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A Case Study of a Technical College's Faculty Perceptions Regarding the Value of Professional Development Activities

Kermelle D. Hensley

A CASE STUDY OF

A TECHNICAL COLLEGE'S FACULTY PERCEPTIONS REGARDING THE

VALUE OF PROFESSIONAL DEVELOPMENT ACTIVITIES

By
Kermelle D. Hensley

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DEDICATION

In loving memory of my parents: Reuben B. Hensley, Jr. & Ann Roselvryn McIver Hensley

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I am deeply grateful for the support and guidance of my dissertation committee for providing me with assistance, expertise, and feedback in my journey to complete my degree. Without their unwavering support, my efforts would have been in vain. I am thankful for the insight that my Chair shared with me on many occasions to help provide me with positive support when I needed it most. Lastly, I am thankful that my health has sustained me through this journey to see the end and to be able to share this moment with my son, Gabriel.

KERMELLE D. HENSLEY VITA

EDUCATION

EdD Columbus State University, Leadership & Curriculum December, 2018
Dissertation: "A Case Study of a Technical College's Faculty Regarding the Value of Professional Development Activities"
Committee: Dr. Michael Richardson (Chair), Dr. Marguerite Yates, Dr. Wendi Jenkins

EdS Columbus State University, Leadership & Curriculum December, 2010

MS Troy State University, Human Resource Management June, 1999
Thesis: "Overcoming Groupthink and When to Use it to Your Advantage"
Advisor: Dr. Frank Bonner

BS Columbus College, English Language & Literature June, 1994

HONORS AND AWARDS

Online Instructor of the Year, Herzing University, 2011
Instructor of the Year, Business Division, Columbus Technical College, 2005
Instructor of the Year, Business Division, Columbus Technical College, 2003
Lighthouse Award for Excellence in Teaching, Technical College System of Georgia, 2002

PROFESSIONAL EXPERIENCE

July, 2013 – Present
Associate Vice President- Enrollment Services, Columbus Technical College, Columbus Georgia

Duties include, but not limited to:

- Responsibility and oversight for admissions, testing, Registrar, counseling and disability services, recruitment, CARE Center, and academic advising offices to include supervision of Directors and Managers of these areas.
- Providing leadership for planning, budget, supervision and oversight of all recruitment, admission, registration, and retention functions of the college.
- Providing leadership for collaboration with faculty, Deans and other cabinet officers in the development and administration of enrollment and retention programs.

- Developing and supporting professional development activities for Enrollment Management Staff.
- Providing leadership and oversight of the career services department including individual career counseling; coordination of seminars, workshops, and programs assisting students in exploration and development of their future career plans; and coordination of educational and job fairs to assist students in these endeavors.
- Ensuring compliance to FERPA guidelines and regulations.

July 2010- June 2013

Associate Dean of Instructional Support Services
Columbus Technical College, Columbus, Georgia
Duties included, but not limited to:

- Curriculum Development –worked with faculty and staff to ensure curriculum was aligned with TCSG course standards and achieved school goals.
  - Professional Development - led the professional development initiatives for faculty and worked with Deans and Directors to assess the needs of faculty and staff. Responsible for benchmarking education and career development best practices including measurement processes, and alternative methods of delivery.
  - Coordinated curriculum review, evaluation and acquisition for the College
- Coordinated the development and revision of state standards curriculum in a cluster of related instruction programs offered by the College
  - Researched instructional resources and materials
  - Provided direct support services to instructional staff
  - Maintained knowledge of current trends and developments in the field by attending professional development training, workshops, seminars and conferences and by reading professional literature in the related technical field

PROFESSIONAL AFFILIATIONS

GAWHE- Georgia Association for Women in Higher Education, *Member*, 2017-Present

Association for Career and Technical Education- *Member*, 2016- Present

Phi Kappa Phi Honor Society, *Columbus State University*, 2010 -Present

PROFESSIONAL SERVICE

- Faculty Reviewer- *American Council on Education (ACE),* September 2017 – Present

- Presenter, "*Socratic Method of Student Engagement in Online Discussion Boards"*
  Columbus State University, Distance Learning Conference, September 27-28, 2012

- Published Reviewer- *Economics- Eighth Edition*, by David Colander
  June, 2009

- Published Supplement Author- *Skills for Success with Microsoft Office*
  July, 2008

- Published Reviewer- *Foundations of Management: Basics and Best Practices*
  Student Achievement Series, December 2007

ABSTRACT

The purpose of this qualitative research study was to investigate technical college faculty members' perceptions of the professional development. Most of the literature was focused on four-year higher educational institutions. For the purposes of this qualitative case study, the researcher addressed the limited amount in the literature about professional development in two-year technical colleges. The researcher investigated faculty perceptions concerning the usefulness of professional development in a two-year higher education institution through survey research design with 8 participants. The main themes were 1) technical college faculty desired professional development; 2) technical college faculty needed for follow up from the professional development; and 3) technical college faculty perceived that the professional development was to general to be useful for improving their instructional strategies.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Two-year colleges had an important role in higher education; once "junior colleges", two-year colleges evolved as education reformers pushed for students in the 21st century to be workforce ready (Schwartz, 2016). Students attending two-year post-secondary institutions were non-traditional students, sometimes first-generation students, dually-enrolled students concurrently enrolled in high schools, and students with disabilities who needed developmental education (Scott-Clayton, Crosta, & Bellfield, 2014; Visher, Weiss, Weissman, Rudd, & Washington, 2012). Students attending two-year institutions had differing goals. Some students wanted to obtain an associate degree; others wanted to prepare to transfer to a four-year college; some were there to obtain a certificate; students wanted job skills; and other students wanted to obtain credits toward a baccalaureate degree (Davis, Schelly, & Spooner, 2013).

Regardless of goals, students attending two-year post-secondary institutions, technical colleges, needed to be taught by faculty (Gyurko, MacCormack, Bless, & Jodl, 2016). With the diverse array of students attending technical colleges, faculty had to be prepared to provide vocational and occupations courses, certification coursework for vocational licensure, developmental or remedial coursework to bring student skills to an acceptable level to learn what was necessary to succeed in obtaining career goals, as well as to teach information that was transferable and acceptable at four-year educational institutions (Davis et al., 2013).

Two-year post-secondary institutions were multiple purpose institutions, inclusive, and accepting of students who applied to attend. Of the 6.5 million students

enrolled in two-year institutions in 2017, students varied in age, socioeconomic background, and employment status (National Center for Educational Statistics [NCES], 2018). Non-traditional students made up most of the students attending two-year institutions; over 50% of students were over the age of 24 years old with 52% of students being first generation students (NCES, 2018). Sixty percent of the students worked part-time; forty percent worked full time (NCES). Over 51% of students were students of color, most coming from a background of low to moderate income. Increasingly, students were non-native English language speakers (18%). Ten percent were immigrants, and more students with disabilities were entering two-year technical colleges (NCES, 2018).

Tinto (2004) stated, "Higher education faculties are in fact the only faculty in education that, as a matter of practice, are not trained to teach their own students" (p. 9). Technical school faculty needed to be prepared to provide vocational and occupational courses, certification courses to meet licensure regulations, as well as remedial and development courses that brought students' abilities up to required performance levels (Clifton, Hamm, & Parker, 2015; Condon et al., 2016). "Pedagogical innovations shown to improve student success are abundant on many campuses, but instructors often lack the training, or the support needed to replicate those innovations" in the classroom (EAB, 2016, p. 3). The diversity of students and their differing needs were challenging for school administrators who needed to plan and administer programs for students attending the institution (Kuh, Kinzie, Schuh, & Whitt, 2005). Along with planning, creating, and administering programs, there were also requirements to provide support services for students: counseling, financial aid, scholarship information, child care, internships, as well as job placement (Prebble et al., 2005).

Lack of funding was a constant challenge as administrators needed to ensure faculty were available to serve all students (Loes & Pascarella, 2015). Additionally, there were so many different programs, obtaining and retaining qualified faculty was a constant issue (Jaeger & Eagan, 2011; Zakrajsek, 2014). Due to course and licensure requirements, many faculty served as part-time adjunct faculty; adjunct faculty usually did not have a pedagogical or teaching background and were under-prepared to teach the disparate learners who attended the institution (Baldwin & Wawrzynski, 2011; Eagan et al., 2014; Kezar & Maxey, 2014). According to Kezar and Maxey (2013), adjunct or contingent faculty accounted for almost three quarters of the instructional faculty at two-year colleges and universities (Baldwin & Wawrzynski, 2011; Kezar & Maxey, 2013; Umbach, 2007; Umbach & Wawrzynski, 2005).

Post-secondary two-year educational institution administrators were required to establish programs for continuing education and professional development for faculty to keep accreditations and meet licensure regulations (Bonsu, Bowman, Francis, Larsen, & Polar, 2013; Choy, Billett, & Kelly, 2013; Georgia Professional Standards Commission, 2017). McKee and Tew (2013) posited, "to manage societal shifts of near epoch proportion . . . faculty development should be viewed as a necessity, not a nicety" (p. 3). Recommendations for professional development (Condon et al., 2016) suggested that effective professional development was intensive, sustained, and coherent and targeted to general pedagogical teaching methods as well as professional development focused on accreditation and licensure requirements (Darling-Hammond, 2009; Elliott & Oliver, 2016).

To keep up with required accreditations, colleges and universities used professional development opportunities to meet certification requirements, providing professional learning units (PLUs) as well as professional developments to close gaps between how faculty taught and how students learned (McKee & Tew, 2013). Professional development changed over time, and consisted of pedagogical information, classroom management techniques, peer-directed workshops, and how to implement and use technology to teach (Ragan, Bigatel, Kennan, & Dillon, 2012). Regardless of the method of professional development, the goal was typically improvement in instruction to make additional gains in student learning.

Professional development was one of several types (Hoekstra & Crocker, 2015; Phelps, 2016). Formal professional development was offered either through the institution or from outside entities. Formal professional development included teaching strategies, implementing technology, or an emphasis on scholarship and research (Lackey, 2011). Typically, formal professional development was offered in a face-to-face format for faculty (Kukulska-Hulme, 2012; Lackey, 2011; Meyer, 2014; Meyer & Murrell, 2014; Ragan et al., 2012; Vaill & Testori, 2012). Self-directed learning was typically faculty-centered and entailed the preparing of class materials, teaching classes, designing new courses, revising curriculum, and conducting research (Lăzăroiu, 2015). Organizational professional development involved requirements or systematic changes that affected the organization and was targeted to requirements for faculty to meet accreditation or licensure requirements (Elliott, 2014; Lăzăroiu, 2015).

