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*University of Central Florida*

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PROFESSIONAL DEVELOPMENT IN FLORIDA COLLEGE SYSTEM INSTITUTIONS

by

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This dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in the Department of Educational Leadership and Higher Education  
in the College of Community Innovation and Education  
at the University of Central Florida  
Orlando, Florida

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## ABSTRACT

This is a phenomenological study focused on a small, suburban Florida College System institution that has implemented a three-year induction program for new faculty, as part of its professional development program. It is related to retention of new faculty through the first five years. This study was undertaken to define and exemplify professional development and how it is utilized by practitioners. Secondly, it outlines induction programs and what works best to retain skilled faculty in FCS institutions. Members of several cohorts of the induction program were asked to participate in the study and were interviewed about their experiences in the program and of professional development in general over the first year of their employment. Deep analysis of interview transcripts revealed the benefits of a structured, defined induction program including forming a group dynamic within the cohorts, establishing connections across the offices on campus, and creating bonds with mentors in the discipline. This study focuses on state college faculty and creating an atmosphere that encourages retention and inhibits attrition beyond five years. The key findings of this study show new faculty who participate in a college-sponsored, mandatory induction program relate three primary experiences: establishing connections with others across the college and understanding their own place within the institutional structure, enhancing engagement to the college through mentoring experiences, and increasing their skill in teaching and learning in modalities including fully seated classes, hybrid classes, and completely online classes. These experiences relate to the primary themes uncovered through deep analysis of the collected data.

*Keywords:* first year induction programs, college faculty, mentoring, professional development, faculty engagement, attrition rate



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## CHAPTER ONE: INTRODUCTION

### History of the Florida College System

The birth of the uniquely American community college model can be traced to William Rainey Harper, the president of the University of Chicago, who believed that the substantial academic resources of the nation's universities could be better utilized if they did not include the tasks of teaching the basic learning and thinking skills taught during the freshman and sophomore years. Instead, Harper suggested that there should be a different kind of institution which could bridge the gap between high school and higher education. From these thoughts, the nation's first publicly supported junior college, Joliet Junior College in Joliet, Illinois, was born 1901.

Florida's own community colleges began in the public sector according to Wattenbarger et al. (2020). In 1927, St. Petersburg Junior College was founded as a private, two-year college on Florida's central Gulf Coast. Shortly thereafter, several other private two-year colleges, including Jacksonville Junior College, Orlando Junior College, Casements Junior College, and Edison Junior College were organized. All these early private junior college efforts in Florida failed except for St. Petersburg Junior College. Florida's first public junior college, Palm Beach Junior College, was established in 1933 by approval of the local Board of Public Instruction. In 1939, the legislature adopted a law which provided that a county or group of counties with a population of 50,000 or more could petition the State Board of Education for the establishment of a public junior college. By the end of 1948, Florida's emerging community college system included four publicly funded institutions — Palm Beach Junior College, St. Petersburg Junior College, Chipola Junior College, and Pensacola Junior College. These four junior colleges became the focus of Florida's new approach to postsecondary education. The Community

College Council was organized in the fall of 1955. After nearly two years of study, the council issued its report, titled *The Community Junior College in Florida's Future*, to the 1957 legislature. It recommended a state plan that would provide twenty-eight junior colleges located within commuting distance of 99 percent of the state's population. The 1957 legislature also approved statutory revisions that permitted the junior colleges to begin a separate existence apart from the K-12 programs, and the Division of Community Colleges was established as a separate division within the Florida Department of Education. During the next ten years, sixteen of the eighteen new public community/junior colleges visualized in the ten-year master plan were opened. They were Brevard Community College (1960), Broward Community College (1960), Indian River Community College (1960), Miami-Dade Community College (1960), Edison Community College (1962), Lake City Community College (1962), Lake-Sumter Junior College (1962), Okaloosa-Walton Community College (1964), Polk Community College (1965), Florida Keys Community College (1966), Florida Community College at Jacksonville (1966), Santa Fe Community College (1966), Seminole Community College (1966), South Florida Community College (1966), Valencia Community College (1967), and Tallahassee Community College (1967). In 1968, Hillsborough Community College was authorized by the legislature, and in 1972, twelve years after the Community College Council issued its report to the legislature, Pasco-Hernando Community College was opened to complete the twenty-eight community/junior college system in Florida. Although the 1957 legislature approved the master plan for the orderly development of Florida's Community College System, as well as several statutory revisions that created the Division of Community Colleges as a separate entity within the Department of Education apart from the K-12 system, the colleges remained under the jurisdiction of local school boards. Finally, during the 1967-68 fiscal year, the legislature

approved measures which released the colleges from the jurisdiction of local boards of public instruction and established locally autonomous district boards of trustees to govern and operate each of the state's public community/junior colleges. During the 1969-70 academic year, the Florida Association of Public Junior Colleges (FAPJC) pushed for legislation that would make the terms "community" and "junior" college synonymous in state law. That same year, the FAPJC assembly of delegates, to represent more adequately the comprehensive nature of the state's community/junior colleges, voted at their November annual convention to change the name of the FAPJC to the Florida Association of Community Colleges (FACC). Similarly, in 1970, the Board of Trustees of Lake-Sumter Junior College changed the college's name to Lake-Sumter Community College, and over the next few years several other colleges that used "junior" instead of "community" followed suit. Since 1984, the Florida College System has continued to evolve as the state's most effective and efficient educational delivery system. The mission of Florida's College System has also continued to evolve far beyond the vision of providing the first two years (two-plus-two) of the baccalaureate degree. The system provided over 750 associates in arts and associate in science degrees, and almost 500 certificate programs of varying lengths. It was a national model for the articulation agreement with the state's universities which provides that all community college associate in arts degree graduates can enter a state university at the junior level (Wattenbarger et al., 2020).

### Background of the Study

Studying the faculty of a small community college in suburban central Florida offers many avenues of focus. However, one element stands out: faculty are subject area masters, but they are not necessarily teaching masters. Therefore, professional development is important for

any academic program, but especially for Florida College System (FCS) institutions, where approximately 24% of new faculty leave the profession within their first five years. The literature, which is broad, often does not disassociate the professional development of faculty at research institutions from the professional development of faculty at community colleges. One main difference is in the focus and emphasis of what is offered as faculty development. For example, at a research institution, development programs include publications and presentations while the focus at a community college is on specific teaching and learning goals and classroom practices and does not include publishing.

Professional development programs for faculty at community colleges are generally faculty-driven and faculty-lead. In many cases, a faculty member will request funding to attend a conference as professional development. That member would then return to the college and present information learned at the conference to the rest of the faculty. Another avenue is for faculty to take outside classes through organizations such as the National Institute for Staff and Organizational Development (NISOD) or Quality Matters (QM) and develop an expertise in a topic to then present to others or work with others in a specific capacity, like a Quality Matters (QM) peer reviewer. These types of development naturally occur as a faculty member becomes established in the college community.

When faculty members are new, they may have little experience teaching a class. They are learning and need specific support to be successful in the classroom. This support varies from college to college, but every place of employment has some methods of introduction and acclimation to the organization. These induction programs can be supportive or self-directed. An ongoing program can last for the first year of employment, while induction programs can be self-directed and autonomously run through an online platform or based on a cohort and mentoring

program. Other frequently used terms include orientation, on-boarding, and new hire programs, which can lead to confusion because their definitions may overlap although they are different types of programs. Orientation may be up to three days of training that may include information on the history of the institution, an introduction to key offices and executives, and more specific, subject-area development. On-boarding is the human resources process that all employees must complete that includes filling out tax forms, situating direct deposit for paychecks, and getting nametags and keys. New hire programs can include one-day training as well as longer programs. In this study, induction is used specifically to mean a new hire program lasting at least one year.

Induction programs are integral to creating a faculty that is effectively introduced to the culture of the college and the policies and procedures that faculty often need to utilize. In the current study, the incorporation of a faculty project at the end of the fifth year of employment creates a need for a comprehensive induction program that is supportive through the third year. This program would utilize faculty that have gone through the induction program as mentors for the new faculty. Research on mentoring faculty through three years shows that a deeper and more supportive environment leads to an increase in retention of faculty.

### Statement of the Problem

There are high attrition rates of new faculty because teaching professionals are often not well-supported by programs and development opportunities, including an introductory period that includes mentoring. Although research is well established on faculty at all levels of academia, little has been focused on State college faculty, so any conclusions cannot be considered reliable for that population.

### The Purpose of the Study

The purpose of this study is to analyze the methodology, implementation, and results of a three-year induction program for new faculty at a local Florida College System institution in suburban Central Florida. The results of this study may be used to develop improved induction and mentoring programs that result in higher retention of quality faculty in the Florida College System (FCS). The induction program was established as a response to the addition of a five-year faculty project included in the faculty rank and promotion portfolio (See Appendix A). The induction program was revised in the second year based on feedback from the inaugural class. It is proposed that the development and implementation of the induction program will result in a higher retention of new faculty members than in previous years. The induction program focuses on institutional cultural knowledge and the five-year project; it is thought that developing a project in relation to a specific area of teaching and learning, connecting with a faculty mentor, and establishing knowledge of basic college information will support a new instructor in learning how to teach more effectively, making connections with other faculty and staff, and generally build confidence (See Appendix E-I). This practice will help instructors develop in the profession, leading to more instructors deciding to stay with the college through the fifth-year completion of their project and beyond.

### Significance of the Study

The significance of this study is to determine if a supported, long-term induction program that utilizes second- and third-year faculty as mentors decreases the attrition rate of new faculty (within their first five years). Many studies have been done on induction programs and many on the success of creating mentoring programs as faculty professional development; the current

study combines the two elements and focuses on the FCS. The focus on FCS Institution colleges and the longer term of the induction program will determine best practices for colleges in states like Florida in terms of retaining high quality faculty. Raby and Valeau (2016) observed “job-embedded, non-traditional preparation result in increased employee satisfaction” (p. 49-52) The current study is a non-traditional, job-embedded approach in terms of an induction program based on a five-year faculty project that is essential to move from annual contract faculty to continuing contract faculty (See Appendix A). The results of this study may be used to develop improved induction and mentoring programs that result in higher retention of quality faculty in the Florida College System (FCS). It is important to create a culture of support and collegiality to improve retention, and utilizing a mentoring system is a step toward that. The results are also beneficial for the mentors who are supported through expert-novice type relationships with mentees.

### Definition of Terms

Some of the terms used in the literature are specific to professional development or academia. The following terms are used in this study:

Annual-contract faculty- Those faculty whose contract must be renewed once a year because they have not gone through the rank and promotion process. This is based on evaluations and college-based needs.

Continuing-contract faculty- Those faculty whose contract is renewed once every three years, based on evaluations and observations. This is often referred to as tenure, but it is not limited to a three-year continuation, unlike tenure.

Faculty project- A research-based project new faculty members propose in their first year and present as part of a continuing contract and faculty rank and promotion portfolio in their fifth year.

Faculty Rank and Promotion (FR&P)- A process that faculty members may undertake to earn the rank of assistant professor, associate professor, and professor. Beyond the first rank, this is an optional process.

First Fridays- The first iteration of the college's induction program with a specific focus on the faculty project.

Faculty Leadership Orientation and Cultural Knowledge (FLOCK)- The revised induction program that expanded into teaching and learning development, understanding the roles of others on campus, and mentorship. This program is mandatory for all newly hired full-time faculty members at the college.

Florida College System: FCS. Refers to the 28 State colleges in Florida. All offer Associate of Arts and Associate of Science degrees; some also offer limited BA or BS degrees as well. Many FCS institutions offer certificates for job skills.

Induction Programs: Programs to help new employees learn about the institution and establish themselves in their roles. Induction programs are often ongoing programs lasting the first year of employment. Other frequently used terms include orientation, on-boarding, and new hire programs. In this study, induction is used specifically to mean a new hire program lasting at least one year.

Long-term programs- New faculty induction programs that run a year or longer.



Mentoring Program- A development program that uses techniques that entail a novice and a more-experienced other working together to help the novice achieve mastery. These programs also effect the mentors in a positive manner.

Onboarding program: Generally established through human resources. They tend to be one-day orientations.

Professional development is learning to earn, support, or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It can be intensive and collaborative, ideally incorporating an evaluative stage.

State University System: SUS. Refers to the 12 universities in the Florida system. These institutions offer bachelor's through doctoral degrees.

Subject-Area Master- An instructor who has deep knowledge of the subject area. For example, someone who has 18+ credit hours in the subject at the master's level.

Supported programs- Those programs that require frequent meetings, active participation in activities, and that utilize mentoring, discussion groups, and roundtables.

## Theoretical Framework

This study seeks to define best practices for academic induction programs at the state college level, specifically in the FCS, that will have a positive effect on retention of faculty. For any training to be effective, it must consider the basic understanding of cognition and learning; therefore, social cognition theories make up part of the framework. Since the focus is on induction, which inherently signals the start of something or a change in status of some kind, change theory is an integral part of the framework. Finally, a crucial part of induction and one basis for the use of mentoring is inculcating someone in the culture of the workplace. Cultural

theories will be included in our basic framework for this topic as well since this study investigates a social/ cultural situation. In summary, the basic frameworks include Change Theory, Social Cognition Theories, and Cultural Theories. The methodology of this research is descriptive phenomenology with an emphasis on semi-structured interviews with participants.

#### Research Question

This research directly impacts higher education in two specific ways. It will define and exemplify what professional development is and how it is utilized by practitioners. Secondly, it will define induction programs and what works best to retain skilled faculty in FCS institutions. Therefore, the research question is:

1. What are the experiences of newly hired full-time instructors at a Florida state college (FCS institution) who participate in a college-sponsored, mandatory induction program?

#### Limitations

Limitations are aspects of a study that are not under the control of the researcher that may influence the generalizability of the results or on the interpretation of the findings.

This study has the following limitations:

1. The results of the study cannot be generalized to the entire population of new faculty at any community college or FCS.
2. The study does not include adjunct instructors. These faculty members are often not included in development opportunities, but they also may benefit from a supported, mentor-based program.
3. The status of the researcher at the FCS institution may limit the comfort level of the faculty members during interviews. Participants will be chosen from faculty who are not

directly supervised by the researcher. Similarly, the interviews will take place in a neutral environment: virtually and recorded through an online platform, Zoom. This adaptation was specific to COVID-19 but works well to correct this limitation.

4. There must be some adjustments to the delivery methods of the induction program under investigation due to the COVID-19 pandemic. The use of a technological platform (Canvas, Zoom, Big Blue Button) may not give the same results as a face-to-face program, as it was originally intended.

### Delimitations

Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study.

The delimitations imposed by the researcher in this study aimed to collect the most natural data and to preserve the well-being of every participant. Therefore, the participants are faculty members who are not under the researcher's direct supervision.

A second delimitation was the use of technology to help preserve the health and well-being of participants during the COVID-19 pandemic. This will help provide data through canvas discussion boards and recorded Zoom interactions, including classes, interviews, and one-on-one updates and feedback sessions. This information will be used to triangulate the results of the data collected through interviews.

Finally, the researcher has investigated induction programs of the 28 Florida State College institutions in the FCS to consider the wide array and diversity of induction programs.

### Assumptions

This study includes the following assumptions: a) the selected participants responded to interview questions and other forms of data collection accurately and truthfully; b) the technology was helpful in conducting a mentored, long-term induction program; and c) the analysis of the data will accurately reflect the perceptions of the participants.

### Organization of the study

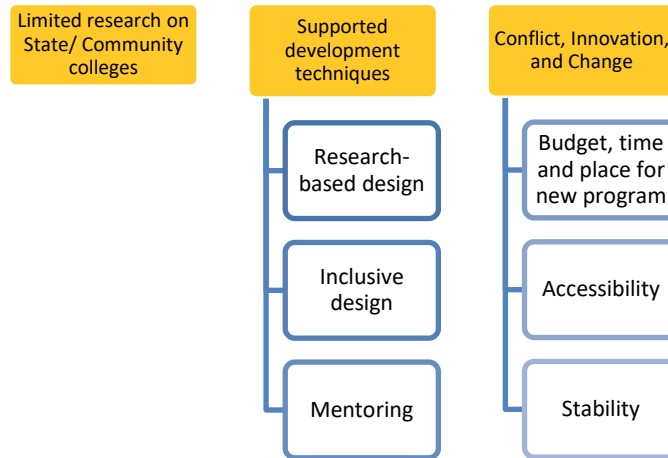
This research study is presented in five chapters. Chapter I includes the background of the study, statement of the problem, purpose of the study, significance of the study, definition of terms, theoretical framework, research questions, limitations, delimitations, and the assumptions of the study.

Chapter II presents a review of the literature which includes assessing professional development programs, inclusive design, research-based design, and mentorship in professional development.

Chapter III describes the methodology used for this research study. It includes the selection of participants, instrumentation, data collection, and data analysis procedures.

Chapter IV will present the findings of the study, and Chapter V will provide a summary of the study, discussion of findings, implications of the findings for theory and practice, recommendations for future research, and conclusions.

## CHAPTER TWO: LITERATURE REVIEW



**Figure 1: Flow chart of research on Induction programs in Higher Education**

The focus of this study is faculty professional development programs at state colleges, focused specifically on induction programs in the Florida College System (FCS). Faculty members at FCS institutions know that the meaning and offerings of professional development, including induction, vary widely from institution to institution. This research will show the state of professional development in a specific area of higher education, the state college, which offers Associate of Arts and Associate of Science degrees. Some offer limited BA or BS degrees as well. Many FCS institutions offer certificates for job skills. This research directly relates to and refines higher education in two specific ways. It will define and exemplify what professional development is and how it is utilized by practitioners. Secondly, it will clarify induction programs and best practices to retain skilled faculty in FCS institutions.

### General Background

During the typical end of spring and summer semester, many newly-graduated professionals

will be hired to assume their first teaching positions. This is an exciting first step for new faculty whether full- or part-time, and although eager and excited to start the academic year, the possibility that they will stay on the job past their first year is a statistic that is not positive (Rosser, 2004; Wong, et al., 2005; Christensen & Eyring, 2011; Goodwin, 2012; Goldrick, 2016). The research suggests that out of every two new faculty hired, one will leave the profession within five years (Alliance for Excellent Education, 2008; Whalen, et al., 2019). Faculty turnover of this magnitude is not in the best interest of institutions and takes a toll on budgets. As an example, American educational institutions spend up to \$2.6 billion annually to replace instructors who have left the profession (Alliance for Excellent Education, 2008). With a new instructor attrition rate of nearly 50%, the importance of supporting instructors is worthy of further dialogue and discourse (Hunt, 1968; Devlin-Scherer & Sardone, 2013; Hanushek, 2012; Fletcher et al., 2008).

A review of the literature on professional development reveals that most research has taken place at large institutions, focuses on either K-12 schoolteachers or university professors, and generally leaves out faculty from small state colleges (Margolis et al., 2017; Louis, 2017; Miller, 2018; Kutaka, 2017). One argument put forth centers on the idea that instructors at the state college level do not engage in professional development in the same way or for the same purposes as other levels of education. In general, public, K-12 school-level teachers are working to improve the craft of teaching in the face of changing and limiting state requirements. Although K-12 teachers are constructive in improving the discipline of teaching, most professional development aimed at this level does not engage that aspect of the teaching experience. Conversely, university level instructors are engaged in professional development that focuses on improving the discipline overall. This difference in focus leads to differences in types of

development offered and who participates in the development. These distinctions are clearly based on the differences between K-12 school level education and university level education, but it leaves out the state college level. At this level, instructors are caught in between improving their own craft of teaching and improving their knowledge in their disciplines overall. For example, an anthropology instructor at the state college level may engage in professional development to add a student learning outcome of information literacy to a course, which would be developing the craft of teaching. This same instructor may also participate in an archeological dig and publish a paper based on the findings from that dig, which would be improving knowledge in the discipline. However, these distinctions do not impart knowledge into how development leads to faculty satisfaction or engagement, nor does it make any distinction between supported and autonomous development.

In terms of these types of development, there is a clear pattern in the literature in the past three years that looks at reflective journaling, faculty round tables, and online discussion board sharing; however, none make a distinction between supported and autonomous development practices and how they relate to faculty satisfaction overall. As Russel, in Pellegrino (2018), points out, there is a difference between reflection wherein people think about their own personal practice and critical reflection where they are engaged in the process of reflecting on the objectives and assessments at the course level, especially with other experts in the subject matter (Russel, as quoted in Pellegrino 2018). In terms of collaborative learning techniques, Howell et al. (2018) discuss the success of instructors who engage in collaborative learning where they engage with a peer, scaffolding where a novice is supported by a more knowledgeable other, and reflection when the instructor engages with their own thoughts, at encouraging instructors who do not engage in these methods to both participate in professional development and to adapt their

courses based on lessons learned in the professional development course (Howell et al., 2018). These findings relate to the idea that highly supported faculty are improving courses based on reflection and improving their own craft based on reflection and sharing ideas with other faculty. Hora and Smolerak (2018) interviewed 21 faculty members from three different universities about how and why they reflected on teaching-related data and practices. The types of reflective practice were instrumental (technical teaching tasks), structural-critical (institutional issues affecting teaching), and social-critical (why underrepresented student groups performed poorly). Rather than top-down mandates to improve teaching, this is an approach that calls upon the faculty member to use their powers of reflection and observation and may hold more promise for engagement and retention. This is relevant to the proposed study since it makes clear that reflection is an important part of development, but it does not indicate any differences between autonomous or supported reflection.

Interestingly, it takes a group to make a new faculty member feel secure in expressing their experiences. The support of others in the same position doing the same tasks creates this ‘safe space’ in which new instructors felt comfortable to reveal their ‘tender spot’, or area of most concern, and think about solutions to improve it. This seems to align with the premise that supported development has a deeper impact than autonomous development. Thomson and Trigwell’s (2018) research on informal conversations among peers is compatible with this idea. These researchers interviewed 24 instructors about whether informal conversations within their departments contributed to their teaching. The academics identified 169 informal teaching discussions. These informal discussions fell into five categories: 1. managing the teaching context (49 percent), 2. improving teaching and student learning (22 percent), 3. venting about issues related to teaching (11 percent), 4. seeking reassurances about their teaching (9 percent),



and 5. transforming their thinking and practice of teaching (9 percent) (Thomson and Trigwell, 2018). Kyriakides et al. (2017) revealed in their three-year study that those instructors involved in group development showed more improvement in teaching techniques. This study also claims that development that is over a span of time, rather than a one-time application, also increases improvement overall (Kyriakides et al., 2017). In terms of situating the development in real time, both Margolis et al. (2017) and Kutaka (2017) identify a missing part of development: student success. Each of these researchers bring in the idea that any development program that involves instruction should be triangulated with student success and achievement (Margolis et al., 2017; Kutaka, 2017).

Since it can be difficult to illustrate the importance of development for state college instructors, focusing on the type of development offered and how it enlightens an instructor in both classroom instruction and participation in the field is important. Creating programs that encourage instructors to participate by offering clear, concise, and relatable professional development sessions that establish goals and outcomes couched in a supportive, collaborative, dynamic process is the goal of any professional development program. Giving instructors the ability to choose development that engages them and using a participatory framework is an important element, but it may be more important to establish beneficial cohorts and tailor development to engage instructors in the process of improvement at the course level and at the discipline level. As we have shown, most development focuses on either course level or discipline level, but it is rare to find a program that incorporates both. Further, it is also rare to find programs that are intentional in creating cohorts and developing programs that intensify the scaffolding, wherein the more able, experienced other helps to support the novice in learning, and supportive features that may be the most impactful. Instructors at state colleges find

themselves in a unique position to be both dedicated to student success and improving the craft of classroom instruction as well as dedicated to adding to the discipline through research.

Although the adage of publish or perish does not fit the state college paradigm, the contributions to the field by these professionals should not be discounted or hidden. The creation of cohort groups creates the support system that such dual-purpose instructors may need to be as successful as possible in both their craft and their field. To this end, the investigation of detailed, focused, scaffolded, and challenging professional development plans is necessary and would be beneficial to higher education.

Discussion about professional development in academia is often centered on activities such as publishing and presenting at conferences, which focuses on university professors and university students as primary in the conversation. This is reasonable since a large part of the responsibility of a professor in a Research 1 university is research, publication, and presentation. This is not to say that university professors do not care about teaching and learning, but to point out that there is a different set of priorities at research institutions. Articles written for professors at Research 1 institutions that focus on teaching and learning discuss how to coach a student through research, writing, and presenting since this is the focus of professionalism in academia. However, the landscape of higher education has changed in the last two decades with more people seeking degrees or certificates. One reason for this is degree inflation where jobs that once were available to people without a higher education degree now include the qualification of a degree. This type of inflation increases enrollment, but skews toward enrollment in state colleges that do offer two-year associate degrees and shorter certifications in many areas. The expectations of faculty at a state college are focused differently from their colleagues at the university level. The focus of state college faculty is not to research, publish, and present.

Instead, state college faculty are expected to connect with their students, support students through difficult material, and often they are expected to work with other peer faculty and staff to improve student success and retention (O'Shea Lane 2018; Parker et al 2016). The expectations of university professors include publishable research as well as the aforementioned duties. Due to these differences in professional expectations, professional development of each group must also be different. The focus of the current study is professional development, including induction programs, in state colleges; however, there is a paucity of research on professional development for faculty at state colleges in general. Therefore, this review of the literature casts a wide net and relates overall development to professional development at FCS institutions when possible.

#### Assessing Professional Development Programs: Quantitative, Qualitative, and Mixed Methods

Pellegrino et al. (2018) investigated the long-term effects of professional development for music teachers in a university. Social constructivism is the main theoretical framework for this study. More specifically, the researchers used sense-making as a lens to examine how teachers created understandings of events and experiences in the professional development sessions and the collaborative research process. Pellegrino et al. (2018) also recognized that negotiation is an illuminating part of the sense-making process and should be reported. Lastly, the researchers acknowledged that shared construction and shared experiences are mutually dependent upon each other. The methods of this study were informed by social constructivism through the researchers' participatory approach as both participants and researchers, as well as their use of dialogical forms of inquiry and analysis.

Similarly, in O'Shea's article, *Lived Experiences of New Faculty: Nine Stages of*

*Development Toward Learner-Centered Practice* (2018), the focus is the creation of the nine stages that faculty members go through as they transition from lecture-style instructors to guiding-style facilitators. This transition is made possible using an innovative professional development plan called the faculty round table where instructors came together to learn from a more senior faculty member. This roundtable seems to fit the description of ‘sense-making’ and social constructivism that Pellegrino et al. (2018) discuss. O’Shea Lane (2018) does focus on faculty at state college institutions and uses both qualitative and quantitative methods in her research. Finally, the creation of the nine stages of development centers an individual instructor and does not consider the shared construction of knowledge and the shared experiences of new faculty that Pellegrino et al. (2018) do. Although the nine stages are effective at gauging readiness and openness to training, it does not address the reality that instructors do share knowledge and build knowledge together.

Continuing with the idea of helping faculty at state college institutions improve their craft in teaching, in the article *Shifting Understandings of Community College Faculty Members: Results of an Equity-Focused Professional Development Experience*, Parker et al (2016) focused on instructors in the STEM fields (Science, Technology, Engineering, and Math) and concentrated on micromessages in the classroom. There are three main reasons for this focus including: 1. the need to encourage more students and specifically more underrepresented students into the STEM fields, 2. the researchers’ basic tenant that most professional development programs are not connected to the mission or vision of the institution, and 3. the idea that instructors may not be aware of how they influence students, through micromessaging, to continue or not.

The methodology these researchers used was quite involved. First, the researchers selected and recruited 34 faculty members in the STEM fields to participate. Parker et al did have some attrition but were still able to find statistically significant results. The researchers asked the participants to engage in a lengthy program that included an intensive five-day program related to micromessaging. The participants were surveyed three times and their responses were measured through a linear mixed effects model which found differences in two of the seven areas of interest including how to create and how to evaluate equitable learning environments. Like O'Shea Lane's (2018) research design and results, this professional development program utilized a team model where participants were able to work in groups, discuss methods of implementation, analyze success and failures, and grow together. This study uses quantitative methods; however, the idea that participants changed their methods and assessments as well as learned about classroom behavior over the course of a year could have been reflected in a qualitative approach effectively.

Abouelenein (2016) adhered to a qualitative approach with his study which included a large sample of 134 professors. This study focuses on university professors and the use of technology in the class; but the design of the instrument used seems to cast a much wider net than simply the use of technology in the classroom. For example, it includes questions about conducting research, contributing to service to the college, and general pedagogy or andragogy. The analysis of the results also goes further than technology. For example, Abouelenein discusses needs for basic teaching skills and gives a template for meeting those needs through training.

Meyers et al. (2016) study, *Impact Results of the eMINTS Professional Development Validation Study* is also a qualitative study, but it informs the currently proposed research in a

different way since it is focused on the results of the development and not its implementation or design. The study was set up in a true research design with a test group and a control group and a large sample size. The data are clear and interpreted in an easy-to-follow fashion. The results determine that the development was effective but does not indicate what parts of the development were most successful.

There is a wide spectrum of methods of assessment in professional development ranging from assessing the structure and implementation of the programs to assessing the results of the programs as well as utilizing either qualitative or quantitative methods. However, group participation and shared experiences run through this spectrum quite clearly, possibly indicating the need for self-reflection leading to group participation and discussion in terms of creating an optimal program of development for educational professionals. Following that indication, a research model that is based on social theories, such as ethnography or phenomenology, might align well with the subject being studied. Phenomenological design allows the researcher to interview, observe, and dialogue to collect and analyze data. When working with altruistic, emotive people such as tend to be drawn to the teaching profession, using research techniques that allow participants to express themselves would lead to rich data. Furthermore, the use of member checking that is inherent in phenomenology creates a feedback loop that benefits the depth of analysis and the overall validity of the findings. This method for research can return rich data for analysis; it must be used in the right context to work well.

#### Inclusive Design: Types of Faculty

One commonality that points out a gap in both the literature and state college practice is the inclusion of adjuncts in professional development. Although the current study does not

include adjunct instructors, it is notable that the elements discussed in the following articles relate to full-time instructors at the state college level as much as they pertain to part-time faculty in terms of lack of time to participate in professional development as well as pointing out the benefits of including all faculty, regardless of type. In the current study, this relates to including faculty across the campus from Art and Letters, Math and Science, the Library, and Workforce, which are programs the result in certificates.

Both Danaei (2019) and Severs (2017) focus on the issue of including adjunct faculty in their respective works.

Keeping the focus on overall training, Danaei (2019) in *Case Study: Adjunct's Perspectives of a Mentoring Program at a Community College* brings the focus to adjunct instructors in the state college by making the point that across state colleges, adjuncts teach a large percentage of classes; yet they are often excluded from professional development opportunities. His use of a qualitative method centers on interviews with five participants over three years allows a deep analysis of the experiences of the adjuncts and the suggestion that the implementation was lacking although the idea to include adjuncts was exemplary. This study is not completely similar with the intended focus of the currently proposed research, but it does lend a new perspective for analyzing the implementation of professional development programs, which is not specific to including adjuncts in the program.

Although she also takes a qualitative approach, Severs' (2017) main thrust is on preparing instructors for developmental education classrooms. It is only because adjuncts do teach so many classes at state colleges that they are included in this study; it is the inclusion of the adjuncts that points out some of the limitations of the professional development program. One of the issues was the limited time that adjuncts are available for training and the limited

consequences there can be for this inability to participate. Although this is related specifically to adjunct professors in this article, full-time faculty at state colleges are often limited for time.

In article *Exploding the Hierarchical Fallacy*, Maimon intends to motivate university administrators to invest in “foundational” courses, by which she means to have full-time faculty teach them instead of having adjuncts teach them (2017). She claims that administration has the outlook that students need to ‘get through’ these courses which are usually taught by part-time faculty. This book exemplifies how part-time faculty are under-developed and over-utilized by some institutions. Which can also be related to FCS institution full-time instructors.

Although the 2010 work, *The Role of Adjuncts in the Professorate* is dated, it does clearly define the perceived difference between full-time faculty and part-time faculty in terms of time for students and commitment to the institution. This underlines the basic premise of segregating professional development to full-time faculty due to assumptions about how part-time faculty use their time (Stenerson et al., 2010). Once again, this points to a difference in the roles of adjunct professors at universities and those at state colleges. There is little difference between adjuncts and full-time professors at state colleges except for time demands that relate to how many credit hours an adjunct can teach which is usually less than full-time faculty. Stenerson et al (20210) discuss adjunct faculty having multiple positions at multiple institutions; however, this is also the case for many full-time instructors at FCS institutions.

In Nolan-Bock’s (2018) qualitative investigation of the perceptions of connection to the university by adjunct instructors, the five adjuncts interviewed felt adrift from the main campus and this had “a negative impact on teaching experience, and, to a degree, pedagogy.” She posits that institutions should work to strengthen the connection between adjunct and university and satellite campus with main campus. This is directly related to including part-time instructors in



professional development, although it is not expressly stated in this article. This relates to the current study since part of the goal of the induction program under study is to create deeper connections between full-time faculty and the institution.

Linked to this in terms of inclusion of part-time instructors is Felber's (2020) contribution to inviting adjuncts to help create online learning experiences for students. Felber (2020) used selection criteria to deeply analyze nine articles about online course development and found that few specifically included adjunct faculty in the design process. This is an indication that adjunct faculty are often not included, which may be based on the administration's perception of adjuncts' lack of time and lack of commitment to the institution (Felber, 2020).

Wanjohi (2020) claims "providing orientation, ongoing training, and mentorship for adjunct faculty can be a way to communicate to them that their service to the institution is valued. "[...] This can help to keep a steady flow of adjunct faculty ... they can keep on bringing fresh skills and ideas from the field... an important supplement to what the full-time faculty teach only in theory." (Wanjohi, 2020). This also points out the differences that are often drawn between full- and part-time faculty at the SUS level.

It is important to note that at both the FCS and SUS level, many faculty members have degrees in the subject matter, but may not have experience or education in teaching and learning. Here, there is a consideration that part-time faculty are teaching practical, experience-based concepts that are based on their professional background in the field, whereas full-time faculty are based in theory because, as mentioned earlier, their major focus is on research. This is specific to the SUS level. At the FCS level, adjunct faculty must have the same credentials as full-time faculty, generally 18 master's level credit hours in the subject to be taught. Therefore,

there is not this chasm in background or experience between types of faculty, nor is there a particular expectation that one type of faculty will focus on practical applications while the other type will focus on theoretical applications. Although one may draw a comparison between General Education faculty and Workforce faculty, the requirements to qualify to teach is the same for all faculty and the expectation is that even in courses that are technical and practical in nature, theory is also explored. This is a major difference in the culture that effects both the offerings and the inclusivity of professional development between SUS and FCS institutions in Florida.

In a basic study of types of development, Packer (2019) focused on adjunct faculty because they make up a majority of instructors. This mixed-methods design surveyed and interviewed 31 adjuncts who participated in both traditional, presenter-based models of development as well as a model based on the Great Teachers Movement paradigm and was a participant-based model, which was preferred by most of the teachers surveyed. This study stands out because it focuses on adjunct instructors; however, the basic finding that instructors prefer participatory sessions of development is borne out in other studies that focus on full-time faculty (Packer, 2019).

There are several studies that investigate the needs of part-time faculty and a summation of them is indicated in Morton's (2012) five general areas of development:

1. "A thorough orientation to the institution, its culture, and its practices;
2. Adequate training in fundamental teaching and classroom management skills;
3. A sense of belonging to the institution;
4. Both initial and ongoing professional development; and
5. Recognition for quality work that is perceived as appropriate and adequate" (Morton,

2012, p. 6)

In reviewing this list, it would be difficult to claim that these areas are specific to part-time instructors and not universal in scope. This begs the question of why this study specifically targets part-time faculty.

The common area in these articles is a basic view that part-time instructors have less time and a tenuous commitment to an institution while they are responsible for most of the classes taught. Many SUS institutions view part-time instructors as providing a practical experience while full-time instructors provide a theoretical experience, and this is often cited for the lack of inclusion in development. However, when researchers investigate the type of development needed, conclusions indicate very few or no differences between full-and part- time instructors. This is especially accurate at the FCS level where both full and part-time faculty

### Research-Based Design

Professional development programs that are designed based on research into methodology and application of development for faculty result in retaining faculty at a higher rate than ad hoc programs. Several FCS institutions have recently begun tailoring development programs, especially those aimed at part-time faculty, around research-based designs.

Particularly interesting are those programs newly developed for onboarding faculty because many FCS institutions had an ad hoc method of development for these programs. Comparing results of the two programs can lead to best practices for training.

The importance of teaching state college instructors how to read theory and apply it in the classroom is investigated in *Increasing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning* (2016). Here, Acosta-Morales et al. (2016) set out

to design transparency in assignments delivered to students and discover they must backtrack to help faculty find, evaluate, and apply relevant research to classroom practices. This also related to a secondary intention—to interact with colleagues across disciplines and across institutions to share research-based best practices. Although the primary focus of this article is creating intentionality in a flipped class modality where lecture is limited and students complete activities in class with instructors circulating to respond to questions and issues individually, the idea of developing the skill of reading theory and applying it in the class relates to the differences between development of faculty at two-year institutions rather than four-year institutions (Acosta-Morales 2016).

Authentic Leadership is a relatively new area in leadership studies that has emerged from transformational leadership theory. Since it is so new, even a definition of the approach is amorphous. In general, it focuses on the authenticity of leaders and whether their leadership is genuine. These ideas are based on stress in modern society and past lessons learned from disastrous events such as 9/11, results of climate change, and the auto industry bail-out. The work of Raby and Valeau (2016) identifies three types of professional development: a) traditional preparation; b) non-traditional preparation; and c) job-embedded professional development. In the traditional state college leadership pipeline related to administrative aspirations, movement is hierarchical with culmination being the CEO. Survey results found three distinctive patterns that defined the state college international leadership non-traditional pipeline. First, those who worked in international student offices often moved from an entry level position to coordinator, director, and then to other senior level positions. The second pattern included those who worked in international programs outside of the international student offices. The third pattern involved direct hiring of individuals external to the state college for a

specialized international position. Most respondents came to the profession with no specific international knowledge and as such, needed professional development to learn international competencies.

