presents a summary analysis of faculty perceptions and attitudes as they relate to the need for faculty development in the 14 community colleges in the TBR system.

Examination of faculty responses to questions related to the need for faculty development found that 201 (97.6%) of the faculty surveyed stated that faculty development was important to their academic and professional growth and 195 (95.1%) indicated that faculty development is needed to assure a well prepared faculty. One hundred eighty-eight (92.2%) viewed faculty development as critical to their role as a faculty member, and 157 (77.0%) supported the opinion that all community college faculty should be required to develop a faculty development plan.

TABLE 2  
ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO  
THE NEED FOR FACULTY DEVELOPMENT

Question	Title	n	Mean	SD	Freq.	% Agreed
Q2	Growth	206	5.57	0.85	201	97.6
Q6	Don't Need	189	2.32	1.19	29	15.3
Q7	Benefit	196	4.99	1.09	181	92.3
Q8	Improve	203	4.98	0.96	195	96.1
Q9	Boring	203	3.38	1.50	89	43.8
Q11	Assure	205	5.18	0.91	195	95.1
Q19	Critical	204	4.99	1.04	188	92.2
Q22	Plans	204	4.33	1.46	157	77.0
Q23	Degrading	202	4.71	1.35	164	81.2

One hundred ninety-five (96.1%) of the respondents indicated that their teaching effectiveness would improve if supported by appropriate faculty development activities, and 181 (92.3%) stated that their colleagues effectiveness would benefit from faculty development activities. However, when asked if most faculty are well prepared and not in need of faculty development, only 29 (15.3%) agreed with the statement indicating that approximately 160 (84%) felt that faculty development was needed regardless of academic preparation.



Survey questions 9 and 16 were worded negatively; therefore, the Likert scale was reversed for each question. Eighty-nine (43.8%) of the faculty respondents did not feel that most faculty development activities were boring. When asked if requiring experienced and professional faculty to attend faculty development activities was degrading to the faculty member, 164 (81.2%) indicated that these activities did not degrade the faculty.

Mean scores for need ranged from a low of 2.32 to a high of 5.57. Mean scores, with the exception of questions six and nine fell on the positive side of the Likert scale continuum and supported the frequency distribution and percent agree data presented in Table 2.

### Research Question #3

Data analysis of the faculty responses to questions related to scholarship provided the information needed to answer research question 3. The third research question asked, "What are faculty perceptions and attitudes relating to the importance of scholarship in the community college?" Table 3 presents a summary analysis of faculty perceptions and attitudes as they relate to the importance of scholarship in the 14 community colleges in the TBR system.

TABLE 3  
ANALYSIS OF FACULTY PERCEPTIONS AND ATTITUDES RELATED TO  
THE IMPORTANCE OF SCHOLARSHIP AMONG COMMUNITY COLLEGE  
FACULTY

Question	Title	n	Mean	SD	Freq.	% Agreed
Q12	Scholars	198	2.81	1.37	45	22.8
Q13	Rewards	203	5.33	0.96	192	94.7
Q14	Concerned	201	4.28	1.23	150	74.8
Q15	Innovation	205	5.22	0.97	192	93.7
Q20	Pursuits	203	4.87	1.24	177	87.4
Q21	Research	205	3.58	1.63	115	56.3
Q24	Involved	195	4.39	1.16	154	79.1
Q26	Restricted	196	5.06	1.25	168	85.9

Analysis of data regarding the importance of scholarship among TBR community college faculty revealed that only 29 (22.8%) of the faculty felt that community college faculty were not viewed as scholars. One hundred sixty-eight (85.9%) of the faculty surveyed disagreed with the assumption that scholarship-related activities should be restricted to university level faculty, with 115 (56.3) indicating that scholarly research and publication should be viewed as important components of the professional development plans for community college faculty.

Additionally, 154 (79.1%) of the respondents suggested that faculty at community colleges should be involved in scholarship related activities with 177 (87.4%) of the faculty indicating that involvement in scholarly pursuits leads to a higher level of professionalism and collegiality among faculty. However, 192 (94.7%) strongly agreed that faculty at the community college level should be rewarded for scholarly endeavors.

When asked if faculty at community colleges are more concerned with students and their development rather than their own professional growth, 150 (74.8) agreed that their central concern was students. It is important to note however, that 192 or 93% of the faculty surveyed indicated that teaching innovation was critical to the growth and development of the community college.

Mean scores for each question in this section supported the frequency distribution and percent agree data presented in Table 3.

#### Analysis of Data for Research Question #4

The analysis of data collected from faculty responses to Section 2, survey items 27-42 (topics) and survey items 43-54 (methods of instruction), provided the necessary information required to answer research question #4. The research question asked, "What do faculty perceive as

important faculty development topics and what are faculty preferences for delivery of these activities?" Faculty development topics and methods of instruction identified in the questionnaire were chosen from the literature, input from faculty interviews, pilot test information and the researcher's experiences with faculty development.

From the items provided, faculty completing the questionnaire were asked to rank their top six faculty development topics and methods of instruction with 1 being their first and 6 being their sixth choice.

In order to rank the topics and methods of instruction from least preferred to most preferred, each item was given a value from 0 to 6. Faculty indicating a topic or method of instruction as 1 were given a weighted value of 6 and those indicating a choice of 6 was given a weight value of 1.

Descriptive analysis provided summative and mean score distributions for each of the topical and instructional areas. Using these two parameters, items were ranked from highest to lowest. Six topics and six methods of instruction were identified by the sample population as most preferred. The following details the descriptive analysis of the data for Section 2 A. Faculty Development Topics, and B. Methods of Instruction.

Faculty Development Topics

Table 4 provides a summative review of the ranking of faculty development topics.

TABLE 4  
PREFERENCE FOR FACULTY DEVELOPMENT TOPICS

Topic	Summative Score	Mean
Diagnostic Testing	78	.379
Supervision/Management	91	.442
Research/Publication	112	.544
Leadership Studies	117	.568
Mentoring	121	.587
Inquiry Learning	149	.723
Psychology of Learning	182	.883
Self Directed Learning	219	1.063
Test Development	249	1.209
Teaching/Learning Theory	302	1.466
Motivation Theory	316	1.534
Curricular Design	325	1.578
Learning Styles	360	1.748
Course Development Evaluation	431	2.092
Multimedia Development	467	2.267
Innovation in Teaching	739	3.587

n=206

The six most preferred topics ranked from highest to lowest were: 1) innovations in teaching, 2) multimedia development, 3) course development and evaluation, 4) learning styles, 5) curricular design, and 6) motivation theory. In addition to the above topics, teaching/learning theory, test development, and self directed learning were chosen by faculty as the next three most important faculty development topics. Interestingly, research and publication, leadership studies, mentoring, supervision and management, and diagnostic testing were ranked as the least preferred topics.

#### Methods of Instruction

The six most preferred methods of instruction ranked from highest to lowest were: 1) workshops, 2) seminars, 3) conventions, 4) higher education classes, 5) retreats, and 6) summer institutes. Additionally, faculty ranked individualized training modules, internships, and sabbaticals as the next three most viable methods of delivering faculty development initiatives. Interactive TV, telecourses, and the Internet were chosen by faculty as the least preferred method of providing quality faculty development initiatives.

Table 5 provides a summative review of ranking of methods of instruction.

TABLE 5  
PREFERENCE FOR METHODS OF INSTRUCTION

Method of Instruction	Summative Score	Mean
Interactive TV	83	.403
Telecourses	87	.422
Internet	187	.908
Sabbatical	238	1.155
Internships	258	1.252
Individualized Training Modules	287	1.393
Summer Institutes	292	1.417
Retreats	319	1.549
Higher Education Classes	390	1.893
Conventions	556	2.699
Seminars	780	3.786
Workshops	789	3.830

n=206

Analysis of Data for Research Question #5

The fifth research question in this study asked, "What are the relationships between selected demographic characteristics and the perceived need for faculty development?" Three hypothesis statements were posed to examine the relationship:

H<sub>0</sub> There is no relationship between the perceived need for faculty development and faculty age.

H<sub>0</sub> There is no relationship between the perceived need for faculty development and faculty professional status.

H<sub>0</sub> There is no relationship between the perceived need for faculty development and teaching discipline.

Survey questions previously selected to measure need in research question 2 (2, 6, 7, 8, 9, 11, 19, 22, and 23) were utilized to generate the necessary data needed to accept or reject the null hypotheses formulated in question 5. Survey question 6 was omitted from the need scale because it reduces reliability (Alpha of .6622 with question 6; alpha of .8091 with question 6 excluded).