Technical colleges prepared individuals to enter the workforce; preparation at the two-year college level comprised myriad programs (i.e., agriculture, food, and natural

resources; architecture and construction; arts, audiovisual technology and communications; business management and administration; education and training; energy, finance; government and public administration; health science; hospitality and tourism, human services; information technology, law, public, safety, corrections, and security; manufacturing; marketing; science, technology, engineering and math; and transportation, distribution, and logistics) (Georgia Professional Standards Commission, 2017). Professional development for technical college faculty supported professional education for instructors who did not have formal teacher education courses (pedagogy and/or andragogy); needed updates in changes with industry standards and certification; development of professional expertise in teaching as well as development of expertise in the use of technology for instruction (Cowham & Duggleby, 2005; Smith, 2017). Professional development topics included information on enrollment trends, working with non-traditional students, improving retention rates, or how to help students to persist to graduation (Hoekstra & Newton, 2016; Hu, McCormick, & Gonyea, 2012; Scrivener et al., 2015; Tinto, 2004, 2006).

Community and technical college institutions needed to respond to student needs (Bounds, 2011). Providing faculty professional development to enable faculty to respond to student needs was required (Raisman, 2013). Though faculty professional development had varied definitions and carried out in a variety of diverse ways, faculty professional development programs were necessary, and mandated in licensure requirements established by state regulatory agencies (Choy et al., 2013).

Technical faculty were required by state education agencies to be qualified instructors; requirements included traditional college degrees and certification or

alternative certification (Bonsu et al., 2013). With program specific requirements, instructors were usually subject area certified through formal industry certification or on-the-job experience or a combination of both (Georgia Professional Standards Commission, 2017). Instructor certification renewals were tied to the completion of professional development programs and continuing education professional learning units (PLUs) through the acquisition of professional learning units (Bonsu et al., 2013; Georgia Professional Standards Commission, 2017). Changes in technical education allowed the use of technology to address specific content needs; however, determining industry specific needs for technical teachers working in myriad fields was challenging as professional development needed to integrate theoretical and hands-on knowledge for different career areas (Hoekstra & Crocker, 2015; Hoekstra & Newton, 2016; Phelps, 2016).

Georgia Career and Technical Education (CTE) certification required applicants who wanted to work in technical colleges possess either a teaching certificate and/or alternative certification and to maintain "Standard Renewal Credits" (Bonsu et al., 2013, p. 26). Alternative certification allowed individuals with "occupational experience" to teach as an adjunct (Georgia Professional Standards Commission, 2017). In Georgia, CTE-Specific Licensure was tied to teaching certification as well as industry license, specific program requirements, and continuous education requirements (professional development units) to keep and renew traditional or alternative licensure (Bonsu et al., 2013; Georgia Professional Standards Commission Standard Renewal Credit, 2017).

Despite the requirement for certification and the mandate to earn professional learning units to keep licensure, there were both positive and negative perceptions from

faculty about the usefulness of faculty professional development programs (Ware & Kitsantas, 2007). At the school under study, faculty professional development was classified as formal (workshops and/or presentations) or informal processes: collaboration (meetings to share questions, concerns, and problem-solving techniques within the individual teaching areas), and were also differentiated as to mode of presentation: face-to-face, online, asynchronous, synchronous, one-time, recurring, or in learning communities. (Elliot, Rhoades, Jackson, & Mandernach, 2015; Hixon, Barczyk, Buckenmeyer, & Feldman, 2011). Perceptions of the usefulness of the professional development was influenced by whether the learner felt the professional development was useful, even though required to keep licensure (Vaill & Testori, 2012).

Friedman and Phillips (2004) referenced professional development activities as "portable and bankable" (p. 369). Perceptions also included whether involvement was related to institutional needs, department needs, and/or individual needs (Cook & Steinert, 2013; Knight & Trowler, 2000). Perception factors resulted in a loss of time and financial resources being wasted on professional development activities when faculty perceived the professional development did not meet their needs (Albashiry, Voogt, & Pieters, 2015a, 2015b, 2015c; Bound, 2011).

The purpose and rationale of faculty development activities within ABC Technical College was multi-faceted to meet the many needs of students, faculty, and administration; to promote that the theory and practice of teaching and learning were valued, shared and sustained; to address the development and implementation of online learning; to provide professional growth activities that provided resources for faculty (Street, Maisto, Merves, & Rhoades, 2012); and to promote strategies to increase student

engagement, retention, and success in reaching career objectives for students (Center for Teaching Excellence, 2012; Crocket, 2015; Finelli, Pinder-Grover, & Wright, 2011).

Faculty development initiatives were further classified according to two broad dimensions: (1) the format of the initiative; and (2) the focus of the programming (Hu, McCormick, & Gonyea, 2012; McKee & Tew, 2013; Saroyan & Trigwell, 2015). Format and focus were dependent on whether the professional development was targeted to disciplinary expertise, andragogical or pedagogical needs, or certification and licensure requirements necessary to upgrade faculty and/or student workforce skills (Hornum & Asprakis, 2007; Wang et al., 2015). Mode addressed the manner through which the professional development was delivered (e.g., face-to-face, synchronous or asynchronous online, one-time or recurring; Elliot et al., 2015).

The success and effectiveness of these programs relied heavily on how the professional development activity was perceived by faculty as useful as well as whether the professional development was used by faculty (Meyer, 2014; Shahid, 2012). Perception and value were an individual's truth and highly subjective; however, faculty perceptions needed to be considered when deciding which method of professional development to implement (Meyer & Murrell, 2014). While a higher education administrator might dismiss perceptions as irrelevant, faculty perceptions gave credence to the professional development activity (Brancato, 2003).

Because so much credence was given to faculty professional development activities, measures of effectiveness needed to determine if colleges and universities were receiving their return on the investments placed into faculty development, such as time, financial resources, and facility space (Davis et al., 2013; Murray, 2002). According to

Steiner (2004), "Research suggests that the underlying characteristics of an [professional development] activity…whether it is focused on the content that students will need to know or whether it is coordinated with an overall school improvement effort are more important than the type of activity that is chosen" (p. 2).

There were many influences on faculty perceptions: some were subtle, while others glaringly obvious; however, institutions needed to dedicate limited resources toward the development and implementation of initiatives that were likely to promote positive experiences and better student achievement as well as positive perceptions regarding professional development experiences (Elliot et al., 2015). Professional development facilitators working with faculty needed to better understand adult learning process as well as professional development strategies to motivate faculty to share the responsibilities of learning, which led to successful professional development (de Aquino, Robertson, Allen, & Withey 2017).

Academic professional development was strongly influenced by principles of andragogy or how adults learned (Dortch, 2014). Because of these influences, the development of professional development activities needed to consider those variables that contributed to successful adult teaching (Wynants & Dennis, 2018). These variables included immediacy, relevancy, identity, and diversity.

Malcom Knowles (1980) based the model andragogy, or how adults learned, on four assumptions. Each assumption developed from this model provided ideas that indicated there were similarities between adult learner ability, adult need, and the adult's desire to assume his/her own responsibility for gaining new knowledge (de Aquino et al., 2017).

Adult learners wanted to apply new knowledge immediately; the information learned needed to be used as soon as possible (Knowles, 1980, 1990). New knowledge should be relevant to the adult learner. Application to what the adult learner was already doing was important. Adult learners wanted to be able to identify with what they were learning. Combining past learning experiences with new knowledge made the learning experience more effective (Stes, Min-Leliveld, Gijbels, & Van Pategem, 2010). Because adult learners were vastly different in terms of how they learn and levels of ability, there needed to be diversity in the ways and means by which new information was presented to the adult learner (Knowles, 1980).

The collective principles of andragogy, if used along with faculty input, facilitated a robust faculty development program; however professional development planners or higher education administrators also needed to consider the adult learner's motivation to learn (Robinson & Hope, 2013). Motivation, in terms of adult learners was driven internally driven as desire for advancement, promotion, or increased ability; externally driven motivation (required by organizational leadership) was characterized by organizational requirements as well as the desire to see improvement in student learning (Daly & Dee, 2009; Saroyan & Trigwell, 2015).

Statement of the Problem

The professional development needs of the technical college faculty were somewhat different from faculty at four-year higher education institutions. Professional development topics needed to address not only the educational and academic, but also topics related to changes in students attending technical colleges (i.e., non-traditional, first generation, dual-enrolled students, students needing remedial coursework, students

seeking job skills and certification, and students with disabilities); changes in pedagogy; use of technology; as well as job-related information on enrollment trends; improving retention rates; or how to help students persist to graduation.

Higher education institutions needed to respond to increasing changes in student needs and improve the ability of faculty to respond to these changes. Faculty professional development was necessary. Perceptions of higher education faculty regarding the value of professional development activities contributed to a lack of transference of knowledge and information gained through the professional development. Lack of transference from professional development activities affected pedagogical techniques of faculty as well as the ability of colleges to reach organizational goals and objectives through the adjustment of methods of instruction or changing instructional methods to better meet the needs of students and promote higher student achievement. While there were known and unknown variables which affected the perceived value of professional development, investigating the perceptions that existed between what faculty valued as useful from professional development activities was warranted, as well as how professional development was perceived by technical college faculty. Thus, the researcher investigated faculty perceptions regarding the value of professional development activities at ABC Technical College.

Conceptual Framework

The Conceptual Framework model (See Figure 1) suggested three areas were affected successful professional development: the professional development activity, the perceptions of faculty involved in professional development, and their perceptions of the usefulness of the professional development activity. The researcher gathered data

regarding faculty perceptions of professional development (Rienties, Brouwer, & Lygo-Baker, 2013).

Surveys provided the best approach to capture faculty perceptions and honest opinions regarding the value of professional development activities. The researcher believed that a qualitative approach provided accurate data that clarified faculty perceptions of professional development activities. According to Peshkin (1993), qualitative studies typically served one or more of the following purposes:

> Description - They can reveal the multifaceted nature of certain situations, settings, processes, relationships, systems, or people.
>
> Interpretation - They enable a researcher to gain new insights about a phenomenon.
>
> Verification - They allow a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contexts.
>
> Evaluation - They provide means through which a research can judge the effectiveness of particular policies, practices, or innovations (p. 24).