These finding can be generalized to state college instructors. Most come to the profession with subject-specific expertise but may not have any experience with teaching. On the job professional development on these topics is the standard. Therefore, Raby and Valeau (2016) may have misnamed their groups or perhaps they relied on the standards applied to faculty at four-year institutions.

There are, in general, two types of teacher knowledge goals for most professional development programs that focus on classroom development basics: teacher subject matter knowledge and knowledge of student misconceptions. Doyle, Sonnert, and Sadler took a qualitative approach to looking at what features of professional development programs lead to gains in one or the other (or both) of these knowledge areas. They found that focusing on foundational material (such as classroom management) was the only category that led to gains in both. This leads to the identification of targeted topics for development (2020).

In discussing research-based design for professional development programs, we may broach the idea of continual improvement. Researchers Hromalik et al. (2020) created a training program to help teachers incorporate universal design which satisfies Americans with Disabilities Act responsibilities in their classes. Using a survey at the end of the class and a follow-up the next semester, these researchers then made improvements based on observations and recommendations. They found an improvement in their rates of success by the following semester.

Dalgarno et al. (2020), scholars in educational research and instructor development,

collaborated on an article that reports on a mixed method evaluation of one institution's grassroots multidisciplinary faculty development program, called the Educational Research Series, to determine if it met the needs of its faculty, graduate student, and staff participants. The major strengths of the program included individual learning, resources, facilitator expertise, interactive sessions, and the multidisciplinary focus. The main challenges centered on depth versus breadth of the sessions, time, and educational language and theory. Participants recommended additional resources, communication among facilitators, institutional recognition, and increased depth of content (Dalgarno et al., 2020).

Another avenue of research is focused on providing best practices of professional development, such as the study conducted by Northcote et al. (2019). The study sought to gather evidence about the online teaching and learning experiences and views of current students and staff which, in turn, informed a set of pedagogical guidelines that could be used as the basis of professional learning programs for novice online instructors. The study produced curricular guidelines to inform the design of professional development outputs for online teachers in higher education. This article reports on an example of how these professional development guidelines, based on identified threshold concepts of online pedagogy, were implemented at one higher education institution to provide wide-scale implementation of a professional development program for academic staff engaged in online teaching (2002).

### Mentorship in Professional Development

One theme that emerges in many articles and research methodology is the use of peer-group mentoring. (Pellegrino et al., 2018; O'Shea Lane, 2018; Danaei, 2019; Raby & Valeau,

2016; Severs, 2017; Mack & Hupp, 2017) also relate to each other by indicating the leadership qualities necessary for mobility through rank and promotion and into administration. The benefits of mentoring are outlined, but not a focus, in both Pellegrino et al. (2018) and Danaei (2019); however, the message is positive and may indicate better results for retention of material as well as development of peer-group support systems.

Professional development is a topic that has been well-explored through human resource management models, and, to a limited extent, in academia. However, the focus in academia has mainly been on teachers in primary institutions or on faculty in SUS research institutions. Faculty at state college institutions have often been discounted as not participating in development simply because their development focuses on classroom support and not research support. This has led to a gap in research and literature on how faculty at state college institutions develop their craft, what are the best methods of developing professional programs for these faculty, and how development relates to retention of faculty over time.

Linton and Grant (2020) conducted a study that is closely related to the current topic by studying mentorship through self-study. This article reports findings from an analysis of the effect of this approach toward teacher development on novice mentor's coaching skills. Using a qualitative inductive thematic analysis using transcripts from audio-recorded mentoring rounds, e-mails, and journals, the researchers found that engaging in structured dialogue enhanced the mentor teachers' ability to ask questions, support novice teacher practice, focus on student learning, and become aware and respond to missed opportunities for coaching and teacher education. These results led to a systematic, holistic approach toward mentorship using mentoring rounds—a form of structured dialogue that explicitly focuses on coaching novice teachers and using self-study to reflect on mentor practice. The strategy used in this study can be

utilized for professional development efforts aimed at promoting mentor training.

Although the study conducted by Patterson, et al. (2020) focuses on nursing students, it is important to note that mentoring is a forgone conclusion in this article, and in many similar articles that specifically deal with the helping arts like sociology, nursing, psychology, and teaching. Often the role of mentoring is taken as an underlying component and not remarkable. This is informative in terms of establishing best practices for engagement in professional development in general.

Linked to engagement is reflective practice, which may seem to be the opposite dimension to mentorship. However, the case study performed by Jaramillo Cherez and Jin (2020) documented the critical reflective practice of an instructor in a higher education context related to teaching and learning approaches. In particular, the reflections unveiled ways of seeing teaching and learning, learning through sharing experiences, developing technological pedagogical content knowledge, and nurturing professional growth. Cultivating this reflective practice was possible through guided mentoring and collaboration with an instructional design team.

Mentoring is a topic of interest due to the exceedingly high attrition rates of new instructors. Baik et al. (2018) followed an iterative process in designing a support program for part-time instructors who teach most undergraduate classes at the university. Seven components formed the framework for the training, support, and recognition of these academics: 1. recruitment and management of sessional teachers, 2. induction and ongoing support, 3. professional development, 4. evaluation and feedback, 5. recognition and reward, 6. organizational and administrative support, and 7. monitoring and review of sessional staff policies. The study concluded that, among other elements, the induction and ongoing support



combined with evaluation and feedback led to an increase in instructor satisfaction leading into the second and third years of teaching.

### Application of Change Theory to Professional Development

The four main constructs of change theory are conflict, innovation, change, and stability (Kezar, 2001). Professional development programs align with each of these constructs. In terms of conflict, there are many layers that could lead to conflict in certain environments. When looking at a professional development program at an FCS institution, the first conflict is often defending the need for such a program. There are faculty and administrators who do not believe that faculty at the state college level need active and robust development since they do not have the same responsibilities of publish or perish that their colleagues at four-year institutions do (North Carolina State College in Raleigh). The usual base for development programs in state college institutions apply to improving the craft of teaching, which is divergent from the usual base in four-year institutions. This also reflects the divergent mission statements as well. For example, a Research 1 university in Central Florida's mission statement is:

[...] is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish [ the university] as a major presence, and contribute to the global community. ([the university])

*Undergraduate Catalog*, 2019)

A small state college in central Florida's mission statement is: "[...] State College delivers student success through personal attention and flexible pathways leading to rewarding careers and higher wages." (*2019-2020 Catalog*, 2019)

This is typical of the difference in focus between a state college and a four- year institution where there is a broad, global scope compared to a very focused, local scope. The state college institution's mission statement lends itself to attracting faculty who want to focus on student achievement, and therefore, the type of development that is warranted logically focused on student engagement and teaching practices.

Conflict also arises within the two-year institution on what types of development to offer and how to offer it. The necessary focus is on student engagement and classroom practice, including online and distance learning components. However, there is some discussion about preparing faculty of state college institutions to move into either administration through leadership training or into four-year institutions with development on research, publication, and presentation. For example, Abouelenein (2016) suggests that online teaching should be the forefront of development since that is where colleges are seeing increasing enrollment, yet he also calls for more research into best practices of online design and engagement.

Conflict often leads to innovation and change, and in the realm of professional development we have seen a change to an emphasis on induction programming that expands beyond a one-shot application. A specific example is the development of an induction program at a small state college in Central Florida. Previously, the college had a one-day orientation for new faculty where, in a half-day session, they would be introduced to some members of upper administration and most of the directors of offices with which they might interact, such as

student accessibility services, tutoring, and libraries. They were given a brief tour of the campus and then given a contact within their department for further training, if needed. Three years ago, this state college adapted the training into a year-long induction program (Bartos & Wehr, 2002). This change and innovation reflected a change to the college's rank and promotion process wherein faculty must present a five-year project, so the basis and focus of the induction program is to support all faculty through the five-year project while orienting them to the culture of the state college. One of the issues that arose with the change from a one-day orientation to a year-long program was finding the space for the face-to face sessions and aligning the representatives from offices around the college to present information. The college decided to offer the sessions on Fridays when most faculty had no classes, but it is an on-contract workday. The sessions were limited to once a month and each session was streamlined to offer the most information in the least amount of time without being overwhelming. Another change was creating faculty-focused development that includes activities and faculty-led sessions. This innovation has helped increase engagement and overall satisfaction with induction.

Another change is the ability to access training through distance education programs and entities that offer development such as the Association of Florida Colleges (AFC) or the service program Campus Compact. This allows faculty the opportunity to engage even if their schedules are challenging. This is often a barrier to successful training and development programs since it is very difficult to find a perfect time when everyone is available. One caveat is that online training programs range from well-developed to less focused, and there is not a lot of structure or standardization on these issues from provider to provider.

Post COVID-19, online programs have seen a surge in engagement and a widening of the spectrum of participants. Although programs are not standardized, the use and development of

robust online (synchronous and asynchronous) development programs has increased appreciably. It is easier to find research-based designed development courses online than it was just a short time ago thanks to the need to have home-based access.

Stability is an interesting concept in professional development. It seems to be a bit of an anathema to the intention of the process. Of course, it is beneficial to have a system in place that works well and does not need to be revised, but this may be a utopian ideal. Even institutions that have departments devoted solely to professional development find that they need to review and improve often. In terms of a limited scope of time, professional development might seem very stable with a clear process for faculty to sign up for sessions, a clear location to find offerings, and clear terms for how development is associated with evaluation and promotion. However, over time, these aspects tend to change. For example, the aforementioned state college has used a method of advertising sessions and allowing faculty to sign up through an online Book It system. This process is well established and works as long as people offering development go through the Book It system to list their sessions. Over the past year, the college's Human Resources has worked to develop and establish an academy to be a clearinghouse for all development offered by or through the college for faculty and staff. This new system will still utilize the Book It system, the difference being that all employees will be able to see and participate in all development and training, irrelevant of job description.

Professional development of faculty in state college institutions reflects a gap in the research on professional development in academia. The focus of research on this topic has tended toward faculty at research one institutions, so the situation and needs of faculty at two-year institutions has been neglected. Including the state college institutional focus would be beneficial because higher education in the United States has grown and embraced state colleges

in the past two decades, and the impact of development specifically focused on teaching practices would also help those faculty at four-year institutions.

## CHAPTER 3: METHODOLOGY

### Introduction

The chapter is a summary of the methodology, design, and procedures that were employed in the study. The purpose of this qualitative inquiry was to understand the use and goals of faculty professional development efforts at Florida College System (FCS) institutions. It focuses specifically on induction programs and best practices to retain skilled faculty in Florida College System (FCS) institutions. Anecdotal evidence indicates that teaching and learning issues remain central in professional development with faculty interests serving as the prime influence on programming decisions; however, these interests are not clearly reflected in professional development opportunities, on-boarding programs, or measuring development in annual evaluations. Similarly, the organization and communication of professional development varies from institution to institution. This study also fills a gap in the research by focusing on the Florida College System (FCS) and the needs of faculty who teach within those institutions.

Accepting a teaching position is an exciting first step for new faculty whether full- or part-time; new to the profession or an experienced educator, and although eager and excited to start the academic year, staying on the job past their first year is a statistic that is not in their favor (Rosser, 2004; Wong, et al., 2005; Christensen & Eyring, 2011; Goodwin, 2012; Goldrick, 2016). The research suggests that out of every two new faculty hired, one will leave the profession within five years (Alliance for Excellent Education, 2008; Whalen, et al., 2019). Faculty turnover of this magnitude is not in the best interest of institutions and takes a toll on budgets. As an example, American educational institutions spend up to \$2.6 billion annually to replace instructors who have left the profession (Alliance for Excellent Education, 2008). With a new instructor attrition rate of nearly 50%, the importance of supporting instructors is worthy of

further dialogue and discourse (Hunt, 1968; Devlin-Scherer & Sardone, 2013; Hanushek, 2012; Fletcher et al., 2008).

### Research Questions

This research directly impacts higher education in two specific ways. It will define and exemplify what professional development is and how it is utilized by practitioners. It will also clarify induction programs and best practices to retain skilled faculty in FCS institutions.

Therefore, the research question is:

1. What are the experiences of newly hired full-time instructors at a Florida state college (FCS institution) who participate in a college-sponsored, mandatory induction program?

### Methods

The phenomenological qualitative design for this study allowed a deeper understanding of the experiences of each participant. Participants involved in the induction program Faculty Leadership Orientation and Cultural Knowledge (FLOCK) or in the initial program (First Fridays) reflected on how they approached the program, what parts of the program were most useful to them, and the effects being a part of the induction program has caused in their career at the college and how connected and supported they feel in that career.

The basis of defining and delimitating the methods in the following sections are founded on Collaizzi (1978), Moustakas (1994), Giorgi (2006) and Creswell and Poth's (2018) information on data collection that the researcher has used to outline the techniques described

below. Creswell and Poth (2018) state that a phenomenological study describes “the common meaning shared by several individuals of their lived experience with a phenomenon” (p. 75). As such, phenomenological inquiry makes great use of field texts like one-on-one interviews.

Interview transcripts are the raw data that goes through an analyzation process.

Following Moustakas’ (1994) four-part methodology in setting a process, the researcher began with Epoch, setting aside prejudgments, proceeded through Phenomenological Reduction which involves bracketing the topic, delimiting meanings are those that stand out as “invariant qualities of the experience”, individual textural experiences that focus on the invariant experiences of each individual participant, and finally, a composite textural experience that combines each individuals to find universal descriptions of the experience. The third step is Imaginative Variation that encourages the researcher to vary meanings and perspectives of the phenomenon. Finally, the researcher synthesizes the information into a cohesive whole (Moustakas, 1994). Focusing on data analysis, Moustakas (1994), Marshall and Rossman (2006), and Spillane and Hunt (2010) have been used to understand how to find themes and code them as well as what issues might come up in working through the process. Spillane and Hunt (2010) identify methods to incorporate and synthesize different types of data to create a wholistic view of the phenomenon. In their 2010 text, four data sources were collected and allowed the researchers to eliminate some bias since they were not basing their conclusions on participants’ memories that could be incorrect or colored by outside influences.

### Site

To determine the success of a long-term induction program, a specific college has been selected for the study. The site for this study is a small, suburban Florida College System (FCS)



institution in Central Florida. This college has a main campus, a secondary campus to the south, and a satellite campus that serves primarily workforce students. The Fall 2019 academic term had an overall headcount of 5,223 and an FTE of 1541. About 20% of these enrollees were first time in college (FTIC) and approximately 25% were dual enrollment students. Of these, 66% identify as White, 10.7% Black, 23% Hispanic. 63% identify as female and 37% identify as male. 67 percent of all students enrolled in Fall 2019 were part-time students and 33% identified as full-time students. The functions of the college are carried out by 650 faculty, staff, and administrators.

This college was chosen as the research site for several reasons. Primarily, it developed a faculty project as part of the continuing contract application (see Appendix A) and subsequently developed an induction program to support new faculty through the faculty project. Since the faculty project is a research project and several new faculty members did not have experience with conducting research or writing a research paper, the induction program was initiated through The Academic Affairs Deans Council. Initially, the program was led by the dean of Arts and Letters. In the second year, the researcher in this study took over the program and redesigned it to focus on first three years of a new faculty member's employment and to look at the continuing contract process holistically instead of focusing on the faculty project entirely. The redesign also included aspects of mentoring as well as developing cultural knowledge of the organization. (See attachments E-I).

Considering the Coronavirus pandemic, the interviews will be conducted in a neutral location that is neither the participants' office nor the researcher's office, but over Zoom (recorded). These interviews will be collected in Canvas and transcribed through Kaltura, which is embedded in Canvas. Observations will take place during selected sessions of the program,

which also are conducted and recorded over Zoom.

Site observations will be selected based on the syllabus prepared by the researcher for the class (See Appendix E). The primary researcher will attend all classes. These classes may be observed in an online environment in a synchronous online video platform (Zoom) (See Appendix D).

### Researcher

The primary researcher is an administrator who was an English faculty member at this college and now serves as associate dean of Arts and Letters. She is a co-leader of the revised induction program. The primary researcher will be responsible for choosing interview participants, induction program sessions for observations, setting Zoom meetings, and requesting any other data, such as syllabi, meeting agendas and minutes, and class cohort information that may be referenced and included in an appendix.

### Selection of Study Participants

Purposive sampling will be used to select study participants since the study focuses on a particular population, newly hired faculty, at the college. Study participants will be those new faculty who have been in the induction program over the past three years, including the Fall 2020 cohort (See Appendix B). This approach will be used, and saturation will be reached, because the sample will include as many participants as possible that fit the criteria. The participants will range from full-time faculty members to lecturers with differences in home campus, divisions (arts and letters or science and math), experience teaching at the college level, and types of professional development they have taken. There will be approximately 15 participants,

including six in the Fall 2020 cohort.

When conducting interviews, it is important to get an overall understanding of the faculty perception of professional development, so it will be important to have an appropriate cross-section of faculty to interview based on induction program cohort year, primary campus, and division, (arts and letters or science and math).

Potential participants were emailed requesting their participation in the study. The email explained the selection method and why they were being asked to participate. Each person had the opportunity to opt-in or opt-out of the study and five people did opt-out for various reasons. The researcher sent a welcome email to the eight people who opted into the study.

Finally, this study was submitted for review with the University Institutional Review Board (IRB) at both the degree granting institution as well as the research site. The researcher received IRB approval from both review boards [See Appendix N, O]. All participants were identified by number for tracking and anonymity.

## Instrumentation

### Data Collection

As a phenomenological study, a qualitative method of data collection and analysis was employed. The purpose of phenomenological research is to comprehend the substance of an experience, in this study, the experiences of participating in an induction program.

Participant selection began after IRB approval was obtained. Interviews were scheduled through emails that indicated a time and date and a link to a Zoom meeting.

## Interviews

The desired outcome of phenomenological research is to describe the central themes and their meanings of the experiences of the participants.

Participants were interviewed in a neutral location that is neither the participant's office nor the researcher's office to limit positionality as well as potential interruptions. This location may be an empty classroom, a study room in the library, or over Zoom, depending on safety and availability. A structured protocol for each interview allows for standardization across participants; further prompts and elicitations allowed the researcher to follow up on ideas and to gather more information. The questions were formulated specifically to understand the experiences of new faculty matriculating through the FLOCK program.

**Table 1. Participants will be interviewed based on a general protocol**

<b>Data</b>	<b>Question</b>	<b>Prompts &amp; elicitations</b>
To break the ice and provide some background.	How long have you been at the college? Have you always taught X? How did you get to the college?	Background, Other places of employment
Experiences with PDC at the college generally	Tell me about your experiences with PDC at the college.	Positive experiences Negative experiences A typical class or experience signing up for a class.
Experiences with induction program at the college	Tell me about your experience in FLOCK (Faculty Leadership Orientation and Cultural Knowledge)	Positive experiences Negative experiences A typical class or experience in a class.
Benefits and Barriers to the induction program	What were the most useful/applicable parts of FLOCK? The least useful? Why?	Were there benefits or barriers to attending FLOCK? How can induction help establish your career here? At another institution?
Experiences leveraging professional development	Please tell me how your professional development experiences influence your teaching? How does it influence	Positive experiences? Negative experiences?

	you in your career?	
Interactions between professional development and engagement	Discuss how professional development has connected you to the college or to individuals within the college.	How might connections within the college be improved?

### Transcription Process

Interviews were transcribed through Canvas and Kaltura, which is a free application through Canvas when linked with Zoom. Then, the primary researcher confirmed that each transcript is correct and make any needed corrections as indicated when listening to the recorded interview while reading the transcript. Then, each interview has been read several times determining codes for common elements, or significant statements, within individual interviews as well as across several participants' interviews. Once each interview has been preliminarily coded, the methodology created by Collaizzi, as outlined below, will be followed.

The audio and video recordings as well as the final transcripts were stored on a secure server (OneDrive) at the University of Central Florida (UCF) and at the study college. The researcher has access to the recordings. The recordings will be deleted after five years (December 31, 2026), as per UCF policy. The researcher removed any personal identifiers when transcribing the interviews. No personal identifiers will be shared in this study. Participant confidentiality and privacy were maintained at all times. Participants were notified of their ability to withdraw their consent and discontinue participation in this study at any time without prejudice or penalty.

### Site Observations

Site observations will be attended as an observer only (See appendices D-F). The researcher will be observing the participants, the session, and how participants engage in the session. The role of the researcher will be clearly defined and limited in this way due to the difficulty of trying to emulate a participant/observer role. Since the sessions are virtual and will be recorded, this role will be less challenging than it is in the live space. The purpose of the observations, in combination with the interviews, is to triangulate the data in which multiple sources of data is used to enhance the credibility of the research.

### Validity and Trustworthiness

Validity, as discussed by Creswell and Miller (2000), refers to the inferences made from the data, not the data itself (p. 124). In phenomenology, numerous participants are asked to describe an individualized experience to a common activity. The data collection and analysis plan for this study have been created with an intent to establish validity in several ways. First, multiple types of sources will be used including interviews and observations, to triangulate corroborating data. Secondly, disconfirming evidence will be used to refine the interpretations, and finally, the primary researcher's bias is clarified and defined throughout the data collection and analysis.

Member checking will be used throughout the data analysis portion of the study. Creswell and Miller (2000) point out that “the participants add credibility to the qualitative study by having a chance to react to both the data and the final narrative” when member checking is employed (p. 127). Participants will have an opportunity to provide feedback on codes and emergent themes, as well as the final study including analysis and discussion. Participants are

also engaged with the research in a proactive and deeply engaging process that is collaborative in nature.

Finally, the resulting analysis and interpretation will be detailed enough to allow transfer of information to other settings, for example, similarly situated colleges in other states. By using other qualified researchers to help collect data and analyze themes, there is an external checking process occurring. Trustworthiness will be addressed in several ways. First, in the interest of triangulation, there will be different types of data collected: interviews and observations. Secondly, there will be a clear audit trail that identify the method of data collection and the maintenance of the data itself. Finally, the researcher will identify and tried to mitigate positionality with bracketing techniques.

### Data Analysis

For this phenomenology, Colaizzi's (1978) steps will be followed:

1. Familiarization: The researcher familiarizes him or herself with the data, by reading through all the participant accounts several times.
2. Identifying significant statements: The researcher identifies all statements in the accounts that are of direct relevance to the phenomenon under investigation.
3. Formulating meanings: The researcher identifies meanings relevant to the phenomenon that arise from a careful consideration of the significant statements. The researcher must reflexively "bracket" his or her pre-suppositions to stick closely to the phenomenon as experienced (though Colaizzi (1978) recognizes that complete bracketing is never possible).
4. Clustering themes: The researcher clusters the identified meanings into themes that are common across all accounts. Again, bracketing of pre-suppositions is crucial, especially to avoid

any potential influence of existing theory.

5. Developing an exhaustive description: The researcher writes a full and inclusive description of the phenomenon, incorporating all the themes produced at Step 4.

6. Producing the fundamental structure: The researcher condenses the exhaustive description down to a short, dense statement that captures just those aspects deemed to be essential to the structure of the phenomenon.

7. Seeking verification of the fundamental structure: The researcher returns the fundamental structure statement to all participants (or sometimes a subsample in larger studies) to ask whether it captures their experience. He or she may go back and modify earlier steps in the analysis in the light of this feedback.

The data collected will be analyzed in several ways. First, interviews will be machine transcribed by Kaltura, which is a free application through Canvas when Zoom is activated through the Canvas platform. Then, the primary researcher will confirm that each transcript is correct and make any needed corrections as indicated when listening to the recorded interview while reading the transcript. Then, each interview will be read several times determining codes for common elements, or significant statements, within individual interviews as well as across several participants' interviews. Once each interview has been preliminarily coded, the methodology created by Collaizzi, as outlined above, will be followed.

Observations will be reflected upon in terms of the themes that have been determined through coding interviews to support these themes. Contrarily, the observations may point out tensions between themes emergent in the interviews and what was observed. If contradictions are noted, the researcher will seek clarity from the participants on those points.



**Table 2. Data Collection and Analysis Procedures**

<b>Research Questions</b>	<b>Data Collection Method</b>	<b>Justification</b>	<b>Analysis Method</b>
What are the experiences of newly hired full-time instructors at a Florida state college (FCS institution) who participate in a college-sponsored, mandatory induction program?	Individual semi-structured interview (See interview protocol)	Individual semi-structured interview allows the researcher to establish a rapport with participants, engage them on the topic, and expand where needed (Creswell & Miller, 2000)	Emergent coding using Colaizzi's method (Colaizzi, 1978; Creswell & Poth, 2018). thematic analysis

### Summary

This chapter restated the purpose of the research and presented the research question. The participants will be chosen through purposive sampling of the past three years of participants in the induction program. Validity and trustworthiness are assured using multiple types of data, using disconfirming data to refine the hypothesis, and recognizing the researcher's bias. Member checking will also confirm validity by allowing participants to confirm the researcher's analysis. Data collection procedures including an interview protocol were discussed in this chapter. Finally, methods of data analysis were presented along with a discussion of each. Results of the data analysis will be presented in the following chapter.

## CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

### Introduction

The goal of this study is to investigate professional development, specifically induction programs, in higher education. The primary interest is faculty at two-year institutions during induction in the Florida College System (FCS). Faculty members at FCS institutions know that the meaning and offerings of professional development, including induction, vary widely from institution to institution. This research shows the state of professional development in a specific area of higher education, the state college. This research has direct effect on higher education in two specific ways. It will define and exemplify professional development. Secondly, it will describe induction programs and what works best to retain skilled faculty in FCS institutions. The purpose of this study is to analyze the methodology, implementation, and results of a three-year induction program for new faculty at a small, suburban FCS institution in central Florida. The induction program was established as a response to the addition of a five-year faculty project included in the rank and promotion portfolio (See Appendix A). This chapter represents the results of the data analysis for the stated research question.

The participants included eight new members of faculty at a small, suburban FCS institution in central Florida. These participants ranged from science and math faculty to librarians and faculty in Workforce programs, which are certificate programs. Each participant had been employed as a full-time faculty member between two to five years.

## Participant Profiles

### Participant 1

This participant was hired in 2019 and is in the FLOCK cohort class of 2024. Participant 1 is a librarian whose job description and title identify him as a faculty member as well. Librarians do teach orientation classes and are instrumental in the ENC 1101 classes.

Participant 1 came to higher education later in life after a full career in seafood distribution and management. Teaching and librarianship have become his professional passions. Since this participant has a good knowledge base around research, the level of anxiety experienced over the faculty project was low; however, Participant 1 had never written a research project paper that would relate to the continuing contract portfolio.

This participant began in the previous iteration of First Fridays which was the initial induction program centered completely on developing, researching, and writing the faculty project. In his second year, he started in FLOCK, the redeveloped induction program that includes cultural knowledge and mentorship.

### Participant 2

Participant 2 worked as a librarian in the Florida University system before moving to the FCS system in 2019. This participant has a lot of experience with research and writing research projects. The cultural aspects of the FLOCK program were most beneficial in this individual's case.

Participant 2 began as a member of FLOCK and continues in the program currently. She was hired in 2019 and is in the FLOCK cohort class of 2024. Participant 2 is a librarian whose

job description and title identify as a faculty member as well. Librarians do teach orientation classes and are instrumental in the ENC 1101 classes.

### Participant 3

This participant was hired in 2018 and is in the class of 2023. She began with the First Fridays induction program and moved into the FLOCK program in her second year.

Participant 2 is a nursing instructor who taught on Fridays, which often conflicted with scheduled FLOCK meetings. Although this participant has a strong topic and strong research, and experimental skills, writing a research paper in a particular format seemed daunting.

This participant brought up that idea that nurses must attend specific professional development that cannot or is not offered by the college.

### Participant 4

Participant 4 taught Math at other FCS institutions for several years before becoming a faculty member at this college. He is in the 2024 FLCOK cohort class and was hired in 2019.

At the master's level in a math discipline, this participant did not have any experience conducting research or writing a professional researched paper.

Participant 4 attended all sessions of FLOCK in his first year, submitted a proposal for a project, and was rejected. He subsequently worked with a mentor to determine a project that was approved in his second year. During that time, he became ill and has resigned his position with the College effective Fall 2021.

### Participant 5

This participant has a unique perspective since she is in the 2020 cohort and was hired in 2015. She is a member of the nursing faculty and her faculty project focused on improving the pass rate for graduating nurses who take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). She went through the first iteration of the college's induction program called First Fridays.

Her perspective is also different because she became a supervisor and mentor in the nursing program shortly after attaining her continuing contract in 2020.

### Participant 6

Participant 6 is new to the teaching profession and to the college. She is a science instructor who came aboard during a challenging time in the science department. She had to navigate a short time from being hired to being in front of a class. She is a member of the FLOCK 2024 cohort class and was hired in 2019.

Her induction experience has been FLOCK, but her teaching schedule has precluded her from attending the sessions.

Participant 6 focuses on connection between herself and her students to foster student achievement.

### Participant 7

This participant has been an adjunct at the college and has taught in the area for many years. She recently accepted a full-time position with the math department and is a member of the 2024 cohort.

Although Participant 7 is attuned to the culture of the college, the process for continuing contract and the faculty project was new.

This participant experienced health issues during her first year in the program and often attended sessions remotely. Once our sessions did go fully remote in spring of 2020, she was very active in the sessions and kept up with the modules.

Participant 7 also helped keep her colleagues who could not attend the sessions up to date and often shared her experiences for the benefit of others in the larger group.

### Participant 8

The final member of the 2024 FLOCK cohort class to participate in this study, Participant 8 is a member of the science faculty.

With a doctorate and limited teaching experience, this participant was not concerned about the faculty project or the continuing contract process as much as learning the college and professional culture.

She was the least engaged participant in the FLOCK sessions in the first year and has developed into a primary mentor for others over the last two years.

Participant 8 has focused on engaging student is often difficult and dry academic topics, such as anatomy.

### Coding Methodology

Each participant was interviewed over Zoom through Canvas for approximately an hour. The videos were transcribed through Kaltura, which is an embedded feature in Canvas. Each transcript was reviewed and revised to adhere to the recorded video and fix any errors in the

transcript. When the audio was unclear, the researcher then utilized the video along with the audio to make the best determination of the correct wording or phrasing.

The researcher then engaged in open coding of each transcript while listening to the recording of the interview. Each interview was reviewed and coded over several separate occasions in abstraction from the other interviews. The coding was centered on an immersive technique that included reading the transcripts while listening to the recorded interview. This allowed the indications of tone as well as vocabulary, which is a deeper analysis based on the Zoom recording availability. Secondly, the video of each participant provided valuable information regarding facial expressions and posture which expand and clarify indications of tone. Once each interview was coded over several occasions, they were reviewed together to identify emergent themes overall across the participants. Specifically, each transcript was laid out and highlighted coded areas were compared and contrasted to identify common, emergent themes across all participants. Three main themes resulted.

## Themes

### Theme 1: Establishing Connections through Induction

This theme connects each participant to the others through either a shared experience as a cohort, or as an earlier member of the pilot program's cohort. Several participants reflected on the community encouraged by the FLOCK and First Fridays meetings. These were held in person until the spring of 2020 when they moved to Zoom in response to the COVID-19 pandemic. The meetings included faculty from all areas of the college including Arts and Letters, Science and Math, and Workforce. These comments taken individually indicate a personal level of community engagement; however, taken as a group, they support the claim that induction

programs strengthen bonds and loyalty to the workplace. A deeper look points up the deeply altruistic nature involved in academic-focused groups since several members discuss the issues and obstacles to attending the Friday meeting once a month but indicate the deep pull to attend to partake in the communal nature of the group.

### Participant 1

This participant focused on the organization of the induction program (FLOCK) and how it related to organizing his plans and methods to conduct research for his faculty project.

These excerpts from the transcript illustrate Participant 1's experiences with FLOCK, the induction program. The main experience this participant emphasizes is the organization of the program and the help in organizing the faculty project (See Appendix A). "[...] as far as flock, I think it's becoming more organized. It's becoming showing more of a step-by-step. Instead of having multiple avenues where all the information is now, you can go to one place to get it."

He also mentions the use of Canvas and how it helped him understand the organization of Canvas better. This is an important aspect of teaching at this college since all classes have a Canvas shell and all instructors are expected to utilize the gradebook feature at a minimum. Therefore, this experience with Canvas as an experience in induction helped Participant 1 become confident using this tool. "And it helps organize, it helps help us even more to understand Canvas. So is it kind of correlates between the two."

Participant 1 related Canvas, FLOCK, and the faculty project to each other and discussed the benefit of understanding the structure of each: "[...] showing me the structure of how a Canvas shell showing the structure of academics, structure of how to go through a 10-year process with that" That this participant relates these aspects to each other shows the connection



he was able to make in understanding the interconnectivity of these pieces of the induction program.

Finally, this participant expresses an appreciation for the quick response and feedback in the program. “Just getting the immediate feedback. That was one of the best things. Once I submitted it, I think 30 minutes, I got a response back and I was like, Whoa, okay...”

Participant 1 is new to the profession and to the college and his appreciation of the FLOCK program is displayed in the enthusiasm he expresses for how the program changed from First Fridays with an express focus on the faculty project to FLOCK with a distributed focus across the faculty project, other elements of the continuing contract portfolio (See Appendix A), mentoring, and organizational knowledge in general.

#### Participant 2

This participant focused on the connections and communal aspects of the induction program and how it helped her build relationships professionally and personally. In this quote, she discussed gaining a level of comfort through the introductions made in FLOCK: “So, it was nice to actually, on top of meeting new faculty, I actually was able to build relationships from the program too” She goes on to relate how this allowed her to feel connected across the campus, across departments and divisions, which leads to an increased feeling of connectedness to the institution in general.

Participant 2 ranged into professional development in general and related that in FLOCK she learned about other elements of professional development offered by the college. “And this was something that I wasn't- I didn't know before and so I was glad that she actually told me about that. So, I would say the only negative would be not enough promotion maybe with professional development” The comment about promotion of professional development

highlights the appreciation this participant has of this induction program since it has given her an interest in finding other programs created by the institution.

Finally, Participant 2 spoke about the mentoring aspect of the FLOCK program. As someone who was new to both the institution and the profession, it is notable that this participant identifies mentoring as a crucial part of her experience in the induction program. This connects the mentor experience in FLOCK to feeling connected and building confidence. “You actually, you had paired us with mentors. I think this was maybe my second year of flock maybe first. And I did have a mentor who was already here.” Here, she gives some feedback for improvement with mentoring. This participant’s ability to critique this aspect of the induction program experience is an example of the meaning she found in the experience: “I would say [...] to make us feel more comfortable with our mentors, to have them come into the meeting is more often with us as well, or maybe even having us not mandatory but optional to meet with them one-on-one, whether it's like a phone conversation or we meet on campus. So, we can actually connect with them and feel more comfortable since we are still getting to know them.”

Participant 2 relates her experiences in FLOCK with a heavy focus on the mentoring aspect. As a new member of the college and new to the profession, she was excited to have the opportunity to work with experienced faculty and staff across the college. She discusses how working with her FLOCK mentor and in conversations with her supervisor, she accepted a major role as co-director of the college’s Quality Enhancement Plan (QEP), which is related to both the college’s strategic plan and to SACS accreditation. This role has increased her familiarity with the structure of the organization and her comfort level with her own place within the organization.

### Participant 3

Participant 3 identified her main experiences with the induction program to foster connection with others, understand the organization of administration, and develop a plan for the faculty project. This participant is especially interesting since she started in the First Fridays group and ended in the FLOCK program.

Here, she discusses the First Fridays program: “I think that is a wonderful program. The first Fridays I was kind of sad when it was done because I felt like I learned a whole lot about higher education. [...] just getting to a place where I kind of understood the lingo of higher education and what processes are in place and who answer to who, that was really important. [...] getting the reinforcement from other disciplines that they had the same struggles that you do. And how they're, how they're fixing that or addressing it”

Participant 3 identified connection and learning the organization of the college as main points for her in the program. Here, she talks about establishing a connection outside of her department, part of her experience with the induction program: “Well, for me that year that I did go to the first Fridays, I just felt like I was a little more included in things because in the nursing building is so often separate, it's not like we're walking down the hall and see in what happened in the library and meeting people. So that was really great just to kind of establish connections.”

This discussion was continued a short time later when Participant 3 expressed appreciation of this part of the program, especially for faculty who have not taught at the college level. “But I I definitely feel like you need that, especially if you've not taught in a higher education institution before. What I've no ideal still. And I've been here for some time... I just finished my fourth year, like the chain of command and some things and like well, okay. Well, what exactly are they over? And yeah, it's a lot to take in.”

She furthers the discussion of connection to understanding who's who at the college and expands to understanding the faculty project. "It was a great introduction to get to know some core people at the college. Sorta get that introduction to what a faculty project really is."

Participant 3 discusses her experiences with induction by focusing primarily on the mentoring aspects of the program and understanding the organization of the college. The idea of mentoring as a focal point comes up for many participants in each of the three themes.

#### Participant 4

Participant 4 related his experiences to building confidence to work with mentors and more senior members of his department. He also expressed the limits of the program, including splitting focus between organizational culture and individual support for the faculty project. Here, he is discussing the mentoring aspects of FLOCK and extending out to professional development that is not specifically FLOCK. "[...] stay in contact with more senior members of staff, getting tips from them on things that they've learned over the years. I think going to some of the conferences, the curriculum alignment conferences have been good for me, even getting to see old colleagues and bounce ideas off them and see what they like."

This participant reflected on his participation in FLOCK in terms of relating to others in his department and establishing connections with established faculty: "I think I've become more willing to reach out to colleagues rather than just kind of go at it alone. I mean, there are still sort of things we're used to thinking about, right? We would go watch our mentors and they would come watch us and we'll comment on each of those observations and things like that."