To create the data necessary to measure the relationship between the independent variables of age, professional status, and teaching discipline a new need variable was created. Need 2 was created by summing the total of need scores for those respondents who answered all questions on the survey related to need. The six point Likert scale used in Section 1 was used to generate the sum score. Those responses with a 0 or do not know as answers were excluded from the calculation of the sum score. The sum score had a potential range from 8 to 48. An eight was assigned as the score if a faculty member answered all 8 items with a 1 and 48 if all 8 items were answered with a 6.



Tests for homogeneity of variances were conducted and none were found to be significantly different at the .05 level.

Descriptive analysis provided mean scores based on the variables of age, professional status, and teaching discipline. Inferential analysis using analysis of variance (ANOVA) and two tailed t-test compared the means for statistical significance. The level of significance was set at .05 for all statistical testing. Statistical outcomes for each of the hypothesis statements are detailed below.

#### Hypothesis 1-Age

No significant relationship was found between the perceived need for faculty development and age of the faculty ( $F = .863$ ,  $df = 2$ ,  $p = .423$ ). The null hypothesis was not rejected.

#### Hypothesis 2-Professional Status

No significant relationship was found between the perceived need for faculty development and professional status ( $F = .1.096$ ,  $df = 3$ ,  $p = .352$ ). The null hypothesis was not rejected.

#### Hypothesis 3-Teaching Discipline

No significant relationship was found between the perceived need for faculty development and teaching discipline ( $t = 1.368$ ,  $df = 184$ ,  $p = .173$ ). The null

hypothesis was not rejected. Table 6 provides a synopsis of data generated from the ANOVA and t-test performed.

TABLE 6  
SUMMARY ANALYSIS OF PERCEIVED NEED FOR FACULTY DEVELOPMENT  
BY AGE, PROFESSIONAL STATUS, AND TEACHING DISCIPLINE

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	37	37.9	5.83		F	
41-55	113	38.5	5.95	2	.863	.423
over 55	36	37.0	6.89			
Prof. Status (ANOVA)						
Professor	21	36.4	6.53		F	
Assoc. Professor	89	37.9	6.03	3	1.095	.352
Asst. Professor	50	39.1	5.93			
Instructor	26	38.5	6.39			
Teach. Disc. (T-Test)						
Liberal Arts	103	37.6	6.54		t	
Voc/Tech	83	38.8	5.51	184	1.368	.173

Analysis of Data for Research Question #6

The sixth research question analyzed in this study asked, "What are the relationships between selected demographic characteristics and the preference for faculty

development topics?". Seven hypothesis statements were posed to examine these relationships:

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and faculty age.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and faculty professional status.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and faculty teaching discipline.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and gender.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and faculty academic preparation.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and the number of years of higher education teaching experience.

H<sub>0</sub>. There is no relationship between the preference for faculty development topics and previous pedagogical training.

Data to analyze the research question and test the hypotheses statements were collected from Section II, survey questions 27-42 of the Faculty Development Questionnaire.

Data previously generated to answer research question 4 were used to provide the information on faculty development topics required in research question 6. The following paragraphs review the procedure used in the selection of the preferred topics.

From the items provided, faculty completing the questionnaire were asked to rank their top six faculty development topics with 1 being their first choice and 6 being their sixth choice.

In order to rank the topics from least preferred to most preferred, each item was given a value from 1 to 6. Faculty indicating a topic as 1 were given a weighted value of 6 and those indicating a choice of 6 was given a weight value of 1.

Descriptive analysis provided summative and mean score distributions for each of the topical areas. Using these two parameters, items were ranked from highest to lowest. Of the topics identified by the sample, six were selected.

The six most preferred topics ranked from highest to lowest were: 1) innovations in teaching, 2) multimedia development, 3) course development and evaluation,

4) learning styles, 5) curricular design, and 6) motivation theory.

Descriptive analysis provided mean scores for each of the six selected topics based on the variables of age, professional status, teaching discipline, gender, academic preparation, years of higher education teaching experience, and pedagogical training. Inferential analysis using analysis of variance (ANOVA) or two tailed t-test compared the means for each group for statistical significance. The level of significance was set at .05 for all statistical testing. Tests for homogeneity of variances were conducted and none were significantly different at the .05 level.

Statistical data for each topical area and correlating hypotheses are presented below. Topical areas are presented in a descending order from the number 1, most preferred faculty development topic, to number 6 the least preferred topic. Tables 7 through 12 presents summary data for each topical area.

#### Innovation in Teaching

Statistical analysis of the data, summarized in Table 7, found no significant relationship between the selection

TABLE 7  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
INNOVATIONS IN TEACHING

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	3.52	2.38		F	
41-55	123	3.50	2.34	2	.466	.628
over 55	41	3.90	3.90			
Prof. Status (ANOVA)						
Professor	21	4.76	1.54		F	
Assoc. Professor	95	3.42	2.35	3	2.16	.093
Asst. Professor	60	3.60	2.47			
Instructor	30	3.26	2.28			
Teach. Disc. (t-Test)						
Liberal Arts	115	3.80	2.27		t	
Voc/Tech	91	3.30	2.38	204	1.54	.126
Gender (t-Test)						
Male	102	3.33	2.39		t	
Female	104	3.83	2.47	204	1.55	.122
Academic Prep. (ANOVA)						
Bachelors	23	2.39	2.40		F	
Masters	141	3.77	2.27	2	3.57	.030
Doctorate	42	3.62	3.32			
Years Teach Exp. (ANOVA)						
1-10	85	3.51	2.37		F	
11-20	61	3.26	2.36	3	1.40	.243
21-30	48	3.93	2.17			
30+	11	4.54	2.33			
Course/Teach. (t-Test)						
Yes	144	3.89	2.20		t	
No	62	2.87	2.47	204	2.95	.004

the faculty development topic-Innovation in Teaching and the independent variables of age ( $F = .466$ ,  $df = 2$ ,  $p = .628$ ), professional status ( $F = 2.16$ ,  $df = 3$ ,  $p = .093$ ), teaching discipline ( $t = 1.54$ ,  $df = 204$ ,  $p = .126$ ), gender ( $t = 1.54$ ,  $df = 204$ ,  $p = .122$ ), years of higher education teaching experience ( $F = 1.40$ ,  $df = 3$ ,  $p = .243$ ). Therefore, based on the results of the ANOVA and t-tests performed, the null hypothesis for each of these variables was not rejected.

A significant relationship was found, however, between faculty academic preparation and the preference for faculty development topic-innovation in teaching ( $F = 3.57$ ,  $df = 2$ ,  $p = .030$ ). Post-hoc analysis using BTUKEY revealed a significant difference between the mean score for master's and bachelor's level faculty. The differences denoted that a higher percentage of master's level faculty indicated a preference for this topic. In addition to academic preparation, t-test results indicated a significant difference in the mean scores for those faculty who have taken credit courses in teaching as compared to those who have not ( $t = 2.95$ ,  $df = 204$ ,  $p = .004$ ). Based on the ANOVA and t-test data, the null hypotheses for these two variables were rejected.

### Multimedia Development

Statistical analysis of mean score data, summarized in Table 8, found no significant relationship between the selection of multimedia development as a faculty development topic and the independent variables of age ( $F = .337$ ,  $df = 2$ ,  $p = .715$ ), professional status ( $F = .694$ ,  $df = 3$ ,  $p = .557$ ), teaching discipline ( $t = .28$ ,  $df = 204$ ,  $p = .777$ ), gender ( $t = .01$ ,  $df = 204$ ,  $p = .989$ ), academic preparation ( $F = .673$ ,  $df = 2$ ,  $p = .511$ ), years of teaching experience ( $F = 1.02$ ,  $df = 3$ ,  $p = .384$ ) and credit courses in teaching ( $t = .04$ ,  $df = 204$ ,  $p = .971$ ). Based on the results of the ANOVA and t-test performed, the null hypothesis for each of the independent variables was not rejected.

### Course Development and Evaluation

Course development and evaluation was ranked the third most preferred faculty development topic. Inferential analysis of mean score data, summarized in Table 9, found no significant relationship between the selection of course development and evaluation as a faculty development topic and the independent variables of age ( $F = 1.37$ ,  $df = 2$ ,  $p = .258$ ), professional status ( $F = .784$ ,  $df = 3$ ,  $p = .525$ ), teaching discipline ( $t = 1.78$ ,  $df = 204$ ,  $p = .077$ ), gender ( $t = 1.62$ ,  $df = 204$ ,  $p = .106$ ) academic preparation ( $F = 1.18$ ,



TABLE 8  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
MULTIMEDIA DEVELOPMENT

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	2.33	2.36		F	
41-55	123	2.33	2.31	2	.337	.715
over 55	41	2.00	2.36			
Prof. Status (ANOVA)						
Professor	21	2.05	2.50		F	
Assoc. Professor	95	2.51	2.32	3	.694	.557
Asst. Professor	60	2.15	2.45			
Instructor	30	1.90	1.92			
Teach. Disc. (t-Test)						
Liberal Arts	115	2.23	2.35		t	
Voc/Tech	91	2.32	2.29	204	.28	.777
Gender (t-Test)						
Male	102	2.26	2.33		t	
Female	104	2.27	2.33	204	.01	.989
Academic Prep. (ANOVA)						
Bachelors	23	1.78	2.17		F	
Masters	141	2.28	2.30	2	.673	.511
Doctorate	42	2.48	2.49			
Years Teach Exp. (ANOVA)						
1-10	85	2.10	2.25		F	
11-20	61	2.11	2.31	3	1.02	.384
21-30	48	2.60	2.41			
30+	11	3.09	2.51			
Course/Teach. (t-Test)						
Yes	144	2.27	2.30		t	
No	62	2.26	2.39	204	.04	.971

df= 2,  $p = .310$ ), years of teaching experience ( $F=873$ ,  $df= 3$ ,  $p = .456$ ) and credit course in teaching ( $t= 1.13$ ,  $df= 204$ ,  $p=.259$ ). Based on the results of the ANOVA and t-test performed, the null hypothesis for each of the independent variables was not rejected.