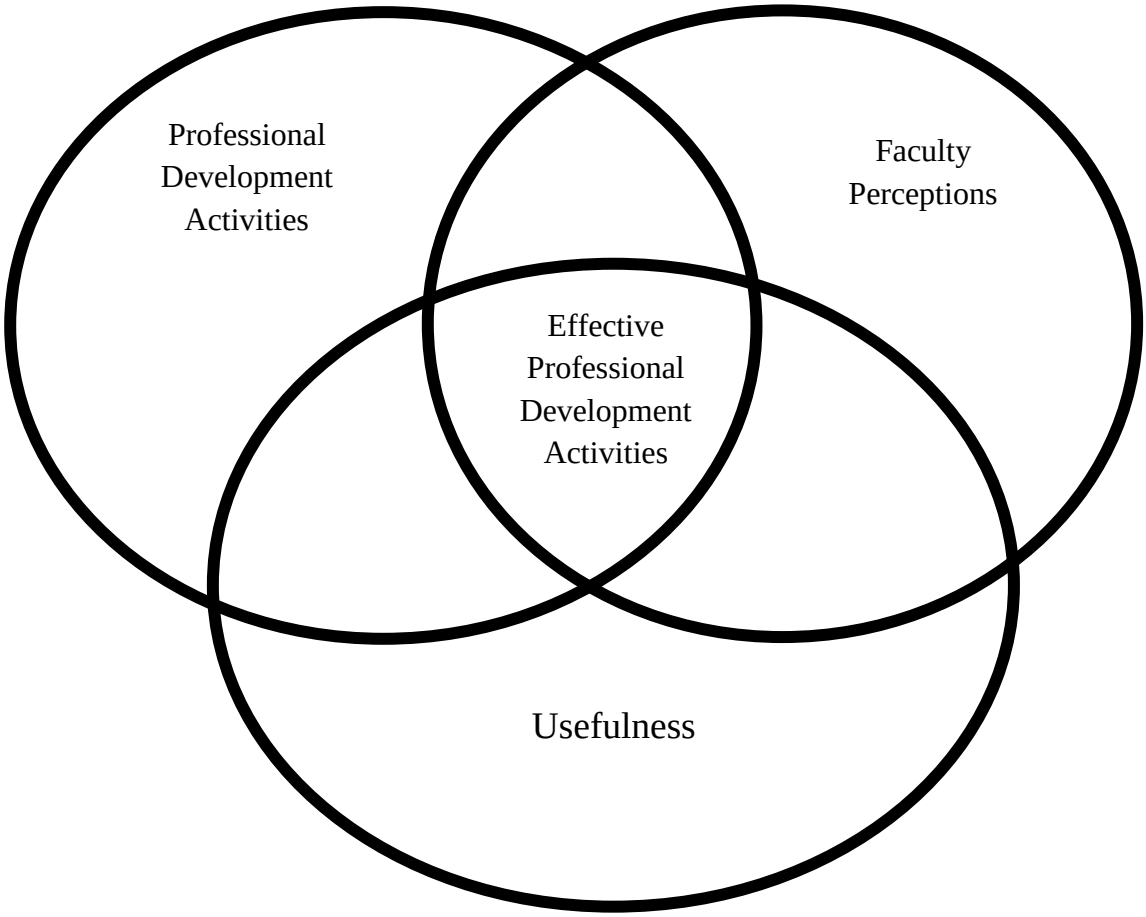

Figure 1. Conceptual Framework.

Significance of the Study

The researcher investigated the perceptions of higher education faculty at ABC Technical College, a part of the Technical College System of Georgia, regarding how faculty valued professional development activities. Data from the study might allow professional development activities to be crafted to be more meaningful to participants and more effective in choosing professional development to better fit faculty needs (Wynants & Dennis, 2018).

Research Questions

1. To what extent do faculty perceive professional development activities are offered to meet their needs?
2. To what extent do faculty perceive professional development is of value, meaningful or beneficial toward changing teaching behaviors?

Procedures

The researcher investigated faculty perceptions regarding their experiences with professional development within their institution using a case study approach. The researcher chose to use a case study because case study research offered a holistic view of what was being researched. Yin (2002) defined case study as "a contemporary phenomenon within its real life contexts, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13). Further, Yin (2014) suggested, "A case study is an empirical enquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 16). Qualitative survey design, according to Jansen (2010) who was a methodological design for use in social science research, which allowed the researcher to use surveys to obtain data from faculty.

A case study allowed the researcher to study a case by providing a "holistic and real-world perspective" (Yin, 2014, p. 4). The researcher identified one two-year technical college site located in the southeastern United States in Georgia to further investigate perceptions of professional development processes and usefulness of the professional development offered to technical college faculty. The researcher used

qualitative surveys as a process to obtain data from faculty professional development participants to gather information (Creswell, 2015; Jansen, 2010).

The researcher sought to gain an understanding into perceptions of faculty regarding the usefulness of professional development offered to faculty at a two-year technical college. The researcher used a qualitative online survey (Jansen, 2010). Online surveys were sent to faculty working at ABC Technical College. Survey questions requested faculty to voice their perceptions about professional development by answering open-ended questions. The population for the study were faculty working at ABC Technical College in Georgia.

The qualitative design allowed the researcher to collect data reflecting participants' perceptions (Creswell, 2015) and provided the researcher the opportunity to draw inferences from responses. Qualitative responses were analyzed by hand coding responses and displayed in charts, table and narrative format.

Limitations

This study was limited to faculty at one 2-year institution in Georgia. The study was also limited by low participation of faculty within the institution. Only faculty working at the institution were surveyed using their responses for research.

Definition of Terms

Adjunct faculty - Adjunct faculty, part-time or contingent faculty were faculty members who were employed to teach as needed. Adjunct faculty had varying degree and certification requirements based on their teaching assignments.

Andragogy - Andragogy, based on the tenets of Malcolm Knowles (1980), centered around adult learning processes.

Full time faculty – Full-time faculty were certified, degree professors who were eligible to become tenured faculty.

Perceptions – Perceptions were a way of regarding something; usually an impression of something. For the purposes of this study, perceptions were limited to perceptions regarding professional development experiences.

Professional Development - Professional development was a process through which faculty was offered formal or informal courses provided through the technical college through which faculty could expand their knowledge of teaching strategies, methods to engage students, use of technology, or acquire professional learning units to meet accreditation or Georgia Professional Learning Unit licensure requirements.

Technical College - A technical college was a type of two-year college providing vocational and occupational courses, certification courses to meet licensure regulations, as well as remedial and development courses that brought students' abilities up to required performance levels.

Summary

Faculty at two-year technical institutions were responsible for providing vocational and occupational courses, coursework for licensure, developmental or remedial coursework, as well as to provide students initial coursework which needed to be accepted at four-year higher education institutions. Two-year higher education faculty were often composed of part-time and full-time faculty who did not have a background in education. Institutional responsibilities included supporting faculty with professional development that prepared them to work with the myriad students attending the institution. Professional development was mandated; administrators were required to

provide professional development. However, faculty perceptions of professional development was not necessarily regarded as useful; thus, the researcher investigated to study faculty perceptions of professional development. The study was conducted using one 2-year technical college located in the southeastern part of the United States. The study population consisted of part-time and full-time faculty that worked at the institution.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this chapter, the researcher explored a review of the current relevant literature, as well as theoretical frameworks, discovering the context of faculty professional development in a technical college. Because literature exclusively about technical colleges, technical college faculty members, and professional development at technical colleges was limited, the literature explored included both two and four-year colleges and universities (Braxton, Bray, & Berger, 2000; Smith, 2017).

Two-year post-secondary institutions were multiple purpose institutions. In 2017, there were 6.5 million students enrolled in two-year institutions (National Center for Educational Statistics, 2018). Students attending technical colleges varied in age, socioeconomic background, and employment status (Visher et al., 2012). Most students attending a technical college were non-traditional, older students who did not immediately attend college after high school graduation (Scott-Clayton et al., 2014).

Over 50%of students were over the age of 24 years old with 52% of students being first generation students (National Center for Educational Statistics (NCES), 2018). Sixty percent of the students worked part-time; forty percent worked full time (NCES). Over 51% of students were students of color, most coming from a background of low to moderate income. Increasingly, students were non-native English language speakers (18%). Ten percent were immigrants, and more students with disabilities were entering two-year technical colleges (NCES, 2018).

The role of two-year technical colleges was an important one; students attending technical college wanted to be workforce ready (National Academies of Sciences, Engineering and Medicine, 2017). As non-traditional students, sometimes first-generation students, students were different from those attending four-year institutions (Davis et al., 2013). While non-traditional students were the norm for technical colleges, more recently, students who were dually-enrolled and concurrently enrolled in high school were attending technical colleges (Clifton, Hamm, & Parker, 2015; Condon et al., 2016). Additionally, there were increases in numbers of students with disabilities who needed developmental education and students who needed remedial coursework (Scott-Clayton et al., 2014; Visher et al., 2012). Students attending two-year institutions had differing goals. Some students wanted to obtain an associate degree; others wanted to prepare to transfer to a four-year college; some were there to obtain a certificate; students wanted job skills, and other students wanted to obtain credits toward a baccalaureate degree (Condon et al., 2016; Dortch, 2014).

Regardless of goals, students attending two-year post-secondary institutions, technical colleges, needed to be taught by faculty (Dailey-Hebert, Mandernach, Donnelli-Sallee, & Norris, 2014). With the diverse array of students attending technical colleges, faculty had to be prepared to provide vocational and occupations courses, certification coursework for vocational licensure, developmental or remedial coursework to bring student skills to an acceptable level to learn what was necessary to succeed to obtain career goals, as well as to teach information that was transferable and acceptable at four-year educational institutions (Hoekstra, Kuntz, & Newton, 2018).

Background

Gaff and Simpson's (1994) and Lewis's (1996) histories of faculty development from the 1970s assessed the early needs for professional development in higher education. According to Amundson et al., (2005), the term *faculty development* was commonly used to describe activities and programs designed to improve instruction. More recently, the term *academic and/or professional development* was used in some of the literature to refer to development activities and programs that more fully addressed the multiple roles of faculty (e.g., instructor, researcher, citizen and scholar within departments, faculties and the wider university community; Abrami et al., 2015). Faculty development was also referred to as andragogical or adult learning (King, 2002; Knowles, 1980; McQuiggan, 2007).