He also asks why the established faculty would participate although he realizes that it is an important part of development for new faculty. "But reaching out to the more thoroughly tenured people to kind of pair up with someone in the program with me once a week or

something like that could help. Again, I don't know why that would be for people who've been there for 20, 25 years. But I think that would be useful if we can make it work.”

This participant found some elements of the FLOCK program distracting and unrelated to the goal of establishing connections and understanding the faculty project. He would have preferred to focus on the faculty project and useful information for new faculty. “I Feel like having somebody asking what or where they did something on campus didn't really contribute at all to specifically what I was doing. It was just me sitting there. I think you guys hopefully would looking for things that were just more directly... This is what you do, how you do it. Here's some examples.”

This participant outlined negative responses to several aspects of the FLOCK program, especially that it was not focused enough on the most important elements to support new faculty. Since Participant 4's proposal was not accepted, he felt that FLOCK should focus entirely on helping faculty chose a topic and begin research and writing. Although he recognized the benefits of pieces of the program like mentoring, he did not think it required as much time as it was given. His comments and suggestions helped revise the program and establish an advisory work group specifically focused on supporting faculty through the project.

#### Participant 5

This participant matriculated through First Fridays entirely but came back to FLOCK as a mentor. Her focus is on the difference between the two induction programs and the selection, training, and use of mentors (See appendices J-M). Here, she describes the differences between the two programs related to the faculty project. “But I think what it [First Fridays] lacked was the direction towards that whole faculty project portfolio, like that whole system. It really it, it didn't really guide you that way, which I know from being asked to take part in some of your FLOCK

meetings. Now, see what I mean, you have these new employees well on their way, you know, with what you're doing through your course. So yeah, I think that's great. Awesome”

In the next two quotes, Participant 5 focuses on the mentoring aspects of FLOCK. She discusses the importance of choosing mentors and how supportive having a good mentor can be to a new faculty member. “We like have that relationship and [...] I think that the mentorship structure that you guys do now in flock, so much different. [...] I had a mentor. I was fortunate that she embraced me. That doesn't always happen. I think another piece to that puzzle, if I know that, that you do this and flock now, that maybe wasn't done back then [in First Fridays], is not everybody's made to be a mentor. You know, you could be a great educator, right? But you could be a horrible mentor. And, and not everybody wants to be a mentor, right?”

In this second quote on mentoring, Participant 5 expands on the idea of choosing mentors and establishing a good rapport in the mentor-mentee relationship. “[...] prior to them offering me the job, I had to meet with the person I was going to be teaching with. And as she actually turned into being my mentor, you know what I'm saying? So, [...] it wasn't like I was just [...] given to her. [...] She had the opportunity to say, no, this is not a fit because that was the key. I remember the director at that time saying, I need you to meet with her because I need to make sure that you guys are a fit.”

Finally, Participant 5 clearly expresses the supportive nature of her connection with her mentor: “But I felt kind of an, I never felt alone in the classroom because I always knew I had my mentor.”

Participant 5 focuses mainly on the mentoring aspect of the induction program, which is natural for someone who is a nursing faculty member. She discussed how mentors should be chosen and how the mentoring relationship works best. Her experiences with the induction

program are important to note because she participated as a member of the First Fridays initial induction program cohort.

#### Participant 6

This participant taught classes on Fridays and was unable to come to the classes. She expresses her appreciation for the Canvas shell that was updated frequently and for her peer in Flock Cohort Class 2023 who discussed the classes with her during office hours.

The idea of connection and forming bonds was a primary focus for Participant 6. Here, she expresses regret that she could not fully participate in the program: “So, I kind of wish I was able to attend more meetings because they are very informative. And I just felt like there was a lot of information there that I wish I could have got in my head. Also, peers that were in the program, like [Participant 7] whose office was across from mine, so oftentimes she would say, you know, we talked about this or that or did you know you can access this information? So, I think for me, what I did experience was good.” This quote again shows her interest in joining the group that was impossible due to her teaching schedule. This highlights the importance of connecting with others and creating a space to grow into being a faculty member at this particular institution. “I wish I didn't have that Friday class so that I could come myself and get the information”

Related to her inability to attend classes, Participant 6 commented specifically on the Canvas shell and how frequently it was updated and maintained. “It was only the class on Friday that prevented me from getting the most I could out of it. Outside of that, there was a Canvas shell, and it was updated to my knowledge frequently.”

Participant 6 continued discussing her use of the Canvas shell. She highlighted to specific elements: the role-playing scenarios and the introduction videos of people in offices around the

college like Student Accessibility Services and The Teaching and Learning Center's tutoring section. "If you are having issues with XYZ person, you would see. If not, this is a person you would see and then go from there. That'll get a more personalized experience of what they actually do and how they can help you. And it's great. Actually, doing the videos was a COVID shift." She also related her experience attending professional development not related to FLOCK in terms of learning how to interact with students.

Participant 6 is a new to teaching faculty member, and she expressed how this development helped her understand her comfort-level with student interaction and gave her the tools she needs to effectively help students in need. "So, the courses I've taken have been really positive. There's one that really stood out. It was recognizing students in distress. [...] It was, it was actually fun because it was a lot of role-play. Just kinda understanding the different personalities and when students are struggling, and you know how to approach those students. That was important to me because I'm one of those professors... I'm kinda like standoffish. Like you're all adults, students, you know, if you don't want to talk, I'm not really going to press you. But sometimes it's best to kind of like say, hey, I noticed you've been a little withdrawn from the lectures. Is everything okay?"

Although Participant 6 could not attend many sessions, she was able to use the Canvas shell to complete activities and stay connected to her FLOCK cohort class. The main focus for her experiences with professional development center around identifying best practices for teaching and learning.

#### Participant 7

This participant focused on the ease of enrolling in FLOCK, the organization of monthly meetings and assignments arranged by module in the canvas shell, and the utility of having a



mentor (See appendices J-M). “And so, since FLOCK, you know, you're, you're kind of automatically registered for that first year. It makes it really easy to go ahead and get into.”

Participant 7 reflects on the main benefits she found in participating in FLOCK. “So, I guess everyone, will know [...] that FLOCK, the way it's structured in terms of the monthly meetings. So, my experience with FLOCK, in general, is positive. I would say I think that it was really instrumental in helping me develop [...] a more fleshed-out idea for my faculty project. [...] that was the biggest thing that I probably took away from FLOCK was just that I have to have a faculty project and really prompts and exercises to help me decide what kind of my topic area would be for that that faculty project.”

Finally, she discusses how much information is important and posits extending the program into five years would be beneficial in the long-term. This is an example of the positive affirmations that lead faculty to continue in the program through five years, and possibly beyond as mentors once they attain continuing contract. “[...] the other component of that are I guess maybe I don't know, an informational session on those other components would be helpful. I don't know, there so there's so little time already that I'm sure it's very difficult. But if this were a five-year process instead of a one-year process than it would probably fit all that stuff.”

The discussion regarding the importance of FLOCK and which aspects are most important was the impetus of expanding the elements of FLOCK related to the faculty project to encompass the entire second semester of a faculty member's first year. This gave room to discover the other four elements integral to the continuing contract as well as investigating the structure of the organization within the first semester of FLOCK.

## Participant 8

Participant 8 was a new faculty member to the institution but she has a background in teaching at the college level for many years; her focus was on meeting faculty outside her department, the ability to follow the FLOCK canvas shell, and the applicability of the modules in the canvas shell (See appendices D, F, & G-I). “Yeah, my experiences with FLOCK have been very positive, number one, meeting others from other departments. Sometimes we get very isolated in what we do.”

Participant 8 discussed her experiences with the Canvas shell and navigating it for information related to the faculty project. As with other participants, this was a primary experience in the induction program and seemed to be emphasized to the exclusion of other elements, like mentoring. “In the Canvas situation [...] the modules themselves being very specific in understanding that ADA for me, I think I don't remember back in the day being that specific, but yeah, that that there is a formatted design of how things should be written in the accreditation that's given to the professionals, you know, that the information comes from so specifically to FLOCK.” “[...] an understanding of that we need to do research and develop this, this project. It has, it's not something I ever really thought about. I always did image design and stuff on my own because I was somebody who always went out and did things. And now being very specifically required to give evidence of all this”

Participant 8, like Participant 4, added some areas she thought were lacking in the current FLOCK program as well. “Well, how about teaching us who are in the classroom, who've never had any background or course development, or as you say, professional development on how to deal with students who have learning disabilities?”

Participant 8 shows her engagement in the FLOCK program by explicitly discussing areas that were lacking in the program. She also related the ability to use the Canvas class as a resource as a helpful aspect of the program and one way she felt her experience with FLOCK was positive.

### Summary

Each participant related induction to the faculty project in some respect, which points out the relation between the impetus for the induction program (the addition of a faculty project to attain continuing contract in the fifth year) and its initial design. Several participants, notably Nursing faculty, point out the experience of meeting faculty in other departments and staff in other areas and remarked on how that helped them feel connected to the college in general. One element of this theme relates to the overall experience level of each participant in that those who were new to the college but not the profession was most interested in the details about the faculty project and information related to using the Canvas platform. These are details that had to do with the specific items to understand to be successful at this particular college. Conversely, those participants who were new to the profession of teaching and the college were most interested in engaging with other faculty members in their FLOCK cohort class and meeting staff in other areas and departments.

## Theme 2: Enhancing Engagement

This theme explores how the participants utilized the information from the sessions to engage with different areas of the college more effectively than they may have done without the program. Many participants expressed an appreciation for meeting and learning about financial aid, advising, the Student Government Association, and other offices in divergent areas of the

college. Another aspect of enhancing engagement that several participants focused on was meeting other new faculty members from other areas of the college, such as Workforce, which are the college's certificate programs like Electrical Relay Technician. Another point along this trajectory was the inclusion of mentors into the program's second formation (See appendices J-M). Several participants identified not only their own mentor, but the aspect of mentoring in general. Finally, the presence of upper administration at several sessions allowed new faculty to identify the people in each role and to understand how that role connected to their own. For example, the college's vice president of Academic Affairs joined the sessions to discuss the continuing contract portfolio, how to approach research, and how he made decisions on who to recommend for continuing contract. This was enlightening for several participants who were able to connect the office of vice president of Academic Affairs to their own professional goals.

### Participant 1

This participant found meeting qualified, supportive colleagues the most important aspect that enhanced his engagement to the college. "There's multiple multiple people out there that can assist you and help direct you as far as that"

Participant 1 underscores the connections established between and among the college community members through participation in this induction program, which leads to becoming more established as a member of the college system.: "And also, this gets this helps you to get to know who you're working with as well, your colleagues. [...] you may see I'm in a meeting or something, but sometimes we see being in FLOCK and laughing and having a good time when you bring it in as far as teamwork as far as that altogether to achieve a goal, thereby succeed. So that's what's helped. [...] You have to have teamwork, atmosphere." Not only does he connect FLOCK to becoming part of the system, but he also relates to having fun in a communal

situation to achieving a goal. This underscores the need to form relationships with others to establish a clear role in the system or environment.

Finally, Participant 1 discusses the utility and possible expansion of the mentoring aspect of FLOCK. “I think the thing is the mentorship, I think should expand even more as far as that. Having somebody that you can ask for volunteers as well as that, I don't think you really want to assign it to anybody because I mean, that's I think that defeats the purpose [...] The biggest resource that you have is these people.”

This is connecting the idea of mentors who volunteer instead of being chosen by supervisors into the role as well as encouraging new faculty enrolled in FLOCK to take the opportunity to connect with their mentor.

## Participant 2

As a new faculty member with limited experience in the profession, this participant found building connections to others on campus outside her department, understanding the organizational chart, and finding support in general to be the main method of enhancing her engagement to the college.

In pointing out her increased confidence when interacting with other members of the college community, Participant 2 highlights an important aspect of induction for people who are new to the profession. “Better connections and quicker connections to because I probably wouldn't have talked to them otherwise if I didn't meet them through FLOCK. So that was helpful.”

Following this theme, connecting with her faculty mentor and establishing a connection with the co-directors of FLOCK created a supportive dynamic: “He's been here, I'm sure for a

while now. But that was really cool because I was able to reach out to him, you guys, ask them any questions I just remembered now, if we had any questions regarding our faculty projects. So that was helpful.”

Finally, she connects FLOCK with understanding which departments to contact for specific purposes as well as finding opportunities for professional development outside of FLOCK. “[...] where to go, for help on campus. What department can I reach out to? Who can I connect with if I have this project idea, et cetera? Because that was one thing, I was still trying to figure out on my own was the different things on campus such as the professional development.”

This participant who is new to the profession found the most benefit and was most engaged when she was able to place herself within the organization and the context of the organizational culture. Meeting other peers, mentors, and staff from diverse areas of the college allowed her to enhance her engagement with her department and across the college.

### Participant 3

As a member of the nursing faculty, Participant 3 discusses the mentors in that program and how important that was in her first year. Specific to FLOCK, she notes the demystification on a particular member of upper administration who joined the First Fridays and FLOCK meetings occasionally to discuss requirements and answer general questions.

She reflects on the mentoring that is part of the nursing program. This is an element of nursing programs that is often sublimated and obscured for experienced practitioners. It became a focus for Participant 3 because of the mentoring aspect of FLOCK. “But I had a wonderful nursing team; generally, 99% of them are so awesome to work with. And I had [name omitted] and [name omitted]. And at the time [name omitted] was there and they were also great about

helping me anything I needed. I knew I could just walk down the hall and they would give me some guidance and share their experiences to make mine a little bit easier.”

Speaking about developing as a classroom teacher by interacting with her mentors, Participant 3 again connects enhancing engagement to mentoring and feeling connected. “[...] teaching ideas on how to teach clinical things online. You know how to teach ethics. You know, just different methods of teaching to keep students interacting. So, both of those two are really geared to the teaching part of nursing. And then I guess everybody kind of has their own special field that keeps them up on the actual specialty there yet.”

Finally, Participant 3 relates her experience with meeting and developing a relationship with members of upper administration through their appearances at First Fridays and, later, FLOCK. “With [vice-president of academic affairs], I was scared to death. I thought, man, this is a really big deal. I should never like knock on his door for anything. And it just got the human side of it. And realized that, hey, if I did need to go over there, I don't need to be intimidated by that. So that was good to have some of the administration coming in and speaking or talking or whatever.”

Although Participant 3 was not new to the profession of teaching, she also made connections between enhanced engagement and mentoring and meeting peers from other departments. This stemmed from her background in nursing, which relies on mentoring throughout the nursing career.

#### Participant 4

This participant found the camaraderie of the in-person meetings the best enhancement to his engagement. Beyond that, he preferred to seek out his own methods of development.

In this first quote, he is relating the in-person experiences of the FLOCK program and how he found it helpful to discuss teaching practice with his cohort members. “[...] but where you try to bounce ideas off each other. I found that to be useful because sometimes it will say something like, I guess it's a good idea. Are really do prefer the way I do it.”

Here, he discusses his own focused research for professional development outside of what the college offers. “Also, so if there's a topic or something that maybe I don't feel I teach at the best of my ability I'll go and look up some of the best teachers that came out on YouTube or things like that. Just means you try and seek out best teachers. Yeah, how did they explain it? How did they do it?”

This participant points up that some people do not find a college- sponsored and supported induction program beneficial. Participant 4 did not feel that FLOCK helped him achieve success; his first proposal for his faculty project was rejected even though he attended all the FLOCK sessions and worked with a mentor. It was not until the final meeting and the proposal presentation that the dean of General Studies suggested that his topic was not supported, and he should resubmit a proposal. This experience led to the creation of the Faculty Project Advisory Group (See Appendix K &L) which was intended to come into the process at an earlier point and work with FLOCK members to align topics to the college's strategic plan or a departmental need.

#### Participant 5

The unique perspective of Participant 5 is that she was a member of First Fridays and came back into FLOCK as a supervisor and mentor (See appendices J-M). She discusses the addition of mentors as a benefit to new faculty. In this quote, she relates her own experiences as a new faculty member being paired with a mentor: “[...] his was the first time I was



actually teaching in higher ed level college. In a classroom setting. [...] not only did she [...] provide that mentorship to make me felt comfortable and helped me with understanding of things that maybe I didn't understand when I first came here. But she also had a really good philosophy about, you know, not doing for me, but having me do and, and also just teaching me like everything she knew. Nursing relies very heavily on mentorship.”

As other participants who are in nursing have suggested, mentoring is Participant 5’s focus considering the theme of enhancing engagement. Nursing is a profession that utilizes mentoring throughout the career and across levels of nursing. “I think mentorship, is it probably more important than anything else as a new employee. I was really fortunate that I had an excellent mentor who not only taught me, now this was my first job teaching in a classroom setting, right?”

Then, she relates an experience that led to her feeling supported and gaining confidence in the ability of those around her and the institution. She asked her mentor for help and was quickly given direction. “[...] they need psychological [...] sessions with a psychologist [...] that was on a Thursday night and [...] I got this number, I left them a message. And literally at eight o'clock the next morning, on Friday morning, my student was in his office and that intervention was already happening. So, so I think that luckily that worked”

Participant 5 focused on her own experiences in First Fridays and the development from that program into FLOCK in terms of mentoring: “So I think the first Fridays where they were nice to get to know people, you know, you've got to meet people in other disciplines. You got to network.” “I really didn't feel like I had quote unquote mentorship really. You know, I feel like the benefit that I had when I was doing my faculty project and that rank and promotion it was altogether”

Speaking directly about the addition of mentoring to the college's induction program when it expanded from First Fridays to FLOCK, this participant expressed feeling she missed out on this part of the program. "I wish when I was a new employee, [...] I had the opportunity to go through that because I think what you're offering now is very much different than what I was offered as a brand-new employee. We did have like these first Friday meetings [...] But the opportunity here at [the college] was for the majority of the things that I've done, I've been able to either be reimbursed by the SPD (Staff and Professional Development) funds."

The perspective of this participant who began in First Fridays and became a mentor in FLOCK outlines some of the changes made to the induction program in the revision process, including the addition of mentoring. This was the focus for Participant 5, another nursing faculty member, who related connecting to a mentor in her department to deeper engagement with the college.

#### Participant 6

Participant 6 related ways that FLOCK could improve enhancing engagement, especially in terms of building deeper connections with mentors (See appendices J-M).

This participant was not able to join the meetings because of her class schedule. She relates some aspects of the program that could be improved for faculty in a similar situation: "[...] but for those that may have class on Friday, or for some reason, they can't make it if there was like a recording of the meeting or even like a transcript of what was talked about. Things that I think that would've helped out."

Turning to improving the connection between mentor and mentee, Participant 6 suggests first giving more guidance to mentees when first interacting with their mentors. "Also, maybe

creating like questionnaires to maybe interview your mentor just so that you know, you have everything covered like some things that maybe I didn't think of, but, you know, some common things that, [...] this case, what do I do or things like that, like do some. Also, to help build that relationship between the mentor and mentee is like [...] what someone and there's some like assignment that you have to do just to establish some type of rapport.” Secondly, Participant 6 suggests requiring mentors attend more FLOCK sessions: “I had to attend all the meetings, I'm not sure if this has happened or not, but if that faculty mentors can also attend the meetings as well. Not every meeting, but a few meetings just so they can get some information, so they can kinda get a feel of what needs to be shared or maybe some gaps that could be filled in.”

Again, a connection between enhancing engagement and mentoring is made, this time outside of nursing. Since several participants have focused on this aspect of the program, it is a fundamental part of increasing engagement and supporting connections between individuals and the college.

#### Participant 7

Participant 7 made focused suggestions about using the online canvas platform with more forethought (See Appendix D), providing better and more timely information on the process for the continuing contract portfolio (See Appendix A & G-I), and gave praise to the aspect of making connections in FLOCK. “I think that one of the things that would probably make it a little more friendly [sic] for future cohorts would probably be just the availability of an online component. So, you could do things online and don't necessarily have to drive and at the time I also had to drive to [the main campus]”

Suggesting improvements to the timeline in FLOCK and the access to certain documents required for the faculty project shows an investment in the FLOCK program and a rapport with the researcher/program creator to discuss types of improvements: “I guess that perhaps we could've spent more time on the same now in the second year. And that that I'm noticing is that I kinda wish we would have had the protocols are working and the faculty project check sheet that we had to submit to our dean and supervisors.”

Finally, she discussed making connections across the college and feeling confident in seeking out the correct people in those departments. “So, for that yeah, for that portion of FLOCK and remember, we had to interview someone from some department basically ... I think we have to do non-faculty member. [...] I interviewed [name omitted], And she was over at Student Accessibility Services. And so, through that interview, I actually felt much more comfortable than reaching out to her whenever I would get student letters or have questions or things like that. It did it connected me with her [...] and it just made me yeah, maybe a lot more comfortable and reaching out to that department when I had questions and concerns et cetera.”

The suggestions and comments on how the Canvas platform was used by participants detail the demand new faculty have for information about their new workplace and, in some cases, their new profession. The idea that this information should be accessible and easy to find and follow on the Canvas platform gives another method for new faculty to enhance engagement with the college.

### Participant 8

As a seasoned instructor, Participant 8 recognizes and comments on the support of others. She discusses the helpfulness of meeting members of staff through FLOCK and how that allows

her to support her students better. “In terms of what the resources are for students, especially if they're in a class. And suddenly somebody will say to me, which happens frequently. I have testing, IT, I really, I have problems concentrating. I run into this problem or that problem and said, you know, like has this happened in the past? And I know who to contact in testing and in IT and in SAS. So that has helped.”

Participant 8 relates feeling embarrassed to ask questions or seek help to the student experience: “Where do we go? And we and they were very good, very, I mean, very good at it. And saying, you know, if you've had this problem before and you're that uncomfortable where, where you're at in terms of learning and testing, there is ways to help, and you should not feel afraid or embarrass or anything. Because the first and greatest thing that you have decided to do is to learn. And we're here to help you learn. So, let's go talk to somebody.”

Relating professional development to learning in general and to making connections and sharing through mentorship with others, this participant makes a connection to enhancing engagement. “To me mainly professional development is about is making sure that we are aware every day is a learning experience. So, we, some of us don't really have all the time in the world to do all this research of what's going on and those that come across different little pieces of it and then share it with others is that's very valuable.”

Aspects of continual learning and working with others within her department and within the larger college community are focal points for Participant 8 in terms of enhancing her engagement to the college. This relates to mentoring as well as the communal nature of the induction program itself.

## Summary

The mentoring portion of the FLOCK induction program was mentioned by nearly every participant in terms of enhancing engagement to the college. This identifies mentoring as an integral aspect of creating a connection between new faculty members and the college. Activities centered around meeting and learning about other offices, departments, and people around campus were mentioned by several participants as well. Activities and outcomes related to people and understanding one's place within the organization were focal in terms of enhancing engagement. Two participants mentioned the structure of the Canvas class and suggested increasing the use of that platform, which became a reality during the COVID-19 pandemic when the FLOCK program moved online and met over Zoom.

### Theme 3: Leveraging Professional Development

This theme relates to the utility of the induction program for each participant, or whether they felt induction and professional development in general has helped them in their profession. Several participants mention that their disciplines require professional development that must be taken through outside sources, some participants discuss other local colleges with a robust program for professional development. Many participants observed professional development building and expressed an appreciation to be included in an induction program. It is notable that those who participated in the pilot program commented on the improvements in the FLOCK program and some indicated a desire to re-join the group.

## Participant 1

This participant reflected on presenting at conferences, being flexible, and the self-reflective piece of development. Here, he describes participating as a presenter at orientations for

the college. “I did add a conference to my professional development. [...] I went and spoke at a symposium at its [name omitted] State College. That was a lot of fun.”

When this interview took place, the college was moving to online orientations instead of in-person. “So, I’ve done a couple of orientations, presentations, but I understand it’s, it’s ever evolving. I mean, that’s just the way life and education is.” This flexibility and the ability to move online seems seamless to students because the bonds created within the faculty and staff group that run orientations are well developed and they work as a team so no one person is overwhelmed, and everyone is supported by the rest of the team. This type of work group cohesiveness is the intention of FLOCK in a general focus to create bonds between all faculty.

Participant 1 reflects on his move into a new career and how he has taken the initiative to develop in that new career. “If you’re looking at professional development, you’re dealing with yourself. So, if I’m looking at what my background was, [...] I can tell you anything and everything about seafood [...] because I had that multiple years doing this and I’ve learned with every single year more and more about academic, more and more about libraries, things like this, how this has worked, how this is done, that and that and that...”

Participant 1 focused on participating in conference presentations and creating orientation presentations for new students as ways he leverages professional development. Both of these activities take place within groups or teams; being part of an induction program allowed Participant 1 to establish himself as a librarian and attain a level of comfort in the profession although he is new to it.

## Participant 2

This participant leveraged professional development by understanding roles besides her own across campus, listening to more experienced others, and suggested having a resources canvas shell for faculty members.

Participant 2 relates the assignment to interview people across campus to building confidence in her knowledge of people on campus. “And also, there was another thing that the FLOCK program had us do like one of the assignments was to reach out to somebody who has been there, and we interview them. So that was nice too because I was able to get to know a member in another department is actually get to know what she does.” Establishing a level of understanding and competence interacting with other offices and departments around the college is an important method of leveraging the professional development gained through FLOCK.

Expanding on that idea, she suggests methods to improve the current FLOCK program: “Maybe having some more assignment ideas that can connect us to people across the campus. Or maybe even encouraging us to join different committees are telling us where to go for certain things like if we have questions, I guess with what you guys did for the Canvas shell may be having something like that for resources.” As with Participant 4 in Theme 2, this comment did create an impetus for FLOCK to expand its presence into an advisory committee (See Appendix K, L, and M).

Finally, this participant points out a place where FLOCK can improve supporting new faculty in navigating the system of tracking professional development. “I actually had a colleague from the Learning Center tell me about if I do attend something on campus that could possibly counts for professional development credit, she walked me through how to actually put that information in online.” When participants identify and suggest areas for improvement, it



indicates a deep interest and engagement in the program, and an understanding of how the main goals of the program can be achieved. It also points out the comfort level of participants with the members of the program and the creators of the program.

Participant 2 discusses leveraging professional development in terms of comfort-level within the organization by identifying her place within it as well as understanding where and how other departments and people connect to the college community. By suggesting areas to improve, this participant shows her engagement in FLOCK and an awareness of the mission of the program in general.

### Participant 3

Participant 3 notes the professional development that takes place outside the college for nursing. She mentions her inability to attend FLOCK sessions on Fridays due to her teaching schedule.

Here, she discusses the outside development required for nursing: “The places where I do professional development, one is I have a certification do the American Association of Critical Care nurses, so that they have what they call a National Teaching Institute every summer. [...] that gives me the clinical side and the knowledge keeps me up on the knowledge and the evidence in my profession, career.” The need to go outside the college for specific training and development comes up with several participants; this may be an area for further development in terms of creating discipline-specific bonds. This may also be related to the mentoring aspect that is endemic to nursing programs and in the profession at every level.

Participant 3 divides development into what is available for teaching and developing classroom skills and development specifically for nursing. “We really do have to go outside. I

think there's plenty offer for the academic setting. But as far as that, it, because it really has to be geared to nursing for us. And so, we do go outside and get a lot of things.” When this participant says there is ‘plenty to offer for the academic setting’, she is referring to the professional development offered by the college that is usually created by other professors and includes topics on teaching and learning, such as effective use of discussion boards, how to keep an online class interesting, and tips and tricks on the uses of Canvas.

Participant 3 discusses her inability to join the FLOCK group and her appreciation of the Canvas shell with detailed guidelines: “So when you all sort of regrouped FLOCK I really was not able to participate because Fridays I lectured or had clinicals or something and I had done the [...] First Fridays” “Just to know step-by-step, what can I be doing now? [...] Because I know I have a shell. What I don't I haven't worked with it.”

While this participant has a unique perspective given that she started in First Fridays, the first iteration of the college’s induction program, she finished in FLOCK; however, she was not able to participate fully in FLOCK due to her teaching schedule. She notes that the college offers professional development geared towards teaching and learning, but that she does go outside the college for division and department specific training and development. In terms of leveraging professional development, she notes the tools available to her in the FLOCK canvas shell and discusses how she will use those tools.

#### Participant 4

This participant talked about the limits of funding for professional development outside the college. He also reflects on one way he used the connections made through FLOCK to improve his teaching. “Yeah, and then I think that that's also a way sometimes the funding

comes in as well because there's just not maybe enough funding for all of the things that you'd like to do and how much it how much it costs to do those things.”

In this second quote, this participant gives an example of how being part of the cohort with other faculty in his discipline allowed him to connect and make improvements on his teaching skills. “I was teaching two 1033 courses. When I was talking with [name omitted], he helped me understand the pacing of the class. And how it's allowed to teach them three times a week in-person than they would do their online component at home in their own time or go to the lab. And hopefully that will give them more time in the classroom for us to go more slowly.”

Participant 4 struggled to find meaning in the FLOCK sessions. He discussed his methods of finding his own sources for development and seeking out his own mentors. However, in terms of leveraging professional development, the aspect of being part of a cohort, having discussions about teaching techniques and issues that often come up in classes, and learning about the organization of the college came out as aspects of FLOCK that were beneficial to him overall.

#### Participant 5

As a nursing faculty member, Participant 5 discusses the outside sources of professional development. She also mentions the opportunities available at the college and suggests methods of making the process easier to use.

Participant 5, similarly to Participant 2, discusses the unique position of nursing faculty and their specific requirements that take them outside the college's resources: “So, you know, we do have to take advantage of opportunities to remain current in our areas of practice, in our nursing professional development, you know, CEUs. [...] that [...] cannot be obtained here at the

college because the provider of those courses [...] has to be a registered provider with [...] an agency, international agency that provides being used for nurses at different levels.”

Here, Participant 5 begins to connect to the professional development offered by the college and how she has participated in it. “I’ve taken a lot of opportunities to engage in professional development here at [the college]. I think that [the college] offers a good amount of professional development opportunities. It’s just up to the employee to really take advantage of it.” This relates to comments by other participants regarding the marketing and ease of use of the current professional development system in that it has been difficult to find opportunities for professional development offered by the college or to find the recorded sessions that are posted on Canvas. This is an area that could be improved, but it is not the purview of FLOCK.

Participant 5 discusses August Faculty Duty Days that include professional development opportunities: “[...] at the beginning of every semester where we have those little workshops. I would always go to those, and I still do. And you know, you meet new people because at some of those workshops you do like group activities. And so, you might be paired with somebody from Arts and Letters or science and math. And that’s kind of how you meet.” This points out the importance of working with others across the campus in terms of situating the new faculty member in a position of knowledge about the college organization and culture.

Next, she offers methods of improving the procedures for tracking professional development. “I wish that the college had their own tracking system, like when we register, I wish that kind of linked to some system where when you went and signed in it like attached and then it was like, Okay, it’s on the books because sometimes we forget to keep a track of that, you know.”

Finally, she relates robust professional development programs, like induction, to retention. “But what about retention, right? Yes, has because we want to recruit them, and we want them to be happy. But we also want to retain them, right? Uh, be our new mentors to other people.”

Participant 5, a member of the nursing faculty, supports the information given by Participant 2 and identifies nursing as a department that cannot satisfy its professional development needs completely at the college. This participant clearly establishes that professional development is related to retention of faculty in her mind. This is also related to her suggestion to have a clearer tracking system for professional development since it is difficult the leverage professional development if it is unclear how to track it.

#### Participant 6

In terms of leveraging profession development, Participant 6 spoke about developing new methods of teaching in the classroom, developing connections with others across the campus, including upper administration, and utilizing outside sources of professional development.

First, she relates FLOCK and the mentoring piece to developing her skill in the classroom: “They've influenced my teaching greatly. When I started teaching. I kinda have like a one-track mind it's like... Okay, I know the information, I know how I'm going to present it at the outset, but we'll take then different professional development classes. It gives you an opportunity to learn about the different students, to learn about the different teaching styles and things of that nature you have opportunities to practice.” In terms of leveraging professional development, this participant who is new to the college and to the profession discusses learning about how to engage students of different learning styles and understanding how her own

teaching style may limit how some students are able to engage in her class and activities. This is the heart of professional development of teaching and learning that is the majority of college-offered and college-created development sessions.

Next, she expands on this idea to express her confidence in finding help in new situations in the classroom and as a faculty member. “They kinda gave you those tools to be able to just kinda approach the situation. That is awesome. I can see so many different connections with different departments and offices around campus, around something just like that. Yeah. And I know at least in English classes. Sorry. Issues come up in writing. Yeah. It can be helpful to know what to do with that.”

Finally, Participant 6 discusses understanding the organization of the college and connections she made through FLOCK with members of upper administration. “Other forms of professional development, working closely with the dean or the mentor faculty. That has helped me a lot. You know, it's kind of a transition into the full-time role.”

Situating herself within the organization, building confidence in her role, and establishing best classroom practices are all ways that this participant leverages professional development.

### Participant 7

This participant discussed the difficulty of making time for FLOCK as a new faculty member, the need to go outside the college for professional development in her area, and the appeal of development aimed at improving classroom techniques and skills.

As a new faculty member and new teacher, Participant 7 felt the mandated program limited her time to focus on her job duties. “[...] my biggest barrier was actually the fact that it's [...] once a month on Friday because usually Fridays were the days where I was frantically

planning and getting things together for the next week. So, the first years first semester, I think that was the biggest barrier for me.”

However, she finds the professional development system at the college easy to navigate: “I found it pretty easy to sign up or professional development opportunities. There are plenty of reminders about upcoming opportunities. So, I have it if I signed up.” This is in contrast to Participant 6 who found the tracking system limited and said it was difficult to find sessions when they are offered.

When she does sign up, it is usually for development of her classroom techniques. “A lot of the professional development opportunities I tend to look for and gravitate towards are things that are going to either [...] increase perhaps my proficiency with certain techniques in the classroom. [...] they're usually some sort of technique, something to do with active learning strategies or things like that. So, it [...] impacts the classroom and [...] it does impact my career in the sense that I feel more comfortable employing those strategies. [...] when I'm attending these conferences and learning about using new strategy, a lot of times they're evidence-based practices in so that [...] I am becoming overall, [...] a more appealing instructor.”

Finally, as a science faculty member, Participant 7 discusses going outside the development opportunities offered by the college. “For my subject area, I always have to go outside of [the college’s] resources for professional development and apply like in the classroom, that specifically enhances teaching strategies within the subject? Yes.”

Participant 7 discusses the ease finding and taking professional development sessions through the college, which is in opposition of Participant 2’s experiences. In terms of leveraging professional development, like other participants, she focuses on improving classroom

techniques. As a faculty member who is new to the profession of teaching as well as new to the college, her gravitation towards sessions that focus on best teaching practices is relatable and is common with other participants in this study who are also new to the profession and well as to the college.

### Participant 8

Participant 8 discussed a unique perspective on how she helped her peer and FLOCK cohort member by sharing information she learned at a conference. She also notes the application of Quality Matters design in her online courses.

Participant 8 exemplifies the communal nature of the FLOCK program as she relates her experience at a conference: “I had attended a conference [...] at UCF on Zoom [...] and this man was from Boston. He has this whole thing on gamification, had all these little things that he did, and you know, had the whole presentation. I really listened to part of it. And then I wrote down all the information for Participant 7 to have because it is her topic.” This points out the cohesive group culture that is created in the FLOCK cohorts and how the members connect and help each other.

Participant 8 identifies Quality Matters as a professional development program she has used to help clarify her online courses for students. “I would say in the classroom on our Canvas shells and how to [...] make sure we're perfectly clear in when you're not there that you know the students are reading what you want, you don't always get that response that you thought was intended. I would say QM. Working on that and that's difficult.” The theme of leveraging professional development to become better teachers in the classroom is notable in this section as nearly every participant mentions this aspect of development.



Participant 8 has built a community in FLOCK that expands outward from her department to other colleagues across the college. This allows her to feel much more connected to the college than if she had not participated in FLOCK. The ability to meet with and discuss classroom practices across disciplines is helpful when formulating best practices as an individual, and this is noted by Participant 8.

### Summary

One element that is notable across all eight participants is classroom practices and developing best practices in the classroom is the foremost concern and area of leveraging professional development that is crucial. This is an area that did not get as much attention in the interviews and discussions as mentoring, but it clearly is a basic aspect to develop fully for FLOCK. The idea of forming partnerships across the college and understanding one's place within the structure of the college was also a clear theme in terms of leveraging professional development.

### Individual Thematic Summaries

Next, the information has been arranged to capture the data pertaining to each participant in a holistic manner. This captures each person's experience related to the emergent themes and allows a clearer understanding of the complexities of the similarities and differences among and between the participants in the group.

## Individual Participant Experience

### Participant 1

#### Theme 1: Establishing Connections through Induction

This participant focused on the organization of the induction program (FLOCK) and how it related to organizing his plans and methods to conduct research for his faculty project.

#### Theme 2: Enhancing Engagement

This participant found meeting qualified, supportive colleagues the most important aspect that enhanced his engagement to the college.

#### Theme 3: Leveraging Professional Development

This participant reflected on presenting at conferences, being flexible, and the self-reflective piece of development.

### Participant 2

#### Theme 1 Establishing Connections through Induction

This participant focused on the connections and communal aspects of the induction program and how it helped her build relationships professionally and personally.

#### Theme 2: Enhancing Engagement

As a new faculty member with limited experience in the profession, this participant found building connections to others on campus outside her department, understanding the

organizational chart, and finding support in general to be the main method of enhancing her engagement to the college.

### Theme 3: Leveraging Professional Development

This participant leveraged professional development by understanding roles besides her own across campus, listening to more experienced others, and suggested having a resources canvas shell for faculty member

### Participant 3

#### Theme 1: Establishing Connections through Induction

Participant 3 identified her main experiences with the induction program to foster connection with others, understand the organization of administration, and develop a plan for the faculty project. This Participant is especially interesting since she started in the First Fridays group and ended in the FLOCK program.

