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Perceptions of Outreach, Theory, and Practice at Centers for Teaching and Learning

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PERCEPTIONS OF OUTREACH, THEORY, AND PRACTICE AT CENTERS FOR TEACHING AND LEARNING

SAMANTHA DUNN

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This dissertation examines Centers for Teaching and Learning (CTLs) and how they are perceived by the instructors and employees who work in higher education. CTLs focus on accessing and assessing faculty and staff while creating programs and research which offers insight into the faculty, instructional, and organizational needs of an institution. The needs that CTLs focus on include the professional, educational, instructional, and, sometimes, personal development of employees. Yet, the theories and practices which drive the research of educational development—specifically CTLs—are fragmented due to the interdisciplinary nature, vast scope, and practical-focus of directors and researchers.

This study builds upon previous research regarding CTLs and scholarship of higher education institutions. Using Grounded Theory, this study inductively analyzes survey and interview data from instructors and CTL employees across the United States to answer the following questions: (1) How do instructors and CTL employees perceive the role and work of CTLs in supporting the teaching and learning process in higher education? (2) What role does outreach play in the position of a CTL employee to provide support to instructors at a university or college? and (3) How do characteristics within a university structure the practice, theory, and outreach of the CTL unit?

Through an open-ended survey completed by 139 people and 13 interviews with those who work within higher education, data were coded and thematized to determine how CTLs are viewed on higher education campuses. During the recursive analysis process, themes were better understood as connected amongst each other and built from prior research. Although participants represented a variety of campuses and backgrounds, four interconnected themes were identified: (1) Outreach, (2) Motivations, (3) Expectations, and (4) Change Agents. These themes work together to help show how CTLs are viewed, received, and utilized on campuses.

The data allowed for comparison among different types of universities and CTLs to better inform the outreach and understand the practical and theoretical practices of CTLs. It has the potential to help CTLs continue to expand, reach out, and develop programming, theory, and practice in ways that are valued by instructors. Through understanding how instructors view quality educational development, based on a number of characteristics, quality programming can create audience adaptive messages to ensure quality learning and development. Further, instructional developers can better recognize how their programming is understood, valued, and appreciated.

KEYWORDS: Centers for Teaching and Learning; Outreach, Theory, and Practice in Higher Education

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And to my participants – thank you for taking the time to fill out the survey, send on the survey, be interviewed, and check to make sure my summaries matched your perspectives. I really couldn't do this without you.

S. D.

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CHAPTER I: ESTABLISHING THE PROBLEM

Educational development originates from practice. It utilizes theoretical models and conceptual frameworks regarding a variety of phenomena in higher education, such as how teachers learn (Hopwood & Stocks, 2008), how to assess and motivate learning (Ginns, Kitay, & Prosser, 2008), how to foster socialization and mentorship (Mitchell, 2015), how to enhance education through evidence-based designs (Hennessey, 2017), and how to influence change (Kelley, Cruz, & Fire, 2017). To do this, faculty and staff at Centers of Teaching and Learning (CTL) must understand the philosophies and theories from such disciplines as psychology, sociology, philosophy, and education (Leibowitz, Bozalek, & Kahn, 2016). Further, they often have to understand the traditional pedagogies and communication styles of the disciplinary background of constituents (McDonald, 2010). In this way, it is not so much what could a CTL build into its programming, but what it needs to build to best serve its institution.

Educational development encompasses the instructional, personal, professional, and academic needs of higher education faculty and staff. It offers opportunities for growth for higher education professions within the changing landscape of academia. Developers focus on the continued advancement of their fellow educators (Amber, Harvey, & Cahir, 2018; Wright, Rudder Lohe, Pinder-Glover, & Ortquist-Ahrens, 2018), the scholarship of teaching and learning (Cruz, Cunningham, Smentkowski, & Steiner, 2019; Felten & Chick, 2018; Kern, Mattetal, Dixson, & Morgan 2015), assessment and marketing of their efforts (Atkins, Koroluk, & Stanach, 2017) and the development of conceptual models to establish a distinct discipline (Baker, Pifer, & Lunsford, 2018).

The faculty and staff of CTLs are critical to the success of centers. Often pulled from the ranks of faculty with excellent teaching records, these educational leaders must be able to

navigate higher education administration as well as educate their peers regarding instructional, personal, and professional development (Mitchell, 2015). They work to provide a hub for knowledge, resources, and opportunities for both disciplinary and interdisciplinary work (Hellström, Brattström, & Jabrane, 2018).

Centers are organized into a variety of organizational structures. Beach, Sorcinelli, Austin, and Rivard's (2016) study of college campuses units, a majority have a centralized unit (59%). The second highest type of developmental unit had one focused individual in charge of the professional development for the institution (29%). Beach et al.'s study focused on those within the primary professional development network of the U.S. (POD) and did not obtain responses from universities and college who are not part of this particular network. Educational development has always focused on the improvement of the quality of faculty on higher education campuses (Wright, 2002). However, for the continued growth and development of centers, it's important to understand how the structure, disciplines, and varying theories and practices play a role in the unit's success at an institution.

Defining Terms

Many of the terms I use in this dissertation are common to the field of education and higher education; however, each has varying meanings depending on the discipline or individual scholarship. Additionally, naming of each of these terms are context and needs dependent. As Rowland (2003) discussed, these differences in terms is related to U.S. verses international universities vocabularies, and theoretical perspective taking. Therefore, I offer definitions of key terms to help the audience understand my intent and use of commonly used terms according to the U.S., theoretical understanding.

Educational Development

Educational development focuses on the scholarly, instructional, and personal growth of faculty and staff at an institution of higher learning, (POD Network, 2016). Other terms for *educational development* include *faculty development*, *professional development,* and *academic development* (Green, 2005; Ouellett, 2010). These terms ultimately have nuanced differences in the scholarly landscape, however, the variety in key vocabulary can hinder unification of the field of study. This paper will use the term *educational development* as it includes not only faculty but also teaching assistants, adjuncts, advisors and other staff which may seek help from CTLs.

Further, the term does not limit development to teaching and learning, but encompasses curriculum, assessment, work/life balance, and interdisciplinary growth—all topics important to educational developers who work for and with CTLs. Diamond (2002) explains how educational development includes the faculty, instructional, and organizational development on a college campus. These foci overlap and interact with each other based on university needs, the hierarchy within the development unit and university, and the resources of the university. Due to the diverse needs and resources available to a university, professional development can take on many different appearances while still acting as an integral part of the CTL organization. For clarity, educational development becomes an umbrella term for the other three terms of development. It is commonly understood by educational developers that faculty, instructional, and organization development make up the key three foci of educational development provided by CTLs (Ouellett, 2010). These three terms interact and overlap with one another which is why educational development works to encompass all the work of CTLs.

Faculty development. Faculty development focuses on improving teaching skills and job skills of a faculty member. Prior to the formation of CTLs, faculty development, whether it focused on the classroom or the research aspect of the job, centered on sabbatical leave (Eble & McKeachie, 1985). However, today, it often includes such programing as workshops, professional consultations, collaborations, and courses (Diamond, 2002). More, this branch of practice and scholarship focus on the educator's attitude and job satisfaction. An overlap with instructional development scholarship and practice occurs in such studies and programming that work with faculty perceptions of instructional change. An overlap with organizational development may occur when assessing faculty work-life balance due to organizational change.

Instructional development. Instructional development within educational development focuses on the curriculum, classroom assessments, pedagogies, and activities faculty and staff use in college courses. It is within this domain that educational development builds tools, theorizes best practices, and examines in impact in college classrooms. A focus on practice and scholarship has built institutional laboratories to ensure that teaching and learning tools within CTLs improved curriculum, pedagogy, and growth of faculty and students (Lieberman, 2005). Instructional development can overlap with organizational development in such instances as research and practice to improve the relations between organizational growth and curriculum / instructional change.

Organizational development. The third domain of CTL's focus is organizational development. This domain focuses on institutional or departmental goals and emphasizes the facilitation of CTLs as a whole. Assessment ensures that CTLs are building evidence showing their effectiveness and use within the institution. Further, principles driving this domain

demonstrate a need to build continuous assessment and conceptual framework of the Scholarship of Educational Development (SoED).

Centers for Teaching and Learning

Centers of professional development use a variety of phrases in both scholarship and institutional settings. Often, the unit is known as an Office or Center, for Teaching and Learning, for Scholarship in Teaching and Learning, for Excellence, for Teaching, Learning, Technology, for Research on Teaching and Learning, for the Integration of Research, Teaching and Learning, Teaching and Learning Centers. (Atkins et al., 2017; Austin, Connolly, & Colbeck, 2008; Diamond 2002; Wright, Finelli, Meizlish, & Bergom, 2011). Further, some scholarship refers to Teaching and Learning Centers (TLC) (Smith & Gadbury-Amyot, 2014; Schumann, Peters, & Olsen, 2013). For this research, *Centers for Teaching and Learning (CTLs)* will be used.

Outreach

CTLs attempt to provide valuable services to the constituents at institutions of higher learning. However, the value is diminished if the constituents who need help do not attend. One of CTL's organizational needs is to refine and expand the professional development to meet the various needs of the institution (Beach et al., 2016). Scholars have explored faculty decision making process in attending CTL functions (Burdick, Doherty, & Schoenfeld, 2015) and the various strategic ways in which CTLs communicate programming (Brown, Ralston, Baumgartner, & Schreck, 2015; Mohr, 2016). These explorations provide valuable insight into the working of CTLs. Therefore, this research will define outreach as the strategic and relational communication that informs, persuades, and encourages educational development participation.

Statement of Research Problem

CTLs have grown considerably since their inception in the early 1960s (Sorcinelli, Austin, Eddy, & Beach, 2005). These centers work to move professional higher education staff and faculty beyond subject-matter experts of a discipline into well-rounded professionals who understand their roles within the university, their discipline, and the classroom (Ouellett, 2010). With varying degrees of access and success, these centers continue to grow as assessment, diversity, and technology changes within higher education. A CTL's focus on accessing and assessing faculty and staff at an institution can create programing and research which offers insight into the needs of an institution (Beach et al., 2016). Yet, the theories and practices which guide the research of educational development—specifically CTLs—are fragmented due to the interdisciplinary nature, vast scope, and practical lens of directors and researchers.

Research has focused on the advancement and successes of the field. This has left little opportunity to explore on a vast scope the role of theory within the practice of CTLs. Therefore, this study proposes to explore how theory and practice are used by CTL employees. Not only did I wish to explore how CTL employees perceive their use of pedagogical and learning theory, but also how the constituents at various institutions see theory in the programming. Because CTLs serve institutional needs, understanding how instructors at an institution perceive theory enables the further advancement of the educational development field. Further, teaching and learning is at the heart of education, so I wished to know how these centers build programming that pulls and keeps subject-matter experts engaged in their roles as educators.

Previous research has explored how programming decisions at CTLs are made. CTL programming can come from a top-down approach (Cruz, 2018; Dimond, 2002), bottom-up approach, (Little, 2014; Mitchell, 2015), or other means (Baker et al. 2018; Cook & Kaplan,

2011). Further, social media has changed the ways in which programming can be advertised and delivered (Atkins et al., 2017). Online courses and communities can provide constituents from multiple campuses or with varying schedules opportunities to grow professionally (Mohr, 2016). Further, CTLs have become versed in assessing their programming to ensure they are meeting the needs of their constituents and are defending their programming decisions (Daniel, Ros, Stalmeijer, & de Grave, 2018). These decision-making and advertising processes help with the expansion and improvement of CTLs.

Through exploring the various ways which CTL employees reach out to constituents, and in contrast, how instructors are best encouraged to attend CTL events, this research can aid in the understanding of how the needs of the institution, and how the needs of the constituents are met through development programming and events. No matter how theoretical or practical programming is, if it does not reach its intended audience, the constituents of the university, then it cannot provide any development. Previous large-scale research has explored both the faculty perspective (Eble & McKeachie, 1985) and the CTL employee perspective (Beach et al., 2016) of the needs of instructor and institution, but through investigating the overlap and interchange between the two groups, this research proposed to better understand the role of outreach.

Finally, previous researchers have named characteristics which make theorizing difficult, including, university structure (Dickens et al., 2019; Reder, 2014), CTL structure (Kelley, 2018), and university constraints (Beach et al., 2016). Additionally, CTL employees come from a multitude of disciplinary and educational theory backgrounds creating further ways in which a CTL may theorize, reach out, and practice within a university (Kearns et al., 2018; McDonald, 2010). Therefore, this study attempted to assess how characteristics of CTLs can be conceptualized and differentiated based on a two of these key factors: university structure and

CTL structure. While this research recognized that each CTL is unique, just as organizational history makes each institution unique, there are still commonalities across college campuses that can ensure the advancement of CTLs as a field and promote the needs of constituents through theory, outreach, and practice.

Establishing Research Questions

CTLs serve a common purpose—advance the instruction at a university, through addressing the needs of the constituents (Beach et al., 2016). In some cases, there are thematic needs such as an understanding of online instruction (Mohr, 2016), or intercultural faculty development (Garson, Bourassa, & Odgers, 2016), that are common across institutions. Other needs, such as addressing the fragmentation of a university with multiple campuses (Dyer, Selby, & Chalkley, 2006), are specific to a group of institutions. Professional development as a whole must also be addressed, such as Desrocher's (2009) study concerned with the turnover rates of developers. These varying and pressing needs create new opportunities for research as well as require that educational developers have clear foci and a rich understanding of their institution, their constituents, and educational development. Therefore, the following research questions were created to focus on CTL's use of theory and practice, its outreach to constituents, and how different university structures and characteristics create similar overall experiences and possibilities for employees at an institution to understand their educational development.

RQ 1: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

RQ2: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

RQ 3: How do characteristics, within a university, structure the practice, theory, and outreach of the CTL unit?

In the following, each question will be discussed in relation to the scholarship to justify its importance in the advancement of research.

Faculty and Staff of CTLs

Through varying pathways, educational developers enter the field either after crucial turning points in their careers or through their own research interests (McDonald, 2010). They become either multidisciplinary scholars, who study higher education development as while as their primary discipline (Healey & Jenkins, 2003), or, interdisciplinary scholars, studying how their discipline and the teaching of their discipline is influenced, changed, and understood through professional development (Rowland, 2003). This understanding of disciplinary scholarship makes sense within the context of Beach et al.'s (2016) study, which found that 42% of faculty and staff have backgrounds in education; 13% of staffing came from STEM fields; 17% of staffing were once in arts and humanities disciplines; 27% of staffing came out of social, behavior, and economic sciences; and 4% of staffing had medicine, health or business profession background, adding up to more than one hundred percent of participants because education developers come not only from a variety of fields but also can express a studied background of multiple disciplines. This diversity can mean opportunities for continued growth in the field as well as different views on rigor, methodology, and course design of educational development. Equally important, approximately 39% of all staff had 5 years or fewer in faculty development before becoming a full-time educational developer (Beach et al., 2016). For in faculty development, many employees are still gaining subject-matter expertise other units on college campuses require.