Successful faculty professional development was dependent upon the commitment, enthusiasm, interest, and skills of faculty (Barker, 2003; Gast, Schildkamp, & van der Veen, 2017; Winkler-Prins, Weisenborn, Group, & Arbogast, 2007). This was especially true when there was a movement or shift in paradigm or needs in instruction (Finlay, 2005). With the trends away from face-to-face traditional classroom instruction (teacher-centered instruction) to a shift towards student-centered instruction, professional development changed as technical colleges evolved to 21st century technical college institutions, and more online education was established (Barker, 2003; Cho & Rathbun, 2013; Symonds, Schwartz, & Ferguson, 2011). With the faculty as adult learners becoming the learner, considering the "diversity of life experiences, educational experiences, personalities, learning preferences, and uniqueness, which shaped their perspectives, influences how they will teach in the

future as well as their motivation to participate in professional development activities" (McQuiggan, 2007, p. 6).

A faculty member's past experiences with professional development influenced their motivation for future participation (Conrad, 2004, Dailey-Hebert et al., 2014). Faculty members, who did not enjoy the changes associated with requirements for professional development, reported feeling bewildered and overwhelmed (Burns, 2008), or disembodied and disempowered (Cowham & Duggleby, 2005; Oolbekkink-Marchand, Van Driel, & Verloop, 2014).

Gardiner (2000) stated,

> High-quality faculty professional development for every teacher is an urgent need and will become essential to institutions' capacity to compete for students in the years ahead to survive and thrive. We have a wide array of new knowledge about student learning and development, and we have research-based methods of fostering this learning and development. If used, this knowledge and these methods can permit us to produce learning on a scale never before achieved in our colleges and universities and not likely to be duplicated outside them. (para. 15)

According to early researchers Argyris and Schon (1974) and Schon (1987), concepts of "espoused theories of action" and "theories in use" [were typically used] as the focus of faculty development programs and how these benefited faculty and improved teaching pedagogy. Argyris and Schon (1974) stated, "We built the [professional development] program on the assumption that once the novice instructors were aware of any discrepancies between their professed aims and intentions [espoused theories of

action] and their teaching practice [theories in use] they would then take steps to lessen that discrepancy" (p. 136).

Argyris and Schon listed four goals of a faculty development program as the following:

(1) investigate the personal, or themselves as teachers;

(2) articulate their aims and intentions in the classroom;

(3) make their tacit theories about teaching and learning explicit; and

(4) develop habits of reflective practice that could serve them well throughout their careers as academics. (p. 136)

Prebble et al. (2005) stated, "Through a variety of academic development interventions, teachers can be assisted to improve the quality of their teaching" (p. 23). The authors asserted that there was no evidence to support the development model that suggested teachers "change their focus of attention over the course of their career, from self to subject to student (passive) and finally to student (active)" (p. 54).

In 2016, Condon et al. proposed, "Existing research and the current project confirm that faculty consistently self-report learning gains aligned with workshop goals at the end of these experiences." Moreover, according to the authors, faculty members' accounts demonstrated that they [could] look back at past development opportunities and describe changes in their teaching aligned with these goals" (p. 158). Steiner (2004) found,

Most research designed to measure the impact of professional development examines whether professional development influenced teachers. One level of impact was teacher attitudes: were teachers more positive about using a specific

instructional strategy because they participated in a professional development activity? Other studies measured a higher level of impact: did teachers' behaviors and practices in the classroom change as a result of their participation? (p. 12).

Benefits of Faculty Professional Development

There was ample research that recognized the influence of faculty development on classroom outcomes and student performances (Fish & Wickersham, 2009). Condon et al. (2016) found in their study of the effects of professional development activities at Washington State University.

> Independent ratings of students' learning outcomes demonstrate that when faculty learn and apply better ways of addressing desirable student learning outcomes, they translate their learning into course materials and assignments that actually do positively influence students' learning. That result, in the end, constitutes a successful case, and that kind of design produces long-range outcomes. (p. 126)

Further, according to Gossman (2008),

> Deliberate practice that enhances experience and is dynamic occurs when four conditions are met. These conditions are: that the task is well defined, that it is at an appropriate level of difficulty for the individual, that informative feedback is provided, and that opportunities for repetition and correction of errors are provided. The total amount of deliberate practice is a good predictor of level of absolute expertise. (p. 2)

The challenges for universities around the world were to ensure that the students graduated with relevant global knowledge, abilities, and skills that enabled graduates to

compete in the 21st century job market (Carnevale & Hanson, 2015; Jacobs, 2013, 2014; Kets deVries & Korotov, 2010). To confront these challenges, it was important that diverse, alternative learning methods (Ragan et al., 2012) were available for institutions of higher learning that needed to develop new strategies (Thurlings, Evers, & Vermeulen, 2015).

Current trends associated with non-traditional learning approaches included online learning (Cauthen & Haolin, 2012), collaborative and flipped classrooms (O'Flaherty & Phillips, 2015), learning management systems designed for adult learners (Bell & Federman, 2013; Toolwire, 2016), and media embedded course materials (Schmier, 2014). The desired outcome for any faculty professional development activity was to enable faculty to use traditional as well as new models for student learning, to increase student engagement, and facilitate better student achievement (Elliott & Oliver, 2016). Professional development offered opportunities for faculty to increase their knowledge base. Differences in learning experiences provided learners of all backgrounds the opportunity to solve common problem through the use of professional development (Kukulska-Hulme, 2012; Nicolaides & Marsick, 2016).

As teachers of adults, faculty could facilitate learning methods which resulted in interactive, collaborative learning processes (Brancato, 2003; Elliot, 2014). The learner-centered approach helps faculty to grow along with their students and expand the meaningfulness of the learning process (Albashiry et al., 2015a, 2015b, 2015c).

Ware and Kitsantas (2007) posited,

> Regarding the relationship between teachers' influence on decision making and teacher commitment, we suggest that teachers should help (a) establish the

curriculum, (b) determine the content of their in-service training programs, (c) hire and evaluate teachers, (d) establish discipline policies, and (e) decide how the school budget will be spent. (p. 309)

With faculty involvement, faculty were provided with some autonomy to control how professional development activities affected them, their pedagogy, interpersonal relationships with fellow faculty members, and classroom relationships with students (Latz & Mulvihill, 2011).

According to Sheryl Nussbaum- Beach (2010),

> The effectiveness of [professional development], the kind that results in professional learning- is dependent on more than the teacher getting it when you are presenting the content. It starts with the [professional development] provider's planning and ends with follow-through in the classroom. Ongoing authentic assessment of how well the [professional development] was delivered and then follow through to help the individual teacher with what they need to be successful or even what they are passionate about learning as an extension of the [professional development] is what makes [professional development] effective. The less obvious is that the effectiveness of professional learning is not always measurable. Value add is a tough thing to measure empirically. (para. 9)

Funding for Faculty Professional Development Activities

Within many colleges and universities, funding for faculty professional development activities was targeted to instruction and assessment. Professional development activities also included activities that faculty planned for themselves to

reach personal goals and objectives or activities that were in alignment with strategic institutional and/or departmental objectives.

In Georgia, historically, technical colleges did not have access to alternative sources of funding unless nontraditional sources of funding were explored.

> Budget problems [at colleges and universities] are common in almost every aspect of life today, whether it is the public or private sector. However, valued goals should not be abandoned arbitrarily. A multitude of options exist in which all participants win-those who give and those who receive. There is support available for those creative practitioners whose dreams exceed their bank accounts. (Whitcomb, 1986, p. 92)

Regardless of the source of funding for professional development activities, there were variables which had influence on available funding for faculty professional development activities at colleges and universities in general, and at TCSG schools specifically (Hepner & Kaufman, 2013). Zusman (2003) suggests:

> State governments will remain the dominant players in higher education in the foreseeable future. This is because states continue to fund most of public colleges' basic instructional costs, and public institutions enroll most U.S. college students. In addition, states retain extensive regulatory authority over most public colleges, ranging from authority over institutional missions and degrees to regulation of purchasing procedures. Legislative term limits, now in place in 16 states, also put pressure on legislators to make their marks quickly, before many can develop in-depth expertise or experienced staff. In recent years, governors and legislators have been key catalysts in the revision and restructuring of higher education in a

number of states, where they implemented statewide review of degree programs, created – or abolished – statewide boards, or pushed institutions to redirect enrollments and research programs toward engineering, teacher preparation, or other state priorities. (p. 123)

Steiner (2004) suggested, "One aspect of implementation for planners to consider is how a particular activity fits into an overall school improvement or professional development plan" (p. 19). Other variables, which affected the perceived value of professional development activities, were political in nature: Political with respect to how institutional leadership valued the activity, whether the activities were mandated or optional, and resources available to implement the professional activity (Betts, 2014).

Professional development planners needed to consider thinking as collaborative partners in the overall success and development of faculty members, which contributed greatly to the availability of resources and attention paid to faculty development efforts (Sorcinelli & Aitken, 1995). Researchers showed that collaboration between teachers was a powerful tool for professional development and a driver for school improvement by providing "opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement" (Annenberg Institute for School Reform, 2004, p. 2).

Collaboration between administration and faculty promoted positive participation in faculty professional development activities. Faculty engagement in professional development activities facilitated the use of professional development use with students, which affirmed overall goals and objectives of the institution (Betts, 2014).

Administration and faculty needed to be aligned with what the professional development activity was attempting to accomplish (Condon et al., 2016). When professional development was completed, evaluation processes needed to be in place to ascertain if the professional development activities accomplished what they were intended to do and whether the training was valued as useful. "Those responsible for planning and implementing professional development must learn how to critically assess and evaluate the effectiveness of what they do" (Guskey & Yoon, 2009, p. 500).

How the activities were planned, implemented, and evaluated were part of the development process. Differing aspects impacted how effective the professional development was, and whether the activities were successful in terms of perceived meaningfulness, according to Condon et al. (2016). Kezar and Maxey (2014a) suggested, that often, faculty opinion did not matter --whether for input on what professional development was needed or for what formats and mode professional development needed to include.

Blogger djjr (2016) posited,

> Of course, one could become more effective. But would PD/training workshops do the trick? More often than not the folks who think they can teach the teachers are not very good teachers themselves. One or two experiences with that and the whole idea was de-legitimized, unfortunately. Higher education institutions should treat the selection of who gets to offer pedagogical workshops to faculty the same as selecting a brain surgeon. Alas, that's probably the opposite of most current practice (para. 1).

At ABC Technical College, a variety of presentation methods of faculty professional development activities were offered and were available asynchronously online via the state website. These online modules were developed and adopted faculty development sources promoted by the state and familiar to faculty members. While the topics of these online modules were valuable, often modules did not address teacher/learner engagement and lacked follow up once modules were completed (Barkley, 2009; Cho & Rathbun, 2013).