TABLE 9  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
COURSE DEVELOPMENT/EVALUATION

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	2.55	2.42		F	
41-55	123	1.91	2.13	2	1.37	.258
over 55	41	2.17	2.08			
Prof. Status (ANOVA)						
Professor	21	1.81	1.91		F	
Assoc. Professor	95	1.93	2.18	3	.748	.525
Asst. Professor	60	2.25	2.14			
Instructor	30	2.50	2.49			
Teach. Disc. (t-Test)						
Liberal Arts	115	1.85	2.10		t	
Voc/Tech	91	2.40	2.27	204	1.78	.077
Gender (t-Test)						
Male	102	1.84	2.05		t	
Female	104	2.34	2.30	204	1.62	.106
Academic Prep. (ANOVA)						
Bachelors	23	2.70	1.94		F	
Masters	141	2.07	2.24	2	1.18	.310
Doctorate	42	1.83	2.13			

Table 9 (continued)  
 PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
 COURSE DEVELOPMENT/EVALUATION

Characteristic	n	Mean	SD	df	Test Statistic	p.
Years Teach Exp. (ANOVA)						
1-10	85	2.35	2.32		F	
11-20	61	1.95	2.19	3	.873	.456
21-30	48	1.88	1.99			
30+	11	1.55	1.75			
Course/Teach. (t-Test)						
Yes	144	1.98	2.15		t	
No	62	2.35	2.27	204	.73	.059

### Learning Styles

The fourth most preferred faculty development topic was learning styles. Inferential analysis of mean score data, summarized in Table 10, found no significant relationship between the selection of learning styles as a faculty development topic and the independent variables of age ( $F= 1.90$ ,  $df= 2$ ,  $p= .152$ ), professional status ( $F= 1.84$ ,  $df= 3$ ,  $p= .141$ ), teaching discipline ( $t= 1.38$ ,  $df= 204$ ,  $p= .170$ ), gender ( $t= 1.58$ ,  $df= 204$ ,  $p= .116$ ) academic preparation ( $F= 1.90$ ,  $df= 2$ ,  $p= .152$ ), years of teaching experience ( $F= 2.52$ ,  $df= 3$ ,  $p= .059$ ) and credit course in teaching ( $t= .73$ ,  $df= 204$ ,  $p= .466$ ). Based on the results of

the ANOVA and t-test performed, the null hypothesis for each of the independent variables was not rejected.

TABLE 10  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
LEARNING STYLES

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	2.31	2.38		F	
41-55	123	1.64	2.10	2	1.90	.152
over 55	41	1.49	2.00			
Prof. Status (ANOVA)						
Professor	21	.905	1.55		F	
Assoc. Professor	95	1.67	2.09	3	1.84	.141
Asst. Professor	60	2.15	2.22			
Instructor	30	1.77	2.45			
Teach. Disc. (t-Test)						
Liberal Arts	115	1.93	2.26		t	
Voc/Tech	91	1.52	1.99	204	1.38	.170
Gender (t-Test)						
Male	102	1.51	2.10		t	
Female	104	1.98	2.19	204	1.58	.116
Academic Prep. (ANOVA)						
Bachelors	23	2.09	2.23		F	
Masters	141	1.86	2.24	2	1.90	.152
Doctorate	42	1.19	1.70			
Years Teach Exp. (ANOVA)						
1-10	85	2.20	2.30		F	
11-20	61	1.56	2.06	3	2.52	.059
21-30	48	1.23	1.89			
30+	11	1.36	1.96			
Course/Teach. (t-Test)						
Yes	144	1.82	2.15		t	
No	62	1.58	2.15	204	.73	.466

### Curricular Design

Inferential statistical analysis of the mean score data, summarized in Table 11, found no significant relationship between the selection the faculty development topic-curricular design and the independent variables of age ( $F = .466$ ,  $df = 2$ ,  $p = .628$ ), professional status ( $F = 2.16$ ,  $df = 3$ ,  $p = .093$ ), gender ( $t = 1.55$ ,  $df = 204$ ,  $p = .122$ ), academic preparation ( $F = .236$ ,  $df = 2$ ,  $p = .790$ ) years of higher education teaching experience ( $F = 1.40$ ,  $df = 3$ ,  $p = .243$ ). Therefore, based on the results of the ANOVA and t-tests performed, the null hypothesis for each of these variables was not rejected.

A significant relationship was found, however, between faculty teaching discipline and the preference for faculty development topic-curricular design and teaching discipline ( $t = 2.14$ ,  $df = 166$ ,  $p = .034$ ). Based on t-test data, the null hypothesis was rejected.

### Motivation Theory

Motivation theory was ranked the sixth most preferred faculty development topic. Inferential analysis of mean score data, summarized in Table 12, found no significant relationship between the selection of motivation theory as a faculty development topic and the independent variables of age ( $F = .181$ ,  $df = 2$ ,  $p = .834$ ), professional status

TABLE 11  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
CURRICULAR DESIGN

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	1.57	1.90		F	
41-55	123	1.46	2.09	2	.761	.469
over 55	41	1.93	2.23			
Prof. Status (ANOVA)						
Professor	21	1.14	1.96		F	
Assoc. Professor	95	1.82	2.21	3	.926	.429
Asst. Professor	60	1.38	1.98			
Instructor	30	1.50	1.94			
Teach. Disc. (t-Test)						
Liberal Arts	115	1.30	1.82		t	
Voc/Tech	91	1.93	2.34	204	2.14	.034
Gender (t-Test)						
Male	102	1.39	1.94		t	
Female	104	1.76	2.21	204	1.27	.206
Academic Prep. (ANOVA)						
Bachelors	23	1.65	1.90		F	
Masters	141	1.62	2.14	2	.236	.790
Doctorate	42	1.38	2.01			
Years Teach Exp. (ANOVA)						
1-10	85	1.52	1.94		F	
11-20	61	1.61	2.15	3	.148	.931
21-30	48	1.73	2.29			
30+	11	1.36	2.06			
Course/Teach. (t-Test)						
Yes	144	1.74	2.14		t	
No	62	1.21	1.91	204	1.67	.096

( $F = 1.29$ ,  $df = 3$ ,  $p = .280$ ), teaching discipline ( $t = 1.39$ ,  $df = 204$ ,  $p = .167$ ), gender ( $t = .11$ ,  $df = 204$ ,  $p = .915$ ) academic preparation ( $F = .269$ ,  $df = 2$ ,  $p = .764$ ), years of teaching experience ( $F = .357$ ,  $df = 3$ ,  $p = .785$ ) and credit course in teaching ( $t = .47$ ,  $df = 204$ ,  $p = .641$ ). Based on the results of the ANOVA and t-test performed, the null hypothesis for each of the independent variables was not rejected.

TABLE 12  
PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:  
MOTIVATION THEORY

Characteristic	n	Mean	SD	df	Test Statistic	p.
Age (ANOVA)						
40 and under	42	1.38	1.96		F	
41-55	123	1.59	1.98	2	.181	.834
over 55	41	1.51	2.06			
Prof. Status (ANOVA)						
Professor	21	.86	1.68		F	
Assoc. Professor	95	1.75	2.10	3	1.29	.280
Asst. Professor	60	1.40	1.82			
Instructor	30	1.60	2.08			
Teach. Disc. (t-Test)						
Liberal Arts	115	1.70	2.04		t	
Voc/Tech	91	1.32	1.91	204	1.39	.167
Gender (t-Test)						
Male	102	1.55	1.98		t	
Female	104	1.52	1.99	204	.11	.915

TABLE 12 (continued)

## PREFERENCES FOR FACULTY DEVELOPMENT TOPICS:

## MOTIVATION THEORY

Characteristic	n	Mean	SD	df	Test Statistic	p.
Academic Prep. (ANOVA)						
Bachelors	23	1.57	2.09		F	
Masters	141	1.59	1.98	2	.269	.764
Doctorate	42	1.33	2.00			
Years Teach Exp. (ANOVA)						
1-10	85	1.64	2.08		F	
11-20	61	1.62	2.06	3	.357	.785
21-30	48	1.35	1.82			
30+	11	1.18	1.72			
Course/Teach. (t-Test)						
Yes	144	1.78	1.99		t	
No	62	1.44	1.96	204	.47	.641

Analysis of Data for Research Question #7

The seventh research question in this study asked "What are common demographic profiles of TBR community college faculty?" To answer this question, information was collected using survey questions 55-61 of Section III of the Faculty Development Questionnaire.