#### Theme 2: Enhancing Engagement

As a member of the Nursing faculty, Participant 3 discusses the mentors in that program and how important that was in her first year. Specific to FLOCK, she notes the demystification on a particular member of upper administration who joined the Friday meeting occasionally to discuss requirements and answer general questions.

### Theme 3: Leveraging Professional Development

Participant 3 illustrated the professional development that takes place outside the college for nursing. She mentions her inability to attend FLOCK sessions on Fridays due to her teaching schedule.

### Participant 4

#### Theme 1: Establishing Connections through Induction

Participant 4 related his experiences to building confidence to work with mentors and more senior members of his department. He also expressed the limits of the program, including splitting focus between organizational culture and individual support for the faculty project.

#### Theme 2: Enhancing Engagement

This participant found the camaraderie of the in-person meetings the best enhancement to his engagement. Beyond that, he preferred to seek out his own methods of development.

#### Theme 3: Leveraging Professional Development

This participant talked about the limits of funding for professional development outside the college. He also reflects on one way he used the connections made through FLOCK to improve his teaching.

## Participant 5

### Theme 1: Establishing Connections through Induction

This participant matriculated through First Fridays entirely but came back to FLOCK as a mentor. Her focus is on the difference between the two induction programs and the selection, training, and use of mentors.

### Theme 2: Enhancing Engagement

The unique perspective of Participant 5 is that she was a member of First Fridays and came back into FLOCK as a supervisor and mentor. She discusses the addition of mentors as a benefit to new faculty.

### Theme 3: Leveraging Professional Development

As a nursing faculty member, Participant 5 discusses the outside sources of professional development. She also mentions the opportunities available at the college and suggests methods of making the process easier to use.

## Participant 6

### Theme 1: Establishing Connections through Induction

This participant taught classes on Fridays and was unable to come to the classes. She expresses her appreciation for the Canvas shell that was updated frequently and for her peer in Class 2023 who discussed the classes with her during office hours. The idea of connection and forming bonds was a primary focus for Participant 6.

## Theme 2: Enhancing Engagement

Participant 6 related ways that FLOCK could improve enhancing engagement, especially in terms of building deeper connections with mentors.

## Theme 3: Leveraging Professional Development

In terms of leveraging profession development, Participant 6 spoke about developing new methods of teaching in the classroom, developing connections with others across the campus, including upper administration, and utilizing outside sources of professional development.

## Participant 7

### Theme 1: Establishing Connections through Induction

This participant focused on the ease of enrolling in FLOCK, the organization of monthly meetings and assignments arranged by module in the canvas shell, and the utility of having a mentor.

### Theme 2: Enhancing Engagement

Participant 7 made focused suggestions about using the online canvas platform with more forethought, providing better and more timely information on the process for the continuing contract portfolio, and gave praise to the aspect of making connections in FLOCK.

### Theme 3: Leveraging Professional Development

This participant discussed the difficulty of making time for FLOCK as new faculty member, the need to go outside the college for professional development in her area, and the appeal of development aimed at improving classroom techniques and skills.

## Participant 8

### Theme 1: Establishing Connections through Induction

Participant 8 was a new faculty member to the institution but has a background in teaching at the college level for many years, her focus was on meeting faculty outside her department, the ability to follow the FLOCK canvas shell, and the applicability of the modules in the canvas shell.

### Theme 2: Enhancing Engagement

As a seasoned instructor, Participant 8 recognizes and comments on the support of others. She discusses the helpfulness of meeting members of staff through FLOCK and how that allows her to support her students better.

### Theme 3: Leveraging Professional Development

Participant 8 discussed a unique perspective on how she helped her peer and FLOCK cohort member by sharing information she learned at a conference. She also notes the application of Quality Matters design in her online courses.

## Summary

In this chapter, results from the qualitative research question showed that there many benefits to a supportive, long-term induction program. These results vary depending on the needs of the participant; for example, in the preceding study, Participant 7 is a seasoned instructor with deep cultural knowledge about the college itself. Her needs were focused on aspects of research and organization around the continuing contract and the faculty project. In contrast, Participant 6

had little experience in the classroom or at this college. Her focus was making connections around campus and joining the academic conversation.

The results also indicate a need for an enhanced mentoring aspect to the induction program. The idea of individual, peer-based support is raised often and was difficult to parse into one category, which indicates the pervasive need for this method. The methodology for choosing and pairing mentors is another issue that was teased out in this analysis.

Finally, there is a clear response to learning about the roles and responsibilities of others, especially those in upper administration. Several participants express gratitude for demystifying the organizational chart and how departments are connected to each other as well as meeting individual members of areas like Student Accessibility Services, Advising, and Financial Aid. Being able to center oneself and to draw lines of connection to real people gave participants a sense of community and belonging.

In summary, new faculty who participate in a college-sponsored, mandatory induction program relate three primary experiences: establishing connections with others across the college and understanding their own place within the institutional structure, enhancing engagement to the college through mentoring experiences, and increasing their skill in teaching and learning in modalities including fully seated classes, hybrid classes, and completely online classes. These experiences relate to the primary themes uncovered through deep analysis of the collected data. These themes are establishing connections through induction, enhancing engagement, and leveraging professional development.



## CHAPTER 5: SUMMARY, DISCUSSION, AND CONCLUSIONS

### Introduction

The presentation and analysis of data concluded the previous chapter. Chapter 5 includes a summary of the study, a discussion of the findings, implications for practice, recommendations for further research, and conclusions. The purpose of the last sections is to expand on the ideas that were investigated to provide a deeper understanding of how they relate to induction programs for faculty in FCS institutions. This chapter also presents suggestions for further research targeting the expansion of induction programs into mentorship. Finally, a summarizing statement is offered to synthesize and harness the substance and scope of what has been attempted in this research.

### Summary of the Study

There are high attrition rates of new faculty because teaching professionals are often not well-supported by programs and development opportunities, including an introductory period that includes mentoring. Although research is well-established on faculty at all levels of academia, little has been focused on community college faculty, so any conclusions cannot be considered reliable for that population. The purpose of this study is to analyze the methodology, implementation, and results of a three-year induction program for new faculty at small, suburban FCS institution in Central Florida. This research directly impacts higher education in two specific ways. It will define and exemplify what professional development is and how it is utilized by practitioners. Secondly, it will define induction programs and what works best to retain skilled faculty in FCS institutions. Therefore, the research question is:

What are the experiences of newly hired full-time instructors at a Florida state college (FCS institution) who participate in a college-sponsored, mandatory induction program?

The results of this study may be used to develop improved induction and mentoring programs that result in higher retention of quality faculty in the Florida College System (FCS). The significance of this study is to establish that a supported, long-term induction program that utilizes second- and third-year faculty as mentors decreases the attrition rate of new faculty (within their first five years). Many studies have been done on induction programs and many on the success of creating mentoring programs as faculty professional development; the current study combines the two elements and focuses on the FCS. The focus on FCS Institution colleges and the longer term of the induction program will determine best practices for colleges in states like Florida in terms of retaining high quality faculty.

The foundations of the research methods and data collection are based on Collaizzi (1978), Moustakas (1994), and Giorgi's (2006) information on data collection. Moustakas (1994), Marshall and Rossman (2006), and Spillane and Hunt (2010) provided a basis for the interview process, coding, and finding themes in data.

Participants were interviewed over Zoom about their experiences with professional development in general and with the induction program (FLOCK) in particular (See Appendix N). These interviews were transcribed and coded. Three main themes emerged: Experiences with Induction, Enhancing Engagement, and Leveraging Professional Development. This study included eight participants selected purposively through the FLOCK roster from 2018-2020 and eliminating any direct reports of the researcher for this study. A profile of each participant including department, teaching experience, and FLOCK class cohort was provided in the previous chapter.

The research question is: What are the experiences of newly hired full-time instructors at a Florida College System institution who participate in a college-sponsored, mandatory induction program?

This question was answered qualitatively from the data obtained through interviews. Data were categorized, coded, and triangulated to determine themes around the experiences of the induction program.

### Discussion of the Findings

The aim of this study was to find out the experiences of novice full-time instructors at a FCS institution who participate in a college-sponsored, mandatory induction program. By interviewing eight new full-time faculty members at different stages of progression through a multi-year induction program, and the subsequent coding and theming, the researcher made several findings.

The structure of the induction program changed between the first and second year of implementation. Along with the name change from First Fridays to FLOCK (Faculty Leadership Orientation and Cultural Knowledge), two main changes occurred at the time: the focus on the Faculty Project and the addition of mentoring (See Appendix A). Of the eight participants interviewed, two were initiated during the first year of the program. Both participants discussed how they were impressed with the additional focus of the faculty project and mentoring. Each mentioned that they felt adrift when it came to the faculty project, but that First Fridays had established a community of peers. They both felt that this was extremely helpful over their first year as new faculty.

The mentoring piece of the program was added through research into successful induction programs (See appendices J-M). The participants who are nursing faculty commented on the mentoring relationships that are often established in the nursing community. Although these relationships are well known, they are often taken for granted and not the focus of the program. Indeed, mentoring relationships in nursing often create the deep bonds between novice and experienced peers that result in novices feeling secure and supported.

Each participant retained and focused on a unique element of the induction program, FLOCK; however, in general, novice faculty who had only been adjuncts previously had a different apprehension of the program than seasoned faculty who have taught at other institutions. Novice faculty embraced the community and engagement of the program. They were attuned to the cultural aspects of FLOCK and remarked most on the mentoring portion and on the in-person sessions that helped to establish the community feeling for our 2019-2020 cohort. The more experienced faculty expressed gratitude for the focus on the faculty project and the technical aspects of doing research. (See appendices E-I)

The limitations of the professional development offered at the college was discussed at length by several participants. There are several reasons for these limitations. First, several departments or divisions, such as math and nursing, have outside bodies that produce and present development that must be taken through those entities. For example, the National Council Licensure Examination (NCLEX) training and testing for the nursing department is a set of classes and tests that must be taken through a particular accredited body. Secondly, many faculty members take the opportunity to attend webinars that have expanded since COVID-19 increased our ability to participate remotely. These webinars are often presented by well-known names in the field that a small state college would not have a budget to present. This is related to another

factor limiting professional development offerings: budgeting issues. The college looks to its own talent to provide professional development sessions, leveraging eLearning staff, IT staff, and faculty with expert knowledge in particular areas. For example, during the 2020 August Duty Days, eLearning staff presented session on tips and tricks on Canvas and on how to use Kaltura in online classes. These staff members created and presented the sessions as part of their own professional development and no other cost to the college. Those sessions were recorded, and the college can replay them and send faculty to watch them in perpetuity. However, a budget to hire speakers or other outside facilitators is extremely limited. This makes it difficult to offer a wide breadth of session as in-house development.

Three themes emerged from the data analysis: Establishing Connections through Induction, Enhancing Engagement, and Leveraging Professional Development.

### Establishing Connections through Induction

The theme Establishing Connections through Induction connects each participant to the others through either a shared experience as a cohort, or as an earlier member of the pilot program's cohort. Several participants reflected on the community encouraged by the FLOCK meetings. These were held in person until the spring of 2020 when they moved to Zoom in response to the COVID-19 pandemic. The meetings included faculty from all areas of the college including Arts and Letters, Science and Math, and Workforce. These comments taken individually indicate a personal level of community engagement; however, taken as a group, they support the claim that induction programs strengthen bonds and loyalty to the workplace. A deeper look points up the deeply altruistic nature involved in academic-focused groups since

several members discuss the issues and obstacles to attending the Friday meeting once a month but indicate the deep pull to attend to partake in the communal nature of the group.

Severs (2017) discusses timing sessions for the best participation. Although her study focuses on adjunct faculty, this theme came up in the current study since a few participants taught classes on Fridays and were unable to join the sessions. The following excerpts from the data show the perceived lack of connection Participant 6 felt due to scheduling constraints. This was alleviated through the Spring 2020 move to an online structure with recorded sessions that were accessible at any time, which corroborates Severs findings that finding the best times for sessions increases participation.

“So, I kind of wish I was able to attend more meetings because they are very informative. And I just felt like there was a lot of information there that I wish I could have got in my head. Also, peers that were in the program, like Participant 7 whose office was across from mine, so oftentimes she would say, you know, we talked about this or that or did you know you can access this information? So, I think for me, what I did experience.”

“I wish I didn't have that Friday class so that I could come myself and get the information.”

“It was only the class on Friday that prevented me from getting the most I could out of it. Outside of that, there was a Canvas shell, and it was updated to my knowledge frequently.”

These excerpts also point up the relation to the social cognition theories that outline how people engage in learning and cultural theories that connect becoming a part of a larger experience, often by engaging with an experienced other.

Acosta-Morales et al. (2016) explores methods of creating assignments in a flipped class, which is a design type where students complete work in the class and instructors circulate and

respond to questions individually, but the underlying theme of creating groups of faculty members to engage in reading and analyzing theoretical articles relates to the current study because the participants experienced reading and analyzing articles on pedagogy and andragogy together and found that they engaged on a deeper level and connected to each other in a positive way after these activities.

### Participant 1

Participant 1 describes the level of responsiveness for participants in FLOCK and the ability to define a structure that allowed him to connect to his FLOCK cohort through mutual understanding of the process and structure of the program and the faculty project.

“Just getting the immediate feedback. That was one of the best things. Once I submitted it, I think 30 minutes, I got a response back and I was like, Whoa, okay!” Participant 1 was surprised by the amount of support and the level of commitment to the FLOCK cohorts. He was encouraged to keep participating because of this.

“Showing me the structure of how a Canvas shell showing the structure of academics, structure of how to go through a 10-year process with that.” This participant came into teaching and librarianship as a second career. Having a clear structure to consult was helpful to him in understanding his place in the college.

These excerpts from the data corroborate the findings of O’Shea (2018) and Parker et al (2016) that indicate the importance of working with others in the profession to establish a clear connection to the institution.

### Participant 3

These comments by Participant 3 clearly connect to Acosta-Morales et al. (2016) in establishing the induction program creates deep connections between and among faculty

members. Participant 3's comments also align with cultural theories by describing how interacting with more people across the college allowed her to feel more connected and part of the culture of the institution.

“Well, for me that year that I did go to the First Fridays, I just felt like I was a little more included in things because in the nursing building is so often separate, it's not like we're walking down the hall and see in what happened in the library and meeting people. So that was really great just to kind of establish connections.”

#### Participant 4

Here, Participant 4 refers to the connections and familiarity he has created through FLOCK, which correlates to the idea of relating to others on a deeper level using activities and assignments. This also points to aspects of both cultural and social cognition theories focusing on how participant 4 learned new skills by participating with a mentor to align his class assignments and outcomes closely to the institutions expectations.

“I think I've become more willing to reach out to colleagues rather than just kind of go at it alone. I mean, there are still sort of things we're used to thinking about, right? We would go watch our mentors and they would come watch us and we'll comment on each of those observations and things like that.”

“But reaching out to the more thoroughly tenured people to kind of pair up with someone in the program with me once a week or something like that could help. Again, I don't know why that would be for people who've been there for 20, 25 years. But I think that would be useful if we can make it work.”

Raby and Valeau (2016) concentrate on aspects of authentic leadership in their 2016 study of professional development and determine that many people who come into



administration positions do not have experience in those roles and need professional development. This relates to the current study since novice instructors at the state college level often do not have experience with pedagogy/ andragogy and need development in that area.

#### Participant 5

This excerpt clearly connects the induction program, FLOCK, to developing teaching skills. This also relates to mentorship and the utility of connecting people in these relationships.

“That was one thing. But I felt kind of an, I never felt alone in the classroom because I always knew I had my mentor.”

“But this was the first time I was actually teaching in higher ed level college. In a classroom setting. So, I mean, not only did she give me that provide that mentorship to make me felt comfortable and and helped me with understanding of things that maybe I didn't understand when I first came here. But she she also had a really good philosophy about, you know, not doing for me, but having me do and, and also just teaching me like everything she knew because she would joke about, you know, I'm not going to be here forever. So, you're, you're gonna have to learn it, so learn it now. And so, there were things that she taught me that I really didn't even need to know an instructor, you know. And so, for me, that mentorship or a wall, and it could be because of being in nursing. Nursing relies very heavily on mentorship.”

This participant identified the importance of mentoring in the nursing program and in the nursing profession. The connection she makes to teaching for the first time and feeling comfortable in that setting with mentors is an overarching aspect of the structure of the FLOCK program. This also relates to change theories in terms of going through the unstable period of being a novice instructor to the period of becoming a confident professional in the classroom.

### Participant 6

Her response depicts the connection between the in-class activities to real-world, in class applications that helped this novice instructor be confident in dealing with certain students. In this case, there is a clear alignment to social cognition theories that discuss how people learn, especially in an engaged atmosphere; as well as cultural theories that connect individuals to the group.

“So, the courses I've taken have been really positive. There's one that really stood out. It was recognizing students in distress. Still, which is very good. It was, it was actually fun because it was a lot of role-play. Just kinda understanding the different personalities and when students are struggling, and you know how to approach those students. That was important to me because I'm one of those professors... I'm kinda like standoffish. Like you're all adults, students, you know, if you don't want to talk, I'm not really going to press you. But sometimes it's best to kind of like say, hey, I noticed you've been a little withdrawn from the lectures. Is everything okay?” Another aspect of the FLOCK program pointed out here is self-reflection.

Congruent with the findings of Howell et al (2018), the identification of self-reflection within a community of practice is important in establishing professional development individually.

As a member of a cohort, being able to share ideas and procedures with other new faculty, this participant developed an understanding of herself as standoffish and was then able to modify that behavior in her classroom when needed.

### Participant 8

There is a clear connection between participating in an induction program and asking questions that pertain to teaching in the classroom.

“Well, how about teaching us who are in the classroom, who've never had any background or course development, or as you say, professional development on how to deal with students who have learning disabilities?”

This participant is pointing out areas that she was not confident in when she started teaching and that could be added to the FLOCK program, in this case working with people who have learning disabilities. Signaling that there are areas that should be included in FLOCK indicates that this participant found value in the program and wants to extend that value into areas that were confusing for her.

The theme of Establishing Connections through Induction aligns with cultural theories in that taking part in the induction program inculcates participants into the institution through creation of a cohort group as well as creating opportunities to connect across the institution. This theme corroborates the research into supporting new employees through group development over a span of time by Kyriakides et al (2017). However, there is a contradiction with O'Shea's 2018 work that outlines nine stages that faculty move through in transitioning from lecture-style instructing to guide-style instructing. O'Shea leaves out the importance of shared construction of knowledge and the shared experiences of new faculty that are clearly indicated as focal in the current study (O'Shea 2018).

### Enhancing Engagement

The Enhancing Engagement theme explores how the participants utilized the information from the sessions to engage with different areas of the college more effectively than they may have done without the program. Many participants expressed an appreciation for meeting and learning about financial aid, advising, the Student Government Association, and other offices in

divergent areas of the college. Another aspect of enhancing engagement that several participants focused on was meeting other new faculty members from other areas of the college, such as Workforce. Another point along this trajectory was the inclusion of mentors into the program's second formation. Several participants identified not only their own mentor, but the aspect of mentoring in general. Finally, the presence of upper administration at several sessions allowed new faculty to identify the people in each role and to understand how that role connected to their own. For example, our vice president of Academic Affairs joined the sessions to discuss the continuing contract portfolio, how to approach research, and how he made decisions on who to recommend for continuing contract. This was enlightening for several participants who were able to connect the office of VP to their own professional goals.

These comments and descriptions fit with the description of sense-making and social constructivism that Pellegrino et al. (2018) discuss. The participants in the current study helped build trust with the college through the social constructivism of mentoring. This also aligns with Social Cognition theories.

#### Participant 1

This participant clearly connects the aspects of social constructivism through mentoring and team building to connecting to the college. Following Pellegrino et al. (2018) and Trigwell (2018), the discussion of informal conversations and team-building in relation of enhancing engagement is the focus of the following excerpts from the data.

“And also, this gets this helps you to get to know who you're working with as well, your colleagues. I mean, you may see I'm in a meeting or something, but sometimes we see being in FLOCK and laughing and having a good time when you bring it in as far as teamwork as far as

that altogether to achieve a goal of making, thereby succeed. So that's what's helped. Important thing. You have to have teamwork, atmosphere.”

“I think the thing is the mentorship, I think should expand even more as far as that. Having somebody that you can ask for volunteers as well as that, I don't think you really want to assign it to anybody because I mean, that's I think that defeats the purpose.”

In terms of establishing a connection and building trust with the college, Participant 1 cites mentoring as a focus that should be expanded. As Participant 7 has also pointed out, mentors should not be assigned since the relationship between mentor and mentee is unique. It should be established between people who connect well with each other. This relates to social cognition theories as well as cultural theories.

#### Participant 2

Again, we see a clear connection between the induction program, FLOCK, and building trust with the college.

“Better connections and quicker connections to because I probably wouldn't have talked to them otherwise if I didn't meet them through FLOCK. So that was helpful.”

This participant is a reserved person who is also new to the profession. Her ability to reach out to others and feel connected and accepted highlights the aspects of building trust and confidence in participants. This corroborates the findings of Delgarno (2020) that found one strength of the development program studied was a multidisciplinary approach.

#### Participant 3

Although Participant 3 was not a member of the FLOCK group, she commented on how meeting other nursing faculty helped her refine her teaching methods in online classes.

“[...] teaching ideas on how to teach clinical things online. You know how to teach ethics. You know, just different methods of teaching to keep students interacting. So, both of those two are really geared to the teaching part of nursing. And then I guess everybody kind of has their own special field that keeps them up on the actual specialty there yet.”

This statement relates to Pellegrino et al. (2018) in several ways. First, it points out the social constructivism inherent in the mentoring piece of the program wherein faculty members share teaching ideas with each other. This, in turn, helps to build trust in the college since sharing with others helps all faculty whether novice or established build skills and confidence. Secondly, connecting with others in this way builds trust in the college by confirming to participants that their peers are well qualified and experts in the field. This allows new faculty to build trust in their department, division, and, ultimately, in the organization overall.

These excerpts also relate to Doyle, Sonnert, and Sadler’s (2020) study that focused on professional development related to classroom development. They found targeting professional development helps to increase engagement in the programs.

#### Participant 4

Participant 4 exemplifies the connection between professional development and the social construct of sense-making that Pellegrino et al. (2018) discusses in that this faculty member is seeking support and mentoring from more senior faculty.

“[...] stay in contact with more senior members of staff, getting tips from them on things that they've learned over the years. I think going to some of the conferences, the curriculum alignment conferences have been good for me, even getting to see old colleagues and bounce ideas off them and see what they like.”

Participant 4 mentions curriculum alignment conferences. These are held between several State colleges and the main university in the area to establish clear connections between courses are typically transfer from the State college to the university, such as ENC 1101 or MAT 1033. This participant is making a connection between professional development, relationships established during induction, and how he continues to cultivate those relationships outside of the FLOCK program. This aligns with change theories as this participant develops and establishes himself as a professional practitioner. It also connects and corroborates the findings of Dalgarno (2020) that relates to the depth and breadth of professional development programs.

#### Participant 8

Participant 8 discusses the isolation that often occurs in departments and how FLOCK decreased that feeling for her.

“Yeah, my experiences with FLOCK have been very positive, number one, meeting others from other departments. Sometimes we get very isolated in what we do.”

“Yeah, that's it. Those meetings that we have and people that we connect with you now? I don't know if it's per se, I guess it is per se Professional Development because we we do talk about it.”

This connection to Pellegrino et al.'s (2018) focus on social constructivism is clearly related to this participant's statement that nursing, as a group, can be isolated from the rest of the college community. FLOCK helps establish connections across the campus.

Parker et al (2016) similarly had a focus on creating teams or cohorts for the teachers to create a community. This allowed a deeper understanding of micro messaging in classrooms. In this study, participants commented on the community created through FLOCK.

#### Participant 4

Participant 4 was discussing how he can become entrenched in a particular assignment or method of teaching a concept. He related his participation in FLOCK to helping him explore new ideas in a safe environment.

“[...] but where you try to bounce ideas off each other. I found that to be useful because sometimes it will say something like, I guess it's a good idea. I really do prefer the way I do it.”

#### Participant 6

Participant 6 comments on the assignments that build community and connections on campus. This participant is eager to see improvements in the program in this area which indicates the importance she places on this aspect of the FLOCK program.

“I think I saw somewhere in the Canvas shell. One of the assignments was to maybe interview a couple of people on campus like [name omitted]. but also, maybe creating like questionnaires to maybe interview your mentor just so that you know, you have everything covered like some things that maybe I didn't think of, but, you know, some common things that, Okay. In this case, what do I do or things like that, like do some? Also, to help build that relationship between the mentor and mentee is like a, you know, maybe what someone and there's some like assignment that you have to do just to establish some type of rapport.”

This excerpt corroborates findings by Morton (2018) who outlines five areas of development that include a sense of belonging to the institution as well as ongoing professional development.



### Participant 7

Again, we see a participant making a clear connection between an assignment in the FLOCK program and building connections on campus.

“So, for that yeah, for that portion of FLOCK and remember, we had to interview someone from some department basically ... I think we have to do non-faculty member. I can't remember the specifics of the assignment. Remember? I interviewed [name omitted], and she was over and Student Accessibility Services. And so, through that interview, I actually felt much more comfortable than reaching out to her whenever I would get student letters or have questions or things like that. It did it connected me with her and hers and it just made me yeah, maybe a lot more comfortable and reaching out to that department when I had questions and concerns and et cetera.”

### Enhancing Engagement: Mentoring

Linton and Grant (2020) relate to this study by taking a close look at mentoring and how to prepare people to be mentors to others. Several participants in the current study brought up issues they had encountered with mentors within the FLOCK program and outside of it. One aspect that is clear from an analysis of the data is that new faculty have access to many mentors within their departments and across the college. FLOCK is one more area that incorporates mentoring; what sets it apart is that it focuses on newly hired faculty in all areas.

### Participant 1

These quotes from Participant 1 indicate the need for mentors to be self-selected to fully engage in the process.

“I think the thing is the mentorship, I think should expand even more as far as that. Having somebody that you can ask for volunteers as well as that, I don't think you really want to assign it to anybody because I mean, that's I think that defeats the purpose.”

“I think having people that have volunteered to do that. But I think encouraging the person, say me, if or whoever, make sure you use these resources. The biggest resource that you have is these people.”

This participant connects the building a community with having a cadre of volunteer mentors who connect well with their mentees. He expresses that a holistic message from upper administration, direct supervisors, and through FLOCK that engaging with a mentor is an important aspect of being a faculty member helps to establish

#### Participant 2

This reference was to Participant 2's faculty mentor for the Quality Enhancement Plan (QEP) as well as her mentor for FLOCK. She is equating the two in terms of providing support., which connects to Linton and Grant because Participant 2 was able to establish a connection with her mentor who was not directed to be her mentor but took on that role as a more experienced faculty member who works closely with Participant 2 on the QEP. This also relates to Raby and Valeau (2016) in terms of establishing mentoring relationships to increase skills.

“He's been here, I'm sure for a while now. But that was really cool because I was able to reach out to him, you guys, ask them any questions I just remembered now, if we had any questions regarding our faculty projects. So that was helpful.”

### Participant 3

This reflection is based on an earlier version of the induction program, First Fridays, that did not have a mentoring piece. However, Participant 3 is a nursing faculty member, and this quote points out the mentoring aspect that is subsumed in the nursing program from faculty to students.

“But I had a wonderful nursing team; generally, 99% of them are so awesome to work with. And I had [name omitted] and [name omitted]. And at the time [name omitted] was there and they were also great about helping me anything I needed. I knew I could just walk down the hall and they would give me some guidance and share their experiences to make mine a little bit easier.”

This reflection is based on an earlier version of the induction program, First Fridays, that did not have a mentoring piece. However, Participant 3 is a nursing faculty member, and this quote points out the mentoring aspect that is subsumed in the nursing program from faculty to students. This is connected to Social Cognition theories as well as change theories that both outline how people develop skills and learn in the communal aspect of an induction program and specifically with mentoring.

### Participant 5

Again, we see a different participant who did not establish mentoring relationship through her experience in the First Fridays program but did have a mentor in her nursing program, corroborating findings by Pellegrino (2018), Linton and Grant (2020), Nolan-Bock (2018), and Felber (2020).

“I really didn't feel like I had quote unquote mentorship really. You know, I feel like the benefit that I had when I was doing my faculty project and that rank and promotion.”

“I think mentorship, is it probably more important than anything else? As a new employee? You know, I was really fortunate that I had an excellent mentor who not only taught me, now this was my first job teaching in a classroom setting, right?”

Participant 5 connects the mentoring program with instilling confidence in new faculty members, especially those who are new to the profession of teaching. It is important to note that although many departments and programs, such as nursing, have active mentoring programs embedded in their curriculum, some do not, like Humanities. This points out the importance of an induction program that includes mentoring and connects with all new faculty members.

Both Nolan-Bock (2018) and Felber (2020) discuss inclusion in terms of adjunct faculty, which is not completely like the current study; however, both claim that inclusion leads to deeper connection with the institution and feelings that they are valued by the institution. These points are reflected by full-time faculty as well.

#### Participant 2

Participant 2 makes a connection between professional development, connections made through FLOCK, and being selected for primary tasks related to the colleges strategic plan, which is a deeper connection to the college and lead for to feel valued as an integral member of the Quality Enhancement Plan.

“I’ve been gaining from professional developments, whether it’s online or in-person. So, they really helped a lot with my duties that I am doing now as a reference librarian and Co-Director for the QEP.”

### Participant 5

This excerpt shows that Participant 5 connects value for professional development to the availability of funding. She also connects the quick reactions from college staff to students in need, which relates to feeling valued and respected for sharing information.

“The opportunity here at [the college] was for the majority of the things that I've done, I've been able to either be reimbursed by the SPD funds.”

“If they need psychological like five free sessions with a psychologist or anyway. So literally, that was on a Thursday night, and I remember after she told me that I went to that book, I got his name, I got his number, I left them a message. And literally at eight o'clock the next morning, on Friday morning, my student was in his office and that intervention was already happening. So, so I think that luckily that worked, and I think that that was a good idea, of course now you can do them electronically. The only thing about that is that they have to be updated.”

### Participant 8

Although these quotes may not be directly related to feeling valued by the college, this participant discusses the feeling of connectedness in relation to assisting students to find help. This is particularly important as it establishes that induction creates connections between and among faculty and staff and helps to form confidence about the organizational structure for new faculty so that they can use that information to be better educators.

“In terms of what the resources are for students, especially if they're in a class. And suddenly somebody will say to me, which happens frequently. I have testing, IT, I really, I have problems concentrating. I run into this problem or that problem and said, you know, like has this

happened in the past? And I know who to contact in testing and in IT and in SAS. So that has helped.”

“Where do we go? And we and they were very good, very, I mean, very good at it. And saying, you know, if you've had this problem before and you're that uncomfortable where, where you're at in terms of learning and testing, there is ways to help, and you should not feel afraid or embarrass or anything. Because the first and greatest thing that you have decided to do is to learn. And we're here to help you learn. So, let's go talk to somebody.”

### Leveraging Professional Development

Leveraging professional development relates to the impact of the induction program for each participant, or whether they felt induction and professional development in general has helped them in their profession. Several participants mentioned that their disciplines require professional development that must be taken through outside sources; some participants discuss other local colleges with a robust program for professional development. Many participants observed professional development building and expressed an appreciation to be included in an induction program. It is notable that those who participated in the pilot program commented on the improvements in the FLOCK program and some indicated a desire to re-join the group.

Abouelenein (2016) discusses how university professors use technology in the classroom and finds that many instructors indicate a desire to build basic teaching skills. Participants in the current study illustrate how the induction program helped them build such skills, especially using discussion boards and targeted role-playing activities.

### Participant 2

The connection between the assignment in FLOCK and building skills in teaching are clear in this quote. Although she does not establish her role in teaching, as a faculty librarian, Participant 2 often helps students find resources for assignments and across campus. This relates to change theory in that once she makes connections with others, she begins to increase her skill and confidence. This corroborates Raby and Valeau's 2016 study on developing leadership qualities in new faculty members.

“Maybe having some more assignment ideas that can connect us to people across the campus. Or maybe even encouraging us to join different committees or telling us where to go for certain things like if we have questions, I guess with what you guys did for the Canvas shell maybe having something like that for resources.”

Here is a clear connection to building confidence and moving from a novice to a more experienced new-comer, which relates to change theory as well as social cognition theories.

### Participant 3

This seems to be a disconfirming piece of evidence that indicates that the induction program is lacking. This seems to be true especially for the nursing department whose members need outside credentials to remain current in the field. However, in specialized areas like nursing and some sciences it is expected that some professional development will be taken through a related organization that often regulates some aspect of that area. It would be impossible to include such specialized offerings in an induction program.

“We really do have to go outside. I think there's plenty offer for the academic setting. But as far as that, it, because it really has to be geared to nursing for us. And so, we do go outside and get a lot of things.”

“The places where I do professional development, one is I have a certification do the American Association of Critical Care nurses, so that they have what they call a National Teaching Institute every summer. It's a three-day long this year it was virtual and they're leaving everything up through October. But that gives me the clinical side and the knowledge keeps me up on the knowledge and the evidence in my profession, career.”

This may seem to contradict findings by Danaei (2019), O'Shea (2018), and Mack (2017) that indicate multidisciplinary experiences and mentoring are most beneficial to development; however, a multidisciplinary approach should not be utilized to the exclusion of intra-disciplinary development, especially in highly detailed and specific professions like nursing, the two types of development should be applied in tandem.

#### Participant 4

This excerpt from Participant 4's transcript shows a strong connection between the mentoring portion of FLOCK and creating better practices in the classroom as well as clearer knowledge on the procedures for the class modalities.

“I was teaching two 1033 courses. When I was talking with [name omitted], he helped me understand the pacing of the class. And how it's allowed to teach them three times a week in-person than they would do their online component at home in their own time or go to the lab. And hopefully that will give them more time in the classroom for us to go more slowly.”

This corroborates findings by Linton and Grant (2020) that found a structured dialogue with mentors combined with a self-study reflection increased satisfaction in mentoring programs.



### Participant 5

Participant 5, a member of the nursing faculty, points up outside development that is necessary in that division, which, similarly to Participant 3, may seem to contradict findings by Danaei (2019), O'Shea (2018), and Mack (2017) that indicate multidisciplinary experiences and mentoring are most beneficial to development. It is important to establish that a multidisciplinary approach should not be utilized to the exclusion of intra-disciplinary development.

“So, you know, we do have to take advantage of opportunities too, remain current in our areas of practice, in our nursing professional development, you know, CEUs. And most of that, I mean, that kind of stuff cannot be obtained here at the college because they the provider of those courses are those CEUs has to be a registered provider with a, you know, an agency, international agency that provides being used for nurses at different levels.”

### Participant 6

Participant 6 illustrates the connection between engaging in FLOCK and becoming more skilled in the classroom.

“They've influenced my teaching greatly. When I started teaching. I kinda have like a one-track mind it's like Okay, I know the information, I know how I'm going to present it at the outset, but we'll take then different professional development classes. It gives you an opportunity to learn about the different students, to learn about the different teaching styles and things of that nature you have opportunities to practice.”

“They kinda gave you those tools to be able to just kinda approach the situation. That is awesome. I can see so many different connections with different departments and offices around campus, around something just like that. Yeah. And I know at least in English

classes. Sorry. Issues come up in writing. Yeah. It can be helpful to know what to do with that. All right.”

#### Participant 7

Again, we see a clear connection between professional development and classroom skills.

“[...] a lot of the professional development opportunities I tend to look for and gravitate towards are things that are going to either, I would say, increase perhaps my proficiency with certain techniques in the classroom. So, it does directly impact my, impact my students. And they're usually some sort of technique, something to do with active learning strategies or things like that. So, it more and more impacts the classroom and then also, I guess it does impact my career in the sense that I feel more comfortable employing those strategies. And I also know that when I'm attending these conferences and learning about use new strategy, a lot of times they're evidence-based practices in so that, you know, I am becoming overall, I guess, more I would say, a more appealing instructor.”

Dalgarno et al. (2020) reflects on the issue of breadth vs depth in professional development. This relates directly to those participants who commented on the need for more information on research and development of the faculty project and those who desired a deeper mentoring experience.

#### Participant 2

Participant 2 relates to the depth of the experience with mentors.

“I would say [...] to make us feel more comfortable with our mentors, to have them come into the meeting is more often with us as well, or maybe even having us not mandatory but optional to meet with them one-on-one, whether it's like a phone conversation or we meet on

campus. So, we can actually connect with them and feel more comfortable since we are still getting to know them.”

#### Participant 4

This participant is pointing out the need for more development of the mentoring portion of FLOCK.

“But reaching out to the more thoroughly tenured people to kind of pair up with someone in the program with me once a week or something like that could help. Again, I don't know why that would be for people who've been there for 20, 25 years. But I think that would be useful if we can make it work.”

#### Participant 5

This is excerpt, Participant 5 is contrasting the First Fridays induction program to FLOCK. She is commenting that the focus on the faculty project, that was stable through both programs, seemed more developed in FLOCK.

“But I think what it [First Fridays] lacked was the direction towards that whole faculty project portfolio, like that whole system. It really it, it didn't really guide you that way, which I know from being asked to take part in some of your FLOCK Meetings. Now, see what I mean, you have these new employees well on their way, you know, with what you're doing through your course. So yeah, I think that's great. Awesome.”

#### Participant 6

Although Participant 6 tries to be positive, she desires more from the mentoring experience. Her use of qualifying statement like “we kinda miss each other” and “so pretty positive” show that this area needs improvement.

“So, and you have a mentor in your department as well?”

I do. I do.

And has that been a pretty good relationship?

This...It's okay. We kinda miss each other at times, but it's been okay. I think. Yeah, I would say it's going okay. So pretty positive."