The Professional and Organizational Development Network in Higher Education (POD) (2016, para. 4), suggested that professional development needed to allow for facilitation by a trained and skilled facilitator familiar with the type of campus, who clarified ideas, discussed effective implementation, and helped resolve challenges (Clifton, Hamm, & Parker, 2015). Most faculty professional development activities were chosen based on expense and available budget. As such, it was not always ideal to offer faculty professional development activities that included trained, skilled facilitators (Professional and Organizational Development Network in Higher Education (POD), 2016). Because of limited financial resources, improvement and growth as outcomes of faculty professional development activities were limited:

> Professional development efforts that brought improvements in student learning focused principally on ideas gained through the involvement of outside experts. These individuals were either program authors or researchers who presented ideas directly to teachers and then helped facilitate implementation. None of the successful efforts used a train-the-trainer approach, peer coaching, collaborative

problem solving, or other forms of school-based professional learning. (Guskey & Yoon, 2009. p. 496)

One of the largest challenges affecting successfully implementation of faculty professional development activities and their perceived value was time. Researchers consistently found that effective professional development required a significant amount of time from faculty (Darling-Hammond, Chung Wei, Andree, & Richardson, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Challenges included the need to find common time conducive to full faculty participation; professional development needed to be built into school calendars. However, putting the time aside did not guarantee a that professional development activities translated into use.

> Unfortunately, school staff members sometimes find that although accommodating schedules are in place, true collaboration is more difficult than they had anticipated. Some find that the time set aside is not used productively or is not having the hoped-for impact on teaching and learning. (The Center for Comprehensive School Reform and Improvement, n.d., para. 2)

Prior planning of the faculty professional development activity was a necessity, and if professional development was incorporated into the calendar, there was a necessity to account fully for use of time (Yoon et al., 2007). The need for time meant that every aspect of professional development had to involve planning for every increment. Time not fully utilized, or lack of time management, led to perceptions of failure of the faculty professional development by some administration members and faculty. Poor planning, including time allocation, negatively impacted faculty

perceptions of the professional development activity (Elliot et al., 2015; Friedman & Philips, 2004).

College faculty had tasks and responsibilities other than teaching (Kerna, 2012). Faculty members served various college committees, served as student advisors, and had responsibilities including planning, management, and grading. For these reasons, lack of planning for faculty professional development activities led to despondence or negativity.

Steiner (2004) stated,

> Whether a particular type of professional development activity has merit depends largely on design. A wide variety of professional growth experiences can be effective if they are designed to incorporate research-based features and are aligned with the user's contexts and goals (p. 20).

Institutional requirements of knowledge and information gained from faculty professional development activities once completed also influenced and impacted on faculty perceptions of value of these activities. Faculty were overwhelmed by having to adhere to another college policy, maintain additional records or documentation, learn another education tool or resource, or be responsible for additional work (Redmon, 2012). However, if the institution promoted the faculty professional development as a positive experience with positive outcomes, faculty perceptions of value might improve (Robinson, Byrd, Louis, & Bonner, 2013).

Adult Learning

Obtaining faculty input, however, promoted acceptance of new methods of institution and pedagogical techniques; gathering faculty perceptions and input was important (Kezar & Maxey, 2014a). Abrami et al. (2015) shared a holistic framework for

faculty professional development. The authors identified four aspects that were key to faculty professional growth: learning, agency, professional relationships, and commitments. This framework also built on Blackburn and Lawrence's (1995) early theory that faculty were driven by intrinsic commitments and a sense of personal agency that helped facilitate self-knowledge, which came from construction of social knowledge and the kinds of learning and contributions the institution and their colleagues most valued (Erickson, Noonan, Brussow, & Carter, 2016; Evers, Van de Heijden, & Krelins, 2016).

Knowles' (1990) early research on adult learning was still applicable; Knowles referred to the adult learner as a "neglected species." When observing adult development and professional development, Knowles listed five key assumptions about adult learners: (1) adults were motivated to learn as they experienced needs and interests that the learning would satisfy, (2) learning for adults was lifelong, (3) experience was the main resource for adult learning, (4) adults had a need to be self-directed in their learning, and (5) individual differences among people increased with age. If administrators kept these points in mind, professional development enticed more faculty members to be engaged with the professional development initiatives (EAB, 2016; Felton, Kalish, Pingree, & Plank, 2007).

Administrators also needed to evaluate the impact of the professional development on their capacity to address the full range of educational development needs on campus (Everett, 2013). There was a necessity to establish and collect information on the institution, faculty capacity, and evaluation, which had to be considered or provided as documentation for professional development activity (Stes et al., 2010).

Professional Development Resources

Resources set aside for faculty professional development were most likely to be utilized well if decisions were made in collaboration with faculty and administration (Twombly & Townsend, 2008). Decisions not involving stakeholders led to underutilized activities not compatible with structural and cultural contexts of an organization (Ahmad, Kyratsis, & Holmes, 2012; Wisdom et al., 2014). Educational development was most successful when a professional development presenter collaborated with faculty to enhance their teaching (Finelli et al., 2011; Krug, 2018). Faculty "needed help in identifying and overcoming common situational barriers" (Dancy & Henderson, 2010, p. 1056).

Concept Analysis Chart: TOPIC: Studies Related to Professional Development Activities

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ANALYSIS	OUTCOMES
Bates (2010)	An overview of professional development when presented in terms, rather than to individuals	13 faculty administrators and 12 faculty members	Qualitative: Interviews and online surveys	Team-based professional development may be successful in promoting professional development in higher education.
Conceição (2006)	Online teaching experiences	20 faculty members	Qualitative Phenomenological Study	Faculty stated increased workload of online teaching necessitated greater need for professional development and training.

Cohen (1980)	Evaluated professional development practices and structures influence.	22 studies	Quantitative Meta-analysis	Student feedback made a modest contribution to the improvement of college teaching.
Gast, Schildkamp & van der Veen (2017)	Investigated factors that impacted team-based professional development.	18 articles describing team-based professional development	Qualitative: Meta-analysis	Factors at the individual level, team level, and organizational level impact professional development when implementing team-based professional development.
Wynants & Dennis (2018)	Investigated the use of Universal Design for Learning in higher education using online learning	10 faculty members were interviewed to ascertain experiences about online disability awareness program	Qualitative interviews	Department cohort approach was found to increase participation and use of online learning; faculty felt administrative support was essential to promote use of UDL to increase student success.

Summary

The researcher investigated faculty perceptions of professional development at a two-year technical institution; technical institutions were responsible for providing vocational and occupational courses, coursework for licensure, developmental or remedial coursework, as well as to provide students initial coursework, which needed to

be accepted at four-year higher education institutions. Faculty were often composed of part-time and full-time faculty who did not have a background in education. Institutional responsibilities included supporting faculty with professional development that prepared them to work with the myriad students attending the institution. Professional development was mandated; administrators were required to provide professional development; however, faculty perceptions of professional development was not necessarily regarded as useful. These considerations prompted the researcher to study faculty perceptions of professional development.

CHAPTER III

METHODOLOGY

Introduction

Professional development was a focus for higher education institutions that needed to respond to increasing changes in students attending two-year technical schools. For the purposes of this study, the researcher investigated the perceptions of professional development needs at a technical college in Georgia. Technical faculty were somewhat different from faculty at four-year higher education institutions. Professional development topics needed to address not only the educational and academic areas, but also issues related to changes in students attending technical colleges (e.g., non-traditional, first generation, dual-enrolled students, students seeking job skills and certification, and students with disabilities), changes in pedagogy, use of technology, as well as job-related information on enrollment trends, improving retention rates, or how to help students persist to graduation (Smith, 2017).

Research Design

A qualitative research design method was chosen for this study as this method served best when attempting to gather participant feedback via personal experience (Creswell, 2007, 2009; Leedy & Ormrod, 2013; Maxwell, 2003). The researcher explored faculty perceptions regarding their experiences with professional development within their institution using a case study approach. The researcher chose to use a case study because case study research offered a universal view of what was being researched. Yin (2002) defined case study as "a contemporary phenomenon within its real life contexts, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13). "A

case study is an empirical enquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (Yin, 2014, p. 16). Qualitative survey design, suggested by Jansen (2010) as a methodological design for use in social science research, allowed the researcher to use surveys to obtain data from faculty.

Potential Outcomes

A positive outcome or one that provided for greater understanding of faculty perceptions regarding the value of professional development activities, which could be used to construct future professional development activities was desired. However, it might be determined that the information obtained did not provide for this insight and understanding, instead pointing to other factors that contributed to the faculty professional development program being unsuccessful. Among these variables could be lack of adequate funding, inappropriate professional development activities that did not address overarching challenges, or inept abilities of the faculty professional development provider.

ABC Technical College was a public, two-year institution of learning and a member of the Technical College System of Georgia. This research site had over 80 full-time faculty members. The enrollment for the current academic year was over 5000 students, most taking online classes.

Population

Permission to conduct this study was obtained by the Office of the President of ABC Technical College. The researcher's plans were also reviewed by the Office of

Institutional Effectiveness and the Institutional Review Board (IRB) to ensure that federal regulations were adhered to, providing protection against human subjects' violation (Creswell, 2009). The population of this study were faculty members who participated in professional development activities.

Research Design

Yin (2014) proposed that a case study allowed the researcher to study a case by providing a broader "real-world perspective" (p. 4). The researcher identified one two-year technical college site located in the southeastern United States in Georgia. The researcher proposed to investigate perceptions of professional development processes and usefulness of the professional development offered to technical college faculty. The researcher used qualitative surveys as a process to obtain data from faculty professional development participants to gather information from participant responses (Creswell, 2015; Jansen, 2010). The researcher sought to gain an understanding into perceptions of faculty regarding professional development offered to faculty at a two-year technical college.

The researcher gathered data through a qualitative online survey (Jansen, 2010). Online surveys were sent to faculty working at ABC Technical College. The researcher used surveys to collect data by requesting faculty to voice their perceptions through survey questions about professional development. Additionally, open-ended survey questions allowed faculty to voice why professional development was deemed important. The population for the study worked at ABC Technical College in Georgia. The qualitative responses were analyzed by hand coding responses and data was displayed in charts, table, and narrative format.

Research Questions

1. To what extent do faculty perceive professional development activities are offered to meet their needs?
2. To what extent do faculty perceive professional development is of value, meaningful or beneficial toward changing teaching behaviors?