The sample population in this study represented 20% or 325 of 1619 community college full-time faculty employed by the Tennessee Board of Regents. Two hundred six (63.4%) of the sample returned completed surveys. This total represented 12.7% of the total population of TBR community college faculty.



Descriptive analysis of faculty responses to survey questions 55-61 provided frequency and percentile data for the sample. Table 13 provides a summary of demographic data collected.

TABLE 13  
DEMOGRAPHIC PROFILES OF TBR COMMUNITY COLLEGE FACULTY

Profile	Frequency	Percent	Cumulative Percent
<b>Gender</b>			
Male	102	49.5	49.5
Female	104	50.5	100.0
<b>Age</b>			
40/under	42	20.4	20.4
41-55	123	59.7	80.1
over 55	41	19.9	100.0
<b>Professional Status</b>			
Full Professor	21	10.2	10.2
Associate Professor	95	46.1	56.3
Assistant Professor	60	29.1	85.4
Instructor	30	14.6	100.0
<b>Academic Preparation</b>			
Bachelors	23	11.2	11.2
Masters	141	68.4	79.6
Doctorate	42	20.4	100.0
<b>Years Teach. Exp.</b>			
1-10	85	41.3	41.3
11-20	61	29.6	71.2
21-30	48	23.3	94.6
30+	11	5.3	100.0
<b>Teaching Discipline</b>			
Liberal Arts	115	55.8	55.8
Voc/Tech.	91	44.2	100.0
<b>Pedagogical Preparation</b>			
Yes	144	69.9	69.9
No	62	30.1	100.0

### Gender and Age

Examination of the demographic profiles of the sample revealed that males represented 102 (49.5%) of the sample and females represented 104 or 50.5% of the full-time faculty population.

One hundred twenty-three (59.7%) of the sample were between 41 and 55 years of age, with 41 (19.9%) over the age of 55. The 25-40 year old category represented only 20.4% (42) of the total sample.

These data indicate that nearly 80% of the full-time faculty in the TBR community college system are over the age of 41.

### Teaching Discipline , Professional Status

One hundred fifteen (55.8%) of those surveyed indicated liberal art/university parallel as their primary teaching discipline. Ninety-one or 44.2% indicated vocational/technical as their primary teaching discipline.

Twenty-one (10.2%) of full-time faculty surveyed indicated that they held the rank of full professor. Ninety-five (46.1%) held the rank of associate professor with 60 (29.1%) holding the rank of assistant professor. Only 30 (14.1) held the rank of instructor.

### Academic and Pedagogical Preparation

Of the full-time faculty surveyed, 42 (20.4%) held the doctorate degree. One hundred forty-one (68.4%) indicated that the Master's was the highest degree held. Twenty-three (11.2%) reported holding the Bachelor's degree.

Seventy percent of the faculty surveyed reported that they had taken degree credit courses in teaching. Only 62 or 30.1% indicated that no courses in teaching had been taken.

### Years of Higher Education Teaching Experience

Eighty-five (41.3%) of the respondents indicated that they had between 1 and 10 years of higher education teaching experience. Sixty-one (29.6%) reported 11 to 20 years and 48 (23.3%) had 21 to 30 years of higher education teaching experience. Only 5.3% indicated 30-plus years of experience.

### Faculty Comments

Section III of the questionnaire provided a space for faculty comments. The following remarks provide further insights into the perceptions and attitudes of faculty as they relate to faculty development.

In regard to faculty development in the areas of teaching and learning one faculty member provided the following comments:

The dissonance between traditional teaching and learning environments of the past and current student interests and needs grows at an alarming rate. I am concerned that I hear faculty degrading student ability when we as professionals stay mired in outdated attitudes and expectation of student behavior.

Professional development must open the door to new thinking and options for problem solving in today's issues in teaching and learning.

Another faculty member commented that faculty development can be a useful tool if handled properly, but that just attending a faculty development activity does not make you current in your field or a more effective teacher. One faculty member effectively stated:

the key to appropriate faculty development is that it does not lend itself to "top down" solutions by the administration. It is on the contrary, part of an individuals response to the demands of teaching and mentoring students.

Yet, another faculty member commented that "faculty development is obviously a major component in every faculty member's professional life. If handled correctly, it is a refreshing part. When dictated by superiors (when micro-managed), it can be stultifying."

Regarding the need for faculty development, one respondent indicated that faculty development is essential to the growth of both the instructor and the institution, and that the relevancy and availability of faculty development activities are crucial. He expands his comments to report that for faculty development to be successful, faculty must see the activity as fun, enjoyable, and useful and as having immediate application.

Addressing the relevancy of faculty development, one faculty member wrote:

Faculty development is much too diverse to attempt sessions where all faculty can benefit. More efficient means could be delivered by targeting certain interests rather than generalizations. Faculty need to learn how to teach from experts who have proven success, not paper success.

Another shared this point of interest:

one reason that faculty development activities seem so ho-hum to many experienced teachers is that we have seen so many of them come and go, then return, only to be called by some other term and presented by a different jargon. In addressing the need of adequate funding for faculty development on campuses.

One faculty member stated, "Our college verbally supports faculty development but does not (cannot) provide the financial support for such a program. On campus development courses are generally limited in scope, unimaginative, and boring"

Speaking to the need for scholarship, a faculty member commented that "the distinction between scholarly research and faculty development at the community college level is cloudy to say the least."

Many faculty responding in the comments section of the questionnaire relayed an inherent problem with the survey instrument. Discipline related studies was excluded from the instrument. Therefore, many vocational/technical faculty stated that discipline related studies were important to their continued professional growth. The following excerpt is representative of the concerns expressed by faculty.

Your suggestions for faculty development lacked any mention of further training in discipline. For technology courses it is very important for the faculty member to have current training in the discipline. This type of training is more necessary than, and need to done, more often than any other type of training. Some of the

deficiencies in technical education is due to faculty not being up to date with technology.

Comments included in this section were reflective of numerous comments provided by faculty from all institutions. Interest in providing explanations of their responses to the survey instrument was a clear indication of the importance of issues associated with faculty development.

Chapter 4 presented a statistical analysis of the quantitative and qualitative data collected from the Faculty Development Questionnaire. Conclusions and recommendations drawn from this analysis are presented in Chapter 5.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The primary purpose of this study was to determine the status of and the need for faculty development within the 14 community colleges in the Tennessee Board of Regents System. The study examined faculty attitudes and perceptions regarding: the status of faculty development at their institution, the need for faculty development, and the importance of scholarship in the community college. The study also determined faculty preference for faculty development topics and methods of instruction.

Additionally, the study examined the relationship between specified demographic variables and the need for faculty development as well as the selection of faculty development topics. A review of demographic characteristics provided a profile of TBR community college faculty.

Data for the study were collected through the use of a faculty development questionnaire. A selective random sample was drawn from 1619 full-time community college faculty employed in the Tennessee Board of Regents System. Three hundred twenty-five questionnaires (20% of total population) were mailed to full-time faculty at



at fourteen TBR community colleges. Data collection was conducted over a six week period. Two hundred six (63.4%) questionnaires were returned. Due to the high response rate from the first mailing, a second mailing was not required. The response rate of 206 questionnaires represented 12.7% of the total population of full-time community college faculty and a strong data base for analysis.

The questionnaire was designed in three major sections. Section I used a six-point Likert Scale to measure faculty perceptions and attitudes regarding faculty development. Section II was designed to elicit faculty responses to their preference of faculty development topics and methods of instruction, and Section III of the questionnaire collected demographic data required to develop a profile of TBR community college faculty and to provide data needed for analysis and discussion.

Quantitative statistical methods used in this study included descriptive and inferential analysis. For significance testing, Alpha levels were set at the .05 for all data analyses. Data analysis of questionnaire results was performed using the Statistical Package for the Social Sciences (SPSS). Qualitative measures used in this study included the use of faculty comments from Section III of the questionnaire.