The networking and openness to a variety of disciplines has been a hallmark to the field. Yet, some developers worry that "the wonderful variety of people will be stifled if a program or training course is required for new developers" (Lewis, 2010, p. 20). Conversely, as one director put it, after 2 years in the position as an educational developer there was a sense of "just now feeling vaguely competent as a faculty developer" (Robertson, 2010, p. 43). In other words, the interdisciplinary, multidisciplinary, and diverse nature of educational developers can both help CTLs maintain a practical ability to have prior knowledge in multiple fields and hinder its ability to progress in theory and practice. Therefore, research needs to investigate how the diversity in background is perceived by CTL staff as well as higher education faculty outside of CTLs. It requires views from both those in and out of CTLs to ensure a better understanding of how the discipline is perceived in a very interdisciplinary field.

Perceptions of Faculty

Faculty perceptions of CTLs play a vital part in the continued expansion of educational development. Therefore, research has focused on how programming influences faculty's use of CTL and educational development (Palmer, Holt, & Challis, 2010; Richards, 2015). Educational development researchers have sought to assess how faculty grow due to the programming, leadership, and offerings of CTLs (Huston & Weaver, 2008; Mitchell, 2015). Studies have explored how faculty perceive specific types of programming and assessment (Hines, 2007; Mitchell, 2015). Quinn (2012) found that disciplinary dialogues, student deficits, skills and performativity were common constraining influences which hindered faculty attending educational development. However, more research could be done regarding how faculty perceive the programming and rigor of CTLs.

Through looking at all instructors' perceptions of the theory, practice, and outreach of higher education developers inform how CTLs are perceived by others within the structure of higher education. The proposed study will not only look at how faculty and staff at CTLs use their disciplinary backgrounds to inform their role, but also if faculty perceive these disciplinary backgrounds within the practice, scholarship, and interactions they have with CTL staff. As I have explored previous research, many questions emerged: (a) How do CTL employees describe their inclusion of theory in their role as educational developers? (b) How do CTL employees describe their support of pedagogical practice with instructors? (c) Do CTL employees find programming focused on a particular area of educational development (academic, organizational, instructional)? (d) How do instructors describe / report the inclusion of theory (or support of theoretical understanding) at their institution's CTL? (e) How do instructors describe their pedagogical support received through their institution's CTL? (f) Do instructors find programming focused on a particular area of educational development? These initial questions were revisited and refined through conversations and additional readings, and led to the guiding question: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

Outreach

Continued understanding of the role of CTLs within a university is vital to the continued growth of educational development. However, without understanding the ways in which CTL employees encourage instructors to attend their programs, it is superfluous to look at CTLs' role within a university. If a unit does not reach out to its constituents in positive ways, then the scholarship, theory, and practical instruction that they provide does not help the intended audience. Developers are focused on providing and defending the needs of their institution

(Atkins et al. 2017, Cook & Kaplan, 2011, Daniel et al., 2018). Further, they have used a variety of instructional, cultural, and organizational models to establish themselves within the university (Cruz, 2018; Donlan, Loughlin, & Byrne 2019; Hines, 2017). These include practices such as communities of practice (Cohn, Stewart, Thesisen, & Comins, 2016), action research designs (Beaty & Cousin, 2003; Morales, 2016), and models for training, development, and assessment (Schumann et al., 2013; Wright et al., 2018). Burdick et al. (2015) surveyed faculty at small universities in New England and found that attendance was often based on the social relationships' attendees had with presenters and other attendees and the time requirements of the meeting. While many factors play a small role in faculty attendance, researchers conclude that food represented the cultural norms of social convention rather than a contributing factor in attendance. In fact, for these small schools, educators were often intrinsically motivated rather than externally persuaded. These outreach practices left me with a variety of questions, including: (a) how do CTL employees promote the benefits of their centers to their instructors? (b) what strategies do CTL employees use to reach out to instructors to use CTL services? and (c) what CTL services do instructors perceive as supporting their roles at the university? will be asked. These initial questions were revisited and refined through conversations and additional readings, and led to the guiding question: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

Conceptualizing Characteristics

Previous researchers have named characteristics which make theorizing and generalizing difficult including university structure (Dickens et al., 2019; Reder, 2014), CTL structure (Kelley, 2018), and university constraints (Beach et al., 2016). Additionally, CTL employees come from a multitude of disciplinary and educational theory backgrounds creating further

attributes to how a CTL may communicate, reach out, and practice within a university (Kearns et al., 2018; McDonald, 2010). However, much as there has been discussions and research regarding the common top-down, bottom-up and lateral decision making of units (Baker et al., 2018; Cook & Kaplan, 2011; Cruz, 2018; Diamond, 2002; Little, 2014; Mitchell, 2015). and common practical and theoretical models (Donlan et al., 2016; Hines, 2017; Schumann et al., 2013), there must be some conceptualization, either practical or theoretical in the use of theory, practice, and outreach.

Further, while each institution is unique, the problems and challenges of higher education are not. The millennial generation requires more student-centered approaches, technological advances, and vast amounts of feedback (Atay & Ashlock, 2019); online instruction—either of courses or professional development—is utilized to reach wider audiences (Cohn et. al., 2016; Mohr, 2016); and assessment and accountability is often required at all levels and branches of education (Hoessler et al., 2015; Yürekli Kaynardağ 2019). The pressures of the professorate and diversity within institutions are pressing, widespread concerns for all institutions. In other words, while generalizing that a best-practice, evidence-based approach or specific disciplinary background will answer the needs of all universities is not always advisable or achievable (Mann, 2003), there are conceptual and practical trends within professional development practice, outreach, and theory which can inform the growth and success of university. Additionally, the maturing of professional development creates new opportunities to see how the field is forming norms of theory, practice, and outreach (Donlan et al., 2019; Ortquist-Ahrens, 2016; Schumann et al., 2013). Institutions across the U.S. face similar problems and may find similar solutions, based on a specific set of institutional and CTL characteristics. Therefore, this study will assess how characteristics of CTLs can be conceptualized and differentiated based on

a few of these key factors: university structure, CTL structure, disciplinary (educational) background of instructors, disciplinary (educational) background of CTL employees, leading to the following research question: How do characteristics within a university structure the practice, theory, and outreach of the CTL unit?

This question emerged from the questions I began to ask during my review of literature: (a) How does CTL structure alter practice, theory, and outreach of the unit? (b) How does the university structure practice, theory, and outreach of the unit? (c) How does disciplinary background of CTL employees alter practice, theory, and advocacy of the unit? While other characteristics of CTLs do play a role in the overall differences in communication, the three which will be focused on are integral to the theory, practice, and outreach which can be similar even within the unique landscapes of a singular university. In other words, while each CTL is unique to its campus and within its university structure, these three categorical characteristics can inform how the phenomena of CTLs provide a variety of instructors with shared experiences and training which impacts future use of professional development services and attitudes.

Significance of Research

Robertson (2010) pointed out an important difference between an instructional technologist and an informational technology staff member. The instructional technologist uses pedagogy to inform how best to use technology in clients' teaching practices, while an individual versed in informational technology may only know how to instruct on a given program or technological adaptation. In this way, I aim to explore how staff and directors at CTLs are intentionally driven in their work with faculty and staff, and if that theoretical lens can be seen by the constituents. Questions regarding the theories, which guide educational developers' research and CTL programming, can inform whether developers are driven by educational

philosophies or their primary disciplines. Further, understanding how constituents understand CTLs informs how these individuals are able to reach and teach their coworkers in the personal, pedagogic, and professional work of institutions of higher learning. Finally, understanding how these characteristics and practices vary based on institutional characteristics can inform new growth and practice in educational development.

Beach et al. (2016) is among the many who have looked for demographic information to help inform the current state of CTLs. Surveys provide descriptive data without analyzing what those differences mean to the state of scholarship and practice within the field (Beach et al., 2016; Sorcinelli et al., 2005). Therefore, I will explore further than current research on CTL structure and programming. The data collected will allow for comparison among types of universities and CTLs to better inform the how practice, theory, and outreach are perceived in CTLs, as well as help understand the role of disciplinary background in interdisciplinary situations. This understanding not only informs future CTLs but higher education structures in the establishing, use of, and development of higher education instructors.

Understanding how disciplinary background works in an interdisciplinary field can help inform practice, scholarship, and perception of CTLs. This can also lead to future lines of research regarding interdisciplinary dexterity, scholarship of teaching and learning, scholarship of educational development, and networking and interactions on college campuses. CTLs have the opportunity to play a vital role in higher education's academic, instructional, organizational and faculty development. However, if the individuals who join this field are not driven by theory, rigorous and evidence-based practice, and the ability to communicate both theory and practice, they will ultimately hinder rather than enhance the field. Therefore, understanding how

educational developers not only understand but are perceived can better inform research, theory, and practice in interdisciplinary interactions in higher education.

Through the use of Grounded Theory, this study will explore the reported interactions, experiences, and reflections of two key groups of educators—CTL employees and university / college instructors. Through an online survey, this study will attempt to elicit a variety of responses from the variety of institutions which have CTL units. And through follow-up interviews, additional analysis will provide backing and clarity regarding the ways in which theory, practice and outreach occur depending on discipline, institutional structure, and CTL.

Overview of Study

Chapter I explored the problems facing educational development. Through establishing research questions and defining key term of educational development, one can see how this research will advance the current scholarship.

In Chapter II, I explore the history of CTLs in educational development. I examine the programming of CTLs through the scholarship on directors, interdisciplinary and university needs, and CTL structures. Further, I explain at the three domains of educational development further—faculty, instructional, and organizational development. Finally, I expand the theoretical frameworks which guide the current study.

In Chapter III, I discuss the research design of this project. I outline the research design and defends the Grounded Theory Methodology as a way to analyze data. I explain how trustworthiness will be maintains and finally acknowledges the perceived limitations of the study.

Chapter IV will present the results of the study. This breakdown will occur in relation to the themes present by the research as well as a discuss of how these themes answer research

questions. It will also explain the conceptual idea of how CTLs practice, outreach and theory work within higher education.

Chapter V will discuss the findings in relation to current literature regarding CTLs. This discussion will include organizational and instructional theories regarding CTLs and the practical and theoretical implications of this research. Further, it will address how the themes found within the findings relate to current research. Finally, it will examine lines of future research and limitations of the current study.

CHAPTER II: REVIEW OF LITERATURE

In this chapter, I will explore previous research on CTLs and professional development in higher education, as well as the theoretical frameworks which will provide insight during the Grounded Theory Process. To begin, I will start with a brief history and exploration of previous leading studies of CTLs, beginning in the 1970s. Next, I will explore what those studies and others have learned about the people who run and support educational development as well as how programming and services are offered. Additionally, exploring how the institutions of higher learning are ranked allows for an understanding how these services may look different based on size, funding, and opportunities within the institutional context.

To understand educational development better, I will explore the three domains of educational development: faculty, instructional, and organizational. These overlapping and often integrated domains help illustrate the growth and innovation which occurs within educational development as well as the current concerns of CTLs. This chapter will then explore the philosophical frameworks of andragogy, some educational theories, and organizational theory in higher education. These frameworks provide the background for the ways in which educational development can be understood.

Expanding Educational Development

The first CTL opened in 1962 at the University of Michigan-Ann Arbor (Cook, 2011; Sorcinelli et al., 2005). Since then CTLs have matured into a variety of structures within higher education institutions. Educational development scholars often use descriptive study to assess and discuss their particular institutions (Carney, Ng, & Cooper, 2016; Smith & Gadbury-Amyot, 2014). Others have used surveys and questionnaires to enlist responses faculty, staff, or administration of a given university (Amber et al., 2016; Mitchell, 2015). These studies often

report successful developments within the unit and its community. In contrast, large scale studies give basic overviews of what the structures look like and how they function within the university setting most often using surveys or interviews at multiple higher institution settings (Beach et al. 2016; Centra, 1976; Erickson, 1986; Sorcinelli et al., 2005).

While case study and individual-campus studies have explored the structure and processes of CTLs (Carney et al., 2016; Mitchell, 2015; Smith & Gadbury-Amyot, 2014), many large-scale studies have been conducted to assess how CTLs have formed, been structured, and have changed (Beach et al., 2016; Centra, 1976; Eble & McKeachie, 1985; Sorcinelli et al., 2005). Focused large-scale studies worked to illustrate the continued growth and formalization of the field, looking for common threads in formalization, programming, and assessment. Centra (1976) conducted the first survey of faculty development and found that 40% of participants administered activities targeted at grant and travel funding, workshops, assessment techniques and training instructional assistants in a centralized unit, such as a CTL. Further, 14% of programs evaluated their offerings. Erickson (1986) followed up Centra's (1976) study and found that over 50% of colleges and universities had some form of faculty development, with 14% having dedicated centers and an additional 14% having directors or coordinators. These surveys did not work to progress theory of educational development; rather they aimed to provide snapshots of the landscapes and progression of organizational development on college campuses and the conceptual frameworks which guide future practice and future scholarship at CTLs.

Eble and McKeachie (1985) examined thirty private and public colleges and universities to assess trends in faculty development based on institution type. Funded by the Bush Foundation, institutions in Minnesota, South Dakota, and North Dakota were offered funding for

three years specifically set aside for faculty development. Ranging from .3 to 1% of the operating budget, these funds were earmarked for development of faculty. These individual campuses served as case studies which could be compared and evaluated for trends in faculty development based on institutional type, such as small private liberal arts institutions as compared to large research focused institutions. In some of Eble and McKeachie's case studies, universities used the funding to develop CTLs or fund directors of professional development; for other universities, the funding aimed to allow faculty to travel to workshops, participate in scholarship, and conduct research which would ultimately help in classroom instruction. This research laid the groundwork for future studies in educational development, as it provided examples from all levels of the Carnegie classification and varying examples of ways in which educational development dollars could be used.

Eble and McKeachie concluded that faculty ownership of development was crucial to continued use of educational development by individuals at the university. In other words, faculty had to want the training in order for the development to be successful. They also concluded administration needed to support, but not be overbearing as faculty attempted to grow academically; both local expertise and outside consultations were important to the success of programming; participants wanted more than one-shot programming to make lasting impacts in their work; and finally while faculty have strong preferences for individualized learning, common objective actives are more cost-effective to the institution. This study is particularly significant as it focused not only on the changing landscape of educational development but also worked to move forward theory within the practice. Further, while it concluded that current research could not fully conceptualize the educational development landscape, continued growth within the field would aid in later conceptualizations.

The last large-scale study within the United States and Canada had 385 educational development center directors, faculty, and staff responding (Beach et al., 2016). The study found that 59% of college and universities have a central unit on campus in charge of educational development. This included 70% of research/doctoral institutions, 59% of comprehensive universities, 31% of liberal arts colleges, and 41% of community colleges in the United States having some form of a CTL. Conversely, 29% of all college campuses had a single individual who facilitates educational development. Nineteen percent of research/doctoral institutions, 33% of comprehensive institutions, 62% of liberal arts colleges, and 47% of community colleges relied on a singular faculty member or staff to provide comprehensive or needed educational development to the academic community. Other educational development structures included committees, clearinghouses, and other organizational units. These numbers are similar to Sorcinelli et al. (2005) who found that 54% of reporting universities had a center, and 19% had a single individual. These descriptive studies help assess the overall landscape of higher education's organization of educational development and how it has grown in the last sixty years.