A qualitative design allowed the researcher to collect data qualitatively (Creswell, 2015) and provided the researcher the opportunity to draw inferences from responses. Survey responses provided qualitative data used by the researcher to draw conclusions. The qualitative data also gave the researcher a look at professional development from the perspective of participating faculty at a technical college.

Data Collection

Data were collected from voluntary faculty participants from ABC Technical College. Faculty from the College were sent emails from the President's Office giving them permission to participate. Surveys were emailed to 24 potential respondents, and 8 responded. The survey was designed to capture demographic data about the participants as well as their perceptions of professional development. Data were collected from the surveys returned, tabulated, and assembled.

Response Rate

All institutional faculty were invited participate in the survey. Study respondents represented a variety of ABC Technical College faculty members. The researcher contacted the Office of Academic Affairs and University President to obtain permission to send the survey to faculty members. An email invitation introduced the survey, which fully explained the rationale and purpose of the study. The researcher hoped that survey

responses would total a minimum of 24 respondents; however, only 8 responses were returned (Creswell, 1998; Miles, Huberman, & Saldaña, 2014), which was acceptable for a qualitative study. (Creswell, 2015). The location of the study and names of participants in the study were not reported. The researcher kept all data confidential.

Data Analysis

Once all the data were collected, the researcher compiled all the responses and placed them into a spreadsheet based on the survey question number. All the responses were transcribed. Once the responses were listed using the question number, the researcher reviewed the data and reviewed the response data to analyze for common themes. The researcher used two cycles of coding. The researcher used "words or short phrases from the participant's own language in the data record as codes" (Miles et al., 2014, p. 74), which required the researcher to use the exact language given by the interviewees. Hand coding was appropriate for this qualitative case study research because the process of hand coding allowed the researcher to touch the data while understanding the participant's voice; hand coding also aided in finding patterns in the survey responses as there were a small number of survey responses. The second round of coding used was pattern coding. Using pattern coding allowed the researcher to "group summaries into a smaller number of categories, themes, or constructs" (Miles et al., 2014, p. 86).

Merriam (2009) stated, data analysis is "the process of making sense out of the data" (p. 178), suggesting that making meaning requires the researcher to read, review, organize, and then ultimately interpret. Hand coding was used to analyze the qualitative data; Saldaña (2016) suggests hand coding and touching the data is a part of first cycle

coding. To analyze the qualitative data, the researcher used hand coding during the first cycle of coding, using "words and short phrases from the participant's own words" (Miles et al., 2014, p. 74). Afterwards, the researcher used pattern coding, "repetitive, regular, or consistent occurrences [of data] that appear more than twice" (Saldaña, 2016, p. 5) as the second cycle of coding. Pattern coding allowed the researcher to group similarities found in the first cycle of coding into "a smaller number of categories, themes, or constructs (Miles et al., 2014, p. 86). The researcher created tables and charts to display answers to each research question and displayed results from qualitative data. The researcher used the language of the participants to report answers to the survey questions in the online survey. Data were also written and reported in narrative form.

Reporting the Data

Once the data were collected, qualitative responses were reported by answering each research question in both figures and descriptive narratives. The qualitative figures portrayed common themes from faculty, as well as encompassed supporting respondent quotes from survey questions. Descriptive narratives were written to summarize the findings and explain key information gathered from the participants in the study.

Maxwell (2013) suggested qualitative research was continually being assessed by the researcher to ensure the study can accomplish what the researcher intended. Additionally, in 2003, Fink proposed that social sciences researchers used survey research design method as a paradigm to learn about perceptions and experiences.

Jenson (2010, para. 12) suggested,

> The qualitative type of survey does not aim at establishing frequencies, means or other parameters but at determining the *diversity* of some topic of interest within a

given population. This type of survey does not count the number of people with the same characteristic (value of variable) but it establishes the meaningful variation (relevant dimensions and values) within that population.

Survey questions reflected professional development issues reflected in the literature: general pedagogical development; specialized teaching and pedagogical practices; engagement; certification and licensure, and technology use.

Summary

The study was conducted using one two-year technical college located in the southeastern part of the United States. The study population consisted of part-time and full-time faculty that worked at the institution. Surveys requested basic demographic information as well as perceptions of faculty regarding professional development offerings at the institution. Survey responses were submitted from faculty who were either full-time or part-time and who chose to participate in the study.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

Higher education institutions needed to respond to increasing changes in students who were attending two-year technical schools thus, the professional development needs of the technical college faculty were somewhat different from faculty at four-year higher education institutions. Professional development topics needed to address not only the educational and academic, but also those related to changes in students attending technical colleges (i.e., non-traditional, first generation, dually-enrolled students, students seeking job skills and certification, and students with disabilities), changes in pedagogy, use of technology, as well as job-related information on enrollment trends, improving retention rates, or how to help students persist to graduation (Smith, 2017).

Professional development improved the ability of faculty to respond to these changes in student populations, therefore, professional development was necessary. However, perceptions of higher education faculty regarding the value of professional development activities did not equate to use of newly acquired skills; a lack of transference of knowledge and information gained through the professional development were goals for providing professional development.

Lack of transference from professional development activities affected pedagogical techniques of faculty, the ability of colleges to reach organizational goals and objectives through the adjustment of methods of instruction or changing instructional methods to better meet the needs of students and promote higher student achievement (Daly & Dee, 2009; Kezar & Maxey, 2014a, 2014b). Known and unknown variables

affected the perceived value of professional development; thus, it was important to investigate the perceptions that existed between what faculty valued in professional development activities, and how professional development was perceived by technical college faculty (Kezar & Maxey, 2013).

The researcher proposed to investigate perceptions of professional development processes and usefulness of the professional development offered to technical college faculty. The researcher used a qualitative design to gather more meaning, understanding, and value from participant responses (Creswell, 2015; Jansen 2010). The researcher sought to gain a deeper understanding into perceptions of faculty regarding professional development offered to faculty at a two-year technical college. A case study allowed the researcher to study a case by providing a "holistic and real-world perspective" (Yin, 2014, p. 4). The researcher identified one two-year technical college site located in the southeastern United States in Georgia.

The researcher gathered data through a qualitative online survey (Jansen, 2010). Online surveys were sent to faculty working at ABC Technical College. The researcher used surveys to collect data by requesting faculty to voice their perceptions through survey questions about professional development. Additionally, open-ended survey questions allowed faculty to voice why professional development was deemed important. The population for the study were faculty working at ABC Technical College in Georgia. The qualitative responses were analyzed by hand coding responses and displayed in charts, table and narrative format.

Research Questions

1. To what extent do faculty perceive professional development activities are offered to meet their needs?
2. To what extent do faculty perceive professional development is of value, meaningful or beneficial toward changing teaching behaviors?

Research Design

A qualitative case study research design was used for the study. A qualitative design allowed the researcher to collect data (Creswell, 2015) and provided the researcher the opportunity to draw inferences from responses. Survey responses provided qualitative data used by the researcher to draw conclusions. The qualitative data also gave the researcher an in-depth look at professional development from the perspective of participating faculty at a technical college.

Analysis

Qualitative findings were analyzed by using exact phrases from the participants as well as pattern coding. Qualitative findings were also analyzed through hand coding to identify a theme for each survey question response. Qualitative findings were reported by research question.

Respondents

Technical school faculty were selected for the study located in the southeastern part of the United States in Georgia. Faculty were asked to participate in an online survey about professional development.

Organization of the Findings and Data Analysis

Survey Question 1. Participants were asked to identify their gender.

Figure 2 indicated 8 participants competed the online survey with 7 female respondents and 1 male respondent. Figure 1 presents survey responses concerning respondents' demographic data.

Gender	Female	Male
Respondents	7	1

Figure 2. Gender of Respondents (*N*=8).

As reported in Figure 2, there were a limited number of respondents participating in the survey. There were 7 female respondents and 1 male respondent.

Survey Question 2. Please indicate the number of years you have been teaching in higher education, including the current year.

Data from Figure 3 presented information about the teaching experiences of the respondents in higher education.

Number of Years Teaching in Higher Education	
Less than 1 year	1
1 – 3 Years	1
4 – 6 Years	3
7 – 9 Years	2
10 – 19 Years	1
20 – 29 Years	0
30 or more Years	0

Figure 3. Respondents' Experience Teaching in Higher Education.

As reported in Figure 3, respondents included 7 faculty members with under 9 years' experience in higher education and only one member with over 10 years of experience. As newer occupational fields emerge in technical colleges, obtaining faculty who meets the required criteria is challenging, especially with industry certification,

technical colleges do not attract faculty as faculty pay is historically under industry pay (Eagan et al., 2014).

Survey Question 3. Please indicate the length of time you have worked at ABC Technical College, including the current year.

Data from Figure 4 presents information about the teaching experiences of the respondents at ABC Technical College and reflects the same demographics as Figure 3 with only one faculty member having over 10 years' experience and 7 faculty members working at the institution under 10 years.

Number of Years Teaching in Higher Education	Years
Less than 1 year	1
1 – 3 Years	1
4 – 6 Years	3
7 – 9 Years	2
10 – 19 Years	1
20 or more years	0
30 or more Years	0

Figure 4. Respondents' Experience at ABC Technical College, including the current year.

As reported in Figure 4, respondents included 7 faculty members with under 9 years' experience in higher education and only one member with over 10 years of experience.

Survey Question 4. Please select the discipline area to which you are most closely assigned.

Figure 5 depicts the discipline areas of the responding faculty members. Nursing and Allied Health Fields had 3 respondents while Natural and Computer Sciences had 2 respondents with only 1 respondent in the business discipline.

Discipline	Number
Natural Sciences	2
Mathematics	0
Computer Sciences	2
Social Sciences	0
Humanities & Arts	0
Business	1
Nursing & Allied Health Related Fields	3

Figure 5. Profile of Respondents and Discipline.

Data from Figure 5 depicted the discipline areas of the responding faculty members. Nursing and Allied Health Fields had 3 respondents while Natural and Computer Sciences had 2 respondents with only 1 respondent in the business discipline. The National Center for Educational Statistics lists the following fields as representative disciplines in technical colleges: liberal arts and sciences, general studies; business management and administrative services; health professions and related fields; engineering related technologies; and computer and information sciences (NCES, 2018).

Survey Question 5. What does the term professional development mean to you?

Survey question 6 allowed the respondents to define the term professional development as they perceived it. Figure 6 depicts the online survey responses to the question about what professional development meant to each respondent.

Opportunity to increase knowledge of teaching
Important to learn about the college
Help for me to improve teaching

Figure 6. Respondents' Definitions of Professional Development.