## Conclusions

### Introduction

Faculty development has been an important and integral part of the American community college. The findings of this study indicate that full-time faculty in TBR community colleges see appropriate faculty development as crucial to continued professional growth and overall improvement of the community college. The high rate of faculty response to the survey provides a clear indication of the importance faculty place on the concept and process of faculty development.

The following presents the conclusions drawn from the research questions examined in this study. The conclusion statements follows the order of the questions posed in Chapter 1.

### Status

From the analysis of data collected, conclusions can be drawn regarding the status of faculty development in TBR community colleges. A majority of faculty report that faculty development initiatives are supported by college administration. However, only half of the respondents stated that faculty development was adequately funded at their campus. This finding reflects the historical lack of appropriate state funding for higher education.

Faculty respondents suggested that, for the most part, faculty development programs were well organized and useful to them. A majority of the respondents indicate that adequate time was provided by the college for them to participate in faculty development initiatives. These findings are consistent with previous studies (Chiat & Gueths, 1981; Ciampa, 1980; Mott, 1994).

Interestingly, more than one-third of the faculty noted that faculty development was an intrusion into the teaching-learning environment. This finding supports Wiesner's 1979 study in which he found that some faculty perceived faculty development as an institutional mechanism used to define roles, teaching standards, and imply deficiencies. This finding can be of benefit to administrators and others responsible for developing faculty development programs and services on their campuses.

In general, faculty perceptions and attitudes regarding faculty development are mixed, indicating that the status and importance of faculty development varies from institution to institution and from faculty member to faculty member.

### Need

Examination of faculty perceptions and attitudes regarding the need for faculty development found an

overwhelming majority of respondents reporting that faculty development was important to their academic and professional growth and that faculty development was needed to assure a well prepared faculty. A majority of respondents indicated that appropriate faculty development would increase their teaching effectiveness and the teaching effectiveness of their colleagues.

Additionally, a majority of respondents reported that faculty development was needed by all faculty regardless of their academic preparation and that requiring experienced and professional faculty to attend faculty development activities was not degrading to the faculty member. The majority of the faculty surveyed stated that faculty development was critical to their role as a faculty member.

It is clear that the majority of TBR community college faculty feel that appropriate faculty development is both essential and critical to their professional growth as a faculty member. Furthermore, respondents view faculty development as a means of increasing teaching effectiveness and instructional integrity and providing support for institutional growth and development.

Findings in this study support previous research, cited in the literature review, on the topic of faculty development including the findings of Parker and Parker

(1978) and Barwick (1980) but does not support recent research by Maxwell and Kazlauskas (1992).

### Scholarship

One area of great debate among educators is the assumed role of community college faculty. Tinberg (1993) indicated that community college faculty are seen as "teaching drones", and Vaughan (1991) indicated that most community college faculty are told that the community college is a teaching institution where scholarship is not needed.

The findings in this study strongly support the need for scholarship and scholarship related activities at the community college. A majority of the faculty responding to the survey stated that involvement in scholarly pursuits leads to a higher level of professionalism and collegiality among community college professionals. More than one-half of the respondents indicated that scholarly research and publication should be important components of professional development plans for community college faculty. When asked if scholarship related activities should be restricted to university level faculty, the response was conclusively negative.

Faculty respondents clearly indicated that teaching innovation and research are critical to the growth and

development of the community college and that faculty should be rewarded for scholarly activities.

The findings of this study can be used by community college administrators to garner support for the inclusion of scholarship-related activities into community college faculty development plans. Furthermore, this study provides documented evidence that community college faculty view themselves as scholars, teachers, and innovators in Tennessee's community colleges and the higher education system.

The findings of this study support the assumptions, recommendations and conclusions found in the literature (Boice, 1984; O'Bannion, 1994; Ormancer, 1986; Sydow, 1993; Vaughan, 1991).

#### Topics and Methods of Instruction

This study produced findings related to full-time faculty preference for specific faculty development topics. Faculty were given 16 faculty development topics from which they were to select their top six. The topics were selected from the literature, faculty interview, and the researcher's tacit knowledge. The study found that of the topics listed, that TBR community college faculty preferred topics dealing with teaching innovation, multimedia development, course development and evaluation, learning styles, curricular

design, and motivation theory. Faculty comments indicated an area of oversight in the design of the survey instrument in that discipline specific activities were omitted.

Discipline specific activities were reported as a very important faculty development topic particularly among vocational/technical faculty. This finding can be used by institutional or state administrators in planning faculty development activities.

The study also revealed a dichotomy between faculty choice of topics and the perceived importance of scholarship at the community college. Many faculty indicated that scholarship related activities were important to the professional growth of faculty; however, specific topics related to research and publication, leadership studies, and mentoring were rated among the least preferred topics.

Analysis of data associated with the preference for methods of instruction preferred by TBR community college faculty revealed that the six most preferred methods include: workshops, seminars, conventions, higher education classes, retreats, and summer institutes. The findings of the study conclusively supports a 1978 research study conducted by Centra. He reported that workshops, seminars, and sabbaticals were methods preferred by faculty in his study. On the other hand, the findings of this study contradict the findings of a 1990 study conducted by Maxwell and Kazlauskas

(1992). In this study, it was reported that workshops and seminars are now ranked by faculty as the least effective means of providing professional development.

Technology based methods were ranked low among TBR community college faculty. Given today's growing interest in the development and use of media based instruction, this finding should be of importance in the planning and development of faculty development initiatives on campus. Conversely, this finding indicates that faculty feel comfortable with old "tried and true" methods and they tend to shy away from more technically based instruction. Yet, faculty continue to encourage student use of this method of instruction. This presents a paradox for faculty members and development coordinators as they plan for technology based faculty development initiatives.

#### Hypothesis Testing

Analysis of data associated with selected demographic variables and the need for faculty development (research question 5) indicated no significant difference or relationship between the perceived need for faculty development and faculty age, professional status, or teaching discipline.

The findings of this study indicate that the need for faculty development is a universal phenomenon and that the



need for development crosses age, discipline, and professional rank. Again, this information is important in planning general campus based faculty development initiatives.

Research question six examined the relationship between the preference for faculty development topics and selected demographic variables. Analysis of the data revealed no significant difference or relationship between the selection of faculty development topics and the variables of age, gender, professional status, academic preparation, years of higher education teaching experience, teaching discipline, or pedagogical training. These findings are not consistent with research conducted by Kalivoda et al. (1984) and Harnish and Creamer (1986) in which they suggest a correlation between these variables and the selection of faculty development topics.

From the data presented, it can be concluded that topics chosen as preferred in research question four are universal in nature and can be used by campus personnel in the planning of faculty development programs on TBR community college campuses.

### Demographic Profiles

As a result of the strong faculty response to the survey, conclusions can be formulated about the demographic profiles of the TBR community college full-time faculty.

Based on the survey data, males and females are equally represented within the system. It is understood, that the ratio of males to females may vary from institution to institution based on the mission and purpose of the college.

Data indicate that over 80% of community college faculty in the TBR system are over the age of 40. This is truly significant in that only 20% of the faculty are under the age of 40 and that a majority of currently employed faculty will retire within the next 10 to 15 years. This finding is consistent with current research indicating that community college faculty are "graying" nationwide and that community colleges are not bringing in "new blood." (Alfano, 1993; Chait & Gueths, 1981; Sullivan, 1983).

These findings can be used by campus personnel in advertising and recruiting new faculty and in providing appropriate faculty development activities for a more mature faculty. The data clearly indicate that Tennessee's community colleges will face a faculty crisis in the near future if measures are not taken to correct this trend in hiring and staffing practices.

Findings in this study indicate that the majority of faculty have earned a masters degree and hold the rank of associate professor. More than 50% have from 11 to 30 years higher education teaching experience and faculty members are about equally divided between vocational/technical and liberal arts faculty. More than 70% of the faculty respondents indicated that they had taken credit course in teaching.

This demographic profile and the information provided in this study can be useful to systems personnel as well as campus administrators and faculty as they examine issues surrounding the planning, development, and implementation of quality faculty development activities. As Alfano (1993) stated, "faculty development is a myriad of activities encompassing many different and varied mechanisms for assisting faculty in their professional growth" (p.68).

#### Recommendations

The results and conclusions of this study provide the basis for the following recommendations.

1. Community college personnel should examine budget procedures and processes to ensure that adequate funding for faculty development activities is provided.

2. College personnel should review faculty development activities to ensure that discipline specific activities are available for faculty.
3. To ensure support, program planners should involve faculty at all levels in the development and implementation of faculty development activities.
4. Each institution should examine the processes used to evaluate and reward faculty for scholarly and professional achievements.
5. If not already in place, consideration should be given to creating a position of coordinator or director of faculty development at each TBR institution.
6. The current level of faculty development activities at TBR community colleges should be reviewed and recommendations made regarding appropriate actions to equalize opportunities for all faculty.
7. Adjunct faculty play a significant role on community college campuses; therefore, this study should be repeated and expanded to include input from adjunct faculty.
8. This study should be repeated in order to gather data regarding the individual hours of faculty development and the types and methods used by faculty.
9. Demographic profiles indicate that a majority of TBR community college faculty are over the age of 40.