Theoretical examinations of CTLs on a large scale have been mainly limited to dissertation work since Eble and McKeachie's (1985) study (Hines, 2007; Mitchell, 2015; Wood, 2015; Woodard, 2013). This leaves gaps regarding how institutional structure and CTL structure create educational opportunity or hinder educational growth. While large-scale studies have provided the descriptive statistics regarding size, type, goals and other aspects of CTLs, they have not explored influences, comparisons, or correlations regarding what these statistics could mean. Yet, they remind developers, practitioners, and administrators that similar to other disciplines and services on college campuses, the structural organization of the unit varies based

on university need, budget, and staffing (Beach et al., 2016; Ouellett, 2010). Further, they provide statistical data to help administrators make informed decisions regarding the trends of CTLs.

Because of the multiple focuses and the diverse offerings possible at CTLs, the changing structure and offerings of these centers can dramatically influence campus culture (Schwartz & Haynie, 2013). As Diamond (2002) argued, facilitation is dependent on fiscal support, impact expected by a program, expectation of benefits and broadness of effect, and anticipated duration of desired outcomes. Therefore, understanding how educational development is structured not only based on type of college campus but also size of college campus is essential to understanding the potential outreach that a CTL can have.

Institutional Structures

Not only have CTLs grown in the last fifty years, higher education as a whole has enjoyed rapid widespread growth (Buckner, 2017). Institutions have branded themselves in ways that ultimately make money which can be either reinvested in the school as non-profit institutions would, or create profit for shareholders, as for-profit institutions choose to do. Because for-profit institutions have a variety of differences due to their money-making nature, research has often focused on the non-profit sector (Clotfetter, 2017). Both public and private institutions can be non-profit. However, it is commonly understood that public institutions work to establish and maintain the public good through the service and work of the university, while private institutions are often more focused on benefits to itself and the individuals on campus (Buckler, 2017). The classification and differences of these three types of university structures inform budgeting, motivations for growth, and other aspects of the university which can ultimately change structure and purpose of CTLs on campus.

Research institutions. The Carnegie Classification on Higher Education is a commission that classifies higher education institutions to promote and understand the diverse types of universities and colleges in the United States (U.S.). It uses sampling of students, faculty, research, and degrees granted to categorize the differences among universities and colleges across the U.S. ("Basic Classification Description," n.d.). These classifications include R1 (very high research activity), R2 (high research activity), and D/PU (doctoral or professional) universities which have at least $5 million dollars in research expenditures and at least 20 doctoral degrees granted and at least 30 professional practice degrees in at least two of their programs. Master's colleges and universities are categorized by universities that have at least fifty master's degrees but fewer than 20 doctoral degrees. These include M1 (Large programs), M2 (Medium programs), and M3 (small programs). Baccalaureate colleges are split into two smaller groups: Arts and Science focus and diverse fields. These colleges show a clear focus on baccalaureate education by having 50 percent or more of all degree in that level, while having fewer than 50 master's degrees or 20 doctoral degrees.

Baccalaureate/associate colleges. Associate Dominant are schools in which 50 percent of the degrees earned (or more) are at the associate level and are split into two levels, associate dominant and mixed baccalaureate / associate colleges. The largest and most diverse of the Carnegie classification system is that of associate colleges. These colleges are split by two key factors, the disciplinary focus and the dominant student type. Through understanding the university or college through these classifications, this research can understand how the degrees offered and the student populations may influence the motivations and needs of the university to encourage use, funding, and mission of CTLs.

Not only can universities be categorized through the Carnegie system and their financial backing, but previous research has classified these universities into five distinct categories—research university, comprehensive university, liberal arts university, community college, and other (Beach et al., 2016). Beyond these, this research will also ask participants about student population size based on the Carnegie classification system ("Size & Setting Classification Description", n.d.). These demographic categories can help inform future research when looking at specific types of institution and their theory, practice, and outreach of educational development through CTLs.

The CTL & University Structure Relationship

Recently, CTLs have been examined as part of the university social structure (Green & Little, 2016; Leibowitz, Bozalek, Schalkwyk, & Winberg, 2015) and have been assessed for faculty satisfaction and participation (Mitchell, 2015). Further, scholars have explored and reported on how these units and educational development work on community college campuses (Goto & Davis, 2009), liberal arts colleges (Baker, Lunsford & Pifer, 2017; Baker, Pifer, & Lunsford, 2018), and research universities (Smith & Gadbury-Amyot, 2014; Wright et al., 2011). However, for many scholars, there is a belief that because of the unique nature of each CTL within a campus culture, it is difficult to predict generalizability in the structure and use of the campus unit (Dickens et al., 2019; Reder, 2014). University structure has been examined in a variety of ways. Non-profit private, for-profit private, and public institutions can have varying student needs and shareholding bodies. Further, research focus and student demographics can vary based on type of university. These varying characteristics can influence how the university or college sets up its CTL and university structure.

The notion that the unique characteristics of different institutions has limited the growth of conceptual frameworks and theoretical models within the field and can leave scholars who have moved into the field from other disciplinary traditions feeling displaced and disoriented (Green & Little, 2016). While many developers recognize this caution required in beginning to make conceptualized and theorized models for CTLs, the current consensus is that it is time to begin making and testing such models to fit the current assessment culture prevalent in higher education (Hennessey, 2017; Kelley et al., 2017). Therefore, through understanding the uniqueness of each CTL unit, as well as institution, this research will begin the process of understanding how the ever growing, ever adapting field of educational development has conceptualized its theory, practice, and outreach.

Programming CTLs

This section will explore the directors of CTLs, how the disciplines work within educational development, the structural services, the programming itself. These components provide an overview of who leads and how decisions are made regarding the educational development of an institution. While the last section explored how organizational characteristics work within CTLs, this section provides useful scholarship regarding how the decision-making process influences practice, theory, and outreach.

Directors

Directors ultimately have the responsibility to decide the offerings, topics, and staff at CTLs. When institutions decide to begin a CTL on their campuses, often a director may work solo and with only a form of research or course release to meet the feasible needs of the university (Sorcinelli, 2002). Directors often can empathize with the pressure and work load of faculty at a university, and are integral in providing support, services, and resources and

fulfilling an advocacy role on college campuses (Bernhagen & Gravett, 2017). Today, one-third of directors have less than five years of experience in educational development (Beach et al., 2016). Like the staff they supervise, directors may have a very limited grasp of what educational development can entail. Further, their prior background may be seen in the decisions they make regarding running CTL programming. Therefore, how they use their prior knowledge to inform their practice can play an integral role in how their CTL is perceived as a unit. With a lack of subject-matter expertise, the perception of the unit may not be as productive as other units and departments on campus.

Many scholars have discussed the important leadership qualities that a director must have as he or she brands, markets, and assesses his or her center (Palmer et al., 2010; Richards, 2015; Wright et al., 2018). However, Taylor (2005) argued that leadership within the educational development context "unifies the diverse teaching, learning, research and leadership roles of academic developers in ways that are appropriate to the discipline knowledge, values, and traditions of academic development practice" (p. 41). Further, having a previous academic (tenured) role in the university increases leadership responsibilities and appreciation from faculty (Taylor, 2005; Green & Little, 2017).

For some CTLs, the responsibility of helping faculty prepare their tenure and promotional dossier also falls into their purview, adding to this distinction being a key part of the respect and credibility of the position (Mooney, 2010). This tenure-line preparation programming can be better argued when CTL employees also follow the same practices as the educators they are working to develop. As Altbach, Reisberg, and Pacheco (2012) argued, even though formal tenured jobs have traditional, well-defined norms, systems without this formal tenure "are

infrequently subject to a formal or comprehensive review of their relevant activities and are rarely dismissed" (p. 7).

Melling (2019) investigated at how job titles, specifically in higher education, can influence the identity of individuals, especially those with administrative titles. These titles can create misrepresentation in and outside of the university setting due to the perceived expertise, level of responsibility and skill which the title conveys. Those directors without tenure-line positions, or with more administrative-type titles (i.e. "professional development coordinator") may find that faculty do not believe that CTL staff understand the pressure of a tenure-line position. Therefore, this research will ask about the rank of CTL employees within higher education hierarchy to see how their perspectives on outreach, practice, and scholarship may vary. Palmer et al. (2010) found that many centers face a turbulent environment, having values and leadership change often.

The director's position can have a high turn-over rate due to burn-out without the proper support from campus administration (Desrocher, 2009). However, Dawson, Mighty, and Britnell (2010) asserted that directors and CTLs have a tremendous opportunity to work as change agents within a university due to their integral role in educational and organizational development with faculty and staff. This opportunity requires CTLs to use strong communication, team building and collaboration skills (Dawson, Britnell, & Hitchcock, 2010). Researchers have clearly focused on the qualities needed to be a strong director; however, they have not taken a concentrated look at how disciplinary background could interact with the choices in practice, outreach, and research, and how these influences are seen by others in the institutional settings.

Interdisciplinarity

As Aldrich (2014) defined it, a discipline is a "community who will judge the value of any given research product for contributing the stock of human knowledge in that subject area" (p. 14). In this way, educational development is not its own discipline because it encompasses so many different areas of knowledge, theory, and practice. Educational development pulls value, knowledge, and research from many communities to create opportunities for growth. Therefore, while many theories guide educational development through various means, no one underlying theory or concept has yet to define the research, productivity, and practice. Instead, multiple theories and conceptual underpinnings underline the work of instructional developers. In this way, educational developers act as a tool to aid educators stuck by the constraints of their own disciplines. For example, a chemistry professor confused by repeated low student evaluations may be enlightened through an educational developer from the chemistry discipline who can use an example from their shared experiences in the discipline to explain why the evaluations may be low or why change is needed in the pedagogy of the chemistry professor (Kearns et al., 2018).

Educational developers are interdisciplinary as they are "a base of disciplines from which to consider action across disciplines, in some sense" (Aldrich, 2014, pg. 15). For instance, a literary scholar can learn about assessment from an education professor's knowledge base, and a political science professor can collaborate with an instructional communication scholar studying political communication in the classroom. CTLs provide the opportunities to bring these various scholars together to develop skills in education, the profession, or within the institution.

Educational developers have mixed feelings about becoming their own discipline, as some feel the interdisciplinarity of working and using the prior knowledge of multiple disciplines aids in the overall growth and usefulness of the institution's CTL employees serve (Skead,

2018). A communication scholar may use McCroskey's (1982) Personal Report on Public Speaking Apprehension (PRPSA) to help a mathematician study why there may be low participation in his or her classroom and pinpoint if it is an apprehension of math or public speaking. Both scholars use their respective lens to explore a singular problem. And each uses his or her own unique talents to build scholarship and solutions regarding the question at hand. One of the challenges to interdisciplinary or multidisciplinary research is ensuring that a common lexicon and linguistic standard provides context for shared understanding between the reader and researcher (Green, 2005). Thus, educational developers must know how to communicate not only within their disciplines but to those who study very different fields.

Due to the diverse nature of university needs, types, sizes and CTL structures, literature has not explored how these three concepts—practice, scholarship, and outreach—may be understood differently based on the variables of the university. Many scholars have hesitated to generalize the nature of CTLs because of the diversity in disciplinary background (Cruz, 2018; Kearns et al., 2018), leadership (Palmer et al., 2010), funding (Kelley et al., 2017), type of institution (Baker et al., 2017; Goto & Davis, 2009; Smith & Gadbury-Amyot, 2014), needs of the university (Diamond, 2002; Cruz, 2018; Wright et al., 2018), and other constraints (Diamond, 2002; Green & Little, 2016; Leibowitz et al., 2015). While Hellström et al. (2018) explored how CTLs work as centers for interdisciplinary collaboration, they only investigated the director's perspective of how he or she worked to build interdisciplinary collaboration. Therefore, a piece of this study includes the focused exploration of how discipline drives educational developers to help delineate where interdisciplinarity is vital to interactions, and where the use of collaboration of two disciplines can further understanding in multiple fields.

Structural Services

As CTLs have grown, individual centers have used different methods of delivery and different content to focus the development of professionals. CTLs must focus their content, and who staffs the units helps inform what types of content and delivery are available (Hannan, 2005). Diamond (2002) explains that both the topics of approach and type of unit on campus is often dependent on the institution's overall strategic plan. Further, for a center to be successful, CTLs must show how their goals align with the overall strategy of the university (Wright et al., 2018). This requires strong leadership and branding from the director and staff at CTLs (Palmer et al., 2010; Richards, 2015) Therefore, the multiple variables of staffing, budget, needs, and leadership can all play key roles in what services are available.

CTLs offer a variety of programming to meet the needs of the institution. Hines' (2007) explorations of 20 CTLs led to the classification of services into three distinct types: events and activities (i.e. workshops, lectures, scholarship of teaching and learning, retreats and meetings) consultation services (conversations with colleagues, resources for research, classroom observations, class interviews, etc.) and other services (grants, mentoring programs, websites, newsletter, etc.). In Beach et al. (2016), participants asserted that three primary methods were used to deliver educational development: hands-on workshops, individual consultations, and web-based resources. Moderately, educational developers also used: teaching observations and feedback from trained consultants, departmental/discipline specific workshops, informal discussions with colleagues, seminars with multiple meetings, and faculty learning communities (FLCs) to meet the needs of educational development. There was some variation in this study based on type of college to the approach to delivery. While liberal arts colleges used primarily FLCs far more than directors at other institutions, only hands-on workshops and individual

consultations were significantly used in research and comprehensive university structures. Further, community college directors utilized FLCs, seminars, and small group instructional diagnosis (SGID) as part of their signature designs of delivery.

Ellis and Ortquist-Ahrens (2010) believed that practical starting point services can include two main types. First, educational developers can create one-time events, such as workshops, institutes and academies, symposia and conferences, and open classroom events. Or, educational developers can create ongoing events such as book clubs and discussion groups, teaching circles, communities of practice and faculty learning communities, as well as programs for new faculty, certificate programs, departmental level curriculum redesign, mentoring and consultations, websites, and grant writing programs. Kelley (2018) explains that for a center to be successful, they must choose one thing to do well and do it well, then add to their programming. Yet, the diversity in programming emphasizes the vast scope of CTLs and services they offer to meet the needs of the institution. Again, these studies focus on the overall landscape of CTLs rather than any theoretical modeling or conceptual framing of future work. However, without this background understanding of characteristics unique to these interdisciplinary units, developers struggle to draw conclusions regarding the state, replication, or significance of their scholarly conclusions.

Designing Programing

The choices of topics come from a variety of sources. As Cruz (2018) discussed, CTLs are challenged to focus on teaching and learning on their campuses, "even in the midst of a 'garbage can' of constituents, agendas, and challenges" (n.p.). In this way, Cruz pointed out that while CTLs' primary function is to professional, and sometimes personal, development the faculty and staff, often stakeholders at the university or college use CTLs to teach and train on a

variety of the needs of the university. According to the theoretical Garbage Can Model, solutions by an organization are found because they are most opportune, rather than the best fit, the solutions are independent from the problems and therefore do not always work as answers for the constituents (Cohen, March, & Olsen, 1972). For example, new faculty may say they do not feel supported their first couple of years, stakeholders may decide the best way to help them is to provide training the first few months they are on staff. While this will help the new faculty in some ways, it doesn't necessarily give them the support that they are searching for.