#### Participant 7

Again, there is a connection between FLOCK and understanding the faculty project (See Appendix E and G-I)). This participant does not mention areas for improvement but based on the response indicating the assignments geared toward development, that would be an area of focus.

"So, I guess everyone, will know, well, that FLOCK, the way it's structured in terms of the monthly meetings. So, my experience with FLOCK, in general, is positive. I would say I think that it was really instrumental in helping me develop kind of a more fleshed-out idea for my faculty project. And I think for me that was the biggest thing that I probably took away from FLOCK was just that I have to have a faculty project and really prompts and exercises to help me decide what kind of my topic area would be for that that faculty project."

Participant 7's comments align with change theory since they show the development in her ability to engage with others in the college as well as to establish her knowledge on the needs for the faculty project. This also corroborates Abouelenien (2016) in discussing the desire to build skills through professional development.

In summary, new faculty who participate in a college-sponsored, mandatory induction program relate three primary experiences: establishing connections with others across the college and understanding their own place within the institutional structure, enhancing engagement to the college through mentoring experiences, and increasing their skill in teaching and learning in modalities including fully seated classes, hybrid classes, and completely online classes. These

experiences relate to the primary themes uncovered through deep analysis of the collected data. These themes are establishing connections through induction, enhancing engagement, and leveraging professional development.

### Implications for Practice

Professional development programs for Florida College System faculty are as diverse as the 28 colleges that offer them and often are specific to the needs of an individual college. One example is the induction program developed at a small, suburban Central Florida college that focuses on a faculty project that must be submitted for continuing contract (See Appendix A) in year five of employment. This program was established in 2017 as First Fridays with a specific focus on the faculty project from finding a topic, research, and writing, to formatting and redeveloped and renamed in 2019 to FLOCK (Faculty Leadership Orientation and Cultural Knowledge) which expanded the focus to classroom skills and best practices, engaging others around campus such as student accessibility services, the library, and tutoring, and mentoring first-year faculty.

The findings of this study have far-reaching implications for many persons interested in professional development, induction programs, developing faculty, the first-year faculty experience, mentoring, and retaining quality instructors.

For educational administrators, this study offers insight into what types of development foster a community experience and are valued by faculty. This can establish a clear connection to budgetary demands and how funds are allocated to specific types of development. Creating a connection to the college, its staff, and other faculty through an induction program that is well-

funded and attended by high-level administrators increases the likelihood that new faculty members will feel valued by the institution. Educational administrators might also focus on development programs that involve mentoring throughout the tenure of a faculty member as this study shows a deep appreciation for the mentoring aspect of FLOCK. One point brought out was the lack of a strong mentorship conduit wherein established faculty connect with novice faculty to create these relationships; however, mentoring cannot be a required task. This implies that administrators must develop methods to establish induction and mentoring as standard parts of the faculty professional experience and expectation. One finding specific to the institution this study took place in was that the faculty project was unique to this institution. That faculty project was the impetus for developing the induction program in its first iteration, First Fridays. Since this requirement for continuing contract was an in-house requirement and not a state sanctioned requirement, there have been negotiations to relax the faculty project requirement. This points to administration listening to faculty and valuing the points of contention in a manner that establishes clear standards and achievable goals. Another aspect of this study is that it focuses on a small, suburban college in Central Florida that faces several barriers to attracting faculty, including competition from larger institutions in the area both in the FCS system and in the SUS system, the suburban nature of the setting which can be a barrier for willingness to relocate to the area.

Although the connection between induction and an increase in retention was not robust, there are many variables that relate to retention that may have a stronger connection such as workplace culture and professional dynamics. Educational administrators would do well to examine these corollary variables to retention in tandem with developing strong professional development programs, including induction programs, to increase retention of faculty through

five years and beyond. Notable is the anticipated gain of retaining staff and students when the workplace culture and professional dynamics are clearly positive.

This study will also be useful to induction program creators. Many researchers have indicated that adjunct faculty should be included in development programs. This study does not include adjunct faculty, which is a limitation. Adjunct faculty have development needs and often suffer from a lack of engagement with the institution, sometimes due to scheduling conflicts. However, working to increase these connections would create stronger bonds among faculty and increase the rate of best practices in class sections across the curriculum. This study has illuminated the deep need for mentoring for new faculty. This is true of both novice instructors who have limited experience in the classroom and for faculty who are new to the institution but are not new to teaching. Although these two groups of new instructors have differing needs, they both rely on mentors when they are available. Four aspects of this goal are 1. recruiting, 2. selecting, and 3. training mentors and 4. pairing mentors and mentees. This study points out these aspects must be clearly established and organized before mentoring can be successfully included in the induction program. Further, the ability to participate remotely and to engage with peers and mentors asynchronously is a feature that establishes value for participants' time while focusing on the benefits of involvement in the induction experience. The online presentation of material and the flow of the course syllabus must make sense and be orderly. Faculty needs are for streamlined information that is easy to access on a platform that is user-friendly. A key aspect of induction is developing a cohort or a community with other people going through the same experiences; this can be difficult to maintain in an online environment. One benefit of the 2020 COVID pandemic and the move to online teaching and learning is the ease-of-use educational

practitioners have achieved with online video platforms like Zoom or Big Blue Button. These tools can be used to approach an in-person experience through the video medium.

Another important finding relates to faculty in terms of increasing confidence in their professional skills. Research indicates and this study supports that positive group dynamics lead to increased engagement, so participating in a group of new faculty members helps create a supportive group dynamic that can sustain a new faculty member through distress. For example, members of FLOCK engaged in several role-playing activities that included scenarios with students requesting for extra time on assignments, students plagiarizing, parents calling for information on a student, and noting self-harming or suicide ideation an issue in a student's writing. Working through these scenarios help novice faculty determine best practices for the profession and comfort level for themselves within the supportive atmosphere of the induction cohort. Mentoring is another part of the finding that relate to faculty in several ways. First, as a new faculty member it is noted that having a mentor increases the ease of acclimation into the culture of the institution and into the profession in general. Secondly, over time, as a seasoned faculty member, serving the professional community can look like mentoring other faculty members, whether they are novice in the profession or new to the institution. Finally, participating in induction programs helps decrease isolation in departments for new and established faculty members. Making connections among and between faculty and staff at all levels of the organization is a very important step to increasing a new member's comfort level and engagement with the college.



### Recommendations for Further Research

The goal of this study was to identify the experiences of new full-time instructors at a Florida College System (FCS) institution who participate in a mandatory, college-sponsored induction program to help the creators of professional development programs understand what is beneficial to include. Another aspect was to identify to what extent professional development programs, specifically induction programs, increase retention of faculty through their first five years. The data was collected, analyzed, and many significant findings resulted. The findings, although significant, have some limitations. One limitation is that the data explain only a small portion of faculty in all FCS institutions since it focused on one institution and members from three cohort groups that began the induction program at different times over the two-year span. Another limitation is the design of the study which focused only on people who were new faculty from 2018-2020. By only using that fraction of faculty, the researcher could not fully explain how earlier, or later newly hired faculty experienced professional development. It was also found that there may be some budgetary issues concerning professional development that were beyond the scope of this study but may have influenced the results. Similarly, this study focuses on faculty member who remained with the college through induction. Engaging responses from people who left the institution during their first five years would extend the applicability of the findings. Also, there are indications that adjunct faculty would benefit from induction, but they were left out of the current study, which focused only on new full-time faculty members.

Future research into this subject should also include a detailed analysis of faculty members and what their specific needs are from an induction program. The current study was limited in its description and division among new faculty. Relatedly, induction programs that include mentoring should have a clear method and connection to the induction program that

extends through the professional career of each faculty member and develops from a novice mentee through a more experienced mentor. The connection between induction programs and increased retention could not be made due to too many extraneous variables. Future research may parse these variables to make significant conclusions in this area. Finally, the inclusion of adjunct faculty into the research design into induction and other types of professional development would benefit future research into this area.

### Conclusions

The findings of this study expanded the work of previous researchers in professional development in Florida College System institutions. This investigation revealed that professional development programs are instrumental in creating a feeling of connection between and among faculty at an institution. This leads to a deeper level of creativity and openness among faculty and allows all practitioners to develop best practices that align with each other. Mentoring is an aspect of professional development that should be enhanced throughout one's career, moving from mentee to mentor. Developing bonds between faculty of different backgrounds helps to establish common goals and builds trust instead of building silos and increasing the interaction between faculty and administration helps demystify those connections and how those positions interact with each other. Induction programs that include both mentoring and connections with offices around campus, including administration, helps new faculty build confidence in their place in the organization as well as where others are both in the organization and in relation to themselves. Although a goal of this study was to show a connection between an induction program and increased faculty retention, we were unable to conclude such a connection is stronger than other variables that relate to retention.

In summary, new faculty who participate in a college-sponsored, mandatory induction program relate three primary experiences: establishing connections with others across the college and understanding their own place within the institutional structure, enhancing engagement to the college through mentoring experiences, and increasing their skill in teaching and learning in modalities including fully seated classes, hybrid classes, and completely online classes. These experiences relate to the primary themes uncovered through deep analysis of the collected data. These themes are establishing connections through induction, enhancing engagement, and leveraging professional development.

APPENDIX A:  
CONTINUING CONTRACT PORTFOLIO REQUIREMENTS 2021-2022

## OVERVIEW

Faculty who are eligible for Continuing Contract (CC) are required to submit a portfolio to college administration on the second Friday in January during the fifth, sixth, or seventh year of full-time employment as a faculty member on Annual Contract. Failure to submit a portfolio by January of the seventh year means that the faculty member's employment at the College will end at the conclusion of the spring semester.

Portfolios are assembled electronically and should contain five (5) parts, listed below, which are described in more detail on the following pages:

1. Education and Experience
2. Teaching Excellence
3. Service to College and Community
4. Professional Development
5. Faculty Project

Documentation in the form of syllabi, letters, and other artifacts are not required but may be included.

Faculty will be notified of these requirements during their first semester of employment and will discuss progress annually with their direct supervisor as a part of the annual evaluation of full-time faculty. This includes the creation of a Faculty Project described in section five of this document.

A formal orientation session will be held late in the spring semester during the academic year prior to portfolio submission. A second meeting will be held in September prior to the portfolio submission deadline. A timeline is provided below for submission and consideration of the CC portfolio.

## Portfolio for Continuing Contract

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Process Step	Schedule
Introduction	First semester of first full year of employment
Discuss progress toward continuing contract	During annual evaluation
Official orientation meeting	April in the academic year before portfolio submission
Candidate should begin preparing portfolio	May in the academic year before portfolio submission
<i>Optional:</i> Select peer reviewers	May in the academic year before portfolio submission
Follow-up meeting	September of the academic year of portfolio submission
Candidate continues to prepare portfolio for submission	September – December of the academic year of portfolio submission
Portfolio Submission to Vice President of Academic Affairs	The second Friday in January of submission year
Portfolio examination by Academic Affairs Administrative Review Team composed of the following personnel. Vice President of Academic Affairs Associate Vice President of General Studies Dean of General Studies Dean of Nursing Dean of Workforce Development Dean of Library and Learning Services Associate Dean of Arts and Letters Associate Dean of Math and Science	February/Early March of submission year
Academic Affairs Administrative Review Team makes recommendation to Vice President of Academic Affairs Vice President of Academic Affairs makes recommendation to President	March or April of submission year  March/Early April the recommendation is communicated to each candidate.
Recommendations for CC awards made to the Board of Trustees	April or May Board of Trustees meeting
Continuing Contract becomes effective	August following Board of Trustees approval

1. EDUCATION AND EXPERIENCE

Date: \_\_\_\_\_

Name: \_\_\_\_\_

(First) (Middle) (Last)

Beginning with current position, list relevant experience in reverse chronological order. If a position is not full-time, or is a temporary position, so indicate (half-time, three-quarters time, temporary, etc.)

Name of Institution, Position, and Dates (month/year):

Example:

Lake-Sumter State College Instructor, English August 2010-May 2015

Mayfair Community College, Enid, Oklahoma, Instructor, English August 2008-May 2010

Summarize other pertinent experience: Example:

Three semesters as Teaching Assistant, English Department, Purdue University, 2006-2008.]

Indicate educational background by giving earned degrees:

Degree:_____	Field:_____	Institution:_____	Date:_____
Degree:_____	Field:_____	Institution:_____	Date:_____
Degree:_____	Field:_____	Institution:_____	Date:_____

## 2. TEACHING EXCELLENCE

- 2.1** Write a Teaching or Librarianship Philosophy (1-3 pages). A philosophy statement describes your approach or theory of teaching, learning, or librarianship. [This section should contain a summary of your teaching philosophy which connects to your teaching practice or librarianship. It may be very personal or professionally detached.]
- 2.2** List the classes you have taught during the time period for which you are being considered, and the number of semesters for each. Include any information on special circumstances, such as hybrid, fully online, Independent Study, Special Topics, etc. [Include all the classes you have taught. List any individual tutorials, indicate online classes, and highlight any which you initiated and taught for the first time.]

ENC 1101 - twelve sections over three semesters 2011 - 2013

ENC 1102 - one section Fall, 2014

ENC 2210 - one section Fall, 2014 (hybrid)

AMH 2010 - one section Spring, 2012 (hybrid, special topic: Native American Writers)

- 2.3** To apply for continuing contract, at least three annual evaluations must be favorable over the last four-year period prior to portfolio submission. Include the completed Annual Evaluation Verification Form in the portfolio and add copies of the three favorable evaluations in supporting documentation.
- 2.4** Briefly describe (approximately 300 words each) two techniques or tools you have developed or adapted for use in the classroom (excluding the Faculty Project topic) and their impact on teaching and learning. These featured techniques should be linked to your teaching philosophy. The following elements must be included.
- motivation for deciding to use the technique which includes supporting data or research used to come up with technique (this can include but is not limited to classroom data, literature search, peer collaboration at college or with other colleges, conference, department communications)
  - description of technique or tool
  - results from using technique or tool (good or bad, can include feedback from appropriate constituency, graphics, examples, or data)
  - lessons learned (includes interpretation of results, evidence of improvement by using this new technique, or observations used to revise technique).

Examples include, but are not limited to, Service Learning, Flipped Classrooms, and Field Trips

[Include course syllabi, PowerPoint presentations, student project outlines, service learning, field trips, or other devices beyond ordinary classroom lecture that has enhanced your teaching.]



## Portfolio for Continuing Contract

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- 2.5** Briefly describe (approximately 300 words) what you regard as your major fields of interest within your discipline and how that influences the courses that you teach.

[Major fields of interest can be a particular aspect of your subject area, such as foreign relations with China or major American women poets, which may not be the focus of your teaching load but add dimension to your classes.]

[You may also include individual Peer Teaching Evaluation Outlines as well as the final over-all report with your attachments.]

- 2.6 Peer Recommendations.** Include at least three letters of recommendation from college faculty and staff in support of the application for continuing contract. At least one letter must come from outside the applicant's discipline area.

- 2.7 Student Correspondence.** Candidates can include up to 5 pieces of correspondence from students as long as they are received within the required time period. In the narrative include a list of the correspondences and references to the attachments. **This section is optional.**

## 3. SERVICE TO THE COLLEGE AND THE COMMUNITY

Generally, in this section list current activities first and give some description of the activities. The following table lists sample activities. This list is not exhaustive but is intended to provide guidance on acceptable activities.

Categories	Sample Activities
Committee work	<ul style="list-style-type: none"><li>• Served on or chaired a committee or workgroup</li></ul>
Curriculum work	<ul style="list-style-type: none"><li>• Major curriculum changes that you were instrumental in implementing</li><li>• Designed and implemented a course</li><li>• Conducted a Program Review</li></ul>
College projects	<ul style="list-style-type: none"><li>• Actively worked on a college project, e.g., SACS, QEP, Mathlympics, Brain Bowl, Convocation redesign, etc.</li><li>• Served as an advisor to a student club.</li><li>• Conducted annual reviews of adjunct faculty</li></ul>
College leadership	<ul style="list-style-type: none"><li>• Program Manager</li><li>• Lead Faculty</li><li>• Other leadership role</li></ul>
Community	<ul style="list-style-type: none"><li>• Community activities where candidate has consistently donated time and</li></ul>
Assessment	<ul style="list-style-type: none"><li>• Served on or chaired Assessment Committee or workgroup</li><li>• Led revision of assessment procedures in a course, discipline, or program</li></ul>
Mentoring	<ul style="list-style-type: none"><li>• Mentor a faculty member and or employee</li></ul>

**3.1** On what College committees or work groups have you served? (Provide dates of service, and position held, e.g., Chairperson).

[Provide a brief description (approximately 200 words) of the committee's work and your specific contributions including any leadership role(s) you played.]

**3.2** List and describe other responsibilities/activities beyond regular assignments or service on college committees. (Provide dates).

[Examples of such responsibilities might include AFC, Faculty Senate, mentoring new faculty, ad hoc groups such as diversity celebrations, career days on campus; preparation of special reports, research or documentation; development of training material.]

**3.3** List and briefly describe service to the community where such service involves your professional training or experience.

[Consulting or volunteer work, especially those that employ skills evident in the classroom or college, should be included here, e.g., member of local board of education, presentations to civic groups, etc.]

### 3.4 Service Showcase

Select **two** activities listed above to which you made a significant contribution that impacted the college or community. The two activities can be selected from any of the categories of Committee

Work, Curriculum Work, College Projects, and Community Service. One of the activities can be a community-service activity related to your role at the College in which you had direct involvement and a benefit to the community is clearly articulated and evident.

Describe each activity, addressing the importance of the service activity, your contribution to the activity and the outcome(s) of the activity. Suggested length is 1-3 pages per activity excluding supporting documentation.

## 4. PROFESSIONAL DEVELOPMENT

**4.1** Briefly describe professional development activities you have participated in and explain how they have been relevant to your role as a faculty member.

List the most recent activities first. Avoid initials, abbreviations, and acronyms. Include all scholarly and professional activities, not just those pertaining to your discipline. The following table lists sample activities. This list is not exhaustive but is intended to provide guidance acceptable activities.

Categories	Sample Activities
Publications	<ul style="list-style-type: none"><li>• Research articles in peer-reviewed journals</li><li>• Articles in popular or trade publications that do not require extensive research (blogs, newsletters, videos, etc.)</li></ul>
Conferences / Workshops	<ul style="list-style-type: none"><li>• <b>Attending</b> professional conferences related to assigned responsibilities (Florida Master Teacher Conference)</li></ul>
Further Study	<ul style="list-style-type: none"><li>• Courses sponsored by industry or continuing education</li><li>• Research or self-directed study approved by supervisor</li><li>• Undergraduate or graduate credits for professional development</li><li>• Ongoing coursework toward higher degree</li></ul>
National or State Professional Association	<ul style="list-style-type: none"><li>• <b>Membership</b> and verified involvement in the work of the organization.</li></ul>

**4.2** Reflect on a total of **two** bulleted activities from different categories listed above. In the reflection, discuss how the activity impacted the quality of teaching, student learning, or professional growth. Include no more than **three** pages per activity excluding supporting documentation. Focus the narrative on how the professional development impacted your teaching or changed interactions with students or modified some part of your professional life. Where applicable, attachments should include documentation supporting level of involvement such as: evidence of attendance; program from conference; copy of published article, blog, etc.; cover page of book; communication from professional association leadership verifying involvement, etc.

### **5. FACULTY PROJECT (FORMERLY FACULTY LEARNING OUTCOME)**

The CC process starts in the first year of full-time CC-track employment and includes the preparation and submission of a proposal for the required Faculty Project. Each full-time CC-track faculty member will work on their project until eligible to apply for continuing contract. Each faculty project should be completed according to the rubric included in Appendix A.

#### Faculty Project Description

A project developed by a faculty member, with the guidance of their supervisor, that enhances student learning experiences, improves instructional methods, and ultimately leads to improved teaching or librarianship excellence. Each proposal should contain at least three measurable outcomes and each outcome should be observable, measurable, and achieve a specific goal.

#### Guidelines/Procedures for Faculty Project

1. During the first year of full-time CC-track employment, each faculty member will participate in a series of professional development meetings on the first Friday of each month. Among other topics, the faculty project will be discussed.
2. Toward the end of the first year (but no later than the end of the second year) of full-time CC-track employment, each faculty member will submit a project proposal to their supervisor that includes the following.
  - a. Brief introduction to the project that shows some applicable research about the topic.
  - b. A methods section that offers a detailed description of how the project will be executed that includes variables that will be measured, data gathering mechanisms, and statistical analyses to be utilized or qualitative methods planned to evaluate results.
3. After obtaining supervisor approval, the proposal will be submitted to the appropriate next-level academic administrators (as applicable) and the Vice President of Academic Affairs for consideration. The Vice President of Academic Affairs will issue the final approval for each project.
4. Once approved by the Vice President of Academic Affairs, the faculty member must submit an LSSC Institutional Review Board (IRB) Research Review Application. The application must be approved by the IRB prior to beginning the project.

## Portfolio for Continuing Contract

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5. The project is then implemented, preferably at the beginning of year two but no later than the beginning of year three.
6. Each year the faculty member will collect and analyze the data/results of their project and will meet with their supervisor to assess the strengths and weaknesses of the project and formulate a plan for possible improvement.
7. As part of the application for Continuing Contract, a final report on the Faculty Project must be included in the Continuing Contract Portfolio. This report must include the following sections.
  - a. Abstract
  - b. Introduction
  - c. Methods
  - d. Results
  - e. Conclusions
  - f. Literature Cited

## 6. RECOMMENDATIONS

### Peer Reviewers

Faculty are strongly recommended to select peer reviewers during the portfolio development process to offer guidance on the format and substance of the portfolio.

### Additional Recommendations

- Consult with a mathematics faculty member for assistance in designing data collection methods (during the project design process) relative to the type of analysis that will be needed to answer your question/test your hypothesis.
- Faculty are encouraged to discuss the progress of their Faculty Project with the appropriate Dean, Associate Vice President, or the Vice President of Academic Affairs on an annual basis or more often if issues arise that impact the project.

## APPENDIX



## Portfolio for Continuing Contract

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### Rubric for Select Sections

#### 2.1 Teaching Philosophy

Description	Successful	Development Needed
<b>Educational theory or personal philosophy underpinning approach to teaching and learning</b>	Theory or philosophy is specific and clearly articulated	Theory or philosophy is general and not clearly articulated; or not addressed
<b>Examples connect philosophy or theory to classroom practice</b>	Examples show a clear and specific relationship between philosophy or theory and classroom practice	Examples are general or derivative and do not show a clear and specific relationship between philosophy or theory and classroom practice; or not addressed

#### 2.4 Techniques and Tools

Description	Successful	Development Needed
<b>Motivation (statement of problem)</b>	Clearly defined statement of reasons for using each technique or tool with supporting data or research where applicable	Only one technique or tool discussed; unclear or vague statement of problem with no supporting data or research for one or both techniques or tools; or not addressed
<b>Description (methodology)</b>	Clearly explained description of each technique or tool and process of implementation	Only one technique or tool described; unclear or vague explanation and description of process for one or both techniques or tools; or not addressed
<b>Results or outcomes</b>	Descriptive explanation of results or outcomes for each technique or tool are specifically presented using feedback, graphics, examples, or data	Results for only one technique or tool included statement of result with no description for one or both techniques or tools; or not addressed
<b>Lessons Learned</b>	Clear interpretation of results with introspection, including improvement or revision plan, impact on student learning, discipline, college, community, etc.	Conclusions for only one technique or tool included statement of results with no introspection for one or both techniques or tools; or not addressed

## Portfolio for Continuing Contract

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### 2.5 Major Fields of Interest

Description	Successful	Development Needed
Major fields of interest description	Clearly explained description of field(s) and its importance	Unclear or vague description and its importance; or not addressed

### 3.4 Service Showcase

Description	Successful	Development Needed
What is the activity and what is its importance?	Clearly explained description of both activities and their importance	Only one activity included unclear or vague description of activities and their importance; or not addressed
What contribution did you make to this activity?	Statements clearly show strong evidence of active engagement and contribution to the outcome of each activity	Statements show evidence of consistent attendance but limited evidence of contribution to the outcome of one or both activities; or no evidence of contribution
What was the outcome?	Clearly explained description of outcome	Unclear or vague description of outcome in one or both activities; or no description

### 4.2 Professional Development Reflections

Description	Successful	Development Needed
Reflection on Activity	Clear evidence that both professional development activities improved the quality of teaching, student learning, or professional growth	Only one activity included; limited evidence of the impact of the professional development activity or activities on quality of teaching, student learning, or professional growth; or no evidence

## Faculty Project Rubric

	Report Section		Not Acceptable	Acceptable	Exemplary
Framing the Project	Abstract		One paragraph summary of project that omits important details from one or more sections of the report.	One paragraph summary of project that includes most important details from each section of the report.	One paragraph summary of entire project including elements from each section of the report.
	Introduction	Consultation (Students, Experts)	Demonstrates lack of consultation beyond self.	Demonstrates consultation with students, peers, administration, and/or experts.	Demonstrates wide consultation with students, peers, administration, and experts.
		Needs Analysis	Identifies needs of only one entity (candidate, students, institution, or wider profession) that the project addresses.	Identifies needs of at least two entities (candidate, students, institution, and/or wider profession) that the project addresses.	Identifies needs of candidate, students, institution, and wider profession that the project addresses.
		Literature Review	Summarizes related literature.	Summarizes and evaluates related literature.	Summarizes, evaluates, and analyzes related literature.
Appropriate Methodology	Methods	Project Map	Constructs a map/timeline of the project that lacks specificity and application.	Constructs a clear map/timeline of the project with a finite application.	Constructs a clear map/timeline of the project that includes a plan for further use of results.
		Design	Chooses vague, inappropriate, or outdated methods of implementation of the project.	Chooses specific, appropriate, and accepted methods of implementation for the project.	Chooses specific, appropriate, and innovative methods of implementation for the project.
	Results	Assessment	Chooses vague, inappropriate, or outdated methods of evaluation of the project.	Chooses specific, appropriate, and accepted methods of evaluation for the project.	Chooses specific, appropriate, and innovative methods of evaluation for the project.
		Data & Statistics	Provides little or irrelevant qualitative or quantitative data and/or fails to assess results.	Provides qualitative or quantitative data following the assessment of results.	Provides clear and relevant qualitative or quantitative data following the assessment of results.
Discussion of Results	Discussion and Conclusions	Implications for Institution	Explains relevance of outcomes but does not include discussion of the impact on more than one entity (candidate, students, institution, and/or wider profession).	Explains how the outcomes of the study can impact the needs of at least two entities (candidate, students, institution, and/or wider profession) in a constructive way.	Explains in clear and actionable terms how the outcomes of the study can impact the needs of candidate, students, institution, and wider profession in a constructive way.
Outcomes		Analyzes results in a disorganized or incomplete manner.	Analyzes results in a logical manner including how the outcomes of this project relate to the existing literature on the subject.	Analyzes results in a logical and thorough manner including how the outcomes of this project relate to and further the existing literature on the subject.	
Self-Reflection		Next Steps	Explains the impact of this student on the candidate, but fails to relate this knowledge to action.	Explains the impact of this study on the candidate's knowledge with some attention to action.	Explains fully the actions that the candidate will take because of this study.

APPENDIX B:  
2021-2022 FACULTY CC CLASS LIST UPDATED  
CONTAINING FACULTY PROJECTS LIST (REDACTED)

Faculty Status and Dates-Master List

<u>Status</u>	<u>Dept</u>	<u>Class of 2017</u>		<del>strikethrough</del> = promoted to CC beginning fall 2017
	<del>Nat Science</del>	<del>A</del>	<del>A</del>	<del>August, 2012</del>
	<del>Nursing</del>	<del>B</del>	<del>B</del>	<del>August, 2012</del>
	<del>Comm</del>	<del>C</del>	<del>C</del>	<del>August, 2012 (Previous Temp FT)</del>
	<del>Nat Science</del>	<del>D</del>	<del>D</del>	<del>August, 2012 (Previous Temp FT August 2010)</del>
	<del>math</del>	<del>E</del>	<del>E</del>	<del>Jan, 2012</del>
	<del>Comm</del>	<del>F</del>	<del>F</del>	<del>Jan, 2012 (Previous Temp FT Jan, 2010)</del>
<u>Status</u>		<u>Class of 2018</u>		
Successful	Economics	G	G	August, 2013
Successful	Accounting	H	H	August, 2013
<u>Status</u>		<u>Class of 2019</u>		
Submitted Jan 2019; successful	Library	I	I	May, 2014
Submitted Jan 2019; successful	Nursing	J	J	August 2014 (Previous Temp FT August, 2013)
Submitted Jan 2019; successful	Comm	K	K	August, 2014 (Previous Temp FT August 2012)
Submitted Jan 2019; successful	Nat Sci	L	L	August 2014 (Previous Temp FT May, 2013)
Submitted Jan 2019; successful	Phil/Ethics	M	M	August, 2014
Submitted Jan 2019; successful	Physics	N	N	August 2014
<u>Status</u>		<u>Class of 2020</u>		Hired
Submitted Jan 2020; successful	Nursing	O	O	August, 2014
First eligible to apply Jan 2019 -did not apply; submitted 2020 but unsuccessful; eligible to apply 2021	Psy/Soc	P	P	January, 2014 (Previous Temp FT August 2013)
Submitted Jan 2020; successful	Music	Q	Q	August, 2015
Submitted Jan 2020; successful	Comp Sci	R	R	August, 2013
Submitted Jan 2020; successful	Comm	S	S	August, 2015
Submitted Jan 2020; successful	Nursing	T	T	August, 2015
<del>Submitted Jan 2020; successful; Separated 7/2/2021</del>	<del>Nursing</del>	<del>U</del>	<del>U</del>	<del>August, 2015</del>
Submitted Jan 2020; successful	Comm	V	V	August, 2015 (Previous Temp FT August 2014)
Submitted Jan 2020; successful	Nursing	Participant 5	Participant 5	August, 2015
Submitted Jan 2020; successful	Math	W	W	January, 2013 (Previous Temp FT Jan 2011)
Submitted Jan 2020; successful	Comm	X	X	August, 2015
<del>Submitted Jan 2020; successful; Separated 8/15/2021</del>	<del>Anthro</del>	<del>Y</del>	<del>Y</del>	<del>August, 2015</del>



Faculty Status and Dates-Master List

Submitted Jan 2020; successful	Nat Sci	Z	Z	January. 2014
<u>Status</u>		<u>Class of 2021</u>		Hired
Submitted Jan 2021; successful	Psy/Soc	AA	AA	January. 2014 (Previous Temp FT August 2013)
<u>Status</u>		<u>Class of 2022</u>		Hired
	Math	BB	BB	August 2017
Separated Aug 2021	<del>ASL</del>	<del>GG</del>	<del>GG</del>	<del>January 2017</del>
	Nat Sci	DD	DD	August 2017 (Previous FT Temp 2015)
	Comm	EE	EE	August 2017
	ET	FF	FF	August 2017
Separated Aug 2021	<del>Speech</del>	<del>GG</del>	<del>GG</del>	<del>August 2017</del>
Separated 8.15.2021	<del>BASSL</del>	<del>HH</del>	<del>HH</del>	<del>August 2017</del>
	Hum	II	II	August 2017
Separated 8.15.2021	<del>BASSL</del>	<del>JJ</del>	<del>JJ</del>	<del>August 2015 (Previously served as Dean and workforce project coordinator)</del>
First eligible to apply Jan 2021 (5th year); deferred to Jan 2022 (6th year)	Humanities	KK	KK	January 2016
First eligible to apply Jan 2021 (5th year); deferred to Jan 2022 (6th year)	Nat Sci	LL	LL	August 2016
First eligible to apply Jan 2021 (5th year); deferred to Jan 2022 (6th year) <i>HIRED as staff July 1, 2021</i>	Comp Sci	Sargent	Christopher	August 2016
<u>Status</u>		<u>Class of 2023</u>		Hired
	Crim Just	MM	MM	Jan-18
	Nursing	Participant 3	Participant 3	Fall 2018
	Nursing	NN	NN	Fall 2018
	Librarian	OO	OO	Fall 2018
	Political Sci	PP	PP	Fall 2018
<u>Status</u>		<u>Class of 2024</u>		Hired
	Biological Sciences	Participant 8	Participant 8	Aug-19
	Librarian	Participant 1	Participant 1	Oct-18
	Math	Participant 7	Participant 7	Aug-19
	Comm	QQ	QQ	Jan-19
	Librarian	Participant 2	Participant 2	Jan-19
Resigned full-time faculty position eff 5/7/2021	<del>Math</del>	<del>RR</del>	<del>RR</del>	<del>Aug-19</del>
Separated Aug 2021	<del>Math</del>	<del>Participant 4</del>	<del>Participant 4</del>	<del>Aug-19</del>
	Math	SS	SS	Aug-19
	Chemistry	Participant 6	Participant 6	Aug-19



Faculty Status and Dates-Master List

Faculty Learning Outcomes: Project Rubric					
		Report Section	Not Acceptable	Acceptable	Exemplary
Framing the Project	Abstract		One paragraph summary of project that omits important details from one or more sections of the report.	One paragraph summary of project that includes most important details from each section of the report.	One paragraph summary of entire project including elements from each section of the report.
	Introduction	Consultation (Students, Experts)	Demonstrates lack of consultation beyond self.	Demonstrates consultation with students, peers, administration, and/or experts.	Demonstrates wide consultation with students, peers, administration, and experts.
		Needs Analysis	Identifies needs of only one entity (candidate, students, institution, or wider profession) that the project addresses.	Identifies needs of at least two entities (candidate, students, institution, and/or wider profession) that the project addresses.	Identifies needs of candidate, students, institution, and wider profession that the project addresses.
		Literature Review	Summarizes related literature.	Summarizes and evaluates related literature.	Summarizes, evaluates, and analyzes related literature.
Appropriate Methodology	Methods	Project Map	Constructs a map/timeline of the project that lacks specificity and application.	Constructs a clear map/timeline of the project with a finite application.	Constructs a clear map/timeline of the project that includes a plan for further use of results.
		Design	Chooses vague, inappropriate, or outdated methods of implementation of the project.	Chooses specific, appropriate, and accepted methods of implementation for the project.	Chooses specific, appropriate, and innovative methods of implementation for the project.
	Results	Assessment	Chooses vague, inappropriate, or outdated methods of evaluation of the project.	Chooses specific, appropriate, and accepted methods of evaluation for the project.	Chooses specific, appropriate, and innovative methods of evaluation for the project.
		Data & Statistics	Provides little or irrelevant qualitative or quantitative data and/or fails to assess results.	Provides qualitative or quantitative data following the assessment of results.	Provides clear and relevant qualitative or quantitative data following the assessment of results.
Discussion of Results	Discussion and Conclusions	Implications for Institution	Explains relevance of outcomes but does not include discussion of the impact on more than one entity (candidate, students, institution, and/or wider profession).	Explains how the outcomes of the study can impact the needs of at least two entities (candidate, students, institution, and/or wider profession) in a constructive way.	Explains in clear and actionable terms how the outcomes of the study can impact the needs of candidate, students, institution, and wider profession in a constructive way.
Self-Reflection		Outcomes	Analyzes results in a disorganized or incomplete manner.	Analyzes results in a logical manner including how the outcomes of this project relate to the existing literature on the subject.	Analyzes results in a logical and thorough manner including how the outcomes of this project relate to and further the existing literature on the subject.
			Next Steps	Explains the impact of this student on the candidate, but fails to relate this knowledge to action.	Explains the impact of this study on the candidate's knowledge with some attention to action.
Sept 2017					



APPENDIX C:  
DEANS COUNCIL AGENDA - FLOCK

**A G E N D A**  
**Deans Council Meeting**  
**March 11, 2021**  
**10:00 am**  
**via Zoom Meeting**

**Attendees:** [vice president of Academic Affairs], [associate vice president of Academic Affairs], [dean of Workforce], [Director of Assessment], [dean of Nursing], [associate dean of Science and Math], [dean of General Studies], [associate dean of Arts and Letters], and [academic affairs administrative assistant]

**Guest(s):**

1. Call to order
2. DC Actions: March 4, 2021
3. Updates & Standing Items
  - a. Cabinet update –
  - b. BOT update – N/A
  - c. Division Updates for DBOT -N/A - next Meeting March 24
  - d. Online course review project –
    - i. Revised agreement form
    - ii. Alternate Review – Change in Term Length process & form
    - iii. Input regarding the SME compensation plan (coach on hold; reviewers will receive \$200 per course review)
  - e. SLO Assessment –
  - f. **FLOCK & Faculty Professional Development** –
  - g. Guided Pathways –
  - h. Quality Enhancement Plan (QEP) -
  - i. Planning Calendar -
4. Old Business
  - a. OER project proposal form –
  - b. Faculty Excellence Awards
  - c. SACSCOC Onsite Committee DRAFT report
  - d. LCS High School Teacher Credentialing –
  - e. Pinecrest MHS Updates –
  - f. Syllabus tool (tabled until March 25; waiting for funding confirmation) –
5. New Business
  - a. Faculty Reassignment Forms –
  - b. HEERF II Funds –
  - c. Budgets 2021-2022
  - d. Holiday Head Start – Friday, March 12 at noon
  - e. Testing proctoring – distance learning catalog page -
6. Adjournment

APPENDIX D:  
FLOCK CANVAS ADDRESS

FLOCK

<https://lssc.instructure.com/courses/6112>

College President Intro

<https://youtu.be/UTTYMNQIGS0>

Admin Assistant-Faculty Liaison

<https://youtu.be/ET16LlcUqQo>

Student Accessibility Services Admin

<https://youtu.be/waHIsHcr97w>

Dean of Students

<https://youtu.be/jwbQmc6wNTQ>

APPENDIX E:  
SYLLABUS FOR FACULTY LEADERSHIP ORIENTATION

## SYLLABUS FOR FACULTY LEADERSHIP ORIENTATION & CULTURAL KNOWLEDGE (FLOCK)

DATE/LOCATION	TOPIC	TASKS/ASSIGNMENTS
September 4 <sup>th</sup> , 2020 9:00-10:30AM Via Zoom	<b>Orientation Welcome to Flock</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Meet your Mentor</li> <li>• Syllabus Overview</li> <li>• Q &amp; A</li> <li>• FLOCK Canvas Shell</li> <li>• Intro to faculty project</li> <li>• Overview of October assignment listed in Canvas</li> </ul>
October 2 <sup>nd</sup> , 2020 9:00-10:30AM Via Zoom	<b>Enhancing Teaching Skills</b>	<ul style="list-style-type: none"> <li>• Problem solving exercise</li> <li>• Course Alignment presentation</li> <li>• Overview of Nov Assignment (see Canvas)</li> </ul>
November 6 <sup>th</sup> , 2020 9:00-10:30AM Via Zoom	<b>Understanding &amp; Engaging Students</b>	<ul style="list-style-type: none"> <li>• Personal Boardroom</li> <li>• Q &amp; A on Faculty Projects</li> <li>• Updates on Faculty Projects</li> <li>• Discussion of Assigned Articles (see Canvas)</li> <li>• MLQ Assessment</li> <li>• Zoom Exercise</li> </ul>
January 15 <sup>th</sup> , 2021 9:00-10:30AM Via Zoom	<b>Topic Presentations and Research</b>	<ul style="list-style-type: none"> <li>• Presentation of your rough draft faculty project proposal and feedback</li> <li>• Presentation by Library to assist with database searches, citations, and research</li> <li>• Overview of February Assignment (located in Canvas)</li> </ul>



APPENDIX F:  
FLOCK MODULE ASSIGNMENTS



## Module Assignments

The screenshot shows a web browser window with multiple tabs open. The active tab is displaying a course page for 'Student Engagement and Enhanced Teaching' on the LSSC (Louisiana State System of Community Colleges) platform. The URL in the address bar is [https://lssc.instructure.com/courses/6112/assignments/167597?module\\_item\\_id=420164](https://lssc.instructure.com/courses/6112/assignments/167597?module_item_id=420164). The page features a left-hand navigation menu with options like Home, Syllabus, Modules, Assignments, Discussions, Zoom, People, Office 365, Pages, Rubrics, Outcomes, Announcements, Grades, BigBlueButton (Conferences), Quizzes, Collaborations, Files, and Settings. The main content area is titled 'Student Engagement and Enhanced Teaching' and includes a 'Published' status button, an 'Edit' button, and a '3 Student View' button. The assignment description states: 'Your assignment that is due for our November meeting, is a series of self-reflective questions and writing prompts. Read the attached articles and answer the questions below. You will submit this in Module 3 prior to our November meeting as we will be discussing the articles.' The questions are: 1. Which article could you identify with the most? 2. Which article did you learn something from and what did you learn? 3. Which article did you like the least and why? 4. In what ways could your teaching improve? (b) What behaviors could you change? (c) Could you lecture less? (d) In what ways could you make learning more active? (e) In what ways would you know you've improved? Below the questions are three links to PDF files: '12 Characteristics Effective Teachers.pdf', 'TheGoodTeacher.pdf', and 'what makes a good teacher.pdf'. The assignment details show 'Points: 0' and 'Submitting: Nothing'. A table at the bottom shows the due date as '-', for 'Everyone', available from '-', and until '-'. There is a '+ Rubric' button below the table. The bottom of the browser window shows the Windows taskbar with the search bar and several application icons.