Figure 6 presents definitions of professional development as perceived by technical college faculty members. Definitions include information that reflects that the

respondents report that professional development opportunities are focused on increasing knowledge.

Survey Question 6. Elaborate on your most recent experience with professional development.

Figure 7 addresses responses of respondents concerning recent professional development opportunities with two respondents noting that professional development opportunities reflected learning about how to use technology.

Teaching online
How to teach with technology
How to teach all students

Figure 7. Respondents' Comments about Recent Professional Development Experiences.

In Figure 7, respondents reported on recent professional development experiences. Two of the three respondents reported professional development focused on the use of technology with one respondent noting that inclusion of all students in teaching was a focus.

Survey Question 7. To what extent have you participated in professional development?

Professional development is an ongoing responsibility for technical schools as all Georgia instructors must acquire professional learning credits to sustain teaching credentials. Respondents, as reported in Figure 8, noted professional development opportunities ranged from one to six times. Figure 8 addressed the number of opportunities offered for professional development to technical instructors. Respondents reported multiple opportunities, numbers which may reflect an offer to obtain professional development learning units that are needed for continuing certification (Georgia Professional Standards Commission, 2017).

Number of Professional Development Activities	Number of Respondents
One Professional Development Experience	1
Two Professional Development Experiences	2
Three Professional Development Experiences	2
Four Professional Development Experiences	2
Five Professional Development Experiences	0
Six Professional Development Experiences	1

Figure 8. Respondents' Number of Professional Development Experiences.

Survey Questions 8a, 8b, and 8c. To what extent have you participated in professional development?

Survey questions 8a, 8b, and 8c portrayed individual responses and perceptions about participation in professional development activities. In Figure 8a, two figures gave responses: one positive and one negative. Positive responses indicated respondents acknowledged that professional development experiences were somewhat useful, while negative comments reflected perceptions that professional development experiences were not good experiences.

Positive Experience Comments
Mostly positive, presenters were not good
Mostly positive, had to tie the learning to what I do in the classroom
Helped some with difficult situations.

Negative Experience Comments
Lack of clarity about how to use the information
I have been teaching for 15 years, I do not need a refresher course
OK, got a better idea of what not to do
College did not present it in a positive light, but made it appear we do not know how to teach.
It was OK, but what was the point?

Figure 8a. Respondents' Positive and Negative Experiences with Professional Development Activities.

In Figure 8a, respondents provided both positive and negative comments about past professional development experiences. More negative experience comments were

provided from respondents who indicated perceptions of professional development were negative; respondents indicated that professional development was not targeted to their needs. Concerns with professional development included consideration for the adult learner's motivation to learn. Externally driven motivation for participation in professional development required by school administrators was characterized by required professional learning units as well as the desire to see improvement in student learning (Dailey-Hebert et al., 2014).

Survey Question 8b. Did the professional development create change in your teaching behaviors?

In Figure 8b, respondents indicated that professional development provided more information that was used to change teaching behaviors. Respondents, though not positive about professional development in previous responses, indicated that professional development information was of use.

Some, helped to better understand use of technology
Somewhat, I learned more about today's students
Changed to more active involvement with students
Changed to using more technology
Did not change, I have been teaching most of my adult life. I do not need someone who has not been in a classroom trying to tell me what to do.
I learned that today's students need help. Most of my students are part-time and I have to find ways to help them in school and out of school
I can teach the content, but I needed help in how to teach.
So what can I do with technology? When I have difficulty using the technology there is no one to help. There was no follow-up to the training.

Figure 8b. Respondents' Use of Professional Development to Change Teaching Behaviors.

In Figure 8b, all but one respondent indicated that professional development provided information to improve teaching. Three comments reflected that technology

professional development was of use though follow-up was necessary. Two respondents indicated that information about students was beneficial.

Survey Question 8c. Has the professional development experience influenced you in any manner to change your teaching?

Professional development, according to the respondents, as reported in Figure 8c, provided the respondents with information for consideration to inform their teaching. The comments reflected that professional development opened ideas for consideration in teaching.

I am now trying some new things with technology, but I am limited
It did nothing for me, total waste of my time
I would like to help the students learn more, but this did not change my mind about how to teach
Changed my mind about use of technology. Now I need more help.
Opened my mind to other possibilities.
I realized that I need help with how to teach, not just content, but how to get it across to the students.
Students have changed, and I recognize that I need to reflect on how I teach
I was open to new techniques of teaching going into the training, but the lack of follow-up left me in a quandary.

Figure 8c. Respondents' Incorporation of Professional Development in Teaching.

In Figure 8c, respondents reported professional development was informative, especially with the recognition of the use of technology, and additionally with obtaining information about changing students and students' needs. Additionally, respondents indicated that technology professional development was useful, but could be used better with follow-up on how to use the technology.

Survey Question 9. To what extent are resources provided to you to enable you to participate in professional development (in your field)?

Figure 9 addresses information about professional development resources, indicating that professional development opportunities were limited to what was "provided" or "given" by the college. Respondents did not indicate training other than what was provided by the institution.

Options	Number of Survey Respondents
Only those (professional development experiences) provided by the college	3
None except what the college gives us	3
Additional training is limited to the college	2

Figure 9. Respondents' Information about Professional Development Resources.

Professional development comments were restricted to opportunities provided within the institution. Respondent comments reflected no other opportunities to obtain professional development.

Survey Question 10. Do you have a choice about participating in professional development at your institution? For instance, is professional development required for accreditation in your field?

Survey question 10 addressed the need for accreditation within the discipline for respondents. There was limited information provided by respondents other than mandated opportunities (See Figure 10).

Options	Number of Survey Respondents
Most of the training is mandated.	5
I went to one conference on my own, meaning I paid for it.	1
The training is provided by the college	2

Figure 10. Respondents' Information about Professional Development Training.

Figure 10 addressed information from respondents about options for professional development. Five respondents indicated that professional development training is mandated; two respondents were provided with professional development. No respondent indicated that other options were available other than one respondent who attended a professional development conference, which was not paid for by the institution.

Survey Question 11. To what extent has professional development been meaningful or beneficial to your teaching?

Respondents, as reported in Figure 11, indicated that training was beneficial for them and their responses indicated they felt the professional development was helpful for their teaching.

Respondent Survey Comments
It made me think about how I teach and how I need to be more open to other ideas and ways of doing things.
I am now open to trying new ideas because the students are changing.
The content is changing, and I must change my techniques to reach the students.
Technology is not always the best for all students, but I am trying to use it as best I can. (2)
I am willing to listen to new ideas but resent being told how to teach. There is not one best way for all content areas and all students.
I am trying to revise my methods, but I have had no follow-up training to help me develop and use new techniques and methods. If they want me to change, help me.
Don't just talk about it and provide training with no follow-up.

Figure 11. Respondents' Information about Professional Development Activities.

In Figure 11, responses to survey question 11 reflected that all respondents reported professional development was useful to them and they were willing to incorporate professional development ideas into teaching. Two responses indicated that professional development had encouraged them to try new ideas, including the use of

technology, and once again, that follow-up to professional development would be useful to them.

Survey Question 12. What would you like to see changed about professional development at your institution?

Survey question 12 provided an opportunity for respondents to suggest changes for professional development opportunities at their institutions. Figure 12 reports comments from respondents about suggested changes.

Training should be tailored to the content since all content is not the same, just as it needs to be tailored to students, they are not all the same.
I would like to have some training that I choose, and the college will pay for me to attend.
All faculty are not at the same stage of their career and the training should be different for different kinds and experience of the faculty.
I want to help my students, but I need some individualized support and training that relates to me and what I need.
The same training should not be mandated for everyone unless it covers everyone and their needs, including students.
We are here to help students succeed and the training should focus on how students learn and how to reach reluctant learners. Student are motivated to be at this college and we have to offer them something different to continue to help them learn and be successful.
I do not like training that is not helpful for me. Help me in the classroom. Help me in advising and working with students that need help that is not typical.
I want to help students. Help me do that.

Figure 12. Respondents' Survey Comments about Changing Professional Development.

Responses, reported in Figure 12, indicate that respondents want professional development, but also want targeted opportunities for professional development. Respondents reported that general professional development opportunities did not address their needs and did not allow them to provide for student needs. Each response indicated the willingness of instructors to better their instruction when tailored professional development activities met their needs.

Survey Question 13. Do general teaching pedagogical professional development activities improve the quality your teaching? Please explain "yes" or "no".

In responding to a question regarding general teaching and pedagogical professional activities, respondents offered comments that reflected that "general" professional development activities, shown in Figure 13, were not as useful, as responses in Figure 12, which indicated tailored professional development was useful.

To a limited extent.
Some (3)
Not particularly useful (3)
Helped to understand my students.

Figure 13. Responses about Teaching Pedagogical Professional Development Activities.

Responses to survey question 13, as indicated in Figure 13, reflected three technical college faculty perceived pedagogical professional development was not particularly useful while one indicated pedagogical information was helpful.

Survey Question 14. What types of professional development in the area of general teaching and pedagogical development practices would you like to have made available to you that are not offered? Why would these activities be of value to you?

Survey question 14 provided another opportunity for respondents to make suggestions about professional development opportunities and to follow the answers with clarifying statements. Responses were reported in Figure 14.

Refer to previous question (5)
More individualized help (3)

Figure 14. Responses concerning General Teaching and Pedagogical Development Practices.

Respondents' comments to survey question 14, reported in Figure 14, reflected views on general pedagogical professional activities not being helpful. The second response supported the need for more individualized targeted professional development activities.

Findings

Three themes emerged from the survey question responses.

1. Faculty perceived professional development activities were institutionally mandated and were provided to meet general needs.
2. Faculty indicated professional development activities need follow-up. In the case of technology, respondents indicated it was useful, but initial professional development was not enough, and follow-up was necessary so technology use could be useful.
    a. Faculty indicated a willingness to use information from professional development; however, statements indicated most professional development was too general and not useful; targeted professional development was more useful but opportunities other than what was provided by the institution was not available.

Discussion of Themes

1. While institutional professional development was a mandate; accreditation and licensure requirements needed to be addressed and all faculty had to participate. Faculty responses indicated that they did not understand what types of professional development were necessary. Without a background of

teacher pedagogical knowledge, it was necessary for technical faculty to acquire a background of andragogical knowledge about how to teach students.

2. Faculty responses indicated professional development, especially with technology use, required follow-up to ensure the information was usable and implementable.
3. Targeted professional development was necessary with the evolution of new career and technical (CTE) college pathways. Additionally, with the evolution of Dual Enrollment programs and more students entering Career and Technical colleges, responses indicated that instructors learned more about changing student populations.