Consideration should be given to reviewing existing advertisement, recruitment, employment, and salary practices to ensure that future faculty staffing needs are fully addressed.

## REFERENCES

## REFERENCES

- Alfano, K. (1993). Eric review: Recent strategies for faculty and staff development. Community College Review, 21(1), 68-75.
- American Association of Community and Junior Colleges (1988). Building communities: A vision for a new century. National Center for Higher Education. Washington DC.
- Ball, P., & Morrissey, S. (1993). Linking faculty development and curriculum improvement. Community College Journal of Research and Practice, 17 , 343-355.
- Barwick, J. T. (1980). The "liberal art" of staff development. Community College Review, 7(4), 27-31.
- Bennett, C. (1991). Staff development in light of Maslow's theory. Journal of Staff Development, 12(4), 10-14.
- Blackman, R. T., Bobgerg, A., O'Connell, C., & Pellino, G. (1980). Project for faculty development evaluation: Final report. Ann Arbor, MI: Center for the Study of Higher Education, University of Michigan.
- Boice, R. (1984). Reexamination of traditional emphases in faculty development. Research in Higher Education, 21 , 195-209.
- Boice, R. (1987). Is release time an effective component of faculty development programs? Research in Higher Education, 26 , 311-326.

- Bozzone, M. (1990). A smart shopper's guide to in-service. Instructor, 103(5), 52, 56-58.
- Brawer, F. B. (1985) The faculty who teach collegiate courses. Center for the Study of Community Colleges. Los Angeles, CA: 3-8.
- Brawer, F. B. (1990). Eric review: faculty development: the literature. Community College Review, 18(1), 51-55.
- Campion, W. J. (1994) Providing for avenues of renewal. Community College Journal of Research and Practice, 18(2), 165-76.
- Carmichael, J. H. (1975). Instructional development: Lessons learned. In E.J. Morris (1989). Faculty inservice needs of the University of Kentucky community college system (Doctoral dissertation, Southern Illinois University, 1989). Dissertation Abstracts International, 51-04A.
- Caswell, J. M. (1983). Low cost/high value staff development program. Community College Review, 11(1), 21-26.
- Centra, J. A. (1978). Faculty development in higher education. Teacher College Record, 80(1), 188-201.
- Centra, J. A. (1985). Maintaining faculty vitality through faculty development. In S. M. Clark and D. R. Lewis. Faculty vitality and institutional productivity. New York: Teachers College Press.
- Chait, R. P., & Gueths, J. (1981). Proposing a framework for faculty development. Change, 13(4), 30-33.



- Ciampa, B. J. (1980). Fostering instructional improvement through faculty development. Planning for Higher Education, 9(2), 22-27.
- Cohen, A. (1988). The community college in the American educational system. San Francisco, CA: Josey Bass.
- Cohen, A., & Brawer, F. (1989). The American community college. San Francisco, CA: Josey Bass.
- Doerson, B. (1980). The state of professional development in Pennsylvania institutions of higher learning. Harrisburg, PA: Pennsylvania Department of Education.
- Ebel, K.E., & McKeachie, W.J. (1985) Improving undergraduate education through faculty development. San Francisco, CA: Jossey Bass.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). Educational research: An introduction. New York: Longman.
- Garlock, V. (1979, April). Faculty development at the community college: who participates? Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA. 16p.
- Harnish, D., & Creamer, D. (1986). Faculty stagnation and diminished job involvement. Community College Review, 13(3), 33-39.
- Harnish, D., & Wild, L. A. (1992). In the word of faculty: What difference does professional development make? Community College Review, 20(2), 21-29.

- Hawthorne, E. L., & Smith, A. B. (1993, February). Improving teaching and learning in the community college: Guidelines for academic leaders. Paper presented at the International Conference for Community College Chairs, Dean, and other instructional leaders. Phoenix, AZ.
- Hunter, W.E., & Beyen, E. (1979). Administrators versus teachers: Their perceived differences and similarities regarding staff development needs within two-year colleges. Community/Junior College Research Quarterly, 3 , 239-45.
- Kalivoda, P., Sorrell, G. R., & Simpson, R. D. (1994). Nurturing faculty vitality by matching institutional interventions with career-stage needs. Innovative Higher Education, 18 , 255-272.
- Kazlauskas, E. J., & Maxwell, W. (1990). Faculty development and the community college LRC. Community and Junior College Libraries, 7(1), 81-87.
- Kozma, R. B. (1978) Faculty development and the adaptation and diffusion of classroom innovations. Journal of Higher Education, 49 , 438-449.
- Lecroy, N. A., & McClenney, K. (1992). To walk on water: Challenges for community college faculty. New Directions for Community Colleges, 20(3), 39-47.

- Levinson-Rose, J., & Menges, R. J. (1981) Improving college teaching: A critical review of research. Review of Educational Research, 51 , 403-434.
- Maxwell, W. E., & Kazlauskas, E. J. (1992). Which faculty development methods really work in community colleges? A review of research. Community/Junior College Quarterly, 16 , 351-60.
- McCabe, R., & Jenrette, M. (1993). A place in the sun for teaching and learning. Trusteeship, 1(5), 25-28.
- Morris, E. J. (1989). Faculty inservice needs of the University of Kentucky community college system (Doctoral dissertation, Southern Illinois University, 1989). Dissertation Abstracts International, 51-04A.
- Mott, M. C. (1994, February). The hunt for hidden resources: A chair's guide to finding hidden campus support for faculty and staff development. Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders. Phoenix, AZ.
- Murry, S. F. (1992, May). Determining faculty attitudes toward incentives and rewards. Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development. Austin, TX. 22p.

Myran, G., Zeiss T., & Howdyshell L., (1996) Community college leadership in the new century. Leadership Abstracts, 9(2), 1-2.

O'Banion, T. (1994). Sustaining innovation in teaching and learning. Leadership Abstracts, 7(4), 1-5.

Opp, R. D. (1994). Promoting a talent development view of excellence for 2-year colleges. Community College Journal of Research and Practice, 18 , 279-88.

Ormancer, M. (1986). The community college professor: Teacher and scholar. Eric Clearing House for Junior Colleges. Los Angeles, CA.

Palmer, J. C. (1991). Nurturing scholarship at community colleges. New Directions for Community Colleges, 19(4), 69-77.

Parilla, R. E. (1991). Scholarship in the community college: A president's perspective. New Direction for Community Colleges, 19(4), 27-38.

Parker, P., & Parker, P. (1978). Kansas community colleges: Assessing staff development needs. Kansas State College of Pittsburg. Pittsburg, PA.

Pedras, M. J. (1985). A planning model for the design and implementation of a staff development program for community college part-time faculty. Community Junior College Quarterly of Research and Practice, 9(1), 71-77.

- Pirsel, C. K. (1988). Pedagogical preparation of selected faculty in postsecondary education in a Nigerian university. (Doctoral Dissertation. Wayne State University, 1988). Dissertation Abstracts International, 50-02A, 0417.
- Rostek, S., & Kladivko, D. J. (1968). Staff development and training. In R.I. Miller and E.W. Holzapfe, Jr. (Eds.), New Directions for Community Colleges, No. 62 (pp. 37-52). San Francisco CA: Jossey Bass.
- Samples, D. A. (1998). A study on attitudes of rural and urban respiratory care practitioners toward the impact of continuing education. Unpublished doctoral dissertation, East Tennessee State University.
- Scott, J. H. (1990). Role of community college chairs in faculty development. Community College Review, 18(3), 12-16.
- Seppanen, L. (1990). Washington community college faculty development survey results: A summary of the results of survey of full-time faculty. Operation report no. 90-3. Olympia WA: Washington State Board for Community College Education.
- St. Clair, K. (1994). Faculty to faculty mentoring in the community college: An instructional component of faculty development. Community College Review 22(3), 23-33.

- Sullivan, L. L. (1983). Faculty development: A movement on brink. The College Board Review, 7(1), 20-21.
- Sydow, D. (1993, March). Professional development issues for community college English faculty. Paper presented at the Annual Meeting of the Conference on College Composition and Communication. San Diego, CA.
- Tennessee Board of Regents Policy No: 5:02:01:00 (June 3, 1994).
- Tennessee Code Annotated 49-8-101, 1972.
- Tinberg, H. (1993). Seeing ourselves differently: Remaking research and scholarship at the community college. Teaching English in the Two Year College, 20(1), 12-17.
- Vaughan, G. B. (1986) In pursuit of scholarship. Community, Technical, and Community College Journal, 56(4), 12-16.
- Vaughan, G. B. (1991). Scholarship and the community college professional. New Directions for Community Colleges, 19(4), 3-15.
- Wallin, D. L. (1982). Faculty development activities in the Illinois community college system. Springfield, IL. Lincoln Land Community College.
- Weisner, P. (1979). Who is responsible for faculty development? Community College Frontiers, 7(3), 34-36.