Home - Ellucian Experience x Student Engagement and Enhanc... x Microsoft Office Home x Mail - Terranova, Elizabeth - Outl... x Calendar - Terranova, Elizabeth - x https://banner.lssc.edu/apexPRO... x

lssc.instructure.com/courses/6112/assignments/167597?module\_item\_id=420164

FLOCK > Assignments > Student Engagement and Enhanced Teaching 63 Student View

### Student Engagement and Enhanced Teaching

Published Edit

Related Items

SpeedGrader™

Your assignment that is due for our November meeting, is a series of self-reflective questions and writing prompts. Read the attached articles and answer the questions below. You will submit this in Module 3 prior to our November meeting as we will be discussing the articles.

Answer all:

1. Which article could you identify with the most?
2. Which article did you learn something from and what did you learn?
3. Which article did you like the least and why?
4. In what ways could your teaching improve? (b) What behaviors could you change? (c) Could you lecture less? (d) In what ways could you make learning more active? (e) In what ways would you know you've improved?

[12 Characteristics Effective Teachers.pdf](#) ↓

[TheGoodTeacher.pdf](#) ↓

[what makes a good teacher.pdf](#) ↓

Points 0

Submitting Nothing

Due	For	Available from	Until
-	Everyone	-	-

+ Rubric

Faculty Research P...pdf Faculty Research...docx SYLLABUS FOR FA...pdf

Type here to search



Home - Ellucian Experience x Annotated Bibliography Assignn... x Microsoft Office Home x Mail - Terranova, Elizabeth - Out... x Calendar - Terranova, Elizabeth - x https://banner.lssc.edu/apexPRO... x

lssc.instructure.com/courses/6112/assignments/167593?module\_item\_id=420173

# FLOCK > Assignments > Annotated Bibliography Assignment

Student View

**Annotated Bibliography Assignment**

Published Edit

A major element of your faculty project is supporting literature. Now is the time to begin looking for sources.

For this assignment we ask that you write an annotated bibliography using 5 sources. You will bring your top 2 sources to February's meeting, to present your findings.

You will do your bibliography either in MLA or APA depending on your subject matter. Sample annotated bibliography templates can be found under resources in modules.

Please submit your completed annotated bibliography in Module 6 by February 4th.

Due	For	Available from	Until
-	Everyone	-	-

+ Rubric

< Previous Next >

- Master Shells
- Home
- Syllabus
- Modules
- Assignments
- Discussions
- Zoom
- People
- Office 365
- Pages
- Rubrics
- Outcomes
- Announcements
- Grades
- BigBlueButton (Conferences)
- Quizzes
- Collaborations
- Files
- Settings

Account Admin Dashboard Courses Calendar Inbox History Commons Help

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APPENDIX G:  
FACULTY RESEARCH PROJECT PLANNING YOUR STUDY



## **Faculty Research Project**

### **Planning Your Study**

#### **I. WHAT DO YOU WANT TO KNOW?**

Look at the teaching and learning process. How can you make it as effective as possible? It could be a change in instruction, a new type of delivery modality, a way to assess learning, or something else entirely. This will develop into your research question.

#### **II. HOW WILL YOU LEARN THE ANSWER?**

Once you have a question, of course you are going to want an answer! How will you learn the answer? What sources will you go to? What will it require you to do? Will you need to interview people, look at student learning outcome performance metrics, attitudinal surveys, completion rates, or something else entirely? This will become your research design and methodology.

#### **III. HOW WILL YOU DOCUMENT WHAT YOU LEARNED?**

The answer to most questions can be argued by someone who believes they have a different answer (or just don't like yours). How will you show that the data you used was sound and reliable? In what ways can you show that you have a high level of expertise on this particular question and were able to turn the answer into an actionable conclusion?

#### **Points to Consider:**

- How long will this study take?
- How will I maintain consistent contact with my mentor and supervisor to discuss findings and ask questions?
- What resources are available to help me?
- How will this show that, as an educator, I can use data to make informed decisions about my instruction?



APPENDIX H:  
PROJECT PROPOSAL PART II: REFINING YOUR PROJECT

## Project Proposal Part II: Refining Your Project

Now that you've Planned Your Study, it's time to refine your project.

**Research Question:** This comes from what you want to know and a look at what is already known on the topic. If you want to investigate how gamification improves time-on-task in online classes, you would first find articles by others who have studied the same question. You may find that others have already identified that the type of class and type of game are important aspects of gamification. So, you can now narrow your research questions to be more specific: How much class time should be devoted to gamification to improve time-on-task in online classes?

**Research Design and Methodology:** This is a more detailed look at how you will learn the answer to your research question and how you will document those findings. In our example of gamification, the research design would include accessing canvas for analytics on students' time on task, using more than one section and more than one instructor of the same class to prevent bias, and distributing a survey to all instructors of that class. This section would also include information about the subjects in the study. Some research must be approved through an Institutional Review Board (IRB). Generally, research that is exempt from IRB approval has the following characteristics:

- Student project for a college class and the project acts purely as an educational exercise with no plans to publish/disseminate the results of the project; the instructor will grade the project and it will not be shared in another way.
- A college committee is conducting a survey of a population at the college (e.g., staff, student athletes, faculty, student clubs) and the results will be shared with **only** another internal body of the college (e.g., Dean's Council, Planning Council, Professional Development Committee).
- A college student interviews a faculty or staff member for the school newspaper.
- A college student interviews a fellow student who is a minor for the school paper.

The methodology section would include the type of statistics you would run on the surveys, how you would define a baseline for time-on-task and how you would use the canvas analytics to compare sections with gamification and those without to that baseline.

**Timeline:** Create an appropriate timeline for your project including conducting background research, refining your research question, creating and implementing research design and methodology, including collecting data and analyzing data.



Remember that interviews and surveys can take more time than expected, so build in more time than you think you may need here!

### **IRB Points**

- Faculty Projects with participant recruitment and data collection STARTING prior to January 2020 DO NOT need to go through the IRB approval process.
- Journalism is not research and thus not subject to IRB approval.
- Historical study is not research and thus not subject to IRB approval.
- Digital surveys and paper surveys are both effectively the same tool.
- The act of surveying does not immediately indicate a need for IRB approval.
- What will indicate the need for IRB approval in a survey project includes:
  - Participants that can be categorized as minors, prisoners, pregnant women, fetuses, physically challenged subjects, mentally challenged subject, and/or other institutionalized persons
  - The results of the project are going to be shared outside of the college in any way (e.g., written report to the state, conference presentation, academic publication). Note that a Board of Trustees meeting is a public meeting, thus going beyond the confines of the college

APPENDIX I:  
FACULTY RESEARCH PROJECT  
RESEARCH PROPOSAL TEMPLATE



## Faculty Research Project Research Proposal Template

Name: \_\_\_\_\_ Full-time hire date: \_\_\_\_\_

Brief introduction to the project that shows some applicable research about the topic.

Provide a summary of how the project will be executed that includes variables that will be measured, data gathering mechanisms, and statistical analyses to be utilized or qualitative methods planned to evaluate results. *(250-300 words)*

\_\_\_\_\_  
Faculty member (print/sign/date or dig sign)

\_\_\_\_\_  
Supervisor (print/sign/date or dig sign)

\_\_\_\_\_  
Next-level Supervisor: Print/sign/date or dig sign

\_\_\_\_\_  
Next-level Supervisor: Print/sign/date or dig sign

\_\_\_\_\_  
Dr. Michael Vitale, Vice-President of Academic Affairs

**NEXT STEP:** Submit your Institutional Review Board (IRB) Research Application

10/15/2020

Page 1 of 1

APPENDIX J:  
FLOCK DISCUSSION NOTES ON MENTORS FROM 11.20.2020

**FLOCK Mentor Definition:**

A continuing contract faculty member that provides their experience, expertise, and advice, on institutional culture, teaching resources, and organizational policies to aid a new faculty member in successful development.

**FLOCK Mentor Duties:**

- Share their knowledge on classroom management
- Aid in acclimating their mentee to classroom techniques
- Describe cultural knowledge to their mentee
- Take the initiative to contact and stay in touch with their mentee
- Assist with questions, needs, or concerns of their mentee
- Maintain confidentiality of their mentee
- Agree to serve for one academic year

*\*FLOCK mentor is not required to be in the same discipline as the mentee*

*\*Importance of Questionnaires: This is just something I wanted to share with you both*

For a mentoring relationship to be successful, personality must be one of the considerations when partnering individuals. Ragins and Kram (2008) explained that organizations often utilize formal mentoring programs that assign individuals together with no consideration to personality. Not exploring individuals likes and dislikes can be damaging to the mentor/mentee relationship. Furthermore, differences in opinions and communication styles do not necessarily preclude a successful mentorship. Prior to matching individuals ask yourself if the mentor would know how to navigate the mentee's potential challenges. Would they for example know what it is like to be a woman in a supervisory role or a black faculty member. It is critical to place oneself in the shoes of the new employee as much as possible, to aid them to success.

**Advisory Board for Faculty Project Support (ABFPS)**

Board would be comprised of supervisors, continuing contract faculty with completed faculty projects, annual contract faculty with particular skill sets (experience in qualitative and quantitative research, i.e., PhDs), statisticians, and institutional effectiveness staff. Board would meet two times a semester to hear updates on projects, address challenges, successes, and needed support.

**Charge:** To provide support, resources, and information to annual faculty completing a faculty project.

### Other Considerations:

Should FLOCK be in two parts?

FLOCK 1.0, would address acclimating to college, classroom, leadership, and a introduction to how continuing contract works and the foundation of the faculty project.

FLOCK 2.0, would consist of deeper involvement in the faculty project. Topic selection, supervisor approval, literature research, and presentation.

**Commented [HK1]:** Identify areas in need of improvement from their first year experience to give them ideas about a faculty project topic

**NOTE:** Our current guidelines states faculty have until the end of their 2<sup>nd</sup> year to obtain project approval.

APPENDIX K:  
FACULTY PROJECT ADVISORY GROUP

## Faculty Project Advisory Group

### TEAMS Address

<https://teams.microsoft.com/l/channel/19%3ac0d1be7058de49179f1c62d8160aca9c%40thread.tacv2/General?groupId=87ef9a82-faf7-4195-8b2a-7e1f3724854d&tenantId=476b2510-2340-4a47-bb38-80bc2d0d4edf>

**Faculty Project Advisory Group**

To advise faculty applying for continuing contract on elements of the Faculty Project and to advise the Faculty Project...

Members Pending Requests Channels Settings Analytics Apps Tags

Search for members

**Owners (1)**

Name	Title	Location	Tags	Role
Terranova, Elizabeth	Associate Dean of Arts and Letters	South Lake, Faculty Office 82-236		Owner

**Members and guests (15)**

Name	Title	Location	Tags	Role
Kieft, Thom	ASP South Lake Campus Expansion	South Lake, Office 142 Sci-Health Bldg SL SH 142		Member
Luma, Alberto	Instructor Engineering Technology	Sumter, SU Health Care Lab JF1101		Member
Larke, Kathie	Assistant Professor Nursing	South Lake, SL Faculty Office SH 112		Member
Skoczilas, Brenda	Assistant Professor Physics	Leesburg, Office SM230		Member
Duslák, Dr. Mark	Executive Director Process Improvement & Inst...	Leesburg, Office W109		Member
Clark, Steve	Associate Dean of Math and Science	South Lake, Faculty Office SL SH 234		Member
Ramos, Dr. Christine	Director ADN Nursing Instruction	Leesburg, Office HSC122		Member
Rackley, Nora	Reference / Instruction Librarian	Leesburg, Office UB2A		Member
Sacco, Katie	Dean of Library and Learning Center	Leesburg, Director's Office LC9		Member
Dillinger, William	Institutional Research Analyst	South Lake, Faculty Office B1-150		Member

9:01 AM 8/23/2021



APPENDIX L:  
FACULTY PROJECT ADVISORY FORUM MEETINGS  
COMMENTS AND SUGGESTIONS

## FACULTY PROJECT COMMENTS & SUGGESTIONS

PAST COMPLETER COMMENTS	PRESENT COMMENTS	FUTURE SUGGESTIONS
Panelist were more interested in the portfolio; no questions were asked about the project. Never saw rubric outcomes	Mentors are need, not necessarily need to be in the discipline	For workforce: Pilot an individual development plan; involvement in industry to keep information taught relevant to the needs of employers; We are asking workforce faculty to conform to something that doesn't work for them; amend the project to help them be successful
Picking the topic is difficult. A lot of individuals change topics in the middle of the time period, which adds additional stress.	Collecting data can be a challenge; possible Module from Bill Dillinger Statistician Information	Can the project be redefined? Project should reflect discipline, not every discipline requires you to crunch numbers
Should not be so stressful, should be more focused on growth of the individual	For workforce the faculty project has the potential to be irrelevant	Can we have different paths? Process improvement?
We spend so much time on the project, how much do the panelist actually read? what do we want to get out of this as a college?	Rubrics are helpful but need to be clearer; Many of the required sections in the rubric are not clear enough.	Whose learning are we trying to measure? If the goal is faculty development should we be measuring more of the faculty side versus student scores?
More time for project, giving them a few more years, can improve their project and give them a clearer vision.	Guidelines for finding topics would be useful	Faculty Professional development plan; a three semester sequences of stack credentials, to teach the pedagogy, active learning how to incorporate this in your classroom.

Commented [HK1]: Create a rubric?

The projects are not publishable.		
Project focuses on teaching excellence in theory, but is it reaching that benchmark?	More support for past FLOCK completers; Expand meetings with FLOCK to second and third years with mentors. Maybe once in a while check in lunch and learns	Should be more about growing the faculty and not can they do research.
Not everyone needs to write a research paper in order to show teaching excellence	Exemplars are very helpful; creation of the signed proposal approval form will be useful. States next steps are the IRB. However, we need to get IRB set so faculty from last year can get started. This is causing delays.	Multiple paths to follow (allowing for personal development) <ul style="list-style-type: none"> <li>• Research Project</li> <li>• Create an event for the college</li> <li>• Process improvement plan</li> <li>• The deliverables can be different</li> </ul>
Would have loved to work with a more seasoned faculty member	The individual Canvas course shells for faculty will be useful	Self-assessment – goal set – improvement – It's about growing the faculty. What do you do? How can you do it better?
Make changes carefully not in the middle of the project. Added things to the rubric in year three. When the faculty member is already on year 5. Changes made should not affect those already started;	Creating FLOCK resource shell; this is useful	Faculty professional development plan in lieu of a faculty project. Track growth in mode of reflections. <ul style="list-style-type: none"> <li>• Success in the classroom</li> <li>• Success within the community</li> <li>• Success with personal professional development</li> <li>• Success with LSSC endeavors or projects</li> </ul> Start introducing project in second year versus first year? Gives more time for faculty to adjust to their new positions
		Have the ability to change “catalogs” as they go through the process

APPENDIX M:  
TEAM COMPETENCIES

<b>Member Name</b>	<b>Research Methods</b>	<b>Qualitative Analysis</b>	<b>Quantitative Analysis</b>	<b>Writing</b>	<b>Navigating the Faculty Project Process</b>
A1	Intermediate	Intermediate	Intermediate	Intermediate	Novice
B1	Advanced	Novice	Advanced	Intermediate	Advanced
C1	Advanced	Advance	Novice	Intermediate	Advanced
D1	Advanced (book research)	None	None	Intermediate	Intermediate
E1	Intermediate	Novice	none	Advanced	Advanced
F1	Novice	None	Novice	Novice	Intermediate
G1	Intermediate	Novice	Novice	Advanced	Intermediate
H1	Intermediate	Intermediate	Intermediate	Intermediate	Advanced
J1	Advanced	Intermediate	Novice	Intermediate	Intermediate
K1	Advanced	Advanced	Advanced	Novice	None
L1	Advanced	Advanced	Novice	Advanced	Intermediate
M1	Advanced	Advanced	Novice	Advanced	Advanced
N1	Intermediate	Intermediate	Intermediate	Intermediate	Advanced

APPENDIX N:  
PARTICIPANT DATA

## Participant 1

*How have you been doing?*

I'm doing well, doing very well this Thursday and is the so there's always good.

*So, as you know, this study focuses on professional development and specifically on FLOCK. So, I do have a few questions for you, but just to get started, can you just give me kind of a picture of your background and how you came to [the college]?*

Sure. Absolutely. Well, I was kind of a little bit different than what normal or let's say the normal student. I was late going back to school. I had one career for 38 years in the seafood business and I wanted to teach, and I went back to school. Pursuit of my degrees got undergrad in social science and, undergrad in history. And I had a history professor who was very instrumental. He said, Andy, why don't you look at a library? I think you would do very well there. So, I'm starting to internships, fell in love with it, went and got my graduate degree from University of North Texas. And I started applying. And I said I asked my wife, if there were any particular place you could go ... she said I'll go anywhere in the world with you as long as it's warm. And I said, how does Florida sound? She said sounds great. Came and had an interview and fell in love with the place and the people. So here I am!

*Thank you. So, you have been here at least some care for a few years now? I'd say can you tell me a little bit about your experiences with professional development? Maybe not related to FLOCK, the types of classes you've taken, how sign up has gone attending the class, that type of thing.*

Sure. There are quite a few options that are available here that I've noticed with that, whether shared through the faculty or the upper administration, or also that I see through the library learning services or through our own research. So, I think the culture of being able to allow us to search as much as we would like to. Things that can pertain to our job duties to expand, I think are out there quite a bit. Let's see, professional development. Wow, boy. Let's see. I did add a conference to my professional development. We went, Kevin Arms and I, went and spoke at a symposium at its Seminole State College. That was a lot of fun. We learned a lot. We learned that Lake Sumter was doing a lot of things and a lot of people were not. We were we were very impressed with that. And also, professional development as far as attended webinars on this

information, which we actually turned into a seminar or webinar that I gave instruction on with Matt Drum. Also, the professional development as far as the different committees that were on that, a lot of people don't realize how that does help with development as far as your professional development like on enrollment retainment, Aspire, budget workgroup. So many different ones, the COVID training as far as COVID protocols for students, I was on that committee. So, a lot of these all help with your professional development. And I haven't had any negative experiences. You'll still have always where it's not a perfect world. It's just not, it's just the way it is. And I think I think it's I think **there is some responsibility with the school system, the school administration to supply some, but I think it's also up to the person.** Because if we're looking at professional development as far as that, I'm not going to leave it up to somebody else. I'm going to be the one that's going to pursue it. That's just the way I am, sorry. That I wanted to be the best that I can try and help. So, I will go ahead and go the extra as much as I can. And best thing is, as you consider as a dean and as far as that is your dean, It's ya'll encourage it. So, what more could you ask for?

*Thank you.*

Welcome.

*Specifically, about FLOCK, we want to be more specific about faculty reviewship or engaging in cultural knowledge. Would you tell me about your experiences?*

For sure. The first, I think first couple of months I was here I was involved with First Fridays. And I went and did the orientation. That's when [name omitted] was there. And you're there as well. So, started off with that and then it moved to another approach as far as how to do it. **So, I've done a couple of orientations, presentations, but I understand it's, it's ever evolving. I mean, that's just the way life and education is.** I always say the day I die, the day I stop learning. And if we can go ahead and take that and transfer how we also conduct business **as far as that, as far as FLOCK, I think it's becoming more organized. It's becoming showing more of a step-by-step. Instead of having multiple avenues where all the information is now, you can go to one place to get it.** And there's also now There's see even more advisers that you could see. Whether it's you, whether it's [name omitted], whether it's [name omitted], whether it's on up or anybody as far as that, [name omitted], **there's multiple multiple people out there that can assist you and help direct**



you as far as that. Plus, the best parts of what works for you and particularly where to look, I think go ahead and put in a Canvas shell. I really do. I think keeping it organized, well, we're almost home. This is just my personal opinion as far as that saying, were practicing what we preach. We look at the students say, Have you gone to Canvas shell and taken a look is when they're doing that, we're saying yes, we're doing the same thing for faculty, we go into our Canvas shell. And it helps organize, it helps help us even more to understand Canvas. So is it kind of correlates between the two. It really helps out. It's not always educational, but it's also helps as far as us improving. It's a professional development. Really. Pretty much all ties into it for you.

*Did you have any barriers to your participation?*

I think there was going through the change is always challenges right where it goes. I know we're doing it this way or we're doing it this way. So that, but that's really anything new has let me just let's face it, we all know that this past year changes some things that we just have to deal with and doing that. There were no real problems with that. The only thing that I saw is when I submitted my paperwork for this to go before the committee, the IRB on that. It was sent back to me, said yea, and it looks good, but we need this and this this was not included in your packet due to I overlooked it or it was not included as something that I needed. So, I think the best advice was given to me as far as [name omitted] would be get it together and we'll want to talk to her about it. I said, they're going to tell you if you miss something, if you need to add something, change, I said Good. Okay. So, I'm not afraid of submitting it wasn't so I did it so that way I could find out what I needed and didn't need or if I just did something as far as nope, Andrew, you're actually non-acceptance. So, it's kind of like with that and I say, okay, now know how to read it. So that helped out quite a bit. Just getting the immediate feedback. That was one of the best things. Once I submitted it, I think 30 minutes, I got a response back and I was like, Whoa, okay. And they call me [name omitted]. I was like, huh. Happened, what happened? And I know of a very professional. But it was it was thought that that was it. I think I think it's it's gone well so far it really has to pull back and professional development in a little bit more in general as bank, again.

Would you tell me a little bit about how you feel that the professional development, including FLOCK, has helped you in your career or does it help?

Yes, it does. I mean, look I can I can look at multiple points of view, but most of the time you're going to take a look. If you're looking at professional development, you're dealing with yourself. So, if I'm looking at what my background was, I mean, yeah, I can tell you anything and everything about seafood doing that. Because I had that multiple years doing this and I've learned with every single year more and more about academic, more and more about libraries, things like this, how this has worked, how this is done, that and that and that. So that's the thing with going into the FLOCK. Showing me the structure of how a Canvas shell showing the structure of academics, structure of how to go through a 10-year process with that. And how not to say that I'm not professional, but how to create more professional writing and different and that style of writing and documents. So, credibility, I think is also a way of that comes with it is one of the byproducts as well. So, you can do that. But just the overall professional development has shown me, and you really don't know until you get into the actual process. You can read, you can do this, you do that, but until you're exactly into it, I think Mike Tyson put it best. Everybody's got a game plan until they get punched in the face. And you don't know until you actually get in there actually how things are going to worst.

*So just one last thing, which maybe you've gotten a little bit about using Canvas and working through a writing process and professional ability. That kind of working on being more professional and talking about that. One of the other aspects of FLOCK is the cultural knowledge. Do you think that it has worked well to help you forge connections to people in the college or departments in the college? Or how might those connections be improved?*

I think it's done an excellent job. I mean, I have met people whether we do face-to-face or through Zoom now, whatever it's been, like with you the first time I met you, I think was when we were in the First Fridays or maybe even before. But I like being able to deal with you more. Linda Karp, that was when the first met her and she is hilarious, but she's sharp what a great educator she is, but also, she's just a great resource. [name omitted] helped out quite a bit on IRB. [name omitted]. See, wow, Nora. I mean, there's just so many different people- [names omitted]. I mean, there's so many people. And also, this gets this helps you to get to know who you're working with as well, your colleagues. I mean, you may see I'm in a meeting or something, but sometimes we see being in FLOCK and laughing and having a good time when you bring it in as far as some a teamwork as far as that altogether to achieve a goal of making,

thereby succeed. So that's what's helped. Important thing. You have to have teamwork, atmosphere. You have to have that belief of moving forward to get it done. And I think FLOCK helps that as far as that. Because I'm sure you remember who was on your hiring committee, correct?

*Yes, absolutely.*

Okay. I will remember who was in my FLOCK as well. So, it's kind of one of those things. So, you always remember there's people you always forge these connections. You know me, just ask if you need anything, if you were good.

*Okay. So yeah, you know, part of doing this interview is also helping me and Linda gauge where FLOCK needs to go. Because you are the people who really do know what you're getting out of it, in what you would like to get out of it.*

Sure.

*So, to follow that kind of thread, what would you add or take away to improve the experience of first year?*

I think the one thing that we will all learn going through this and moving forward is, like you just say, how to improve it. And I don't think we really know until we get our hands on to it. As far as the orientations is first. With it, the I think the IRB process. I think it's since sometimes your continued contract can evolve. It can change from start and that it still has to be fluid, pretty much. So, to have to nail down one way of doing things. I don't think we can do that. And I think anything in life or any kind of business world, it doesn't matter what business we're in to have one set way of doing things. I don't think that's going to happen. If it does, I'll be shocked, but I think they have in the FLOCK process, I think having that having what we need in each one. I think explanations of exempt and non-exempt. I was already fore warned possibly what mine could be as far as that. So, because I explain to, I think the thing is the mentorship, I think should expand even more as far as that. Having somebody that you can ask for volunteers as well as that, I don't think you really want to assign it to anybody because I mean, that's I think that defeats the purpose. And as far as that, I think doing that, I think having people that have volunteered to do that. But I think encouraging the person, say me, if or whoever, make sure you

use these resources. The biggest resource that you have is these people. So, and reach out to people that have done this before. And I think reiterating that strongly, that Thank will only help. And I think continue with Canvas shell. I think I think it's, I think it's basic enough or it's not it's not simple to say use that word as far as that. But I think it's very, it's has a good basic understanding to it. The template looks good. And I think just tweaking as we go along through it. As the situations come up. If we'd love to see the whole, we'd see this, this needs improvement, then we change it. I hope that explains hope that answers your question.

*I really appreciate it.*

No problem.

*I appreciate your time this morning.*

No problem.

#### Participant 2

*There we go. So Jasmine, thank you so much for your time and your willingness to participate in the study with me. I really do appreciate it.*

Thanks. I'm glad to actually be a part of this.

*So just to get started, can you give me an idea of how long you've been with us at [the college] and how you got here?*

So, I started in January of 2019. So, I believe that's going on three years. 2019-2020. So almost three year after year so far. I came from FL, in Miami. I was there for a year before coming over to LSSC that next year And I've been only in FI for one year but before if are you? I'm actually graduated with my MLS degree a few years prior, and I was actually working for the [name omitted] I in Orlando. So that's how I got started in Library Information Science and work my way up to here.

*So that is awesome. I know we are very lucky to have you for sure.*

Thank you.

*So, I honestly, [name omitted] and I think I must have lost a year because I can't believe you've been here for almost three years already. Think about it unlike this is 2021. So, I'm going on my third year, that's wild. Anyway, to get back to the interview portion, you know, my study focuses on professional development and specifically FLOCK. But to start out if we can just think about in general, Professional Development here at [the college], could you give me maybe an idea or a description about your experiences both positive and negative with professional development offered at [the college].*

Positives. The opportunity to actually attend conferences if we want to. So, I know there's the program, but the college has SPD. So that's, that gives me confidence that if I really did want to present on a paper, if I ever came to that point, I can reach out to that committee to propose attending a conference. I know our supervisor; she encourages us to attend even webinars professional development. What the webinar's conferences. My experience so far just said being on the QEP and being able to attend the conference was a great professional development experience. And that was provided to me by the college. They pay for everything which was amazing. I would say the only negative is, I guess I wouldn't know when I first started. I didn't I didn't know what webinars or workshops the college provided unless I asked, actually had a colleague from the Learning Center tell me about if I do attend something on campus that could possibly counts for professional development credit, she walked me through how to actually put that information in online. And this was something that I wasn't- I didn't know before and so I was glad that she actually told me about that. So, I would say the only negative would be not enough promotion maybe with professional development. Webinar is our workshops through the college. Sometimes I don't know about that unless is via e-mail. But other times, if it was an emo, it would be better if they had a more consistent, maybe even highlight bulletins around the campus to remind faculty, like things like that to promote it more so we know. But dentally the positives, they do provide professional development outside of the college too, if we wanted to attend.

*Excellent. Thank you. So, focusing on FLOCK, which the acronym stands for Faculty Leadership Orientation and Cultural Knowledge. If you didn't know before and now you know. Can you,*

*again give me a like a thumbnail sketch about your experiences in FLOCK. Positive, negative. Anything you want to tell me?*

Definitely no negatives. The positive-I actually loved that there was a program like this when I came to [the college] because I've been to other institutions where they didn't have system in place where you could connect with other new faculty members, maybe an orientation. But that was it. So, it was nice to actually, on top of meeting new faculty, I actually was able to build relationships from the program too. So outside of our meetings with FLOCK, always see these faculty members and we actually had that connection or non each other from blogs. So that was like an immediate, familiar, like immediate connection with the faculty on campus. We were able to connect. Even a few of them have been on the QEP team as well. With me, though, just the communication from FLOCK outside of that, we actually were able to build. Better connections and quicker connections to because I probably wouldn't have talked to them otherwise if I didn't meet them through FLOCK. So that was hopeful. On top of that when we had to present. That was helpful as well because I helped me with public speaking in preparing presentations. And also, there was another thing that the FLOCK program had us do like one of the assignments was to reach out to somebody who has been there, and we interview them. So that was nice too because I was able to get to know a member in another department is actually gotten to know what she does. So, in the future, I could go to her for certain things, but I knew she could do based on that assignment that we did. So that was very cool. I was very helpful, and I was able to network usually and know who did what around the campus quicker than I would on my own.

*That is awesome. Thank you very much. I wish I could make a commercial for FLOCK with you in it, because you just summarized everything that we want FLOCK to do. So, thank you so much. That's really good to hear that you have there weren't really any negatives. But if we just think about that just for a minute, can you just maybe there were some parts that you thought were not as useful or maybe there were some barriers to attending FLOCK or getting the most out of it. Was there anything like that for you?*

May be the only thing I could think of as maybe we could have met a little bit more because I know with me it was never an issue for attending the meetings because I was high priority and that was encouraged by our supervisor, which was great. But maybe meeting more often. Maybe

having some more assignment ideas that can connect us to people across the campus. Or maybe even encouraging us to join different committees are telling us where to go for certain things like if we have questions, I guess with what you guys did for the Canvas shell may be having something like that for resources for where to go, for help on campus. What department can I reach out to? Who can I connect with if I have this project idea, et cetera? Because that was one thing, I was still trying to figure out on my own was the different things on campus such as the professional development. And also, I would say, who can I connect with? Like what was the organizational chart as far as the campus as a whole.

*That's great. Thank you very much. Kind of drawing back out to more general professional development experience. And can you tell me a little bit about how you think the professional development that you've been able to attend has influenced you in your career outside of the college or share outside of the college, or just developing your professional goals here with Lake Sumter as well.*

Um, I would definitely say the professional development workshops and conferences that I have attended, more specifically, the QEP, the SACS-COC conference that definitely helped prepare me for my role as the co-director. And just understanding the process, being able to connect with other people from different institutions and see how they operate, what their topics were, and how they went about actually building or team was helpful. So, we knew what to bring back as far as ideas. Even like with marketing, I was able to get some aren't getting ideas from the conferences. Um, and I also do professional development webinars through Florida libraries that I learn a lot of marketing, of course of the UAP, a lot of things with that. And also, there's another project I'm working on, which is information literacy, which is also tied into the Q0, P0. So just learning different skills says Tools, strategies that I can applied to those projects that I'm doing here has been beneficial than I've been gaining from professional developments, whether it's online or in-person. So, they really helped a lot with my duties that I am doing now as a reference librarian and Co-Director for the QEP.

*That is awesome. Thank you. So again, in a more general idea, how do you think professional development and maybe specifically FLOCK, has helped connect to you, to individuals within the college. And also, how do you think we might be able to improve those types of connections?*

*I just want to remind you that part of the reason for this interview is to help us improve FLOCK going forward. And the intention is event it will be, it is an induction program that would last the first five years of someone's employment. Right now, we only have about 2.5 years developed. And a big part of that will be a mentoring program. Agree? Yes. We're very excited about that, but I'm wondering as somebody who's been through FLOCK and isn't a new, fairly new member of the college community. How do you think we might be able to establish those connections within the college, between individuals and like you're saying, navigating important departments? What are some methods that you think we might be able to improve those ideas? Or what do you think we've gotten right?*

So far? You've gotten so far. You actually, you had paired us with mentors. I think this was maybe my second year of FLOCK maybe first. And I did have a mentor who was already here. He's been here, I'm sure for a while now. But that was really cool because I was able to reach out to him, you guys, ask them any questions I just remembered now, if we had any questions regarding our faculty projects. So that was helpful. I'm I did mention earlier that I wish we would've met more. And I would say definitely meeting more with our mentors as well in asking questions. Because I know another person who had the same interests me, I could tell because one time he actually came into the library. And, of course, for FLOCK, you remembered me. So, we had that instant connection. And he asked me for books, etc. But he I guess he felt kind of like you don't want to bother. I'm in touch as much, but he did ask me if I spoke to him and I said I do, he's very helpful. He answered any questions that I had. But I I I would say from just that conversation with the other individual and FLOCK to make us feel more comfortable with our mentors, to have them come into the meeting is more often with us as well, or maybe even having us not mandatory but optional to meet with them one-on-one, whether it's like a phone conversation or we meet on campus. So, we can actually connect with them and feel more comfortable since we are still getting to know them. So that would be something, but I would say it could be maybe looked at a little bit more and have them more involved with assisting us and making us feel comfortable since we are newbies on the campus, and they are pretty much OG as you would say. Yeah, right?

*That's good. That is great suggestion.*



But that's less one thing I can think of. Everything else. So far, so good to me. I don't see any well with connections. Yeah, I think everything else was really well organized. Even when you had us do the interviews around campus with a person from the department. That was also a great assignment too. But the only other thing I would add to that, again, I think I mentioned earlier was to have us **do maybe more assignments and encouraging us to join committees as well throughout the campus. That's another very good suggestion.**

*Yeah. We definitely don't do enough of that right now. Yeah, I appreciate those suggestions. Thank you. Is there anything else that I missed that I should have asked?*

Not that I can think of.

*Excellent. thank you so much for your time today. This has been great and very helpful to me. So, I really do appreciate it.*

No problem. Thank you for interviewing me and thank you. End up electing the program. You asked that because I was very helpful for me, especially being in my first year. So that helped me get very comfortable with my colleagues. So, thank you.

*Thank you. Yeah. I hope it had something to do with you being here for three years now. I'm crazy.*

Have a great day.

*I'll see you later.*

Thank you. Bye.