The various problems and possible solutions become mixed as they are provided by CTLs. It is not that CTLs are a spot of waste, rather, they act as the unit that offers training, events, and opportunities that other units on campus do not claim. In alignment with Garbage Can Theory (Cohen et al., 1972), CTLs take the various problems and solutions that the organization needs to cover and offer. This process can ultimately hinder a clear focus of the unit, while also ensure that CTLs provide necessary and purposeful offerings that align with the university goals and stakeholder decision making. In this way, a top down decision could bring topics such as diversity across the university, civic engagement or other campus-wide initiatives that fit into organizational development as needed from strategic plans and provosts (Cruz, 2018; Diamond, 2002).

Another avenue of topic selection could come from other administrative faculty, such as chairs or department heads. These individuals see a need within their department for further educational development (Baker et al., 2018; Cook, 2011). Through meeting the needs of specific disciplines, CTLs have provided multiple options of delivery and programming to meet the needs of their departments. The University of Michigan-Ann Arbor works specifically with disciplines to foster relationships with faculty, develop consistency in curriculum and

assessment, and increase funding opportunities for both the unit and faculty development as a whole (Cook & Kaplan, 2011). Other universities have created discipline specific CTLs or faculty within CTLs to ensure positive communication between CTLs and disciplinary faculty (Andurkar, Fjortoft, Sincak, & Todd, 2010; McDonald, 2010). These units practically advance the mission of educational development, while also challenging educational development as a field with a focus on the scholarship of teaching and learning within the discipline and not necessarily education development as a field (Harland & Staniforth, 2008).

Finally, without constituents attending the programming, there is no need for CTLs. Therefore, decisions on programming are ultimately made by a bottom-up level of interest in the topic. Without faculty interest in the programming, educational development cannot reach its constituents (Mitchell, 2015). Current concerns in educational development include the programing for mid and late term faculty, chairs and deans, who may be at different places in their development with the organization than that of the early career faculty which traditionally seek out services regarding instructional and faculty development (Huston & Weaver, 2008; Little, 2014). With changes and additions such as this new focus, CTLs widen their scope even further to continue the growth of faculty and staff at institutions personally, professionally, and instructionally.

Domains of Practice and Research

Beginning in 1974, educational developers organized the Professional and Organizational Development Network for Higher Education (POD Network) (POD Network, 2016). This formation has provided opportunities for conferences, workshops, and scholarship dissemination in the field. They currently oversee the journal *To Improve the Academy.* Other prominent journals of CTL research include *Studies in Higher Education, Higher Education Research and*

Development, The Journal of Faculty Development, The International Journal of Faculty Development, Teaching in Higher Education. In total, there are about fifty scholarly journals focused on teaching development in higher education (Braxton, Francis, Kramer, & Marsicano, 2018). However, these do not include journals regarding administration and assessment in higher education. The diversity in outlets, disciplinary and organizational backgrounds, as well as the individual service model of many CTLs has caused educational development scholars Harland and Staniforth (2008) to recognize the tension of a "family of strangers" within the very nature of educational development.

However, scholars have worked to create organization within the field of practice. Gaff (1975) explained the model of educational development includes faculty, instructional, and organizational development. Philosophically, educational development encompasses all three domains of development, each working separately and together to create the best instructors, professors, and employees possible. The domains overlap, creating a Venn diagram of educational development. While educational development can still have a vast scope, these domains attempt to focus on specific yet universal needs to university employees. At the same time, the reality of CTLs is that each organization has distinct goals, assessments, and conceptual frameworks which aid in the continued progression of each individual unit for its practitioners and constituents.

Goals, Practices, and Assessment of Faculty Development

Diamond (2002) lays out the key outcomes for faculty development as (1) improving attitudes regarding teaching assignments, (2) growth in facilitation of student-centered learning, (3) improvement in teaching effectiveness and productivity, and (4) providing institutional concern for faculty member as individual. CTLs have a strong focus on assessing how they are

doing on a college campus. Quinn (2012) found that discourses regarding continued faculty development could include such notions of skillful research that can equate to quality teaching, that good research is what counts within a given department, that CTLs cannot teach as well as disciplinary staff, and that some disciplines are simply more student-friendly. The research concluded that faculty development must fight against the disciplinary silos of current academic culture to progress CTLs. Further, educational development scholars must also work to ensure the development of faculty occurs throughout their career, rather than focus on early career faculty as centers have previously done (Husband, 2018).

When assessing faculty development, Hines (2007) found that CTL directors primarily use satisfaction services, self-reported changes from faculty, and individual assessments—such as student evaluations, questionnaires, and surveys on job satisfaction and institutional climate—to assess their impact on the university. However, within assessing faculty development, researchers also evaluate student learning and perceptions of faculty satisfaction regarding change to their roles as teachers (Daniel et al., 2018).

There is an abundance of practices in place to enhance educational development in higher education. Reflective practice provides participants in educational development programming with opportunities for personal growth and motivation. Likewise, communities of practice provide central locations in which individuals can grow in a unique sense of community. Both practices emphasize growth of motivation and an understanding of one's role within the discipline and occupation. Further, both encourage interaction with colleagues, a key aspect to the goal of a faculty member being enriched as a whole or individual.

Goals, Practices, and Assessment of Instructional Development

Goals of instructional development emphasize enhancing activities, assessments, lessons, and curriculum of students and teachers. The outcomes which instructional development focus on include: (1) improving of academic efficiency, (2) utilizing resources effectively, and (3) centering focus on the student (Diamond, 2002). Educational developers work to improve the assessment of instructors in and out of the classroom. Knol, Dolan, Mellenbergh, and van der Maas (2016) developed a questionnaire for students which would evaluate seven dimensions of professors lecturing skills after an individual lecture rather than at the end of the semester. In this way, instructors could work towards improving instruction throughout the semester for the specific audience. Yürekli Kaynardağ's (2019) study on the perceptions of students regarding instructor's delivery, instructional communication, and assessment techniques found that students' perceptions were meaningfully different between instructors with pedagogical training and those without training. Here, assessment is less focused on individuals' feelings regarding educational change and more focused on assessing the tools and attributes of a teacher or course. Hennessey (2017) created an evaluation for best practices in a college classroom. Each practice works to build the continued development in the college classroom and creates opportunities for CTLs to choose from a variety of options of evaluation to meet the needs of their specific institution.

Theoretical models, conceptual frameworks, and practices have been studied in changing ways in which pedagogy, instruction, and curriculum are understood are just as plentiful in instructional development as they are in faculty development. With the emphasis on pedagogy, all theoretical models of learning fit into instructional development theory. The Scholarship of Teaching and Learning (SoTL) provides CTLs with continued opportunities to grow and develop

within a university as SoTL can be incorporated into the educational community at any point in an educator's career (Cruz et al., 2019; Felten & Chick, 2018).

Boyer (1990) argued that rigorous sharing of knowledge of teaching needed to be recognized within higher education as an integral part of an academic's role. Boyer's argument supporting scholarship of teaching content and promoting the discipline's understanding of teaching concepts to students altered the ways in which policy rewarded academic development of teaching (Boshier & Huang, 2008). Further, the work of Glassick, Huber, and Maeroff (1997) called for extended policy frameworks to include professional development to include reflections and scholarship on learning in to reward understanding of the processes of students in higher education. Gradual shifts in policy and thought helped promote the use of and scholarship of instructional development.

Fundamentally, SoTL works from a set of guiding principles. These are (1) inquiry focused on student learning, (2) grounded in educational (or classroom) context, (3) methodologically sound, (4) conducted in partnership with students, (5) appropriately public (Felten, 2013). With use of these principles, SoTL grows in rigor and quality within university scholarship.

SoTL has gradually become an integral part of CTLs at many universities (Austin et al., 2008; Cruz et al., 2019). It is so present in CTLs, Geertsema (2016) argued that with the practical nature of sharing evidence-based practices for classroom activities and curricular design, that scholars in academic development hold themselves to the same rigor in research design as other academic disciplines. Further, the essay argued that educational developers should understand and promote the differences in the different dimensions of SoTL activity. Kern et al. (2015) present these as the Dimensions of Activities Related to Teaching (DART) and conceptualize

there are four quadrants to SoTL activity: practice of teaching, scholarly teaching, sharing about teaching, and the scholarship of teaching and learning—with SoTL holding the most rigor to the field. Finally, SoTL works as an important aspect of instructional development within educational development because, it, similarly to educational development "has remained a relatively loose set of practice rather than a singular or simple set of methodologies" (Felten & Chick, 2018). As many CTLs focus on instructional development—teaching and learning specifically—it only follows that the SoTL be integral to the research and practice of educational development.

Goals, Practice, and Assessment of Organizational Development

Organizational development has the goals of building program, departmental and institution-wide efforts of educational understanding (Ouellett, 2010). The goal of organizational development is to ensure a campus environment which encourages the growth of education in both personal and instructional lives of faculty. As scholars, educational developers are still adapting to the changing landscape of educational development and attempting to solidify their adaptive role within the university. Previously scholars explored how institutional culture positively and negatively influenced junior faculty's use of and development of teaching skills in university settings (Johnston, 1997). For developers, the general purpose of any CTL is to defend the very why of what they do each day for the organization and increase their influence on college campuses (Dickens et al., 2019). As academia works within an age of evidence-based practice of scholarship, teaching, and promotion, developers are working to find consistent ways to assess CTLs and further prove their necessity on college campuses. Further, organizational development scholars, Gaumer Erickson, Noonan, Brussow, and Supon (2017), developed the Observation Checklist for High-Quality Professional Development Training (HQPD Checklist)

to assess quality of workshops, programs, and units based on such criterion as use of evidence-based research explored, engagement, and evaluation of participants. Conversely, Hines (2017) worked to create an evaluative model for continued growth of CTLs, including curricular conceptualization and implementation success. Within the evaluation and scholarship of organizational development, constituents are working to build the rigor and model effective practice within the future of the field.

As Leibowitz et al. (2016) argued, "For academic developers who see themselves as activists or lobbyists, there is a need for theorizing that takes into account matters of institutional context as well as socio-political and material conditions" (p. 3). Proving quality and value in TLC programming helps ensure funding, support and attendance (Schumann et al., 2013). Challis, Holt, and Palmer (2009) found that CTL staff and leadership needed four key factors to reach maturity in higher education. These factors focused on strategic leadership, a shared view of the purposes and role of centers, ability to demonstrate a center's value, and a capability to fulfill its role within the university setting. These studies into the organizational development of CTLs help inform what the units could look like in the future, as well as how they fit into the current landscape of higher education.

Part of the evolving discourse of educational development is the research presented as scholarship of education development (SoED). Similar to SoTL research, SoED explores how rigor and evidence-based approaches can be used to disseminate practice and theory throughout the community of scholars. SoED, like SoTL, is driven by a set of general principles or "best practices" rather than an explicit theory.

Kenny et al. (2017) explained that there are seven principles to SoED. SoED needs to focus on: (1) educational development practices and theories, (2) be grounded within a specific

context, (3) be methodologically sound, (4) be conducted in partnership with constituents of educational development, (5) be critiqued by the educational development or academic community, (6) improve practice across an institutional level, and (7) reflect and enhance informed practice within the field. Little (2014) asserted that the nature of SoED depends on the undertaking of such scholarly projects that do not lose sight of the practical, descriptive nature of previous educational development literature.

Developmental Overlap and Growth

These three domains work to organize the varied and vast landscape of the scholarship of educational development. They also provide insight into the conceptual and practical underpinnings of educational development. Reflective practices and communities of practice show how faculty development is organized as faculty is socialized and mentored. SoTL and SoED emphasize the conceptual and theoretical principles which guide scholarship in instruction and organizational development of higher education. Assessments and goals within these domains show the overlapping and distinct elements of educational development. Continued research in each creates new opportunities to extend scholarship within each domain. Ultimately, these domains work to organize a vast network of scholarship in educational development.

Educational development holds a unique place within the landscape of scholarship. Ideally, educational development works to disseminate the understanding of multiple concepts and principles from a variety of disciplines while building the theoretical backing of educational development as it is seen in higher education. For many educational developers, the key is assessment of impact to the university (Hoessler, Godden, & Hoessler, 2015; Sorcinelli, 2002). Therefore, research has often been focused on a variety of concepts relating to the running, assessing, and promoting educational development practice. However, recent attention has

focused on the need for increased theoretical and connective backing to ensure the continued growth of a cohesive discipline of educational development.

Applying Practice & Theory

At first glance, there seem to be more descriptive essays than scholarship in educational development. This appearance may be due to the varied nature of educational development scholarship, the fact that there is not yet a discipline of educational development in higher education, or the realistic appreciation that many of the scholars in educational development were trained in fields other than education. Versed in reflective practice, researchers write essays which articulate "how to" develop a center, program, workshop, or self in educational development much to growing chagrin in the field (Boud & Brew, 2013; Hilsen & Wadsworth, 2002; Little, 2014). It is as if developers were too engrossed in other aspects of the career to focus on theory development or inclusion of theory in their own writing (Linder, 2013). However, upon deeper examination, there is a growing body of scholarship which meets the rigor of scholarship throughout academia. Further, there is growing concern that academic development transitions from a field of fragmented and diverse research into its own centralized discipline (Skead, 2018; Kelley et al., 2017).

For educational developers and those studying education, there are a multitude of educational theories from which to choose, incorporate into practice, and write about within interdisciplinary or educational development journals. Sorcinelli (2002) discussed the need for goals and objectives with the CTL plan and assessment of their uses without discussing key educational philosophies that guide goal making and objective processes. Additionally, some educational scholars do assert their practices are based off work of educational theorists. Scholars have discussed John Dewey's notion of authentic learning (Huston & Weaver, 2008;

Streitwiser, Light, & Pazos, 2010), Piaget's work on student-centered learning (Krishnamurthy, 2007), Wood, Bruner & Ross's notion of scaffolding (Stefaniak, 2018), and Vygotsky's zone of proximal development (Steitwieser et al., 2010). Further, Quinn (2012) used social realist theory and critical discourse analysis to examine attitudes toward teaching and learning within disciplines. Varied social lenses have also been used to examine the current phenomena of educational development and CTLs (Bernhagen & Gravett, 2017; Green & Little, 2016). However, many prominent works of scholarship use well-known theories to guide instruction. Less attention is given to how practice is used to refine and to develop new theories of teaching and learning for CTLs. For this study, an examination of the theories guiding CTLs emphasizes how these theories work within the role of educational development and how instructors and CTL employees understand teaching and learning theories.