Summary

The respondents reported their perceptions of professional development at ABC Technical College in their responses to questions posed in the online survey. The findings were that faculty perceived the professional development they experienced were general in nature and not specific to their needs, particularly with regard to improving their instruction. They also reported that desired more follow up after the activities to help them integrate the learning into their teaching. Finally, they perceived a need for professional development but wanted to be more involved in the process.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Community and technical colleges have a long and varied history in higher education, typically with the mission of serving those students who wanted job preparation. The institutions of today focus on preparing students for the world of work or for transfer to a four-year institution. Not all the institutions are the same and neither are the faculty at those colleges. Most faculty have experience or expertise in their content or trade area but not in teaching students at this level. Consequently, most technical college must provide faculty development for the faculty. This study was undertaken by the researcher to examine the perceptions of technical college faculty regarding their experiences with professional development.

The students are also different. Students attending two-year technical colleges were largely non-traditional students, often first-generation students, and many who were dually-enrolled students concurrently enrolled in high schools. Their goals for attending college were also often different. Many students attend to get job training or certification for a specific trade while others may want an associate's degree. Many of the students were adults returning to college to enhance their employment opportunities. Regardless of the type of student, adult or college age, they required teaching of the highest caliber for enhancing their possibility of success.

The researcher chose to conduct a qualitative survey of faculty on one technical college in the southeast section of the United States. Permissions were obtained from the Columbus State University IRB (Appendix B), and permission was granted by the

president of the technical college. The survey was sent to faculty and those that completed the survey were included in the data. The data were analyzed, and inferences were drawn concerning the perceptions of these faculty toward professional development in general and their exposure to professional development in particular.

Findings

Three themes emerged from participant responses.

1. Faculty perceived professional development activities were institutionally mandated and were provided to meet general needs.
2. Faculty indicated professional development activities needed follow-up. In the case of technology, respondents indicated it was useful, but initial professional development was not enough, and follow-up was necessary so technology use could be useful.
3. Faculty indicated a willingness to use information from professional development; however, participants indicated most professional development was too general and therefore not useful; targeted professional development was more useful but opportunities other than what were provided by the institution were not available.

The respondents perceived that professional development mandates were inconsistent, but they acknowledged that professional development for accreditation was necessary and that all faculty should participate. They were not supportive of professional development that they perceived to be of little or no use to them in their instructional duties.

The respondents also perceived that there should be follow-up to the professional development, particularly in the use of technology. As more classes were being offered in the online environment, faculty wanted to learn how to deliver the content in the new manner, but they perceived a lack of follow up after the professional development. This failure to provide follow up was a major concern of the faculty respondents.

Faculty respondents reported that they desired professional development, but they wanted targeted training in areas for improvement, i.e., use of technology, or in their content area. They perceived that the professional development was most often too general to be of much assistance to them in their teaching. They also wanted to be involved in the process for the selection of the professional development activities.

Discussion of Research Findings

According to Amundson et al. (2005), the term faculty development commonly described activities and programs designed to improve instruction. The participants in this study did not agree. Rather, they perceived that the professional development that was provided as general in nature and did not contribute to their improvement in teaching.

Successful faculty professional development depended upon the commitment, enthusiasm, interest, and skills of faculty (Barker, 2003; Gast et al., 2017; Winkler-Prins et al., 2007). This was especially true where faculty were asked to become more involved in online delivery of instruction. (Barker, 2003; Cho & Rathbun, 2013; Symonds et al., 2011). The faculty respondents were interested in learning more about the online environment but did not perceive that the college provided sufficient opportunities or feedback to assist them in this area. They particularly highlighted the need for more

follow up to have an impact on their teaching.

Betts (2014) stated that other variables, which affected the perceived value of professional development activities, were political in nature. He used political to describe how institutional leadership valued the activity, whether the activities were mandated or optional, whether resources were available to implement the professional activity, and to what extent faculty could choose their own professional development. Respondents in this study reported that they were not permitted to choose their own professional development activities.

Many of the professional development activities were online modules provided by a state agency for use by all technical colleges While the topics of these online modules were valuable, often modules did not address teacher/learner engagement and lacked follow up once modules were completed (Barkley, 2009; Cho & Rathbun, 2013). This was a primary concern for faculty respondents in this study; there was a lack of follow up to the activities.

Abrami et al. (2015) promoted four aspects key to faculty professional growth: learning, agency, professional relationships, and commitments. They reported that faculty were driven by intrinsic commitments and a sense of personal agency about the kinds of learning and contributions the institution and their colleagues most valued (Erickson et al., 2016; Evers et al., 2016). The faculty respondents did not report any understanding of the goals or the professional development or its importance to either them or the institution except to meet accreditation standards.

Conclusions

The researcher drew the following conclusions from the study:

(1) Professional development was important for both administrators and faculty in the technical college.

(2) Faculty perceptions regarding the generalized nature of the professional development activities presented a dilemma for administrators. The administration was obviously delivering the generalized professional development to all faculty to help insure continuity and consistency, but that failed to make the faculty understand the purpose and proposed outcomes from the training.

(3) Technical college faculty desired and deserved follow up from professional development activities.

(4) Faculty needed to be more involved in the selection of professional development activities.

(5) Faculty were desirous of more professional development that would help them in their instructional duties.

Limitations

The study was limited by several variables, some outside the control of the researcher. Namely only technical college faculty were selected to participate. From these, only a small number of faculty responses were received with few in-depth answers. However, the answers showed that the faculty who were involved in professional development had some understanding of its value to pedagogy.

Implications

There were three implications from the study. First, for administrators of the technical college. Administrators needed to find ways to involve the faculty in the

development, planning and implementation of the professional development. Second, mass professional development should be endorsed and reported to the faculty, so they understood and could contribute to the opportunities provided by professional development. Follow up was a vital key to the professional development and opportunities to help faculty were lost.

Recommendations for Further Research

The following recommendations were made for further research:

(1) Conduct a second study of the technical college administrations and compare responses from the two groups;

(2) Conduct an online survey of all faculty administered by the technical college;

(3) Conduct a study at another technical college for comparison; and

(4) Analyze the respondent data between the participants in regard to demographics.

(5) Conduct a study of knowledge levels of faculty concerning professional development.

(6) Conduct a study of knowledge levels of faculty concerning the use of andragogy in professional development.

Dissemination of Results

The researcher planned to disseminate the results in the following manner which includes, but is not limited to, a presentation of findings to administrators at the technical college researched; submit a manuscript to a peer-reviewed journal for publication; presentation at the next meeting of the Southern Regional Council on Educational Administration; a Presentation of the findings at the conference of the Georgia

Association of Professional Educators; and a Presentation through teaching classes at CSU in higher education.

Concluding Thoughts

Technical college faculty need help in reaching their varied clientele of students and this study provided a vehicle for me to start the discussion. Although this study was not as comprehensive as planned, health issues got in my way, but I wanted to finish what I had started. This has not been an easy journey, but it was one that I hope will make a contribution to those colleagues in technical colleges.

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APPENDICES

APPENDIX A

GEORGIA REQUIREMENTS

Georgia Professional Development or Additional Requirements

Traditional Certification

- A set of requirements must be met during the five-year certification period. (5) • Six semesters of college course work OR
- Ten credits of Georgia Professional Learning Units (temporarily suspended after July 31, 2011 to June 30, 2015) OR
- Ten credits based on U.S. Department of Education Teacher-to-teacher workshops OR
- One full year of acceptable school experience while working in another state on valid certificate issued by that state

Alternative

- Technology/Career Education Certificates
- Completion of six semester hours or 10 Professional Learning Units OR
- Ten Continuing Education Units within five years OR
- Holding a valid National Board for Professional Teaching Standards certificate OR
- Holding a valid Georgia Master Teacher certification OR
- One year of full-time college teaching experience within five years

APPENDIX B

CSU IRB APPROVAL

Columbus State University Institutional Review Board Approval

From: CSU IRB <irb@columbusstate.edu>
Sent: Wednesday, June 27, 2018 4:23 PM
To: Kermelle Hensley; Michael Richardson
Cc: CSU IRB; Institutional Review Board
Subject: Conditional Exempt Approval Protocol 18-117

Institutional Review Board
Columbus State University

Date: 6/27/18
Protocol Number: 18-117
Protocol Title: Dissertation
Principal Investigator: Kermelle Hensley
Co-Principal Investigator: Michael Richardson

Dear Kermelle Hensley:

The Columbus State University Institutional Review Board or representative(s) has reviewed your research proposal identified above. It has been determined that the project is classified as exempt under 45 CFR 46.101(b) of the federal regulations. Conditional approval is granted pending the approval from the listed outside performance site(s).

Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or (706) 507-8634.

If you have further questions, please feel free to contact the IRB.

Sincerely,

Amber Dees, IRB Coordinator

Institutional Review Board
Columbus State University

APPENDIX C

INFORMED CONSENT

COLUMBUS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD

Informed Consent Form

You are being asked to participate in a research project conducted by Kermelle Hensley, a doctoral student in the Counseling, Foundations, and Leadership Department Doctoral Program at Columbus State University. Dr. Michael Richardson, Professor, will be supervising this study.

I. Purpose:

The purpose of this project is to determine perceptions of technical college faculty on the value of professional development activities. Namely whether any activity completed as professional development actually "develops" the faculty member for job responsibilities, career development and/or progression, or technical skill.

II. Procedures:

Procedures for obtaining data and information for the doctoral study include the completion of an electronic survey and participation in three focus group sessions.

III. Possible Risks or Discomforts:

Possible risks or discomforts are non-existent as research obtained is strictly informative and poses no threat or risk in any form to the participant.

IV. Potential Benefits:

Possible benefits of the research study includes the improved quality and rigor of professional development opportunities presented to participating faculty, and improved engagement of faculty in said activities. Other benefits may include improved teacher effectiveness and increased line items in budgets for additional professional development opportunities.

V. Costs and Compensation:

There is no compensation for individuals participating in the study.

VI. Confidentiality:

Data will be de-indentified with participants responding anonymously to an electronic survey. Individuals participating in focus group interviews will not be identified by name, but only by the department in which they teach. The focus group interviews will be facilitated by the AVP of Finanical Aid Services.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Kermelle Hensley at [redacted] or hensley_kermelle@columbusstate.edu. If

Revised 10/01/2017

you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By signing this form, I agree to participate in this research project.

_____ _____

Signature of Participant Date

Revised 10/01/2017