*Bye.*

### Participant 3

*All right. So again, thank you very much for agreeing to participate, Brenda. And just to get started, could you maybe give me an idea of how long you've been at [the college], how you got here?*

While I graduated from the nursing department 2004 and in 2012, [name omitted], I would run into her, and she's come to be an adjunct. So finally, the next year in 2013, I started as an adjunct. And then in 2017, they needed someone. And I was working on my master's at the time in education. And so, I got the nursing lecturer position, which pretty much killed me because it was 21 teaching hours. But I did that and got my master's and then came on full-time as an instructor in the fall of 2018.

*Excellent. Yeah. It's been great having you as a faculty member for every bit of it, every bit. Whenever things that I really enjoy and focus on here is professional development. So, can you tell me a little bit about the experiences be besides FLOCK that you've had with a professional development here at Lake Sumter? Both positive and negative.*

Okay. Well, to start off with, I did have a faculty mentor that first year as, as lecture. And I really didn't go very well. That person was she had left and come back for the year and really just wasn't bested and especially not invested in another new person. So, I think the whole entire year she only met with me 2 times. But I had a wonderful nursing team is generally 99% of them are so awesome to work with. And I had [name omitted]. And at the time [name omitted] was there and they were also great about helping me anything I needed. I knew I could just walk down the hall and they would give me some guidance and share their experiences to make mine a little bit easier. So that was really great. And as far as professional development, you know, other than doing the required things, I probably haven't done a whole lot with the school. You know, that the convocation and those kinds of things and then but we're encouraged to do professional keep up with that professional development, which I kind of have a soft spot for too, that was actually my project. And as a nursing instructor or as a nurse, you've gotta have a lot of CE hours and with certification, those hours count even more. So, It's sort of a big proponent of the professional development anyway. But my experience here has been great other than the mentor part in the very first year. And even that was not bad because I had those other people that kinda came alongside me and helped me.

*In terms of the professional development that's offered here, do you think that there's enough that's offered through [the college], or do you find that you have to go outside and find things that are related to what you need.*

We really do have to go outside. I think there's plenty offer for the academic setting. But as far as that, it, because it really has to be geared to nursing for us. And so, we do go outside and get a lot of things. Some of the things I'm thinking about the courses that we've actually had to take or the rear, the IT things and the security breach and all that kind of stuff. Those are very helpful for us to, especially in a hospital setting, to kind of guide those students into the importance of not sharing passwords and that kind of thing. And, and staying within your job focused and not trying to go outside in a chart or something like that. But yeah, majority of things we do have to go outside of the college just because the nature of our profession.

*Right? So, to get back to focusing on FLOCK, which of course is an acronym for Faculty Leadership Orientation and Cultural Knowledge. It. Can you give me an idea of your experience in FLOCK? Again, both positive, negative. Okay?*

So, when you all sort of regrouped and FLOCK I really had was not able to participate because Fridays I lectured or had clinicals or something and I had done the I don't even know what we called it First Fridays. Yeah. That first year in 2018 to 19 academic year. So really, I can really only speak to that as far as experience. And I loved that because I got to know. It was a great introduction to get to know some core people at the college. Sort of get that introduction to what a faculty project really is. And as far as maybe not so great things, I don't feel like I came away with a good understanding of what all I needed to do or when that five-years was up to have I mean, I got to the project and presented that to Dean's Council and all but as far as knowing okay. Well, these are the steps you're going to, you're going to have to write this and you're gonna have to write is a really, and I still really don't know because I haven't had that ability to go to the FLOCK meetings and find out. So far, it's been just kinda people in my department telling me, don't wait till the last minute. So, you know, I really don't I'm not really sure. I couldn't tell you anything about the issue spot rate, which is probably helpful for you.

*So, you had mentioned earlier that when you first started, you had a mentor that I assume was provided in your department? Yeah. For you? Has have you had an opportunity to work with a mentor or be a mentor since then?*

I have not had a quote unquote mentor. Other than just people that I kinda pick two, you know, kind of model my own practice out of. I was a mentor for a master's student this past spring. And that was really fun. I felt, yeah, I love that. Kind of guiding her through the process of getting their masters in her project and given her some advice and check in or work and stuff. I really enjoyed that. But that's really the only time as far as where you could say that really technical mentor was more like a preceptor. And I I don't know. Maybe we I don't know if you want me to talk about the project that I did or great or anything but that had to do professional development as well?

*Yeah, absolutely. If you feel that it relates the year.*

I think it does. So, the project I guess I presented it in 2019. And then the 2020 year. I implemented that program. And it was I called it PID: professional identity development. And I asked for volunteers from both South Lake and Leesburg campuses. So, I had two different groups and I had about 10 in each group, and I didn't want much more than that. I gave them a book. And I, I, and the name of it is like slipping my mind right now. And it was written by a physician who experienced a lot of unprofessionalism as being a patient, was a wonderful book. And then I also gave them a journal and they were to write each week after reading or after we met, we would have a meeting once a month, sometimes twice a month. And I asked them to read a chapter of the book, but it wasn't required. They didn't get any extra points for it or anything like that. This is solely for their own growth. And we would discuss the book Half the meeting and then the other half we discussed the nursing Code of Ethics, the American Nurses Association Code of Ethics, which gave some great case studies in the book, in the Code of Ethics book. And just a lot of springboard kind of questions. And then we did that in the fall and then in the spring, I got them lined up with a mentor nurse in some area of Nursing, most of them were hospital nurses and paired them up. And they swap phone numbers and some of them still keep in touch, but they were able to kind of bounce things about school and a career in nursing in general with someone who wasn't a faculty member. So, I felt like it was very productive. I will tell you the end of it. We had three participants that we were very, very sure were cheating on

exams. But we couldn't prove it. They actually outright sent it to other students because I didn't see it. So, I was like, okay, when did we talk about Unethical behavior in, you know, but for the most part, I guess three out of 20, fairly decent yeah, you know, statistics. But last year I didn't even do any of that with COVID. I mean, it was just we were working, you know, how it was just doing crazy hours trying to get what we had to get in while I'm on the board. But I plan to do it again this fall. So anyway, professionalism is really important to me. As a nurse, a faculty member, an instructor. **I think this generation really lacks that. Sometimes you do have to teach it to them.** Yeah. If something should be in a when you're a nurse, but they don't quite understand all that goes with the breadth of professionalism.

*Yes. Absolutely. I, for one think that you have, you all do an excellent job. That is a big part of, of I think what you do is helping people understand that type of professionalism, especially when you're dealing with people in such a vulnerable situation. I know that you've already talked about some of the barriers that you had in terms of attending FLOCK. But can you talk a little bit about maybe some of the benefits that you had in attending First Fridays in because this is an induction program that is supposed to embrace you for your first five years. Right now, we've only established really the first three years of the program. But how do you think that that type of an induction program can help establish you in your career here at Lake Sumter.*

**I think that is a wonderful program. The First Fridays I was kind of sad when it was done because I felt like I learned a whole lot about higher education. Not just about because I didn't really learn anything about nursing there. But just getting to a place where I kind of understood the lingo of higher education and what processes are in place and who answer Jiu, that was really important. So that's a big positive. And then just knowing, kinda getting the reinforcement from other disciplines that they had the same struggles that you do. And how they're, how they're fixing that or addressing** it. I think that's a real benefit. And then I'm sure that probably this year it was different where you kind of went through that process of doing the whole project and the tenure. Tenure, but the continuing contract, continuing contract, that whole process. That's what I feel like. I I don't know about and I'm I really missed getting that information. But I'm sure it was beneficial. **Just to know step-by-step, what can I be doing now? What do I really need to wait until the very end to wrap up or whatever? Because I know I have a shell. What I don't I haven't worked with it. That's kinda on my list for the summer.** It's sort of kind of get that figured out.

But if it wasn't on the Friday morning when I teach, I would definitely have been there. I don't know how you could do that. You know, to fit everybody in. It's it's difficult.

*Yeah. I'm I don't want to interrupt, but because you are in that particular cohort where you're starting to work on that Canvas shell right now. Linda and I are working now to kind of flesh out what we're doing in the fall. We do not have a new cohort for FLOCK. We have in I think we might be hiring one new person. Right now. That person hasn't been hired. Know, this is outside the interview. I probably shouldn't be doing this. But anyway, if you want to, Linda and I can work with you individually over either Summer B, or and fall. Okay. Look at that that shell and go over some of the things that maybe the larger things that we talked about in terms of what that project looks like and what the entire continuing contract portfolio looks like?*

Yeah. Definitely still have time. Yeah, that would be great. That would be awesome. Yeah. Just maybe we should get together. And when just somebody eat some times and days that would work for you to meet either over Zoom or in-person.

*I'm going to be both in LE or in South Lake, but I know we can both be flexible and meet in Leesburg as well. Okay. So that is definitely one of the major things about FLOCK for both Linda and I is that we want to make sure that people feel pretty confident when they get to that endpoint with what they have. And so, I want to make sure that I'm following up with you in terms of that because like I said, we will not have the established Fridays once a month. We're going to have a much more open because we don't have ten people to work with.*

Yeah. I think that that will be very helpful. I would be awesome. In really through the summer. I mean, we may go away for a few days in July, but other than that, my schedule is pretty open.

*Excellent. Excellent. Okay. Well, yeah. Send me a few possible dates starting in Summer B. I am 12-month, but Linda is teaching over summer be so right now She's authored all when does that start?*

June 26th.

*Okay. Yeah. And we'll get together, we'll plan some some dates and get together and go over some stuff.*

Okay. Great, and I don't never mind driving down there either. It's not a big deal.

*Yeah. You know, from from where I live. It's not a big deal for me either. I'm pretty flexible.*

Okay. I'm usually on both campuses during the week, so yeah.

*Well, and we argue when it's not COVID, we're at both, so okay. I'll send you some dates and or days of the week or whatever and excellent work.*

Yeah. I don't really see any negatives to FLOCK at all. I don't know how many people you had or how your attendance was for the people that you actually were supposed to be there. But I I definitely feel like you need that, especially if you've not taught in a higher education institution before. What I've no ideal still. And I've been there is some I just finished my fourth year, like the chain of command and some things and like well, okay. Well, what exactly are they over? And yeah, it's it's a lot to take in. It is excuse me, which is exactly why we decided that we needed to establish something like that. Yeah, so many people come to us with a lot of subject area knowledge, very little knowledge about how to present themselves in a client. Right. All right.

*All right. So, could you give me just an idea of how again, we're going to talk about general professional development. Not necessarily just FLOCK, but all of the professional development, even the stuff that you've taken outside of Lake Sumter. How does it influence your teaching and influence you in your career overall?*

The places where I do professional development, one is I have a certification do the American Association of Critical Care nurses, so that they have what they call a National Teaching Institute every summer. It's a three-day long this year it was virtual and they're leaving everything up through October. But that gives me the clinical side and the knowledge keeps me up on the knowledge and the evidence in my profession, career. As far as teaching. We, the whole department is by default members of the National League for Nursing. And I've gone to some of their things and last February. I don't know, my months run together after this pandemic. We did their convention this year, I think it was September. It was a virtual as well. But we all got to do it. And again, they saved it so you could watch it later. And that is more geared to teaching and presenting. Like the state boards are changing soon. So, it's really a lot of things are geared now to how to teach so that students would be successful on this new format. But then we also do a

lot of things from another company called [unclear]. And it is all about faculty, student engagement, things that fact, nursing faculty needs. Though, you know, teaching ideas on how to teach clinical things online. You know how to teach ethics. You know, just different methods of teaching to keep students interacting. So, both of those two are really geared to the teaching part of nursing. And then I guess everybody kind of has their own special field that keeps them up on the actual specialty there yet. But yeah, that's kind of the main places that I go for Professional Development. Thank for it.

*Thank you.*

Sure.

*Finally, you talked a little bit just a minute ago about the usefulness of FLOCK in order to understand who's who at the college. Could you maybe talk a little bit about how FLOCK has connected you to the college, it to the college or individuals within the college, and how that might be improved?*

Well, for me that year that I did go to the first Fridays, I just felt like I was a little more included in things because in the nursing building or source separate, it's not like we're walking down the hall and see in what happened in the library and meeting people. So that was really great just to kind of establish connections. And then I think having like [name omitted] come in, [name omitted], he kind of did it for me. It made it feel like they're much more approachable. Because when I came on an interview with [name omitted], I was scared to death. I thought, man, this is a really big deal. I should never like knock on his door for anything. And it just got the human side of it. And realize that, hey, if I did need to go over there, I don't need to be intimidated by that. So that was good to have some of the administration coming in and speaking or talking or whatever in anything I think that nursing does, that puts us with any of the other disciplines is always a positive. We love being included in that when we do convocation or any kind of live meetings because we are sort of isolated over there. So, I think that was probably the biggest. And I'm really does make you feel included. And like I said earlier, just knowing that their people in other areas have the same issues. They can't read the grammar either a book where the APA style. And so, it kind of sharing that frustration. I don't know, it may, and it made me feel like I was part of a really special, I wouldn't say Elite because that's not the word. Just a little bit



included in this special group of people who really were making a difference for all students in all areas. Now, that helps.

*Awesome, Awesome. Thank you very much.. I really appreciate your time today is very important to me. And I appreciate the opportunity to be able to improve the program based on the feedback like that. So, I really do appreciate your time.*

One thing that I don't know if this will come under you or what, but I'm sure that you know, the intentions are to move the nursing program away from the college into the hospital setting. Which none of us are happy about. That's because we already feel a little isolated from the rest of the college and we thought we wanted to be a part of that. And now it's going to be even harder. So, I don't know how the two can mix, but if that's in your back pocket to think of things, that would be great. I know Colleen and I were talking about, you know, we love we love when we walk across campus to do something, you know, just that whole campus feeling that you get. And both of us were students at Lake Sumter. So, it's kind of dear to us, you know. And now we're going to be like oh, yeah, that enough. Yeah. Yeah. So, I don't know.

*That's a good point and something to think about. I appreciate it.*

So anyway, I will send you some dates, I'll look at the calendar and so we can get something going and that would be very helpful for me.

*Perfect. Let's do it. I look forward to seeing you again and I hope you have a great rest of your weekend*

You too Beth.

*All right. Bye.*

#### Participant 4

*See, there we go. We're recording. So again, thank you so much for agreeing to participate in the study with me. First of all, you're helping me with my research study. And also, this is going to*

*help Linda and I kind of work on the mentoring part of FLOCK and improving FLOCK for that five-year development that we're looking towards. So, I really do appreciate your time today on our computers up to the wise.*

*Now. You're great. Looks fine. So first of all, just to kind of get started, do you mind telling me how long you've been at [the college] and how you got here?*

I'm in my second year. I was an adjunct and then I worked at Santa Fe College as an adjunct over three years, I got married. She's doing... she got her residency spot with Winnie Palmer so the options for either one of us is one or two hours away from our house, but for her job, so yeah, so I guess that was pretty obvious to move to [the college] and this area.

*I think we're very lucky to have you for sharing. So, over the past two years, just in general, thinking about your experiences with professional development, here at [the college]. Could you tell me about how you've done what your experiences have been both positive and negative?*

What I've done, stay in contact with more senior members of staff, getting tips from them on things that they've learned over the years. I think go into some of the conferences, the curriculum alignment conferences have been good for me, even getting to see old colleagues and bounce ideas off them and see what they like. But they do. As far as for the constant which has been time constraints. and sometimes financial constraints. Now I feel I do the ones I wanted to do. Yeah, absolutely.

*So, do you find that you go outside of [the college] for some professional development in your field?*

Oh, what I do is if there's a topic or something that maybe I don't feel I teach at the best of my ability is I'll go and look up some of the best teachers that came out on YouTube or things like that. Just the best professors I try and seek out. Yeah, how did they explain it? How did they do it? Is there anything I can pick up from that? Maybe I'm doing better than they are. They are doing it better than I am, especially the high-level stuff because when I to teach some parts of differential equation in class. And of course, well, I apply it to somebody that I needed kind of to help understand a concept or something like that. Yeah, and then I think that that's also a way sometimes the funding comes in as well because there's just not maybe enough funding for all of the things that you'd like to do and how much it how much it costs to do those sounds.

*Yeah. Well, I'm kind of trying to focus a little bit more on FLOCK, which of course is an acronym for Faculty Leadership Orientation and Cultural Knowledge. And Eric, as you know, it's supposed to be, the intent is that eventually it will be a five-year induction program that includes a mentorship piece for new faculty members to become more comfortable teaching in the classroom. Right now, we are working on building Year 3 and shoring up Year 2. And like I said before, really focusing on improving that mentoring piece, I know that you were a member of FLOCK, and I was hoping you could maybe give me a description of how you felt it went, what your experiences, where maybe what a typical class felt like, waves that went well.*

It felt out of alignment. Well, overall, it kind of got me upset because my original plan for what I wanted to do. For my project about math class pathways. Or what do you think those lower-level courses and just compare how they did, you know, being taught in-person versus online or in the emporium. I was teaching two 1033 courses. And how it's allowed to teach them three times a week in-person than they would do their online component at home in their own time or go to the lab. The thing is that they're all going to be due as you're done us on our own time. And hopefully that will give them more time in the classroom for us to go more slowly. Because I think sometimes it can be hard to tease something thoroughly. But you have to get through three or four classes in 75 minutes to do some stuff that motivates and stuff. But I propose that just to compare those two and that didn't go over very well. I have researched it all, something that is integral to many math departments. It's a good idea. Let's do something similar to that. I have the count sequence and it eventually becomes entirely online. And just to see how prepared not to do that, but just to see how that compares to the in-person interesting thinking. But yeah, except for the issue with my proposal, it was good overall. Yes. I think once we started kind of coming to South Lake little more often mixing up all that.

*Yeah. I understand. I'm a South Lake person myself. Let's see, I understand that. So again, concentrating on FLOCK. Can you tell me a little bit about what you thought was maybe not as useful parts of FLOCK in or maybe some of the things that you felt were [...] Things that you felt might have been barriers to getting the experience that you wanted or even being able to attend?*

It wasn't so much a big deal. I'm trying to think back. It's been a while since I've been talking about the official meetings, my mind sometimes isn't that clear. Feel like really, I had any indirect [...] I apologize for not remembering exactly which ones, but having somebody asked who or what they did didn't really contribute at all to specifically what I was doing. It was a waste of time, me sitting there. The thing is hopefully you would be looking for things that were just more directly aligned [...] This is what you do, how you do it. Here's some examples, but again, I don't remember the exact guess, but even there being some other weather was bad or anything and she's not as directly pertinent to what [...] I really apologize for not their names.

*Oh, yes. I know what you're talking about. Like we had people come in from different departments. For example, [name omitted] from SAS, came in and talked a little bit about students with disabilities and services that were applicable to them. So maybe things like that. We're not we're not really on point for what you needed. Right then as an instructor, some other people might have just wanted not just myself personally, right?*

*Right. Awesome. Thank you. As I said, part of what we what we would like to do in FLOCK is have a mentoring situation happen. And part of that is because we feel that for many people. Yeah, I think that you probably are somebody who has experienced teaching when you come to [the college]. But a lot of people do not. A lot of people have subject area knowledge, but they don't really have classroom teaching ability. And so being able to partner with somebody who has more experience with that, we feel is pretty important.*  
Yeah.

*In terms of professional development in general, over the past couple of years that you've been here at Lake someday, how do you feel that those experiences have influenced your teaching or your career?*

I think I've become more willing to reach out to colleagues rather than just kind of go at it alone. I mean, there are still sort of things we're used to thinking about, is it? Well, it's not past couple of years, but also [name omitted]. We would go watch our mentors and they would come watch us and we'll comment on each of those observations and things like that. And sometimes they say something out. Why sometimes it's something we'd bought over from previous

experience. Not hard but, but where you try to bounce ideas off each other. I found that to be useful because sometimes it will say something like, I guess it's a good idea. Are really do prefer the way I do it. But haven't got a very great mentor experience. One good one was when we wanted to sit in on a class or they come watch us teach and I kind of found that was really useful.

*That's awesome. Thank you very much. And this is almost the last question. So, could you talk a little bit about how professional development in FLOCK in particular might have helped you make deeper connections with people at the college or departments in the college where maybe how that might be improved in the program effect if there were more.*

Its... it's hard because the any of the senior members and people like John Shea are so thoroughly tenured, they didn't have to do anything they didn't want. But reaching out to the more thoroughly tenure people to kind of pair up with someone in the department to meet me once a week or something like that could help. Again, I don't know why that would be for people who've been there for 20, 25 years and you could just quit with whoever they want. But I think that would be useful if we can make it work. Now. Because they have been around... they've been around the block and and kinda know [...] if I don't always agree with them or I do, I think it'll be a big help. Workers with more experience who volunteers to work with a new person can help a lot.

*That's a great suggestion. And that is one of the things that can be difficult is that sometimes those people who have a lot of experience also don't... They're a little jealous with their time. It can be hard to convince them to take part in things like this, but that is a great suggestion. So, yeah, we will try to reach out to more people. It really is the last question I have except Was there anything I missed? Is there anything you'd like to tell me that I didn't ask about?*

I don't think so. We're good. I can always email you if I do think of something else.

*Absolutely. You can you know where to find me too. So, I really appreciate your time. Thank you so much for being available to do this today.*

Good luck with everyone else you have to deal with.

*Thank you very much. Have a good day.*

Bye.

### Participant 5

*Go. And first of all, thank you very much for your time today. I really do appreciate it. As you know, this is helping me with my study for my dissertation. This will also inform how Linda and I can move forward with improving FLOCK, the experience for faculty members going through FLOCK. So, I really do appreciate your time today. But just to get started, would you tell me how long you've been with us at [the college] and how you got here.*

So yeah. So, I was hired August of 2015. And how did I get here? Well, you know, I've been a nurse forever. This is like 34 years. I've been an RN and so, you know, about 17 of those years I've been certified as a nurse practitioner and I did work for a number of years as a nurse practitioner, but I always knew I wanted to teach you know. So, and nurses I think are innate teachers anyway, you know, I mean, we teach patients, we teach families, we teach students, we teach. So, we had moved back here from Texas, and we were living here in Leesburg. As I wasn't working, I was actually just going to take a part-time job, rounding for a physician as a nurse practitioner. And I happen to see the advertisement. And so yeah, that's kind of how I got my foot in the door.

*Excellent. Excellent. So, you know, my my study has to do with professional development. And so, I'd like to just in general, your experiences with professional development at Lake Sumter, have they've been positive? What kinds of negative experiences have you had? Anything you can tell me about the professional development that we offer here at Lake Sumter.*

I think over the last six years since I've been here, I've taken a lot of opportunities to engage in professional development here at Lake Sumter. I think that Lake Sumter offers a good amount of professional development opportunities. It's just up to the employee to really take advantage of it. I think we're moving in a direction now, my understanding is we'll be offering a lot more and maybe have a better variety. But I think all of my experiences with professional development here have been positive. The one thing I wish they would do this, I wish that just

going to the professional development opportunity and taking part in it. I wish that the college had their own tracking system, like when we register, I wish that kind of linked to some system where when you went and signed in it like attached and then it was like, Okay, it's on the books because sometimes we forget to keep a track of that, you know, but but yeah, other than that, I mean that the development of professional development opportunities have been very positive, very enjoyable. I don't, I have not had any negative experiences.

*That is excellent. I know that maybe specifically in nursing, you often do have to go outside of Lake Sumter to get specific training that you need to keep current. Is that that became right.* So yeah, absolutely. So, you know, we do have to take advantage of opportunities to remain current in our areas of practice, in our nursing professional development, you know, CEUs. And most of that, I mean, that kind of stuff cannot be obtained here at the college because they the provider of those courses are those CEUs has to be a registered provider with a, you know, an agency, international agency that provides being used for nurses at different levels. The other thing is that it's really important you that we remain current with evidence-based theory. And I mean, we're all readers, we all keep up in the journals and stuff like that. But, you know, whatever content areas we teach, it's imperative that we're completely up to date with the latest and greatest, you know, so that will bring the students, not only what they're reading in a textbook that maybe, you know, even if it was just copyrighted three years ago, some of the stuff is already outdated. Just that, that, that we're now keeping them abreast of the latest the latest research in those areas.

*Focusing a little bit more specifically on FLOCK, which of course is an acronym standing for Faculty Leadership Orientation and Cultural Knowledge.*

I love this idea. I love the whole concept. I wish when I was a new employee, I wish I had the opportunity to go through that because I think what you're offering now is very much different than what I was offered as a brand-new employee. We did have like these first Friday meeting, some

*I don't know if you took part in those when you started here. How long have you been here?* I've been here about 12 years.

*Oh, wow. Okay. I didn't realize that. But yeah.*

So, I think the First Fridays where they were nice to get to know people, you know, you've got to meet people in other disciplines. You got to network. I love that about him. They were there was always a topic of the week kind of thing. Okay. But I think what it lacked was the direction towards that whole faculty project portfolio, like that whole system. It really it, it didn't really guide you that way, which I know from being asked to take part in some of your FLOCK Meetings. Now, I see that that I mean, you have these new employees well, on her way, you know, with what you're doing through your course. So yeah, I think that's great. Awesome.

*Thank you very much. So, in terms of taking part in First Fridays or being available for FLOCK, can you talk about some of the barriers that you encountered in participating or maybe some areas that weren't as fleshed out that you would've wanted a little bit more information about. In other words, Chris, some of the some of the areas that you can see improvement could be made.*

Well, if you I mean, do you want me to speak to the First Fridays? Because that was my experience as a new employee.

*Yeah. We when we re-imagined First Fridays into FLOCK, we really did focus a little bit more on the project, but also on the idea of mentoring and partnering people with others to help them learn, kind of learn the ropes of being at a college, of being a teacher. And I know that first Friday is really focused a little bit more on that part, on teaching in the classroom. So, I don't know if we, if we have enough of that in FLOCK. I'm just wondering where you see that that with a tilt is between focusing on the project, which really is one part five, emit continuing contract, and then focusing on your experiences as a new teacher.*

I think that I think you hit the nail on the head when you said the project is really one part of like five areas, right? Because I know when I was going through my project, I really didn't feel like I had quote unquote mentorship really. You know, I feel like the benefit that I had when I was doing my faculty project and that rank and promotion it was altogether, I think for the project, the benefit that I had was that at the same time I was doing my doctorate. So, I knew



what was expected. I knew what you know, what section one should have in it, what Section 2 should have in it. So literally I followed my, my doctoral manuscript. I sort of tailored it to my project here at work because I wasn't able to do, I wasn't able to do my doctorate here like on campus. I had to do it in a clinical setting. So so yeah, so that was a benefit that I had that probably other people don't have. And so, when people talk about being kind of lost in that faculty project, and this was back then. I could get it. I get it. Because if I didn't have that additional information, I would have been lost, too. I think mentorship, is it probably more important than anything else? As a new employee? You know, I was really fortunate that I had an excellent mentor who not only taught me, now this was my first job teaching in a classroom setting, right? So, I mean, you know, I've, I've taught before, I've taught patients and families and other nurses, and I've taught students and that kind of thing in the clinical arena. But this was the first time I was actually teaching in higher ed level college. In a classroom setting. So, I mean, not only did she give me that provide that mentorship to make me felt comfortable and and helped me with understanding of things that maybe I didn't understand when I first came here. But she she also had a really good philosophy about, you know, not doing for me, but having me do and, and also just teaching me like everything she knew because she would joke about, you know, I'm not going to be here forever. So, you're, you're gonna have to learn it, so learn it now. And so, there were things that she taught me that I really didn't even need to know an instructor, you know. And so, for me, that mentorship or a wall, and it could be because of being in nursing. Nursing relies very heavily on mentorship. Whenever whenever nurses get new jobs in a hospital, yes, you have this orientation period, but that orientation from day one pairs you up with a nurse mentor like, so you have a buddy and, and you know, and you have that means or until you kind of fly on, right? In the FLOCK lingo. So, so mentorship, I think really is the most important thing because I can't imagine what it would be like to get your first teaching job, you know, in a college setting and not not having the comfort of being able to call somebody if I had a question or run something by someone, you know, things haphazard, things happen all the time. I mean, teaching is only one part of getting your job and working here, right? There are all these other things like what does the college rule about this. Or like what happens if this happens or if a student, you know, this happens with the student, what do I do, you know? And so, I never had, I felt like I never had to worry about that. And maybe I was lucky because my mentor and my clipped from day one. And so yeah, so

it was it was sort of like I never felt like I couldn't at any time day or night, pick up the phone and color. You know what I mean? We like have that relationship and so yeah, so I think that the mentorship structure that you guys do now in FLOCK, so much different. I mean, they said I had a mentor. I was fortunate that she embraced me. That doesn't always happen. I think another piece to that puzzle, if I know that, that you do this and FLOCK now, that maybe wasn't done back then, is not everybody's made to be a mentor. You know, you could be a great educator, right? But you could be a horrible mentor or so. And, and not everybody wants to be a mentor, right? So, we really, as much as I think mentorship is such a huge focus that needs to have all of this energy put into it. Even more energy has to be put into choosing the right mentors, right? People who want to mentor, not kinda being voluntold, you know, kind of thing. So, you know where I'm going. So yeah. I mean, I think I think now from what I save, I'm just kind of being invited to come to some of the FLOCK meetings, which I really do enjoy. I think that you really pay special attention to every new employee. Having a mentor, who wants to be a mentor, you know, and helping them through. It's kinda like having, you know, your like best friend that work. You know that you can rely on somebody you can bounce ideas off of. And there's no judgment, right? There's no, you know, they're there because they want to be there and they want to help you, and you want to be helped. So, you're grateful for the opportunity.

*Thank you very much. You know, it's you make a couple of really great points. And I just want to say that when Linda and I were researching how to sort of build the mentoring part of lot of information from nursing programs did come up because great nursing programs they are renowned for, for doing this mentoring, scaffolding type of situation. And we pulled a lot from that. And one of the things was the idea, of having that match. Not just that the mentor wants to be a mentor, but that they kind of have a good personality match, which the mentee, because that relationship is very important for so many reasons. It's, it's a more of a peer-to-peer relationship.*

Say right, you can ask, a peer, what do I do in the situation? Instead of coming to a supervisor who might have a look at it a little in a moment, value will give way. So, yeah, I think that you point out a lot of things that do happen with that mentoring program. I also remember though, I'd, I'd, this is one thing that is a little bit different maybe because this is what was done in nursing at that time. I mean, I interviewed with the director at the time. And I had

already gone through like the search committee, and I had already done my teaching and I I had already gone through all that. But prior to them offering me the job, I had to meet with the person I was going to be teaching with. And as she actually turned into being my mentor, you know what I'm saying? So, it was kinda like it wasn't like I was just kinda kinda given to her. Like, you know what I mean? She had the opportunity to say, no, this is not a fit because that was the key. I remember the director at that time saying, I need you to meet with her because I need to make sure that you guys are a fit. Yeah. So, and, you know, there's something to be said in, you know, putting time and effort into and into that, like initiating that relationship. Because the one thing I know in nursing, and it happens in other places too, but especially in nursing, is that all of this money and emphasis and energy is always put into recruitment, right? Everybody has these recruitment efforts, and you know, all of this, all of this hoopla about recruitment. But my pet peeve has always been, you know, but what about retention, right? Yes, has because we want to recruit them, and we want them to be happy. But we also want to retain them, right? Uh, be our new mentors to other people. So yes, So I feel like that That's where some corporations and some companies and some hospitals kind of fall by the wayside a little bit because I get that they've got to put this huge and so recruitment. But once you've got them on board, you really got to like, try to retain them, right. Because then if not all of those efforts haven't gone washed down the drain.

*So yeah. Oh, yeah. I think that at [the college], we really have to remain focused on the idea that we are not the only game in town. I'm definitely not. If you want to work in higher education. And for so many of our people, they could get a job in the public sector for so much more. So, there are a lot of things that we need to do to to keep them. Yes, we don't want to keep training people every year. We want the cultural knowledge that remains.*

So, yeah, Russell, first thing, it even has another layer because we were just talking about this upstairs. Because we've had several people resign, retire this last semester. And you know that other layer that I think about is when you onboard like like we're small department, we're kind of a small core. And when you onboard a certain percentage of that. So, onboarding like three or four people is going to be kind of... it is 30 to 40 percent of our department. We have to make sure that they're the right fit. Because what may suffer after the fact is we have to worry about

like our, our passrates, RN, NCLEX pass rates, right? So, we have to make sure that we're keeping, maintain that same high-quality education level. You know that we are.

*I think that's a great point and it kind of leads right into my next question. And you brought this up a little bit before that you, and I think so many people come into teaching with subject area knowledge, but maybe not a whole lot of information about how to teach in a classroom. So can you talk a little bit about how your professional development not just FLOCK, but overall professional development has influenced your teaching or in positive or negative ways.*

Professional development at Lake Center or in general?

*In general.*

So professional development, you know, as a nurse and as a nurse educator, I rely very heavily on doing my credits, my CEU credits. Not only, I mean, I go to the nursing and medical organizations to get my practice. My practice education, right to to get my practice updates and to keep me up to date, so to speak on, on the especially the content that I teach. But as far as being a nurse educator, so yeah, I've over the last couple of years, I've taken courses. I took a review course and then took the the National National League for Nursing Certified Nurse Educator exam and pass that. But prior to that, I was able to go to a one-day workshop and review. And and also, we have nursing like nurse educator groups that we deal with that we work with. And there's one that's called [unclear]. And so, two years ago, I think right before COVID, the year before we were afforded the opportunity, a few of us to take part in a workshop that was held over and Orlando. But it's like nationally, actually internationally known for the nursing education guidelines, you know, and things in nursing education are ever changing. Even right now. 2023, we're getting ready for this huge revamp for the NCLEX exam. And so, it's going to alter the way we teach in the classroom. And so, you know, as a person, it doesn't really matter to me how or when or where I have to go and get that education. I'm driven to do that. Not everybody is. But the opportunity here at [the college] was for the majority of the things that I've done, I've been able to either be reimbursed by the SPD funds or Perkins funds last year, the National League for Nursing Annual Conference was virtual, so the cost was low. And Perkins was able to let several of us do it virtually. And so, we were able to get good nursing education updates and and you get to network with what are people doing in other areas, what are people

doing in their classrooms? A lot of sharing goes on networking. So, so my experience with all of that has been very positive. And and even like I said, the majority of those things, you know, I've been able to get reimbursed from our [college] funds, whichever Perkins or SPD.

*Excellent. Thank you very much. So, we talked about mentorship a little bit. But one of the, one of the other focuses of FLOCK is that cultural knowledge piece. And I know that, that you have been instrumental in that part as well. In fact, in helping people get to know who, who's who on campus, where the departments are. Who do you go to? If you think you have a student in your classroom who maybe needs an accommodation, things like that, feeling a little bit more competent about navigating the campus. So can you give me, maybe some ideas, maybe a little bit of feedback about how you think those connections might be improved. Or how professional development has helped you connect to the college as a whole or individuals within the college.*

So yeah, I think that's huge. As matter of fact, when I first came here, **that was one thing. But I felt kind of an, I never felt alone in the classroom because I always knew I had my mentor.** But, but just, just by going to taking advantage, some of those like **at the beginning of every semester where we have those little workshops. I would always go to those, and I still do. And you know, you meet new people because at some of those workshops you do like group activities. And so, you might be paired with somebody from Arts and Letters or cyan, sir. And that's kind of how you meet.** To me. That's how you network within the college, right? I think it's important. I remember when I first started here, I was given a notebook from nursing. And inside it had all of these contacts that may be useful. So, for example, back then, I remember my very first semester here at a student call me at nine o'clock at night, and she experienced a traumatic incident, and I didn't know what to do with it. The thing is, I was only teaching for two months. And so, I called my mentor and she told me at that time, if you remember, [name omitted] was in-charge of those the offering of the free psych evaluations. **If they need psychological like five free sessions with a psychologist or anyway. So literally, that was on a Thursday night, and I remember after she told me that I went to that book, I got its name, I got this number, I left them a message. And literally at eight o'clock the next morning, on Friday morning, my student was in his office and that intervention was already happening. So, I think that luckily that worked, and I think that that was a good idea, of course now you can do them electronically. The only thing about that is that they have to be updated** because so frequently

names change people to change positions and then all of a sudden, you're not calling the right person or that person doesn't even work here anymore. So, I think that that was a blessing. Having been given that book that had all of those contexts in it. And then of course, using your mentor as kind of a source of, you know, if you don't know who to call or what to do, you know? If you ever have a student who you think needs accommodations for whatever reason. I think that those workshops, when we do at the beginning of every semester make B. And maybe this has been done in the past, but maybe they should include little like updates from all of these different services. Like SAS for example. I mean, I'm in contact with them almost on a weekly basis because I'm kinda like the nursing hub person for all of nursing. So, I know them. Right. But before that, I really, I mean, I didn't know them. I didn't know how that process worked. I didn't know what was involved in that process. And that was just by jumping in, you know, and having one student that had to go through the process that I learned and that I was able to help other students. So, I'm not sure what forum would work best. But but you know, maybe those duty days when we have those little sessions, maybe like or maybe there should be. I don't know. They used to do that Christmas lunch, right? Yes, of course, we didn't last year because of COVID, but maybe during something like that where, you know, a lot of people are going to be there. Maybe have them do like little booths around the periphery, you know, and, and just have knowledge and I think that they've done that at some gathering. I don't know if it was a Christmas gathering or an end of the year gathering or an awards gathering by seem to remember they did do little tables around you, but you have to go to the people, I think, right? Because if you rely on people to seek you out, the problem is people don't always know what they don't know, right? I'm just saying, like when you do, you really don't know what you don't know because you just don't know. But, you know, you're like No. So, I feel like you have to kinda go to them in some way and it doesn't make sense to go them individually. But having those sessions, have you brought them into your FLOCK meetings? Have you brought those up? You have. Okay. So that's me,

*That's excellent. Yeah. I mean, that's a great form to I think it's very appropriate. We do two things in FLOCK. We ask the people like Alicia Hall, at least here at all, to come and talk about what that department does and how to contact her and all of that. Same thing with tutoring, student services, career doing. Here is they all come in and talk to us. The second thing*

*we do or we didn't do it last year because we couldn't. But we'll do it again when we have a cohort is we ask people to go meet someone on campus and interview them when they come back to the group and present their interview.*

Oh, that's cool. I like that.