## APPENDICES

APPENDIX A  
Faculty Development Questionnaire



### FACULTY DEVELOPMENT QUESTIONNAIRE

This study is an investigation into the status of faculty development at Tennessee's community colleges. This survey should take approximately 10 to 15 minutes to complete. Please answer all the questions as honestly as possible. There are no right or wrong answers.

#### Section I. Faculty Perceptions and Attitudes Regarding Faculty Development

This part of the questionnaire relates to your perception/attitude toward faculty development. Please indicate to what extent you agree or disagree with each of the following statements by circling the response that is most indicative of your perception or attitude.

<b>KEY:</b>	<b>DNK</b>	<b><u>means</u></b>	<b>do not know</b>				
	<b>SD</b>	<b><u>means</u></b>	<b>strongly disagree</b>				
	<b>MD</b>	<b><u>means</u></b>	<b>moderately disagree</b>				
	<b>SLD</b>	<b><u>means</u></b>	<b>slightly disagree</b>				
	<b>SA</b>	<b><u>means</u></b>	<b>slightly agree</b>				
	<b>MA</b>	<b><u>means</u></b>	<b>moderately agree</b>				
	<b>STA</b>	<b><u>means</u></b>	<b>strongly agree</b>				

		ANSWERS						
		DNK	SD	MD	SLD	SA	MA	STA
1.	Faculty development is supported by the administration at my institution . . . . .	0	1	2	3	4	5	6
2.	Faculty development is important to my academic and professional growth . . . . .	0	1	2	3	4	5	6
3.	Faculty development activities are adequately funded at my institution . . . . .	0	1	2	3	4	5	6
4.	Adequate time is provided by my institution for me to attend faculty development opportunities . . . . .	0	1	2	3	4	5	6
5.	Faculty development on my campus is well organized . . . . .	0	1	2	3	4	5	6
6.	Most faculty are well prepared and do not need faculty development . . . . .	0	1	2	3	4	5	6
7.	My colleagues' effectiveness would benefit from faculty development activities . . . . .	0	1	2	3	4	5	6
8.	My teaching effectiveness would improve if supported by appropriate faculty development activities . . . . .	0	1	2	3	4	5	6
9.	Most faculty development activities are boring . . . . .	0	1	2	3	4	5	6
10.	Faculty development activities provided by my institution are useful to me . . . . .	0	1	2	3	4	5	6
11.	Faculty development is needed to assure a well prepared faculty . . . . .	0	1	2	3	4	5	6

Please complete other side.

		ANSWERS						
		DNK	SD	MD	SLD	SA	MA	STA
12.	Faculty at community colleges are not viewed as scholars . . . . .	0	1	2	3	4	5	6
13.	Faculty at community colleges should be rewarded for scholarly endeavors . . . . .	0	1	2	3	4	5	6
14.	Faculty at community colleges are more concerned with students and their development than their own professional development . . . . .	0	1	2	3	4	5	6
15.	Teaching innovation is critical to the growth and development of the community college . . . . .	0	1	2	3	4	5	6
16.	Faculty at my institution view faculty development as an intrusion in the teaching/learning environment. . . . .	0	1	2	3	4	5	6
17.	Faculty development at my institution is considered to be the responsibility of the faculty member . . . . .	0	1	2	3	4	5	6
18.	Faculty are involved in the overall development of faculty development activities at my institution . . . . .	0	1	2	3	4	5	6
19.	Appropriate faculty development is critical to my role as a faculty member . . . . .	0	1	2	3	4	5	6
20.	Involvement in scholarly pursuits by faculty leads to a higher level of professionalism and collegiality . . . . .	0	1	2	3	4	5	6
21.	Scholarly research and publication should be viewed as important components of professional development plans for community college faculty . . . . .	0	1	2	3	4	5	6
22.	Faculty development plans should be required of all community college faculty . . . . .	0	1	2	3	4	5	6
23.	Requiring experienced and professional faculty to attend faculty development activities is degrading to the faculty member . . . . .	0	1	2	3	4	5	6
24.	Faculty at community colleges should be involved in scholarship-related activities . . . . .	0	1	2	3	4	5	6
25.	Faculty development is a <i>buzzword</i> without meaning at my institution . . . . .	0	1	2	3	4	5	6
26.	Scholarship-related activities should be restricted to university level faculty . . . . .	0	1	2	3	4	5	6

**Section II. PREFERENCES OF FACULTY DEVELOPMENT TOPICS AND METHODS OF INSTRUCTIONS**

Please indicate your top six choices of faculty development tools using the key below. Choose only your top six choices.

**A. FACULTY DEVELOPMENT TOPICS**

<b>Key:</b>	<b>1. First Choice</b>	<b>3. Third Choice</b>	<b>5. Fifth Choice</b>
	<b>2. Second Choice</b>	<b>4. Fourth Choice</b>	<b>6. Sixth Choice</b>

- |   |                                  |
|---|----------------------------------|
| _____ 27. Psychology Of Learning        | _____ 28. Supervision/Management |
| _____ 29. Course Development/Evaluation | _____ 30. Curricular Design      |
| _____ 31. Self Directed Learning        | _____ 32. Test Development       |
| _____ 33. Teaching/Learning Theory      | _____ 34. Multimedia Development |
| _____ 35. Diagnostic Testing            | _____ 36. Motivation Theory      |
| _____ 37. Learning Styles               | _____ 38. Inquiry Learning       |
| _____ 39. Mentoring                     | _____ 40. Leadership Studies     |
| _____ 41. Research and Publication      | _____ 42. Innovation in Teaching |

**B. METHODS OF INSTRUCTION**

Please indicate the top six methods of instruction you MOST PREFER in faculty development activities. Choose only your top six choices.

<b>Key:</b>	<b>1. First Choice</b>	<b>3. Third Choice</b>	<b>5. Fifth Choice</b>
	<b>2. Second Choice</b>	<b>4. Fourth Choice</b>	<b>6. Sixth Choice</b>

- |   |
|---|
| _____ 43. Higher Education Degree Courses |
| _____ 44. Individualized Training Modules |
| _____ 45. Seminars                        |
| _____ 46. Sabbaticals                     |
| _____ 47. Internet                        |
| _____ 48. Workshops                       |
| _____ 49. Internship Experiences          |
| _____ 50. Interactive TV                  |
| _____ 51. Telecourses                     |
| _____ 52. Conventions                     |
| _____ 53. Summer Institutes               |
| _____ 54. Retreats                        |

**Please complete other side.**

**Section III. DEMOGRAPHIC INFORMATION**

55. Gender: \_\_\_\_\_ 1. Male \_\_\_\_\_ 2. Female

56. Age Group:

- \_\_\_\_\_ 1. 25 or less  
 \_\_\_\_\_ 2. 26-40  
 \_\_\_\_\_ 3. 41-55  
 \_\_\_\_\_ 4. over 55

57. Professional Status:

- \_\_\_\_\_ 1. Full Professor  
 \_\_\_\_\_ 2. Associate Professor  
 \_\_\_\_\_ 3. Assistant Professor  
 \_\_\_\_\_ 4. Instructor

58. Highest Degree:

- \_\_\_\_\_ 1. High school graduate  
 \_\_\_\_\_ 2. Certificate  
 \_\_\_\_\_ 3. Associate degree  
 \_\_\_\_\_ 4. Baccalaureate degree  
 \_\_\_\_\_ 5. Master's  
 \_\_\_\_\_ 6. Doctorate

59. Number of Years of Higher Education Teaching Experience:

- \_\_\_\_\_ 1. 1-10 years  
 \_\_\_\_\_ 2. 11-20 years  
 \_\_\_\_\_ 3. 21-30 years  
 \_\_\_\_\_ 4. 30+ years

60. Teaching Discipline:

- \_\_\_\_\_ 1. Liberal Arts/University Parallel  
 \_\_\_\_\_ 2. Vocational/Technical

61. Have you taken degree credit courses in teaching?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank You

APPENDIX B  
QUESTIONNAIRE COVER LETTER

James C. Lefler  
108 Frank Hilbert Rd.  
Jonesborough, TN. 37659

May 15, 1998

«FirstName» «LastName»  
«Company»  
«Address1»  
«City», «State» «PostalCode»

Dear Colleague:

I am a doctoral student in the Department of Educational Leadership and Policy Analysis at East Tennessee State University. I have chosen to conduct my dissertation study on the status of faculty development in the 14 community colleges in the Tennessee Board of Regents System. You have been chosen as one of a random sample of full-time faculty at your institution.