Advancing Rigorous Scholarship

While evaluating the state of scholarship, Linder (2013) found some interesting trends within the scholarship. From the years of 1982 to 1991, 31% of authors used self-citations within their pieces, however between the years of 2002-2011, this percentage rose to 49%. Furthermore, over the 30-year period (1982-2011) nine percent of the scholarship had no outside literature cited. By the last decade of analysis (2002-2011) only two pieces involved no outside resources. Linder concluded this showed evidence of expertise in the field as well as increased rigor of work. However, it should be cautioned that with educational development growth and over 50 journals on teaching scholarship alone, it is important that educational developers explore a variety of sources to increase the rigor and impact of their field. As a self-proclaimed interdisciplinary field, scholarship should recognize a variety of source material informing research.

Cruz (2016) furthered the call for increased rigor and disciplinary focus through imagining how a taxonomy for educational development could further the SoED by creating a shared lexicon for the field. Recently, scholars of educational development have explored "de-centralizing" the educational paradigm of CTLs to provide more opportunities for interdisciplinary growth (Wright, Lohe, & Little, 2018). Further, scholars have begun to develop additional theoretical and conceptual frameworks for CTL practice (Donlan, Loughlin & Bryne, 2019; Wright et al., 2018). It seems that scholars within the field have recognized that to maintain a place within the educational landscape, they cannot simply assess the trends, satisfaction, and learning of their constituents, they need to move their scholarship into its own disciplinary field, using the same rigor as the disciplines which many educational developers moved away from. This is evident in theoretical research and essays that have been published regarding multiple theoretical, educational, and organizational models, including feminist theory (Bernhagen, & Gravett, 2017; Lester, Sallee, & Hart, 2017), cultural studies (Gay, 2015; Green & Little, 2016; Palmer et al., 2010), holistic education of the individual (Coutant & Caldwell, 2017; DiPetro, 2018).

Finally, there seems to be growing concern of how research informs theory, how theory informs practice, and how practice informs new theory, or how action research is utilized in educational development. As Meyer (2013) pointed out, only fifteen percent of articles and books (73 total works) studying online learning mentioned or emphasized how learning theories were used in their projects. The study called for a greater emphasis on theory in order to ensure the continued growth of best-practice research and growth of educational development. Other researchers have also pointed out this lack of explicit theoretical explanation in research as a resolvable problem in the field (Beaty & Cousin, 2003; Morales, 2016; Schumann et al., 2013;

Wright et al., 2018). For instance, Kay and Kibble (2016) recommended educators having a working knowledge of multiple learning theories in order to build content and courses which teach diverse learners. However, they also note that current research in faculty development does not always highlight or mention the learning theories which guide faculty development work.

Theoretical Framework

While this study utilizes Grounded Theory as its methodology, there are theoretical frameworks which guide the exploration. First, andragogy, or the study of the advanced learner, plays a key role in this study. Andragogy focuses on the most advanced learners we have - faculty and staff at institutions of higher learning. Within andragogical theory (Knowles, 1978; Knowles, Holton, & Swanson, 2005), CTL's scholarship discusses such praxes as communities of practice and reflective practice. The second framework involves the multiple lenses and theories of organizational theory (Manning, 2016). These theories and lenses of critique are necessary to understand as they provide conceptual backing for the ways in which organizations of higher education are already being studied. Further, each can be applied both to the organization and structure of CTLs as well as education itself. Therefore, prominent organizational theories within the literature are discussed.

Andragogy

Psychologist Malcolm Knowles built renewed interest in the theoretical backing for adult learning theory, andragogy, and the study of how adults are motivating to learn in a variety of settings (Carroll, 1993; Knowles, 1978; Zmeyov, 1998). Knowles' exploration of leadership and motivational concepts led him to the theoretical study of andragogy. Like other educational theories, andragogy relies on the learners' motivation, prior knowledge, and exploration into new and challenging knowledge. Knowles (1978) articulated that modern adult learning theory has

key components. These include: (1) adults have needs and interests which are satisfied through the learning process; (2) the orientation of learning is life-centered rather than focused on a singular discipline or subject; (3) adults learn from experience and the analysis of experience; (4) adults need to have autonomy and self-direction; (5) adult education must take into account the differences of style, pace, and place in adult learning.

These principles are used to ensure that current curriculum design focuses on how to best build from diverse backgrounds and experiences. It takes into account that the prior knowledge of nontraditional or international students may bring new perspectives into the classroom differently than the traditional view of students fresh out of high school (Sogunro, 2015; Pew, 2007). Further, it not only works as a learning theory for instructors at a university, but also is an important learning theory for faculty developers to remember when working with educators from different backgrounds and disciplines, levels of knowledge, and understandings of educational practice (Morales, 2016).

Knowles, Holton, and Swanson, (2005) argued that the analysis and critique of andragogy has been had the phenomenon as a set of guidelines, a set of assumptions, a theory, and a philosophy. Merriam (1993) explained:

> It is doubtful that a phenomenon as complex as adult learning will ever be explained by a single theory, model, or set of principles…where we are heading it seems, is towards a multifaceted understanding of adult learning, reflecting the inherent richness and complexity of the phenomenon. (p. 6)

This point plays a key role in the adult education of professional development. While the adult learner may be self-guided, the designs of andragogy allow for varying levels of understanding of the phenomenon. At its base, it can be broken down as it has above into a set of guidelines.

Digger deeper, one can find the theories of Dewey, Thorndike, and others guiding the increasing study and application of andragogical theories which have come out of the process of studying adult learners (Knowles, Holton, & Swanson, 2005).

In this way, educational developers use andragogical practices in their teaching of the advanced learner, instructors of higher education, and should also be prepared for teaching undergraduate students through adult learning methods. If discussion of cognitive, behavioral, and other major learning theorists (Bloom, Maslow, Piaget, Thorndike, etc.) is included in the discussion of andragogy with the instructors at an institution, developers may be treating andragogy as its own study or philosophy; however, if developers are not including these philosophers of learning theory into their interactions with faculty, than they may only be focused on their own practice of andragogy. Finally, if they are teaching their knowledge of Knowles amongst the other learning theorists, they may consider andragogy as a theory. Whichever is the case, andragogy plays a key role in the continued growth of educational development.

To exemplify where one can find evidence of andragogy in educational development, there are two key practices within instructional development literature which should be discussed. Reflective practice emphasizes both (1) adults have needs and interests which are satisfied through the learning process; (3) adults learn from experience and the analysis of experience, processes in Knowles' (1978) explanation of adult learning. In the same vein, communities of practice use the concepts of (2) the orientation of learning is life-centered rather than focused on a singular discipline or subject (3) adults learn from experience and the analysis of experience; (5) adult education must take into account the differences of style, pace, and place in adult learning, from Knowles' designs.

Reflective practice. Reflective practice emphasizes the use of insight regarding a situation to inform, test, and explain future action. It is not that reflective practice works as a model which practitioners use to become better teachers; rather, it is a philosophical action and reaction which requires educators to review how their communication, activities, and presence influence students' and others' interactions and future actions. As Krishnamurthy (2007) argued,

> Reflexive inquiry includes reflexive thought which is the process of remembering the past and thinking about events that have already occurred and it is also the meta-cognitive in nature since it is the very thinking about the thinking process. Reflective practice takes this idea and puts it into practice. (pg. 16)

This practice of thought allows participants to enhance their own educational practices of action in meaningful ways and build engagement in developmental activities. It is integral to the framework and principles of scholarship of teaching and learning (Felten, 2013) yet is separate from the framework as it is a practice that must become innate to one's teaching before one can do scholarship of teaching and learning. Reflective practice focuses on the notion of bettering one's self through exploring one's thoughts, emotions, and actions during a given event, and changing or maintaining those actions in the future (Newman, 2018). This process does not necessarily require outside research as the scholarship of teaching and learning would. However, it works within faculty development as it allows educational developers to help faculty and staff explore their perceptions of themselves and their careers.

Applying Knowles' (1978) Theory of Andragogy (1) adults have needs and interests which are satisfied through the learning process; (3) adults learn from experience and the analysis of experience, reflective practice requires the educator to take control of the learning process, analyzing how student interaction, assessments, and activities worked within a

classroom setting. It must be autonomous to the extent that the educator is learning from the experiences he or she has had in the classroom and analyzing how those experiences can be replicated or altered based on the desired outcome of the instructor.

Communities of practice. Some CTLs use communities of practice to foster reflective practice, SoTL, peer mentorships, opportunities for socialization, and growth of professional identity (Cruess, Cruess, & Steinert, 2019; Lari & Barton, 2017). These communities work as a joint enterprise—such as sharing a common goal, function within mutual engagements, including meetings and informal gatherings—and build a shared repertoire, counting vocabulary, norms, styles, and routines (Wenger, 1998). Because CTLs reach a diverse audience in disciplinary knowledge, career range and projection, and understanding of educational theory and practice, communities of practice provide a structure to practice which can be replicated to support faculty in developmental endeavors (Carney et al., 2016).

Further, Austin's (2002, 2010) work investigating the socialization and mentorship of graduate teaching assistants and early career faculty emphasizes the ways in which mentorship and socialization play prominent roles in today's development of higher education faculty and staff. The community of CTLs and educational development provide faculty with opportunities to collaborate within their department (Mitten & Ross, 2018), and outside their department, (Daniel et al., 2018). The community also strives to promote a positive association with the unit itself (Sorcinelli, 2002; Schumann et al., 2013). For many, the use and indoctrination of a discipline is key to understanding one's role within the university (Viskovic, 2006).

For Cruz (2018), the socialization which occurs within the communities of CTL is the very foundation of the unit. Mentorship, socialization, and community all work within the conceptual model of communities of practice in higher education. Through these communities,

faculty and staff can become better informed regarding the teaching and learning community's use of research to guide development itself (Jones, 2010). Through community within the different practices of a university setting, educational development allows for informal and formal opportunities of growth.

Additionally, communities of practice work within andragogical design as they fundamental use Knowles' ideas of (2) the orientation of learning is life-centered rather than focused on a singular discipline or subject (3) adults learn from experience and the analysis of experience; (5) adult education must take into account the differences of style, pace, and place in adult learning, from Knowles' designs. Communities of practice are currently being studied in online, convenience settings, taking into account the differences in style, pace, and place of adult learners (Lari, & Barton, 2017; Mckenna, Johnson, Yoder, Chavela, & Pimmel, 2016; Paskevicius & Bortolin, 2016; Stark & Smith, 2016). Communities of practice work to allow participants to explore their experiences in and out of the classroom to create better understanding of self and their experiences as part of the third concept Knowles described (Cruess et al., 2019; Lari, & Barton, 2017), emphasizing the theories of social structure and theories of identity which guide communities of practice (Wenger, 1998).

Additionally, communities of practice are life-centered, in that they require participation by all members of the community to create meaning regarding the shared experienced of the community and often include a diverse population beyond a singular discipline (Wenger, 1998). Finally, communities of practice can be facilitated through three modes of activity: dyadic—where dialogue is key, networked—where individuals seek out new information based on needs, and co-mentoring—where individuals come to share in common practice and develop shared expertise (Calderwood & Klaf, 2015). Use of educational theory will be explored in this study,

and as CTLs serve not only adults but more importantly adults who teach adults, examining how andragogy plays a role within practice will be key to how we can better understand CTL outreach and practice.

Motivation

Faculty motivation for attending programming has been not extensively researched, possibly due to faculty being perceived as highly motivated individuals (Daumiller, Stupnisky, & Janke, 2020). Of the research, Austin and Gamson (1983) argue that faculty are both intrinsically motivated (e.g., personally meaningful and rewarding work) and extrinsically motivated (e.g., through tenure and promotion standards). Additionally, motivation within the learning context has been studied in many forms including the role of self-efficacy in procrastination and burnout (Hall, Lee, & Rahimi, 2019), the role of structure and agency in the intrinsic motivation to be good teachers (Leibowitz, Schalkwyk, Ruiters, Farmer, & Adendorff, 2012), and the ways in which faculty are motivated to prioritize research over teaching (Pesce, 2015). Motivation can play a key role in sustainable academic programming and development; however, the perceptions of faculty and administration may vary in effective motivational strategies (Blašková, Majchrzak-Lepczyk, Hriníková, & Blaško, 2019). Feldman and Paulsen (1999) emphasize the importance of supportive culture and faculty involvement in increasing the intrinsic motivation for change and Daumiller et al. (2020) explored how Self-Determination Theory could be used to study faculty development because of its emphasis on motivation and autonomy.

Self-Determination Theory (SDT) speculates that humans are driven by more than hierarchical needs and instead by a sense of agency, competence, and relatedness (Deci & Ryan, 1987). The agency of an individual is the intrinsic motivation that drives an individual to

intentionally do an action (Deci, Olafsen, & Ryan, 2017) As Deci and Ryan (1987) explored, the context of a situation is an integral part of the perception of agency. Many factors can contribute to an individual's sense of control, including leadership, intrinsic motivation, and emotions. The focus of this theory is easily applied to organizations: when an employee feels valued, respected, connected, and competent, he or she will also desire to do more independently and with more confidence (Deci et al., 2017). Within universities, it is important to understand how SDT can lead to an increased use of CTLs.

Expectations

Understanding faculty expectations is also key to understanding the role of CTLs. While faculty expectations are not heavily studied, they do influence key attitudes towards faculty work (Crawford & Olsen, 1998). Self-efficacy is an individual's belief that he or she can obtain a given objective; the individual believes in their ability to meet specific goals and does not necessarily mean overall confidence in global abilities (Bandura, 2006). For example, recent research found teaching self-efficacy was a greater predictor of job satisfaction in faculty than research self-efficacy (Ismayilova & Klassen, 2019). Through exploring faculty expectations beyond self-efficacy, connections to faculty development may lead to longer job satisfaction as a teacher-scholar—reducing burn-out (Hall et al. 2019).

Another theory that explores expectation, Expectancy Theory, has been used to analyze how tenured faculty produce research (Estes & Polnick, 2012). Expectancy Theory postulates that faculty are more motivated to publish research before receiving tenure—when the expectation is higher from the administration. Expectancy Theory starts with the idea that individuals often prioritize certain goals over others; their expectation that their performance will produce positive or negative outcomes will predict the amount of effort (or force) they put into

the activity (Vroom, Porter, & Lawler, 2005). If instructors do not perceive that their effort at CTL programming will produce positive outcomes, they may not prioritize the use of such services.

Organizational Theory

Within the study of how CTLs communicate with their constituents, the philosophies, and theories of the organizational structure will help scholars understand the phenomenon. Each theory is explained in its basic understanding, power structure, and the examination of CTL and higher education research. The study of higher education structures varies from traditional organizational theory. As Manning (2016) explained, in her examination of higher education organizational theory, no one way of structuring is present within a university, rather, competing theories work within the organization give an impression of how the individual university functions. Within these theories, one can explore how different organizational perspectives each play a role within higher education and how the influence of different disciplines extends to the study of the institution. Further, a CTL's employees and constituents must work within these theoretical structures to practically advance outreach, practice, and theory itself. Additionally, mature organizations are slower to change than newer organizations. As CTLs are new within the overall organizational structure of higher education, these units may be quicker to change than the structure.

Bureaucracy. Manning (2016) explained that bureaucracy as an organizational theory which came out of the study of modernity. Power is set up in a hierarchical structure where work is conducted like a machine, each part, each person can be replaced. As CTLs are situated in a unique place within the organizational culture, they sit at the margins of the bureaucratic power structure, and therefore can be influential in organizational change (Gravett & Bernhagen, 2015).