*Yeah. A lot of people do like that. Like at first, you're like, oh, I don't want to. But then when they come back and they're like, oh, I learned so much and so it was really good.*

That's cool. I do you have like you have the counselors and stuff come to yes, I see wax that like the last week that as it was last week, I was in a leadership training. And they broke this up into groups on Zoom. And so, I was in a group with two people that both they were both counselors. They were getting like a different position in that counseling office. Over there were, you know, like so it was a good opportunity for me to meet them. And also like the financial people as important to fenestrae to go when they have a financial aid question because I have no idea what the answer, you know, I say call the foundation. And though yeah, that's really great that you do that. Yeah, I think here. But what I can see anyway, I think the programs more comprehensive and, and you provide them with all this information that they don't even know that they need at that point because you know, your first year or so goes by super fast and you're brand new and you know, and you don't even like I said, I don't even know what you don't know. So how do you even know what to ask for? But you provide them to you and let's provide them with all of this information that someday they won't need to refer to. And I think that's great. In addition to providing guidance for the faculty project that has everybody always so fearful. Yeah.

*Yeah. Thank you for that. I really do appreciate that. So those are all the questions I have, but is there anything I missed? Is there anything I should have asked?*

I don't think so. I mean, I like the fact that you talk about what what's available to us at Lake Sumter as well as, you know, if we have to go outside because certainly in some disciplines, certainly nursing, nursing being one of them. We do have to kinda go outside just to maintain our license and maintain our certifications and such. So yeah, no, I think it's great to those very comprehensive.

*Excellent. I really do appreciate your time. Thank you so much for participating today. Course. I'll see you tomorrow at Dean's Council. I'll see you at the Council.*

#### Participant 6

*That's the one. All right. So again, thank you so much for your time today,. I really do appreciate it.*

*No problem.*

*And as you know, this is a study that is for my dissertation and I'm focusing on professional development, specifically on FLOCK, but professional development in general.*

*Okay.*

*Thank you very much. But just to get started, can you give me your background like how long have you worked at [the college] and how did you get here?*

*So, I have been with [the college] since the fall of 2019. And I got here by way of [name omitted] College. I was an adjunct professor at [name omitted]. And the dean there, he was telling me that like somebody had an open position, position and I applied and that's how I got here.*

*Their loss is our gain. Well, that's awesome. I'm glad that you're with us. So again, we are talking about professional development in general, at least some Turks. So, can you tell me a little bit about what your experiences with professional development [the college] have been? Could you be more specific? Like as far as like trainee?*

*Yeah. I mean, training falls into the umbrella term of professional development. But for example, we do offer Lake Sumter offers certain professional development, specifically like August duty days. There's those particular sessions that are they're not mandatory. You can take them if you want to. But usually they have to do with, well, lately they've had to do with using Zoom effectively, engaging students in an online platform, things like that. We often also, we also often*



*offer sessions on Fridays in the afternoons when many faculty are available to attend. Another part of professional development that we've had recently has been QM Quality Matters. To do the peer review and applying the QM rubric training and that type of thing. Of course, FLOCK is also part of professional development. I know you've taken part of that but I'm just wondering if what your experiences have been both knowing that there is professional development, being able to take it and then if you have taken any, what that was like.*

Okay. I hadn't been taken any professional development courses at [the college] for whatever reason. I just haven't taken any. So, I can't really comment on that. As far as other forms of professional development, working closely with the dean or the mentor faculty. That has helped me a lot. You know, it's kind of a transition until the full-time role. So, I thought I'd like that. It's like a small community and is always something that you can talk to get like some insight or advice on whatever it is that you need.

*So excellent. Do you do you take professional development or training that is outside of Lake Sumter though?*

I have actually so I still have one course that [name omitted] is an online course. And so, I have access to all of their professional development courses. So, I think the difference is with them is kinda like it's like permanently set up where like throughout the whole year they have, you know, like maybe one course a month or a week. And you kinda signed up for in advance. So, you already know what has taken place. I forget what it's called, but it's on Canvas. You can locate on Canvas and then you select like the different type of courses, whether any, like a Zoom training where the strategies for students success, engaging the online learners, things like that. So, they already have like a show that has a different courses. And then you just go in and you select this class or session. And then just kind of recur every month. You just have to deselect that in time.

*That is awesome. And I know that that's something we're trying to emulate here at [the college] with the [name omitted] Academy, which you may not know about because we haven't actually rolled it out yet. Hoping that that is the template we're using. I have a Canvas shell where people can go and pick what training they want to take, and it will be online. Yeah. Right though. We are taking a page from [name omitted]'s book and trying to emulate them a*

*little bit here. So, let's see, let me see where I am now. Okay. So, I think that maybe the part of what you're saying is that you have not been aware of a lot of the professional development that's been offered here?*

Yeah. So yeah, I would say that, you know, my first semester I just kinda get my feet wet. I'm trying to get a feel for the campus in the second semester I was there. Right. And so, March when we went online. So, it's kinda like a disconnect. And then we've been online ever since. So, it's kind of difficult to do so.

*Yeah, absolutely. Now I want to talk a little bit more specifically about FLOCK. But which of course isn't. It stands for Faculty Leadership Orientation and Cultural Knowledge. And that's what it stands for in case you didn't know. So, what have your experiences with FLOCK been? Positive, negative, being able to join, things like that?*

I will say for the parts that I was able to participate in, it has been a positive experience. Um, as you know, like in the fall semester, the meetings were on Friday, and I had a class scheduled on Friday. So, I kind of wish I was able to attend more meetings because meetings that identity and they are very informative. And I just felt like there was a lot of information there that I wish I could have got in my head. So, peers that were in the program, I made a brand hurt whose office was across from I so oftentimes you would say, you know, we talked about this or that or did you know you can access this information? So, I think for me, what I did experience it was it was great. But I wish I could've experienced where I wish I didn't have that Friday class so that I could discovering get the information but... and I think it's great that you had Amanda who can share that with you. She's awesome too, so that's nice.

*Thank you. So again, looking at FLOCK, what do you think are the most useful parts of FLOCK? And what were some? I think you already talked about the class on Friday. But were there any other barriers to attending FLOCK or getting what you could out of it?*

No. It was only the class on Friday that prevented me from getting the most I could out of it. Outside of that, there was a Canvas shell, and it was updated to my knowledge frequently. What I would say is no. I'm not sure everybody is good... with being [...] uncomfortable recording their sessions, but for those that may have class on Friday, for some reason, they can make it if there was like a recording of the meeting or even like a

transcript of what was talked about. Things that I think that would've helped out. I think that's a great idea. I like that idea, especially... if even just having a transcript would be great.

*You know, FLOCK has been... it's a big idea of FLOCK is for it to be an induction program. They kind of supports new faculty through the first five years of their employment. Of course, we haven't gotten that far. We're kind of working on year 3 right now. But in terms of having an induction program to help support you, do you do you think that it has helped you establish yourself here at Lake Sumter in your career or helped you in terms of teaching?*

I think so. And even more so with, with the QM, I can participate on my own time. I feel I think it's better like that because, I had to attend all the meetings, I'm not sure if this has happened or not, but if that faculty mentors can also attend the meetings as well. Not every meeting, but a few meetings just so they can get some information, so they can kinda get a feel of what needs to be shared or maybe some gaps that could be filled in. I think that'll be a great idea as well. So, they can kinda know where their mentee is in. They can offer assistance.

*So, and you have a mentor in your department as well?*

I do. I do. And has that been a pretty good relationship? This that okay. We kinda miss each other at times, but it's been okay. I think. Yeah, I would say it's going okay. So pretty positive. I've gotten a lot of resources and information that helped me tremendously, especially get started because I was hired... maybe like a week or two before the semester started. So, she was great. To me, like some resources just kinda kick-start this semester. So, kind of like a lifesaver actually?

*Yes. I recall that you were put into that class very quickly.*

*Yes. So that is nice to have somebody who can give you some resources to help you out a little bit. And that is definitely one of the parts of FLOCK that I think we really want to concentrate on is working on that mentoring portion. I think to both Linda and I, that's a very important part in terms of helping people feel comfortable with a heart of Lake Sumter. All right. Having someone to talk to them to ask those questions that you might not want to go to a supervisor with, right? So, so we really are looking to establish that a little bit, a little more clearly. The suggestion of having the mentors come more frequently. That's a, that has come up in, that is*

*definitely something we'll explore. Go. Honestly, it can be difficult because people's schedules are so chock-full right now though, utilizing something like Zoom or recording them and having them available in Canvas might be helpful too. But yeah, the idea of mentoring is a big part of this that we really need to focus on a little bit more. So, thank you for that feedback for sure.*

And also, I guess another thing that I can mention, I think I saw somewhere in the Canvas shell. One of the assignments was to maybe interview a couple of people on campus like [name omitted]. Thing is, is that nature by people in those positions, but also maybe creating like questionnaires to maybe interview your mentor just so that you know, you have everything covered like some things that maybe I didn't think of, but, you know, some common things that, Okay. In this case, what do I do or things like that, like do some. Also, to help build that relationship between the mentor and mentee is like a, you know, maybe what someone and there's some like assignment that you have to do just to establish some type of rapport. Just get some helpful information for those people that are maybe uncomfortable with x and questions. Maybe it's something that's like an assignment. That's a great idea. It can be a little bit challenging to open up that conversation.

*Yeah, right. Thank you. That's awesome. Okay. So just talking a little bit more in general about professional development. Again, both your experiences here at [the college] and the ones you've had outside of Lake Sumter. Can you describe for me how those experiences have influenced your teaching?*

On? They've influenced my teaching greatly. When I started teaching, I kinda have like a one-track mind is like Okay, I know the information, I know how I'm going to present it in the Knesset, but we'll take them either different professional development classes. It gives you an opportunity to learn about the different students, to learn about the different teaching styles and things of that nature you have opportunities to practice. It was especially helpful when we went online because prior to that, I took a course called to engage in the online learning that thinking that has to get good. So, the courses I've taken have been really positive. There's one that really stood out. It was recognizing students in distress. Still, which is very good. It was, it was actually fun because it was a lot of role-play. Just kinda understanding the different personalities and when students are struggling, and you know how to approach tell students. That was important to me because I'm one of those professors. I'm kinda like standoffish. Like you're

all adults, students, you know, if you don't want to talk, I'm not really going to press U. But sometimes it's best to kind of like say, hey, I noticed you've been a little withdrawn from the lectures. Is everything okay? You know, prior to taking those courses, I probably would have just been like, you know, just leave them alone. But sometimes it could be something more serious. And with those, with that particular professional development course, it gave resources on what to do. If a student was in a crisis, if they were contemplating suicide and they had a recent loss or they were homeless. Different things that I really never thought that I would encounter. They kinda gave you those tools to be able to just kinda approach the situation. That is awesome. I can see so many different connections with different departments and offices around campus, around something just like that. Yeah. And I know at least in English classes. Sorry. Issues come up in writing. Yeah. It can be helpful to know what to do with that. All right.

*Thank you.*

You're welcome.

*But one of the other focuses of FLOCK is the cultural knowledge aspect. And we'd have asked, and you may have seen in the Canvas shell that we do have videos of people from different offices like, our Dean of Students, [name omitted] from SAS, to talk about what they do. So how do you feel that that has connected you to the college or the individuals within the college, and how could that be improved?*

So, I think I felt like that could lead us, connected me to the college by just kinda putting a face to a name. How about watching the videos? But I think a better way or a way to improve it for the individuals to like a FLOCK media is to have like a round table discussion or something where you kinda like open it [...]. We have the Dean of Students at one table. You may have Thom Kieft at another table and you kind of rotate around. And you get to once they introduce themselves and their departments, you can, you may be able to x, okay? Some particular question pertains to them or Whatever happens, we know that thing does something like that would like more personal like that, maybe even for like five minutes. Like if I'm in a rotation located, this person does this. If you are having issues with XYZ person, you would see. If not, this is a person you would see and then go from there. That'll get a more personalized experience of what

they actually do and how they can help you. And it's great. Actually, doing the videos was a COVID shift. We, we did have those people come in present dollars and and I'll tell you that winter, one of the things about COVID and what we've been doing is that it really has opened up a different avenue. Like it's amazing to have those videos in the shell.

*All right, so people can access them anytime, right? And we can highlight them and send the link to people if we want to. So that has opened up a whole different aspect of utilizing FLOCK. But I really like what you said because one of the things Linda and I have discussed is what is lost in this online platform when you're trying to do an induction program, where you're trying to get together and to talk. It's kind of limiting. So, we're both really looking forward to being able to be on campus, right? And I also wanted to let you know specifically that we don't have a really big cohort in the fall. We don't have to mentoring faculty who are being hired. So, we are, Linda and I are very available for one-on-one time and I realize that you didn't get the full benefit of FLOCK. So, if you have questions, if you want to go over that Canvas shell, go over that continuing contract. We can get together over summer B or in the fall at your convenience or one of us will be available for sure. Yeah. Just let me or Linda now we're both of us. When you are available, and we can schedule something.*

Okay. Sounds good. Thank you.

*Yeah. And I really appreciate your time. That was my last question. I just have. Uh-huh. What did I miss? What should I have asked?*

I think you got every day with it being like a faculty orientation and another question I guess you can ask is with the first-year experience, how could it be better or how could it be improved? And I had to answer that question. The only thing that I always say is I wish I didn't have a class on Friday so that I can let in. But other than that, I think everything awesome.

*Again, I really appreciate your time redoing this.*

No problem. Have a great afternoon.

Okay.

## Participant 7

*All right. We are recording, so first of all, Amanda, thank you so much for your time today. I really appreciate you participating in the study with me today.*

*Of course, happy to help.*

*So, as you know, this study focuses on professional development, specifically on FLOCK. But to get started, can you just give me a little information about yourself like, how long have you been at [the college]? And have you always taught this subject?*

So, I've been at [the college] one academic year. I teach general biology and anatomy and physiology 1 and 2. And so this is my first full-time academic position. During graduate school, I was responsible for teaching and leading either lectures or our labs that were either anatomy and physiology or related in some way to general biology or anatomy and physiology. Much like our classes here at Lake Sumter. I enjoy it. I like it. Yeah. It's been good. I really enjoy [...] I've enjoyed my boss and enjoy my colleagues. I've enjoyed the students and all around.

*That is great. I often find that the students are one of the best parts of teaching, so that's for sure. So just to talk a little bit in general about professional development here at Lake Sumter. Can you tell me a little bit about the experiences that you've had with signing up for professional development, attending, positive experiences, negative experiences?*

Sure. So, I've attended some development. How many I guess courses are many are as many as I could attend. They usually been centered around some sort of technology, using some sort of technology, especially with COVID and everything. I found it pretty easy to sign up or professional development opportunities. There are plenty of reminders about upcoming opportunities. So, I have it if I signed up, I haven't missed because I wasn't aware of that was happening. The information literacy conference and block fall under the umbrella of professional development. And so, since FLOCK, you know, you're, you're kind of automatically registered for that first year. It makes it really easy to go ahead and get into bad. And then, yeah, Information Literacy conference obviously played a pretty large part for me with organizing that. So yeah, that's that was the good ones to attend. Really informational. Yeah. Is there anything else I can answer or address related to professional development opportunities [...]?

*Do you do you ever find that you have to go outside of [the college] for Professional Development in your in your subject area?*

Oh, yes. In my subject area, yes. For sure. Yes, I do. So yeah. That's a big question. Yes. For my subject area, I always have to go outside of [the college] resources for professional development and apply like in the classroom, that specifically enhances teaching strategies within the subject? Yes.

*So, does that do you apply for funding to Staff and Professional Development or are they usually webinars that are not are not costly?*

So far, the webinars that are not costly. There have been a lot of free webinars because of Covid and essentially a lot of, a lot of webinars have become effortless, really, I guess to allow everyone access to the information. I guess transferred are two strategies that are, are necessary and this huge transformation that we've gone through from being in-person to going online. So yeah, they've been free. I applied for the staff and professional development funds

*But let's focus a little bit more on to FLOCK, which is an acronym that stands for Faculty Leadership Orientation and Cultural Knowledge. I know you knew that. But could you tell me a little bit about your experiences, maybe describe your experience in FLOCK for me.*

Well, so, for me, my experience in FLOCK, I would say so. So, I guess everyone, you and everyone who is probably ever want to listen to this will know, well, a FLOCK is the way it's structured in terms of the monthly meetings First Fridays for turn this year. So, my experience with Baku, general, positive. I would say I think that it was really instrumental in helping me develop kind of a more fleshed-out idea for my faculty project. And I think for me that was the biggest thing that I probably took away from FLOCK was just that I have to have a faculty project and really prompts and exercises to help me decide what kind of my topic area would be for that that faculty project. So yeah, I think that that there were other I think we had other exercises towards the beginning meant to kind of help new faculty get acquainted with like various personnel at Lake Sumter, which was kind of helpful. But yeah, probably my biggest thing that I found most helpful was the prompts to prepare for the faculty project.



*So, fabulous that there was definitely a big focus when we developed it. And of course, we are looking for it to be an induction program that lasts the first five years of someone's employment with us. And we do want it we want to create the mentoring portion of the class, and shore it up a little, make it a little, little firmer. So, in terms of, again, just FLOCK. Thinking about FLOCK and what you have, I think you did sort of answer this a little bit. What parts were the most useful? I think you talked a little bit about the faculty project there. But what about were there any barriers to attending FLOCK or did you feel that there were parts of FLOCK that we're not very useful?*

Of course. So, for me, and this might be for me personally because I know that there were other faculty members there that had already kind of been at [the college] and kind of had already developed some of their courses. But for me as, as a true new faculty, my biggest barrier was actually the fact that it's a Friday like once a month on Friday because usually Fridays where the days where I frantically planning and getting things together for the next week. So, the first years per semester, I think that was the biggest barrier for me. I was just oh, no, I have so much to get ready, so much to prepare. Which I mean, thankfully, it was it was only that I had to try to just adjust for that. But that was really the only, the only barrier, I guess now living in the post COVID, well, I shouldn't say post COVID era, but I think we all know what I mean when I say that. I think that one of the things that would probably make it a little more friendly for future cohorts would probably be just the availability of an online component. So, you could do things online and that necessarily have to drive to and at the time I also had to drive to [name omitted], which is even further away than [name omitted]. So yeah. So that was probably, I guess some of the some of the larger barriers for me personally. So, I think there is that and then yeah, so definitely faculty participation was most helpful. And I guess if your base that we're trying to gather information on how like maybe how it relates the same in different areas, I guess that could perhaps we could've spent more time on the project in the second year. And that that I'm noticing is that I kinda wish we would have the protocols are working and the FAQ private check sheet that we had to submit to our dean and supervisor. So, I always get that back. Oh, I remember [name omitted] and I went back and forth. I don't know how many times that semester. So, I think that that process required probably a lot more detail that that might have been helpful to let it go through some of those forms and made me work to submit those by the end of the first year.

*That is a great suggestion. Thank you very much. I appreciate the feedback on once again, in a more general aspect in terms of professional development, both the professional development you've had here at [the college] and the development that you've attained outside of [the college], can you tell me a little bit about how that, how you feel that influences your teaching and maybe your, your career as a professor.*

So, I would say professional development that I have actually completed through [the college] or elsewhere. I think the, I think it's influence maybe me as an instructor in the sense that a lot of the, a lot of the professional development opportunities I tend to look for and gravitate towards are things that are going to either, I would say, increase perhaps my proficiency with certain techniques in the classroom. So, it does directly impact my, impact my students. And they're usually some sort of technique, something to do with active learning strategies or things like that. So, it more and more impacts the classroom and then also, I guess it does impact my career in the sense that I feel more comfortable employing those strategies. And I also know that when I'm attending these conferences and learning about use new strategy, a lot of times they're evidence-based practices in so that, you know, I am becoming overall, I guess, more I would say, a more appealing instructor from the perspective of my students. So, you know, you guys like Lake Sumter and as a teacher, it all related. I don't know.

*Yes. I agree with you on that.*

Yes, exactly. These are all interrelated.

*And I appreciate that you said that because it does kind of lead me into the next question, which again is about professional development in general. But we like you ever, we're referring to, we, we do have a component of FLOCK where we try to, well, it's the cultural knowledge part where we try to talk about the different departments and who's in the departments in when you might want to connect with them. So, can you talk a little bit about how professional development in FLOCK have connected you to the college. Where two individuals within the college for how you think that those connections might be improved?*

Sure. So, for that yeah, for that portion of FLOCK and remember, we had to we had to interview someone from it if some department basically [...] I think we have to do non faculty

member. Remember. Okay. Is that okay? I interviewed [name omitted], [...] she was over and Student Accessibility Services. And so, through that interview, I actually felt much more comfortable than reaching out to her whenever I would get student letters or have questions or things like that. It did it connected me with her and hers and it just made me yeah, maybe a lot more comfortable and reaching out to that department when I had questions and concerns and et cetera.

*So that is That's awesome. That was the whole point of that whole thing. So that learner, you could be a commercial for FLOCK. It's amazing. Oh, those are all the questions I have except is there anything that I missed? Is there anything that you want to tell me I didn't ask about?*

I guess why. Okay. So, I touched on IRB. I touched on that whole submission to our oh, you know what? This would I think. Okay. There's a couple things and these are just maybe statements. I don't know that they're useful or not useful. Because you brought a mentorship. And the like the idea of membership, which I think was very useful because I got connected with a more senior faculty member who had already gone through like the old tech. While it's not called tenure, it's continuing, I guess, process. And so, I think that was very useful. So, I just wanted to say that I suppose. So that was nice.

*Thank you.*

And the other thing I suppose is that one of the things that I keep hearing whenever I go to these meetings that everyone's invited to that's eventually going to submit their portfolio for continuing contract. They open it up to pretty much anyone who has yet to submit for continuing contract. And so, I go and I listen to these meetings and they talk about, okay, you have to do this, this and this follow instructions. You have to submit a faculty project. But remember, the faculty project is not only thing that we're judging you based on, it's all these other things. And again, it might have been me because I get very anxious. And so, I did like focus a lot on that faculty project, especially my first year. But now I can't help it be like, oh no, what are the other things that I should really be working on? So maybe the other component of that that packed it that are I guess maybe I don't know, an informational session on on those other components would be helpful. I don't I don't there so there's so little time already that I'm sure it's very

difficult. But if this were a five-year process instead of a one-year process than it would probably and all that stuff.

*So, thank you. And I heard that loud and clear. Actually, Linda and I have decided that what we'll do is we'll focus on cultural knowledge and teaching in a classroom for the first year and on the faculty project in the second year, where we'll actually talk about the entire continuing contract, all five parts and not just the faculty project because it does. And the message that the most important thing is the faculty project when really, it's all weighted the same, right? Right. Yeah. That's it. Yes. Yes.*

*And this in in talking with you in getting this type of feedback is very helpful in doing that. So again, I really appreciate your time and your willingness to talk to me about your experiences. Thank you very much, and that's it. So, I hope you have an excellent weekend. Thanks.*

*Bye,.*

*Bye.*

#### Participant 8

*Then we'll just jump right in. If you don't mind. So again, thank you very much for participating today. I really do appreciate your time. Just to get started. Could you give me an idea of how long you've been at [the college] and how you got here?*

I got there in 2009 and I started as an adjunct when [name omitted], chairperson of the department. And I had been a I had been a professor over in New York at Dowling College, which was connected to Delphi University where I did go to school. And so, when I moved to Florida, I wanted to continue teaching. So., I went over and interviewed with [name omitted], and he hired me on as an adjunct. I then went and applied to the math emporium, which was when the... one of the grants was coming through. For research into the facts how we could

support students and improve their success rates in both the 1033 and the 11 05 classes. I was involved in that evolution that took place from math 24, which was an elementary algebra basics. And we used to have testing, we removed testing and then they push that into this emporium style method. So, I then, being in teaching those particular classes, I then applied to the be a [...] What is it? In emporium? I don't know what the name was, but too involved as they advanced the emporium from both [name omitted] and [names omitted] and then finally over to [name omitted] bill. I did get that positioned and I still want to teach, so I did it continually on both levels. And then I applied for ice full-time faculty position. So, I move then into faculty. And that's where I'm at. I mean, so I've been a total of what's going on to, I guess 11 years now.

Wow.

Yeah.

*Well, that's awesome.*

Been around a while.

*I didn't know you started as an adjunct way back then.*

Oh yeah. It is. I saw us evolve from [name omitted] to [name omitted] and to nobody at all. And then to who, what? [name omitted] to. Steve has a lot of lot of differences going on there.

*So, my study is about professional development. So just in a general way, not concentrating on FLOCK, but just professional development at [the college] in general. Could you tell me about what your experiences have been? Positive, negative.*

The types of classes in terms of things like national develop, professional development does carry the full range of, I've actually presentations of all the tools that we happened to come in contact with. Whether in the sense of, are we familiar with them and tools that enhance our teaching or just general knowledge as well. And that I would say my experiences had been very good. I mean, granted, I've kind of been on the forefront of technology back in the day. Dealing with Ohio State. I've traveled to Duke University; I've traveled to North Carolina School of Science and Mathematics. I've been up to Rochester, just to name a few hours. So, I mean, as

technology came in, IT had some very good programs and helped us advance with our integration of technology into our teaching. That being said is that that is what **to me mainly professional development is about is making sure that we are aware we are every day is a learning experience. So, we, some of us don't really have all the time in the world to do all this research of what's going on and those that come across. And different little pieces of it and then share it with others is that's very valuable.** When we went through the Microsoft phase of all the pieces to Microsoft, that was, that was excellent. We went through now with all this do appliance as well as now with Teams on, I would say, yeah, I can't say anything negative about it at all. **You know, it it's enhanced, enhancing education and it's enhancing our ability to share with others. And to me, education and just improved.**

*There's always room for improvement. So, focusing more specifically on the FLOCK, which was going to look at and cultural, organizational cultural knowledge is what that acronym stands for. Or what were your experiences and you're like?*

**Yeah, my experiences and FLOCK with very positive, number one, meeting others from other departments. Sometimes we get very isolated in what we do.** Yeah, it was very good. As far as the tools as in what's what we need to do as far as research. What kind of writing that takes place in, in research? Like, **like design itself. I would say, and the people were excellent.**

*You didn't feel any anything negative?*

Not at all. For it.

*So, in your experience with FLOCK, what we're, what do you think were the most useful parts of FLOCK?*

Well, long was the outline and the design that was very easily spelled out. **In the Canvas situation. The modules themselves being very specific in the understood how would say understanding that ADA for me, I think I don't remember back in the day being that specific, but yeah, that that there is a formatted design of how things should be written in the accreditation that's given to the professionals, you know, that the information comes from so specifically to flock.** Yeah, that was very good. And the in just a little discussion that took place when somebody got into a snag? Absolutely.

*So, did you find that there were any barriers to attending FLOCK?*

Well, my [...], my barriers where my barriers? No. I would say in general because my health and chemotherapy issues, that was the only barriers that I ran into. But now I would that, you know, in general that was said there was no barriers.

*Excellent, that's really good to hear. You know, FLOCK is designed to be an induction program that is supportive and includes mentoring. That is, the idea is to have it be a five-year program. We have not built it that far out yet. We have about 2.5 years and we're working on the third year to complete it. But in terms of being part of an induction program, do you think that it has in what ways has or hasn't it helped you establish your career here at Lake Sumter?*

I think it has because an understanding of that we need to do research and develop this, this project. It has, it's not something I ever really thought about. I always did image design and stuff on my own because I was somebody who always went out and did things. And now being very specifically required to give evidence of all lists. In other words, putting that stuff together is the FLOCK Design seems to be very good. It kinda, kinda pushes you. I wish however, I was more on top of it with the timing because I'm a little bit with with family events in life events have kinda gotten in the way right here, but I'm sure I'll get back on on track. But yeah, I would say that's the only thing is that those I know we have deadlines, we've gotta meet. And sometimes, you know, it hits you in the face, like anything else?

*Yeah. I do have a couple more questions, but I just kinda want to stop for a second right here just to let you know, Nancy, that we don't really have a big cohort coming up in the fall. And so, Linda and I want to extend to everyone who's where you are right now. We definitely have an ability to meet with you one-on-one, yet a fall and help you get back on track or yeah, you really are on track to just kind of pick up the thread again. So yes, not hesitate to reach out to us and set up a time.*

Oh, I will hunt you down. Well, thank you.

*Okay. I'm not hard to find.*

All right.

*All right. So back back to the interview.*

Okay. Uh-huh.

*So, I want to pull back a little bit more and talk again about professional development in general, including FLOCK, but in general, could you tell me, describe for me how your professional development experiences influence you in, in your classroom, in teaching?*

Influenced my teaching. Well, the quality that all those QM ones that I went to is definitely help on design. I would say in the classroom on our Canvas shells and how to put, you know, make sure we're perfectly clear in when you're not there that you know the students reading what you want, you don't always get that response that you thought was intended by what you had written in the discussion platforms? I would say QM. Working on that and that's difficult. That is a difficult item to work on in trying to make sure those pieces fit in that from the student's point of view. And it's hard to see sometimes student's point of view of when you're not physically there or when you are physically there. I mean, we all through Zoom, but when you're not physically there and they're reading these Canvas assignments and how they displayed and understood what on the feedback, the feedback that you get from them that you could say up. And... and I miss that mark, I can go back. I would say that professional development was is excellent. They've got it. That's that's one that needs to be there and rehearsed and reviewed. And sometimes, you know, checked again, kind of stuff. Other professional development that helped in terms of the classroom. Let me think. I guess that coordination, what we do in the math department, our coordination with in our 1033 and 11 0, 5 of what our notes are and what are we've agreed upon so that we're all doing the same thing. Pretty much our output. Design. Scheduling helps in the classroom, Yeah, that's it. Those meetings that we have and knows that we connect with you now? I don't know if it's per se, I guess it is per se Professional Development of how that will occur because we we do talk about it. These new smartboards stuff.

*Did that?*

Yeah, that helped because I've been using it all summer. It has a few kinks in it, but on the whole, it it it seems to be going okay.



*Yeah. Well, that's good to hear.*

I'm not sure the only problem I agree with Alyssa. We've talked about it is that in the it wills it. It's in the middle of the board. And if we need to write, in other words, in math, we do more writing. Granted you to write on the whiteboard? I don't know. It just you get the sort of your your habit in your routine is to write so that you're not writing on a TV screen, but you're writing on the board itself. And you can use all the colors and it's just, it's almost maybe it's just a habitual problem that you're, you know, you gotta rethink going to that board. Or if you're sharing with your desktop what they're going to see in it, then screen changes so you don't have it there. You want it, you want it there while you're chalky thing or you're writing. It's it's a coordination, I guess that part. But I think it's it's a work in progress because I know Alissa's brought it up. It'll probably going to talk about it again.

*Yeah. Yeah, I agree. It has come up in other areas too, that that issue in particular. So again, in, for professional development in general and also FLOCK. Can you talk a little bit about how you feel it has connected you to individuals within the college and to individuals within the college?*

And connected me.

Yeah. Because it's with I know with I think it was Participant 7 who's doing the anatomy and physiology gamification. I had attended a conference on was it at UCF? Adam who is at UCF on Zoom or whatever. And this can this man was from Boston. I forget where he was from. Have this whole thing on gamification, had all these little things that he did, and you know, have the whole presentation. I listen to really listen to part of it. And then I wrote down all the information for her to have rotations rather, Earl Ray upper Allie, I'm not sure about how that would relate to me. I don't see it as something that I'd be able to input. Or if it's something I have to, you know, that may be [omitted] or in [omitted]'s and the rest of us that are in stats, we'd have to sit down and replay because, you know, that's I don't know. I don't know in the way we collect data and we do look at problems, but I don't know how good of a fit it, right?

*Right. One of the parts of FLOCK was the idea that of organizational cultural knowledge. So, did you feel that that was helpful too? To help you understand who is who at the college? And how might that, that part be improved? Do you think needs cultural knowledge? In other words,*

*like what is the organizational chart? Who do you, who is your direct supervisor? Who's that person supervisor. Down. Also like, what if you have a student in your class who you think might need an accommodation where bright and things like that.*

Oh yeah. I in the past or everything that we've done is that weeks. In terms of what the resources are for students, especially if they're in a class. And suddenly somebody will say to me, which happens frequently. I have testing IT, I really, I have problems concentrating. I run into this problem or that problem and said, you know, like has this happened in the past? Do you have this happened in their classes? What is it that you basically feel afraid of? What do you think brings in on what those particular triggers? I am I've always resented the fact back in New York when we had to have students know there's your, your classroom basically never contains students with learning disabilities. And then all of a sudden, the laws changed. So, they integrated them and said that students with learning disabilities will improve or do better when they are in a general population? Well, the problem with that, that I had at that time was that, well, how about teaching us who are in the classroom, who've never had any background or course development, or as you say, professional development on how to deal with students who have learning disabilities? I remember at the time I was in pre-calc and had a student who had a hearing deficit. And now I was standing next to a lady who was doing sign language. And I'm like, okay, you know, I don't know sign language. What do you need me to do? Like, how do I help you kind of thing. And that was you had to go with the flow, you had to learn as you went. But that bothered me that that Okay. You need to have knowledge you to help this person to the best of their ability, you have to have that knowledge and that wasn't supplied. So, the thing that when I come to, you know, I come down here to Florida and everything that you're coming across on, again, as even on the college level is saying, what are our resources? Who do we draw up to? Where do we go? And we and they were very good, very, I mean, very good at it. And saying, you know, if you've had this problem before and you're that uncomfortable where, where you're at in terms of learning and testing, there is ways to help, and you should not feel afraid or embarrass or anything. Because the first and greatest thing that you have decided to do is to learn. And we're here to help you learn. So, let's go talk to somebody. What we do. I mean, that is what we do. So, students learning, you know, was it SHS or SLS or SLS? SLS is on is the mainframe to this kind of a thing. But yeah, we we need that in terms of who, who people

are and what they do. Yeah, I'm pretty sure hierarchies vary in terms of math people. It was interesting in the sense of Steve who's in science is learning more about us than we are.

*A bad thing.*

That, yeah, we, we are very close group and we do we talk about watts and everything.

*Yeah. Yes. As somebody who is in the English department, we know that about you math people.*

Yes.

*Nancy, I remember one time. You might remember this. A couple of years ago. We had all all-faculty meeting and the Math Department showed up. And you were all wearing [the college] shirts? They were all blue?*

Yes.

*And I said to [name omitted], that's nice that you all got together and wore the same shirt. She said, we didn't talk to each other about it.*

We just say we yeah, we we have our shirts. We do yeah. We just kind of wear our shirts. It's yes, that's true. Yeah. But I know one year with [name omitted], they went out. I think that's when the Hawaiian shirts came out. And they will owe and the Hawaiians.

*Too funny, You guys are great. Again. That's, that's it for me, but thank you so much for for giving me your time today. I really appreciate it.*

You're very welcome. This is really going to help us improve the program and it's going to help me to with my study. So catchy at it.

*And I appreciate all that you do.*

Thank you very much.

*Yeah. And please remember to let us know when you need help, especially in the fall because we don't have a big cohort, so we have a lot of time to give individual attention.*

Oh great. That is good to know.

*Thank you so much and good luck to your daughter.*

I'll see you later.

*Bye*

Bye.

APPENDIX O:  
LAKE SUMTER STATE COLLEGE  
IRB REVIEW DISPOSITION OF PROPOSAL 2021

May 6, 2021

Dear Ms. Terranova,

Your exempt proposal, Professional Development in Florida College System Institution, has been approved with modification.

The following modifications are required:

1. Transfer the content in the non-exempt application (original submission) to an exempt application proposal with Category #2 checked off.
2. Keep all dates the same, sign it.

Please return to the IRB at [IRB@lssc.edu](mailto:IRB@lssc.edu) and include the new co-chair at [Duslakm@lssc.edu](mailto:Duslakm@lssc.edu) for review after modifications are made and at least one week prior to the start of the study. .

Sincerely,

Judith R. Haars

Digitally signed by Judith R. Haars  
DN: cn=Judith R. Haars, o=Lake Sumter State  
College, ou=IRB, email=haarsj@lssc.edu,  
c=US  
Date: 2021.05.06 08:16:25 -04'00'

Judith R. Haars  
IRB Scribe

---

Final approval after modification(s) is/are reviewed.

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Co-Chair

Date

APPENDIX P:  
UNIVERSITY OF CENTRAL FLORIDA  
INSTITUTIONAL REVIEW BOARD EXEMPTION DETERMINATION



UNIVERSITY OF CENTRAL FLORIDA

**Institutional Review Board**

FWA00000351  
IRB00001138, IRB00012110  
Office of Research  
12201 Research Parkway  
Orlando, FL 32826-3246

EXEMPTION DETERMINATION

May 24, 2021

Dear Elizabeth Terranova:

On 5/24/2021, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2
Title:	Professional Development in Florida College System Institutions
Investigator:	Elizabeth Terranova
IRB ID:	STUDY00003070
Funding:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"><li>• Faculty Advisor Review, Category: Faculty Research Approval;</li><li>• Explanation of Research, Category: Consent Form;</li><li>• Interview Protocol, Category: Interview / Focus Questions;</li><li>• Recruitment Email, Category: Recruitment Materials;</li><li>• Request for Exemption, Category: IRB Protocol;</li></ul>

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please submit a modification request to the IRB. Guidance on submitting Modifications and Administrative Check-in are detailed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system. When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

If you have any questions, please contact the UCF IRB at 407-823-2901 or [irb@ucf.edu](mailto:irb@ucf.edu). Please include your project title and IRB number in all correspondence with this office.

Sincerely,



A handwritten signature in black ink, appearing to read 'J. R. J.', with a stylized, cursive script.

Racine Jacques, Ph.D.  
Designated Reviewer

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