To date, very little research data have been collected regarding faculty development in Tennessee's community colleges. Your completion of this survey will assist me in providing a comprehensive review of the status of faculty development at TBR community colleges.

The questionnaire is designed to be user friendly and should take you approximately 10 to 15 minutes to complete. After completing the questionnaire, please return to me in the enclosed self-addressed, stamped envelope.

Your responses on the questionnaire will be held in the strictest confidence. **No individual responses will be reported.** Envelopes have been coded only to permit a follow-up for non-completed questionnaires.

Thank you very much for your participation in this study and for helping me reach this important milestone in my educational career.

Sincerely,

James C. Lefler

Enclosure: Faculty Development Questionnaire

APPENDIX C  
LETTER OF SUPPORT

May 6, 1998

Dear

Mr. Chris Lefler, Dean of Evening and Distance Education at Northeast State is currently in the dissertation phase for a Ed.D. degree in Educational Administration at East Tennessee State University. Mr. Lefler has chosen to conduct a study of faculty development at the fourteen community colleges in the Tennessee Board of Regents System. The study will seek to ascertain the following information:

- faculty perception of status of faculty development.
- faculty perception of perceived need for faculty development.
- faculty perception of the importance of scholarship in the community college.
- faculty pedagogical preparation.
- important topics and preferred methods of instruction.
- relationship between selected demographic variables and the choice of faculty development topics/need.

To conduct this study, Mr. Lefler will need to survey selected full-time faculty at each of the fourteen community colleges. Mr. Lefler has reviewed with me the measures that he will use to protect the privacy rights for all faculty who participate in the study. Information gleaned from the study will be reported to each institution if requested.

I have reviewed the proposal for this research study and feel that it will provide information that can be useful in designing institutional faculty development measures. Therefore, I request your approval and support for this doctoral study on your campus.



The *Faculty Development Questionnaire* should arrive on your campus on or before May 15, 1998. A copy of the questionnaire is included for your perusal.

Should you have questions or concerns regarding this study or the questionnaire, please feel free to contact Mr. Lefler at (423) 323-3191 Ext. 3469 or at E-mail address: [jclefler@nstcc.cc.tn.us](mailto:jclefler@nstcc.cc.tn.us)

Thank you in advance for your support of this project.

Sincerely,

Ellis H. Winkler  
Vice President

APPENDIX D

FULL-TIME FACULTY RESPONSE RATE

## FULL-TIME FACULTY RESPONSE RATE

<b>Institution</b>	<b>n</b>	<b>Number Returned</b>	<b>% Returned</b>
Chattanooga State	33	24	72.7
Cleveland State	16	10	63.0
Columbia State	19	10	52.6
Dyersburg State	11	5	45.4
Jackson State	19	17	89.0
Motlow State	16	7	43.7
Nashville State	23	17	74.0
Northeast State	17	17	100.0
Pellissippi State	32	19	59.3
Roane State	29	17	58.6
Shelby State	27	12	44.0
State Tech Memphis	33	18	54.4
Volunteer State	24	20	83.0
Walter State	24	14	58.0
<hr/>			
n=325			

## VITA

JAMES CHRISTOPHER LEFLER

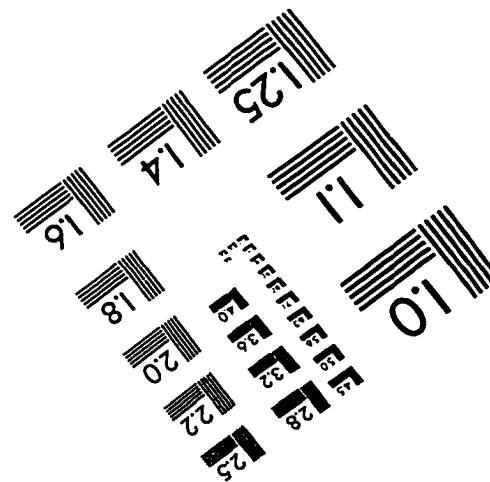
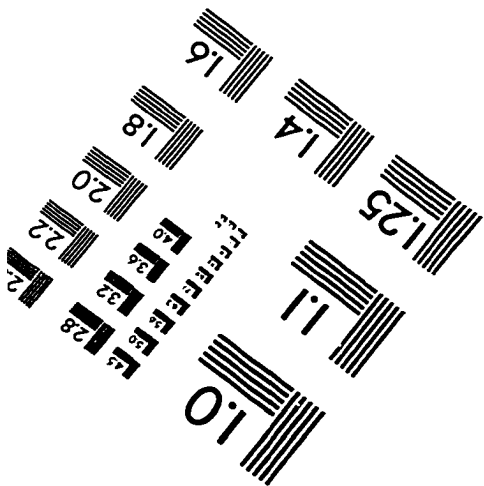
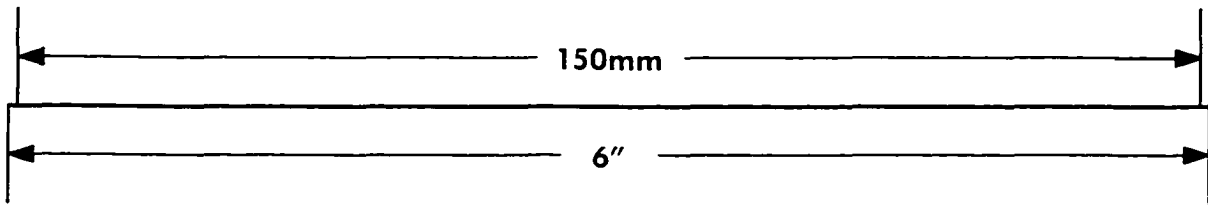
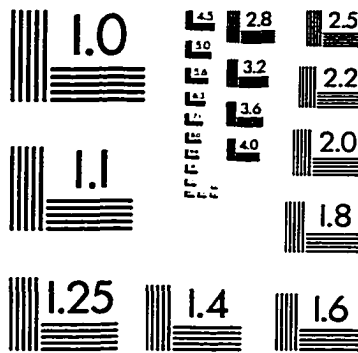
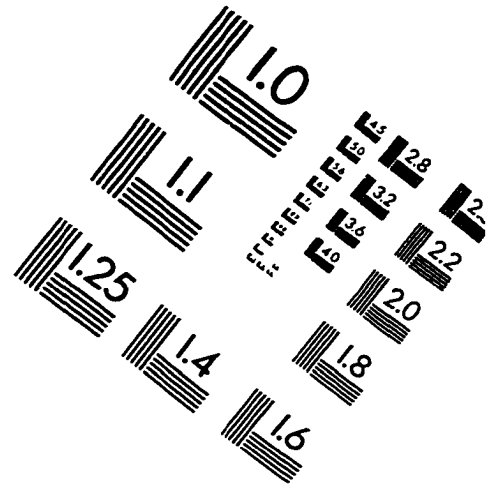
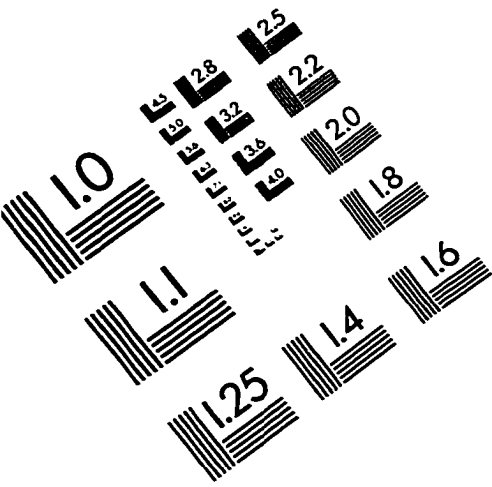
Personal Data: Date of Birth: February 19, 1950  
Place of Birth: Mountain City, Tennessee

Education: Public Schools, Johnson County, Tennessee  
East Tennessee State University,  
Johnson City, Tennessee; B.S., Biology  
and Health, 1972  
East Tennessee State University,  
Johnson City, Tennessee; M.S., Biology,  
1978  
East Tennessee State University,  
Johnson City, Tennessee; Ed.D.,  
Educational Leadership, 1998

Professional Experience: Division Chair, Division of Developmental  
Studies, Northeast State Technical  
Community College, 1983-1994  
Dean of Evening and Distance Education,  
Northeast State Technical Community  
College, 1994-1998

Honors and Awards: Gamma Beta Phi Society, East Tennessee  
State University  
Phi Kappa Phi National Honor Society, East  
Tennessee State University

# IMAGE EVALUATION TEST TARGET (QA-3)



**APPLIED IMAGE, Inc**  
1653 East Main Street  
Rochester, NY 14609 USA  
Phone: 716/482-0300  
Fax: 716/288-5989

© 1993, Applied Image, Inc., All Rights Reserved