Conversely, the educational developer often acts as both an administrator and an educator, and with the duel-role creates a miscategorization of the developer's purpose and can undermine the individual's ability to establish power within the organization (Green & Little, 2017).

Further, within the capitalism which can occur within bureaucracy, educational developers understand that CTLs must fight for dollars, constituents' time and resources, and must be able to prove they are irreplaceable through their assessment practices (Cruz, 2018). A CTL structure in the bureaucratic perspective may have developers who are, or perceived as being, focused on the hierarchy of the university and the ways in which instructors can work in a uniform and replaceable pattern.

Collegium. Manning (2016) explained that collegium is the traditional theory of higher education. In this way, power is organized and shared by the academic disciplines. Here, scholars are the power structure and there is shared construction of decision making. Branching from the study of sociology this theory emphasizes the community. Collegium can be seen in Brown et al.'s (2015) study of interdisciplinary collaboration, culture, and the role of faculty in institutional change. Within the study, scholars discuss how leadership within faculty ranks and CTL members lead to growth of instruction within an institution based on mutual respect and power. While the collegium theory is not directly named, there are clear connections due to the shared power within faculty ranks. Further, CTLs who focus on interdisciplinary collaborations for decision making power may have a Collegium theoretical frame.

Cultural theories. Manning (2016) explained that cultural theories within higher education can be found in the study of symbols, history, and tradition. Branching from the study of anthropology, culture within an organization can inform how specific traditions within a university, department, field, etc. came to be and hold power. Through the social construction of

power, individuals within cultural theory often agree to norms within the organization as they progress. As cultures with CTLs are fairly new compared to the culture of higher education as a whole, scholarship within these theories can be extremely powerful and influential. Culture at a university is studied in a variety of ways, including campus culture (Green & Little, 2016; Palmer et al., 2010; Schwartz & Haynie, 2013), intercultural and cross-cultural teaching (Altbach & Knight, 2016; Gay, 2015), and disciplinary cultures (Cruz, 2018; Green, 2005).

Recently, educational development scholarship has looked at how teaching culture is perceived by instructors at an institution (Andersen, Lom, & Sandlin, 2016). Culture can be explored through multiple symbols and norms within an organization. For instance, Calderwood & Klaf's (2015) study on mentorship within a community of practice illustrated how different activities and practices within their CTL can make co-mentorship and collaboration part of the norm of the CTL unit within the organization. CTLs each create unique cultures that support or prevent faculty and staff inclusion.

Feminist theory. Manning (2016) explained a feminist organization will allow for Egalitarian power through equalizing gender privilege. The focus of scholarship can be critical or uplifting. In other words, power is distributed and maintained through eliminating lens based on what specific genders are meant to "do" or "be." Lester et al. (2017) called for continued exploration of scholarship and an understanding of Acker's concept of gendered organizational frames. The scholars concluded that while gendered organizational frames are often used in scholarship, few scholars understood the actual meaning of the concept.

Bernhagen and Gravett (2017) argued that educational development provides a positive example of feminist theory to counterbalance the male dominance of higher educational professionals. They suggested "that the well-documented marginal and decentralized status of

education developers cannot be fully understood without recognizing the gendered, specifically feminine composition and representation of the field." (p. 9). Further, they argued that even within job posting, traditional feminine roles are articulated in calls, including helping others, building relationship, and serving others. They called on educational researchers to better articulate what their roles are in higher education teaching and learning. Interestingly, Bernhagen and Gravett argued that educational development as a whole is a feminist field because of its emphasis on recognition of power, privilege, gender and intersectionality, and collaboration.

Institutional theory. Manning (2016) articulated that the discipline of political science had a key role in the theory. Like bureaucracy it is nested in the ways in which regulatory and cultural pressures work together to create a power structure. This type of power structure relies on the traditions of the institution and the stakeholders which ensure that traditions are upheld. Unlike bureaucracy, its structure requires those both in and outside of the organization to establish, review, and maintain social roles within the organization. Communication flows in multiple directions as the power comes from within and outside of the institution itself. Within this theory, the institution is merely part of a larger network. Baker, Lunsford, and Pifer (2015) used alignment frameworks to examine how both organizational and faculty needs can be met through vertical and horizontal agreement regarding how instructors can work together to gain educational development. In this way, they're discussion of frameworks illustrate how CTLs may be perceived as being organized from within and outside of the unit itself.

Organized anarchy. From the study of the political disciplines organizational anarchy is focused on the fluid participation of all members of the organization. There are varied structures within the organization and players who act in specific roles. While key roles are sometimes assigned, but more importantly, the community decides what roles need taken care of and from

within the ranks, volunteers and roles emerged. Within the theory, the garbage can model emerged (Manning, 2016). As Cruz (2018) explained, garbage can model can be applied to many CTLs, specifically to the multiple solutions, constituents, problems, and employees which are present as the unit attempts to find solid ground and increase competencies.

Political. The political theories of organization often also come out of the study of sociology (Manning, 2016). This theoretical perspective requires the organization to move between conflict and compromise to negotiate power. Actions within this type of organization are often performed to benefit the individual in the present, or in the future. The political organization of an institution moves the college forward as individual and unit motivations focus on how change works best for their unit.

For instance, Smith, Calderwood, Storms, Lopez, and Colwell's (2016) argument that communities of practice need more recognition as institutional units which foster collaboration and learning not only works as an important move towards increased value for CTLs, but also, authors recognized the pressures individuals face regarding immediate or perceived benefit for their attendance at community of practice events. Their recognition of these individualized practices of the negotiated power within the system of higher education can create isolation that communities of practice work to counterbalance.

Spiritual. Coutant and Caldwell (2017) explained how campus culture can be influenced by focus on the individual. Through the spiritual philosophy, the organization is focused on the journey of the individuals to build cooperative and collaborate power structures. All individuals have a say in how the campus is run. Manning (2016) uses the metaphor of a journey which all members of the organization are on. Built from the study of psychology, spiritual organizational structure is focused on more than the job performance of individuals. Rather, the focus is on all

aspects of the individual's life, and well-being within the organization. In Coutant and Caldwell's (2017) study, contemplative practices within the bottom-up practices which create community and connectiveness within a university setting.

Artze-Vega (2018) used the spiritual metaphor of a journey to explore her own search for holistic job fulfillment, clearly communicating the need to educate the whole person within developmental settings. Brinthaupt, Neal, & Otto (2016) argued that holistic educational development was the original intent of many sabbaticals. Therefore, while clear execution of these philosophies may be difficult to see in educational development, it is at the root as faculty and staff strive for growth in "self-awareness, mastery, vitality, and self-refection." (p. 378) Other researchers have called for holistic approaches to faculty development including work/life balance (Desrocher, 2009), renewal retreats (Ross, 2015), and the inclusion of spiritual concepts to professional development practices (DiPetro, 2018).

Organizational theories in CTLs. This study utilizes Grounded Theory Methodology and therefore other educational and organizational theories may emerge during the data collection process. CTLs have been studied as a collegium network, a political enterprise, a bureaucratic unit, an organizational culture, an organized anarchy, and as part of capitalist society (Cruz, 2018) meaning that organizational theory establishes and fosters outreach and practice informs how the unit is conceptualized and maintained. Additionally, as Ellis (2018) explained in her articulation of theory and practice, her role as an educational developer allowed her to reframe her theoretical backing with a multitude of disciplines including education, business and communication. Land (2003) explored the strategic choices of organizational developers to organize orientations of practice. Therefore, other theories may play a role and will be assessed as data is collected.

Restating Research Questions

For many years, the primary focus of CTL scholarship has been to ensure the growth and ensure the justification of educational development. This meant working to ensure funding, participation, positive attitudes from faculty, staff, and administration (Cook & Kaplan, 2011; Kelley et al., 2017; McDonald, 2010; Mitchell, 2015). Recently, scholarship has called for increasing foci on assessment and theory (Hoessler et al., 2015; Sorcinelli, 2002). Unfortunately, some researchers worry about the generalizability of CTLs due to their varied nature and purpose (Dickens et al., 2019; Kelley et al., 2017; Palmer et al., 2010). Conversely, others have used varying theoretical perspectives to enhance and organize their scholarship (Green & Little, 2017; Cruz, 2018). Therefore, after careful consideration, the following research questions may lead to a better understanding of CTLs and educational development across college and university campuses. The primary research questions will be asked:

RQ 1: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

RQ2: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

RQ 3: How do characteristics, within a university structure, the practice, theory, and outreach of the CTL unit?

Conclusion

The scholarship on CTLs and educational development is vast, fragmented, and difficult to process (Braxton et al., 2018; Harland & Stranforth, 2008; Skead, 2018). Yet it offers insight into a vital field which has seen tremendous growth over the last sixty years. As it has grown, it has increased its standards in practice, theory, and rigor (Linder, 2013). Further, researchers have

attempted to remain true to serving multiple disciplines, topics, and institutions through practical assessments and discussions. While those in the field still argue as to its disciplinary state within the academy, scholarship on CTLs shows promise as it develops frameworks, models, theories, and assessments which enlighten diverse structures within CTLs.

CTL researchers recognize the unique nature of scholarship in higher education development and have worked to focus on specific domains of instruction within institutional settings. Instructional development provides the basis of teaching and learning frameworks targeting the primary constituents of a school—its students. Organizational development provides practical and scholarly insight into how organizational change can alter the functions and services of educational development. And faculty development provides insight into the primary focus of CTLs—professors, faculty, educators, and staff.

The practical nature of CTLs and educational development have enhanced their importance to institutions as they have grown exponentially. However, educational developers recognize that to maintain a vital place within the university structures and make the move to a cohesive assembly of academics, continued growth of practice, theory, and scholarship unification must occur. Through the study and use of andragogy developers provide their constituents with powerful theoretical backing to increase community, reflexivity, and scholarship as educators (Challis et al., 2009; Dickens et al., 2019; Kenney et al., 2017). Further, through various organizational theories, researchers have begun the process of exploring how each works within institutions to explain power, decision making, and the CTL. Through the educational theories and practices within andragogy and the organizational theories which enable growth in understanding the higher education institution, this research will use Grounded Theory to continue too conceptualize the theories, practices, and outreach of CTLs.

CHAPTER III: METHODOLOGY

In the last sixty years, CTLs have grown in size, structure, and purpose (Beach et al., 2016). Scholars have found that there are a number of programs (Hines, 2007), leadership qualities (Richards, 2015), developmental structures (Beach et al., 2016), and theoretical ways of growing and understanding growth (Cohn et al., 2016; Cruz, 2018; Donlan et al., 2019; Morales, 2016; Wright et al., 2018). Scholars have debated educational development's qualification as a discipline (Lewis, 2010; McDonald, 2010), but argue that as a field, educational development has the potential to become a significant factor in instructor growth (Yürekli Kaynardağ, 2019), and organizational change (Gravett & Bernhagen, 2015). Previous studies have explored the changing landscape of educational development (Beach et al. 2016; Centra, 1976; Erickson, 1986; Sorcinelli et al., 2005), and called for continued focus on rigorous scholarship (Linder, 2013). However, to date, research has neglected to examine how theory, practice, and outreach work to create the field of educational development. Because educational developers come from a variety of disciplines, pathways, and organizational structures, there is not a clear understanding of how these three pieces, theory, outreach, and practice work within the field of education development.

Due to varying institutional structures, disciplinary backgrounds, and decision-making processes, many educational developers remain cautious about making generalizable claims regarding theory and recommended structure, programming, and overall design—from funding to location on campus—of CTLs (Beach et al., 2016; Cook & Kaplan, 2011; Kelley, 2018; Little, 2014). However, new opportunities for scholarship regarding educational development are available as the field grows in numbers and purpose (Donlan et al., 2019; Ortquist-Ahrens, 2016; Schumann et al., 2013) Finally, understanding the differences between theoretically grounded

educational developers and instructors of educational development is key for understanding how the field will progress (Robert, 2010). Therefore, the following research questions were used to explore how CTLs at varying institutions reach out to instructors, support the practical aspects of teaching and learning and embed theoretical support in their educational development programming:

RQ 1: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

RQ2: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

RQ 3: How do characteristics, within a university, structure the practice, theory, and outreach of the CTL unit?

These questions were investigated individually and collectively based on the constructivist paradigm and Grounded Theory Methodology, which are described in this chapter.

In this chapter, I explain how the constructivist paradigm informed the design of the study. I will then describe how features of Grounded Theory Methodology guided decisions related to the design and progress of this work, and the secondary role of andragogy and organizational theory in making sense of data and findings. Finally, I will describe steps to increase trustworthiness of findings.

Constructivist Paradigm

Researchers have many processes of research which can be articulated as paradigms (Mackenzie & Knipe, 2006). The process used is often based on the research questions and hypotheses the study hopes to answer (Corbin & Strauss, 2015). Within the constructivist paradigm, the research navigates the interpretive nature of the data which he or she is collecting

(Merriam, 2009). Further, within the paradigm, the researcher acknowledges multiple realities which are the bound perception of the participants and their perspective within the context of the phenomenon.

Examining another perspective is both a privilege and a challenge. As Obear and Kerr (2015) argued, each individual's experience informs how he or she makes meaning in the world. Further, Maher, Hadfield, Hutchings, and de Eyto (2018) explained that in order to be successful, trustworthy, and rigorous within interpreting constructivist questions, the research must practice open, comprehensive, and strategic "decision making, data gathering, and analysis" (p. 5). Corbin and Strauss (2015) explained that the research within the interpretive nature of the constructivist paradigm must remain aware of both the art and science of analysis. They expanded, "The art aspect has to do with the creative use of procedures to solve analytic problems and the ability to construct a coherent and explanatory theory from the data" while the "the science comes from the 'grounding' interpretation in data. Interpretations are not wild guesses. Interpretations are based on data and are always under scrutiny and validated against further data" (p. 65). For this study, meaning was created through the constant comparison of results from interviews and open-ended surveys. Here, the science of research-based questions were added to surveys to ensure that data could be analyzed in ways that were consistent and understandable to scholars. Further, the grounding of this theory in research emphasizes its place within the science of social understanding of CTLs. Through this extended analysis, multiple perspectives were examined, broken down and constructed into a coherent and illustrative theory regarding the use of outreach, focus on practice, and embeddedness of theory in Centers of Teaching and Learning. This art of interpretation and reconstruction provides a mosaic in which

to understand the role and varying perspectives of CTLs. This art will be open for interpretation and analysis the future.

Research Design

In designing this study, it was prudent to get the perspectives of both CTL employees and institutional instructors to ensure that there was a greater understanding of not only how CTLs explained their use of practice, theory and outreach, but also how instructors perceived these aspects of centers. In this way, the centers could be viewed in a more holistic manner which highlighted disconnect and synergy regarding perceptions of the three major concepts studied. However, focusing on only one or two universities seemed less prudent than casting a wide net to examine the phenomenon across multiple institutions and settings. Therefore, this study was designed to examine multiple perspectives in order to gain new insight into how CTLs and institutional structures influence the theory-guided practice, outreach, and instruction in units across campuses.

Participants and Recruitment

While previous research has looked at specific universities and their relationships with constituents (Mitchell, 2015; Smith & Gadbury-Amyot, 2014), examining experiences of both CTL employees and institutional instructors on a larger scale has not been explored. Therefore, this research recruited participants through a variety of list-servs, forums, social media platforms, and personalized outreach in order to gain the largest sample possible.

Using the Qualtrics program, and after obtaining institutional review board approval, these surveys used a branched system splitting participants into two key populations: instructors and educational developers. First, through respective list-servs (POD Network Google Group; Illinois State List-Serv; Communication Researchers Network; The Basic Couse List-serv), and

direct email elicitation were used to target the specific populations of study. Then, the survey asked participants to send the survey to those they believe would work well for the study. Further, I asked at the end of each interview—until the survey closed—that the interviewee also send the call to those who would have insight into the topic. In this way, a snow-ball occurred where self-identified populations worked to reach the specific audiences on the college campuses in an effective way (Atkinson & Flint, 2001). When data did not seem to have a variety in either discipline or university, I reached out to ten additional universities and colleges throughout the United States. I was able to get positive responses from five of these higher education institutions, however the other five did not respond even after multiple attempts at communication.

In order to select schools systematically. I put the fifty states into a random list databased (random.org). These were alphabetized. I hit "randomize" 5 times. The fifth list had a geographical variety, (i.e. not having strong majority eastern states). From there I put the top ten states into an excel sheet. I searched through Google "____ state's colleges and universities". Using the Wikipage devoted to such a given state's higher education institutes, I began listing these schools in the excel sheet. I used the Wikipage as I was able to confirm the results with each state's google list as well as the state's board of regents. However, due to the fact Wiki had the schools categorized and using Google's list always hit the most popular schools first, I then put these schools into Random.org and "randomized" the list. Through randomizing the schools, the state's representation was a true random selection. I then retyped the entire list in case the school that was most prevalent did not have a center of teaching and learning or a director of such specialized instruction unit (Office of Teaching and Learning; Teaching and Learning Excellence Center, etc).

After having a list of each school and a top randomized choice, I selected the first on the list. I went to the school's webpage and searched for the center for teaching and learning. I found the contact information for the school as well as highest director of the center as possible. These centers went by a variety of names, so I often had to search the school's webpage directory or the A to Z list on the site. Half the universities chosen in the selection process did not have a center, when this occurred, I went to that the second college or university on that state's randomized list. For some states, I had to go into the third, fourth, seventh school on the list in order to find a center for some sort of teaching, learning, professional development, or excellence.

One section of the survey asked if participants would be interested in a follow-up-interview. Further demographic questions for directors or chairs of both CTLs and university departments were used to ensure the best possible understanding of theory, practice, and outreach at CTLs. In this way, follow-up interviews which were conducted ensured that data collected, coded, and analyzed fits with the experiences of faculty at various institutions, with various backgrounds, and with various titles.

Survey Participants

This study used multiple forms of list-serv solicitation. Personal outreach was also employed over the course of time between October 17 and Feb 17. At the end of each interview, I asked interview participants to snowball the link to the survey, until survey was closed. This led to 260 individuals opening the initial survey. Of those, 82 completed 100% of the survey, and 117 completed more than 50%. However, because so many of the responses were open-ended, all surveys which had more than consent filled out were considered when discussing findings. Of the completed surveys, 35 (25.4%) participants identified as CTL employees and 101 (73.2%) participants identified as primarily an instructor at an institution. Of the participants, 42 (30.21%)

were female, 20 (14.39%) were male and 77 (55.39%) participants chose not to answer or did not complete the survey to this demographic question. Regarding the ethnic backgrounds of participants, 79 (56.83%) individuals either chose not to answer or did not make it to this demographic question. Fifty-three (38.13%) participants were white, non-Hispanic; four (2.88%) participants were African American; one (0.72%) participant was Asian American, and two (1.44%) participants were multi-ethnic.

Table 1

Participant Disciplinary Breakdown: All Participants.

Disciplinary Type	Instructors	CTL Employees
Choose not to answer	7	3
Variety of disciplines	1	0
Education	9	5
STEM	5	0
Communication	24	3
Psychology / Sociology	4	1
Liberal Arts / Humanities	5	2
Architecture / Landscape Architecture	1	0
Recreation	4	0
Business	2	0
Medical	2	0
Total	65	13

Table 1 illustrates the breakdown of participants in the survey data. This breakdown is categorized by disciplinary background. As one can see, there were no disciplinary backgrounds that had enough participation to make significant conclusions about how disciplinary background

could influence participant's perception of programming. However, this breakdown also shows that while the discipline of communication is largely represented with the data (34.62%), other disciplines also participated well in the survey.

Table 2

Breakdown of Types of Centers: All Participants

University Role	No Response	Center	Individual	Committee	Other	Total
No Response	2	0	0	0	0	2
GTA	4	1	2	0	1	8
Adjunct	0	1	1	0	0	2
Assistant Professor	3	6	1	0	1	11
Associate Professor	0	3	2	1	0	6
Professor	2	6	0	0	3	11
Faculty	8	3	0	0	0	11
Full Time	7	4	1	0	3	15
Administrator	0	2	2	1	1	6
Other	0	5	0	0	1	6
Total	26	31	9	2	10	78

Table 2 shows the breakdown of how participants who answered the question saw their center organized as a unit on campus. It also gives the primary role breakdown of participants university role. Because the questions were open-ended regarding university role, faculty could represent any form of professor or administrator and had to be coded separately. However, this table shows 8 GTAs (5.76%), 2 Adjuncts (1.44%), 39 faculty roles (28.06%), 15 full time

instructors (10.80%), 6 administrators (4.32%) and 6 individuals (4.32%) with other university roles, with 63 (45.32%) choosing not to respond or not seeing these questions. Further, as far as breakdown of university professional develoment unit, participants who answered (52; 37.41%) most often had a university center as the central location of faculty development. Thirty-one participants (59.65%) of the 52 individuals who responded to both questions came from a university center.

Table 3

Institutional Demographics: All Survey Participants

Institutional Type	Instructor	CTL Employee	Total
Research 1	13	3	16
Research 2	17	1	18
Doctoral / Professional School	11	1	12
Masters 1	5	0	5
Masters 2	4	0	4
Masters 3	4	0	4
Arts and Science	12	1	13
Diverse Fields	6	0	6
High Transfer / Mixed Traditional	1	0	1
Mixed Transfer / Mixed Traditional	1	0	1
High Career / High Traditional	1	0	0
Total	75	6	81

The final piece of the demographic information is that of the university type itself. Of the participants, nine worked for private institutions, 57 worked for public institutions, and one worked for a for-profit institution. As far as institutional size, 45 participants worked for schools

with 10,000 students or more or large institutions. Eleven participants worked for institutions with between 3,000-10,000 students or were medium size institutions. Four participants were small institutions with between 1,000 and 3,000 students. And four participants were at very small institutions where less than 1,000 students attended. In Table 3 a breakdown of those participants who answered questions regarding the Carnegie distinctions of universities.

While not all institutional types were represented in the sample, participants from more than twenty-one universities and colleges were named within these categories, yet, 58 (41.73%) participants still did not disclose their university structure. These demographics, from the structure of centers, structure of the university, and information regarding participants' disciplines, were all considered when analyzing the data. These demographic characteristics show the breakdown and variation in participant's lived experiences.

Interview Participants

The participants in the interviews varied in a few different ways. There were thirteen interviews, six with instructors and seven who were CTL employees. Participants were from a variety of primary disciplines including communication (5), education (3), reading (2), recreation (1), medicine (1), and art (1). Ten participants were female; while three participants were male. Nine participants worked for public institutions and four worked for private institutions. Of the interview participants, nine worked at schools with 10,000 or more students, three worked at schools between 3,000 and 10,000 students, and one worked at a school with less than 3,000 students. Nine participants worked at High Research, Doctoral Granting Institutions. Two participants worked at Masters' Granting Institutions. One participant worked at a Professional Degree Granting Institution and one participant worked at a community college. Table 4 details the breakdown of participants with their approved pseudonym. A note with the interview

participants, Abby did not believe that there was a center on her campus, and discussed professional development of her campus as a whole. Bailey, a director of a CTL did not see herself as a teacher and therefore did not give a length of time she had been teaching. She considered herself and instructional designer, trainer, and director, but not a traditional teacher.

Table 4

Interview Participants

Name	Role	Year of Experience Teaching	Institution Funding	Institutional Type	Center Type	Gender
Abby	GTA	5	Public	R1	No Center	Female
Bailey	Director	Doesn't teach	Private	Professional	Center / Individual	Female
Beth	Instructor	15+	Public	R1	Center	Female
Courtney	Instructional Designer	7	Public	R1	Other	Male
Derk	Director / Assistant Professor	10+	Public	R1	Center	Male
Elijah	Instructor	16	Public	R1	Center	Male
Hailey	Director/ Professor	30+	Private	M2	Center / Individual	Female
Heather	Professor	40	Public	R1	Center	Female
Janel	GTA	3	Public	R1	Center	Female
Lenore	Faculty Developer (Part-time)	30+	Public	Community College	Center	Female

(Table Continues)

Table 4, Continued.

Name	Role	Year of Experience Teaching	Institution Funding	Institutional Type	Center Type	Gender
Melinda	Assistant Professor	12	Public	M1	Other	Female
Olivia	Faculty Development	34	Public	R1	Center	Female
Sydney	GTA	2	Private	R1	Center	Female

Instruments and Data Collection

To answer my three guiding questions, I created an online survey for instructors and CTL employees, with the option to participate in a follow-up interview.

Survey questions. The survey included a variety of questions related to previous research findings and surveys (Beach et al., 2016; Eble & McKreachie, 1985; Hines, 2007; Prentiss, 2013) as well as my research questions. Survey questions (Appendix 1 & 2) were constructed to mix open-ended and closed questions. Participants were asked about the theories which they believe guide their practice and productive and unproductive interactions with CTLs or instructors (depending on the populations group). While closed questions do not fall into traditional Grounded Theory design, these questions provided sociodemographic information which helped with later interpreting and interrogating qualitative data. These questions included such questions as university type, discipline, and CTL structure to better understand open-ended responses. Further, open-ended questions elicited responses regarding their direct interactions with the other population as well as their opportunities to work with said population. Demographic information regarding the individual, university, and CTL was requested to allow for more direct analysis of RQ 3. Finally, the opportunity for follow-up was included. In order to

maintain anonymity in the survey, the follow-up information was collected in a secondary survey which could only be accessed after giving consent and completing the initial survey. This procedure was part of IRB protocol in order to protect the information of those who chose not to participate beyond the initial survey. Participant contact information was collected in the secondary survey for a follow-up interview to be arranged.

Closed descriptive categories (such as "type of CTL, mark all that apply": center, individual, committee, or other) and open-ended responses (such as "describe a time when you interacted with a CTL employee and had a productive outcome") were used. These different types of questions provided a multitude of characteristics and prompts through which to analyze the research questions. However, careful attention to clarity in this information began immediately after surveys were released and began coming in. This helped me to monitor who was represented in the study and the types of campuses. As I monitored the demographic data, it helped direct my ongoing recruitment efforts to make the sample as inclusive as possible.

Demographic questions informed how the institution is structured on the participant's campus. While the survey was not piloted, follow-up interviews were conducted to ensure clarity of responses and understanding of themes that emerge based on member responses. The survey worked to answer how individuals perceive the outreach, theory and practice work between CTLs and constituents (RQ1), how individuals perceive the outreach necessary for CTLs' growth and survival (RQ2), and how university, CTL, and individual characters construct the realities of CTLs (RQ3). At the end of the survey, participants were asked if they would be interested in a follow-up interview in to better understand their responses and allow the study to continue until saturation was reached.

Semi-structured interviews. In depth questions were asked by participants in the interview, to further elaborate and clarify answers from the survey (Appendix 3). All participants first filled out the survey and consented to the follow-up interview before participating in the interview process. Meetings ranged from 20-80 minutes in length and were held in person (5), over the phone (1) and through the online services of Zoom (6) and Skype (1). These interviews helped to triangulate and saturate data collected as the process continued. These questions included, "Could you tell me more about the experiences you have had with your local CTL?" or "What is the ebb and flow that you witness at your center? Why do individuals start or stop coming?"

Based on the semi-structured format, the interview was "guided by a list of questions or issues to be explored...allow[ing] the researcher to respond to the situation at hand, to the emerging worldview of the respondent" (Merriam, 2009, pg. 90). Therefore, follow up questions such as, "Could you give me an example?" or "How do you see this occurring at your center?" "How do you see yourself within this role?" were asked as needed. Through these interviews, conversation flowed with particular attention on the participant's specific responses and experiences. For instance, when discussing the ebb and flow of centers, CTL employees often began talking about effective and ineffective forms of outreach and programming. Through these interviews, I was able to understand the open-ended survey data through the contextual and rich responses of the interview. This allowed me to expand and refine the concepts that were present in the interviews that could be further analyzed in the boarder responses of the survey data. Further, interview questions allowed the responses to research questions to develop as new information and experiences were expressed. These rich responses allowed for nuanced interpretation of previously thematized units (Brickman & Kvale, 2015). The interviews were

then transcribed verbatim and written summaries were created. Both the summary and verbatim interview were member checked with each interview participant by emailing them to participants and requesting feedback.

Memos. The memos that were used as part of the data collection process were those of the summaries from interview participants. These member-checked memos provided a written summary of the way in which participants were seen by the researcher and provide additional insight as I summarized, reworded, and analyzed the participants thoughts and words during the interview process. These memos created an organized interpretation of the data through the focus of the research questions, rather than simply the interview questions that were asked to solicit the overall perception of a CTL. For instance, in the memo that acts as Sydney's summary, I wrote,

> As far as outreach is concerned, Sydney feels that word of mouth has been key in the outreach of programming. While she reads the newsletters and some social media, she doesn't know that others in her department or at her university do so. Further, she feels that each department almost has an unofficial representative for the center who can help explain, advocate and continue the word of mouth networking of the center. She wished they did more to reach out to TAs as she feels many don't realize the immense values of the programming. Further, while the website is well designed, she doesn't know that people take the time to "dig" through it for specific events. In all, she values the experiences and networks she has been a part of with her center and looks forward to using them in the future.

With this piece of the memo, Sydney could ensure that my interpretation of what she wished, valued, and felt were accurate to her own interpretations and perceptions of CTLs. This memo could then be analyzed as part of the larger body of data in understanding CTLs.

Data Analysis

The analysis for this study was guided by Grounded Theory Methodology which allowed for inductive exploration of participant responses through a data-driven process which lead to a conceptual model connecting to research questions that represents the perspectives and experiences of instructors and CTL employees.

Grounded Theory

As a model of inquiry Grounded Theory requires constant comparison of theoretical sampling to analyze codes and themes into explanations and theories (Merriam, 2009). It has important value in constructivism research as it works to build explanations for commonly lived experiences and phenomena. The goal of this study was to create a working theoretical or conceptual model regarding the interactions of discipline, CTLs, instruction, and outreach. Therefore, this research used the systematic features of Grounded Theory. This methodology emphasizes the "development of the necessary *theoretical sensitivity* in analysts by which they can render theoretically their discovered substantive, grounded categories" (Glaser, 1978, emphasis original p. 1); and this study systematically explored the theoretical, practice-oriented, and outreach efforts of CTLs through the creation of codes, categories, and themes into a conceptual model.

Grounded Theory Methodology emphasizes and operationalizes the method of discoveries for social research. Originally practiced and endorsed by Glaser and Strauss (1967), the qualitative approach to research has now become a well-documented way of formalizes theory through constant comparison, theoretical elaboration, and application of new conceptual themes. It builds from the notion that "theoretical knowledge is relevant to time and place and must be updated to keep pace with change over time" (Corbin & Strauss, 2015, p. 28). Therefore,

conceptualizing how CTLs work within the lived experiences of higher education practitioners will allow future scholarship to confirm, disprove, or adapt the results found in this study in order to continue the expansion of our understanding of the educational development of higher learning.

Constant comparison. The data collected was ideal for a constant comparison of data to generate codes, concepts, and categories until themes and theory begin to emerge. Comparison allows for exploration of structural conditions until "proven theoretically defunct for any class of data, while the life of the accurate evidence that indicated the category may be short" (Glaser & Strauss, 1967, p. 24). This requires an examining and reexamining of codes and requires that new data from interviewing may help with the saturation of information to articulate a sound theoretical understanding of the phenomena.

Constant comparison recognizes four distinct stages to the Grounded Theory process: (1) the comparison of incidents (2) integration of categories and definition of each's properties (3) delimitation of theory (4) articulation of theory (Glaser & Strauss, 1967). Within the first stage, focus on the individual pieces of data allowed for the comparison of incidents which occurred in higher education. The second stage involved exploring of how data is interrelated and how to define each. A key aspect of this stage involved the continuous comparison of how different pieces of data related and interrelated during the analysis process. This meant that coding and categorizing occurred to best organize the data and experiences. The third stage took into account outlying incidents and ensure theoretical saturation. This stage also marked a reduction of terminology and more generalization of the data's formal significance. Finally, the writing and arguing of a theory marked the end of this first stage of research and helped me develop a

conceptual model of the findings, which reflects and extends previous scholarship(beyond the scope of Grounded Theory as a methodology).

Coding. Each datum was coded to "capture the fullness of the experiences and actions studied" (Brinkmann & Kvale, 2015, p. 227). These codes of datum held meaning with the individual's experience and context but also occur multiple times within the larger phenomenon of interaction as categories emerge. As open codes, they were arranged and re-arranged based on their relationships with other codes through axial coding during constant comparison (Corbin & Strauss, 2015). In this axial coding process, relating categories and properties refined into categorical schemes, as well as collapsing and expanding codes occurred (Merriam, 2009). Finally, these axial codes were further reviewed and interrogated during the selective coding process as I developed the conceptual model (Glaser, 1978).

During the coding process, I was able to break down specific datum into meaningful categories and themes. For instance, Derk mentioned "And then I've noticed the way we've gotten traction is people, after they've had experiences with our center, they tell their people, their entities on campus, other centers, other departments, and it's like a ground swell then." Similarly, Sydney asserted "I tell everyone [about the CTL]. And actually, people in my department know me as the person who does all the things over there." Originally these were both part of the overall code of network. However, as individuals like Abby said, "I think, when I say something about a class or about a workshop to other people, I think that can be effective." And Beth related, "I ended up going to our school's faculty meeting and sharing my results and I recommended other people go through that, because I feel like that adds diversity, and it adds diversity to all our faculty so it impacts all of our students." These started to become two different codes, while both were related to the network outside of the CTL's control, both Abby

and Derk were focused on individual programming, or "Word-of-Mouth" about a specific event or program. On the other hand, Beth and Sydney became more formal "advocates" for the center through their roles within their individual communications with others in the department. However, both still were part of the overall network which occurs through the communication outside of the CTL's control—placing them into a more axial code of "Beyond the Center Networking." Yet, as all four articulated ways in which faculty and staff are brought into programming, they work within the overall theme of "Outreach."

Because of the way in which the survey and interview elicited answers in open and categorical questioning, individual data were analyzed for emergent fit and refit of categories until theory emerged (Glaser, 1978). This emergent fit and refit occurred first in the interviews and then was confirmed with the survey's short-answer responses. Emergent fit is the notion that fit will become noticeable as datum, as a code, is sorted into clear categories quickly as data flows into the researcher's project. Whereas, refit is the process of ensuring that categories "do fit all the data they purport to indicate" (Glaser, 1978, p.4). In order for coding and constant comparison to work smoothly, attention to the details, defined codes, and frequent reevaluation are necessary to finding probably connections in the experiences reflected upon (see appendix D).

While I looked at the survey questions and answers, I used the interviews to start the coding process. This created the opportunity to see more in-depth answers to research questions and open code based on the phrases and conceptual datum that emerged due to more elaborate responses. Then I applied those codes to the interview questions. This was done for two key reasons. First, answers within the survey were often short and fragmented. For instance, when asked how CTLs outreach to their constituents, instructors often wrote such responses as simply

"email" or "a variety of ways." However, when asked a similar question in the interview, participants would discuss how well they read the email, or what ways of outreach and advertisement worked the best. This allowed me to better analyze the use of "email" as a response. It also allowed me to think about how, when asked how CTLs personally reach out to the participant respondents answered "They don't" or "email" again. In and of themselves, these answers were difficult to analyze, however, after talking to CTL employees who personally email individuals, and instructors who find email as the best way to ensure their participation. The vagueness in the survey becomes more meaningful within the context of the interviews.

To be able to best analyze both the interviews and the surveys, I developed a working codebook (see Attachment D) in which I used fit and refit until categories began to emerge. Eventually, six larger categories were built upon multiple smaller codes. Sorting through the smaller (open) codes and illustrating connections allowed for a greater understanding of the data. For instance, as the coding process took place, one interview participant's comment, "I think that with anything hearing the benefits of certain courses, or certain training form other faculty mentors is, would be persuasive for me, as far as getting me to attend a course" was eventually grouped as part of the "outreach" category. However, through the process of fit and refit, the code went from being about "advocacy" from others to "word-of-mouth." Wherein "advocacy" is focused on individuals within a department participating in outreach, this comment was more about the "random" communication from a colleague. "Advocacy" became about codes from individuals where information was sought out or given by a specific person within the department, such as a chair, a "frequent flier" to programming, or a central member of the CTL team. Because of the fit, refit process, the additional but important code of "word-of-mouth" highlights the way in which programming can be advertised through a variety of players at the

university, and not necessary set, or permanent promoters. By comparing each piece of data against other data in the open codes, I was able to further define, expand, and collapse categories while moving toward axial grouping of ideas. Finally, through revisiting and reorganizing the codebook on multiple occasions, critical discussions, and the writing and rewriting of themes was I able to selectively code for the most robust ideas and incorporate them in a conceptual model

Memos. To be as systematic as possible, the use of memos and a memo-book were supportive when creating and investigating the phenomena of constructs connected to CTLs. As Glaser (1978) articulates, memo creation: (1) develops ideas, (2) emphasizes the freedom of Grounded Theory, (3) creates a source of all future writing and (4) are sortable and able to be resorted depending on use. These memos include dates, titles/captions/keywords, aid in the generation of "relationships between concepts, abstract integrative frameworks and more general problems, as his ability increases to 'see' the data in conceptual scope" (p. 89). Through the use of memo writing, the study could have an open record of constant comparison, help the concepts "grow in complexity, density, clarity, and accuracy as research progresses" (Corbin & Strauss, 2015, p. 117). These memos were vital to ensuring the trustworthiness and transparency of the research.

For instance, I realized early on that to best understand the survey data, I would need to reassess how I was going to analyze the data. As part of a memo on November 19, I wrote,

> It's individualistic. There is not one opinion but multiple. What is being said is that two participants just don't have any CTL, a couple do have them, find them useful, but also find them generic. Usually unproductive activities were workshops where general topics were covered. None of this is new information. I would say, reflexively, that's how I

> have found the CTL I currently have on my campus. I wish it was closer to what the one CTL employee who I have a response from said. This participant gave a wealth of information regarding the theories and practices of the unit. Hopefully, there will be a snowball with this participant so that we can compare what they see with what their constituents see.

Here, my thoughts were regarding the variety of response I was receiving, my own subjectivity, and my frustration with the way in which the answers did not have any emergent themes coming through yet are all present. It was only after the first few interviews did I start making connections between what was said in interviews and how it connected with survey responses. Through probing questions and extended responses, I was better able to understand survey answers. For instance, Abby, a university instructor and doctoral student talked about professional development in a more global sense than simply the CTL structure and programming. She said, “Looking back and reflecting on it I can see now what was helpful for me and what's not and what growth looks like” upon probing, she was able to discuss what about programming worked and didn’t, and how her own perception of developmental strategies went into the decisions she made. This helped in the analysis of such responses as the professor who responded, “Whether I believe the content will truly add value to me and my work” to a question of his decision-making process. Within Abby’s extended response regarding her self-reflection that is involved in focused growth, the professor’s response is better understood as part of the same code of “personal journey.” Alone, the response could be coded in a number of different ways, but within the analysis of Abby’s extended response, it can be more easily understand as part of the process of self-reflection and personal journey of an educator. This led to continued codes growing and connecting into a larger picture regard CTL’s role in the

institution. On February 2, I wrote about this process and the making of connection regarding the different experiences of instructors and CTL members ,

> Each picture is different. Each starting piece is in a different location but they have to come together to find the picture. You can't just say here's the 100 pieces. Now go do it. They slide and move according to the individual, his or her understanding and motivation. And their ability and desire not to give up—their expectations. Intrinsically motivated. They have to want to see the puzzle come together because there are going to be back steps, discussions, frustrations. So it's almost like the slidey puzzles that are on the competitions in Survivor—where there is a clock and pressure to help the person. But Jeff can't just say, "It's a picture of an elephant." Instead they must say, "put the poles at the bottom. Now put the rope over to the right. Kay. The wall, you can place that in the center." This analogy goes for the network of CTLs as well. While all CTLs are interconnected each only sees part of the puzzle as their narrative is one of fragmentation and individualism. They see the rope, poles, and walls, but they don't always see the beautiful elephant in the room.

Again, the individualistic nature of CTL employees' and instructors' perceptions are present. But now, the realization of how this connects to the research and how participants perceive CTLs is being to be pieced together. At this point I had interviewed seven participants and the codes were beginning to make sense as part of the greater whole as well as how interview responses and survey responses were coming together as part of a larger whole. It was through the interview process that I was able to better see the elephant rather than in the individual pieces. And I believe that through the combined processes I can help others see the similar, overlapping concepts present in the CTL role on college and university campuses.

Saturation. Saturation occurs when additional data no longer warrant new codes or categories (Glaser & Strauss, 1967). This process of inquiry required both data and theoretical saturation. While Bowen (2008) explained that published research does not always articulate how saturation was researched cohesively, this exploration ensured that saturation is reached through multiple checkpoints. First, data saturation is reached when new data no longer promotes new ideas—codes or categories (Merriam, 2009). Theoretical saturation occurs when no new insight, theme or category arises with the addition of new data (Glaser & Strauss, 1967). There are a few key ways to ensure saturation. Through theoretical sampling and saturation can be ensured through the attention to detail and rigor of the research. Because this research is using survey and interview methods of data collection, I worked to reach saturation through the analysis of themes which emerged in the interview process but also were present in the open-ended surveys. It was through the interview process where I was able to ensure saturation of data regarding the nature of practice, theory, scholarship and outreach of CTLs.

Interviews began in November and occurred into the middle part of February. After participants consented to the interview and filled out the form, I contacted them via email and an interview was set up. Many of the first interviews randomly selected were with instructors, so a more strategic look for CTL employees were done. When I realized that there were not enough CTL employee's represented in the interview list, I contacted CTL employees I had not personally reach out to, to elitist their help in the snow-ball, this lead to 10 more survey participants and five interviews. Saturation was reach in the instructor perspective with eighth interview (sixth with an instructor). However, because I had only two CTL employees at that point, an additional five interviews were done CTL employees. Because of my struggle to initially reach CTL employees, and because fewer CTL employees completed the survey, my

interviews with them were vital to having both populations represented proportionally. During these five interviews, further open codes—such as the concept of "deepening learning" regarding how CTL employees are currently working to deepen the knowledge base of instructors—were found. Yet, both interview 12 and interview 13, with Heather and Hailey proved to not add to the theoretical sample or any new open or axial codes.

I interviewed six instructors over the course of four months, seven CTL employees were also interviewed. Elijah was the final instructor interviewed, and demographically, he was a negative case. All other instructors had only worked for one or two universities over their career, worked within their current university as a face-to-face instructor, and all but one were in some way connected to the discipline of communication. Elijah taught primarily online, had been a "adjunct mercenary," and could only attend programming at his current CTL through remote programming. However, within this interview, he discussed the same themes of theory, outreach, motivation, expectations, agents of change and university factors that were present in all other interviews. In fact, even in digging deeper into his experiences, his answers only worked to reinforce codes and themes already represent within the code-book.

It was within interviewing CTL employees that these themes also needed to reach theoretical saturation. Especially with a low number of CTL employees filling out the survey, these interviews provided a rich narrative to the experiences of CTL employees. Due to the need for extended outreach to this population, most CTL employees interviews occurred after instructor interviews. However, these narratives provided a more holistic perspective of the leadership and organizational experiences of CTLs. It was through these such codes as "assessment practices" and "continuing outreach" were added to pre-existing themes. These codes provided greater insight into how these themes work within the organizational structure.

However, with the both the sixth and seventh interviews, Heather and Hailey theoretical saturation was also reached in that no new codes were identified and responses became redundant.

Theoretical sampling. To explore the communicative, theoretical, and practical interactions of discipline and university faculty, it is necessary to understand how to best collect data to understand the phenomena. Criteria for selecting participants must be "preplanned, routinized, arbitrary criteria based on the existing structural limits of everyday group boundaries" (Glaser & Strauss, 1967, p. 48). In this study, theoretical sampling occurred with multiple groups of participants. Through this process, the sampling allowed for conceptualization of the process regarding the variety of practice, communicative moments, and theoretical underpinnings which drive CTLs.

The first sampling population was CTL employees; their insight into how theory drives their research and practice informs the future of CTLs' structure, rigor, and research. One of the things I had hoped to explore was how as CTL employees, primary disciplinary focus could inform theories which drive structure, practice, and research of educational development. In other words, a business professor may use marketing theories to advance modeling and use of andragogy differently than a critical literary theory scholar. The perspectives which previously propelled professors' research may be reapplied or inform current and future research within educational development. All staff were included in the survey to have the best opportunity to understand the outreach, practice and theoretical backing of CTLs. As certain staff may have specific foci, sampling from the entire population provided the best opportunity to assess how practice, theory, scholarship, and outreach can be observed throughout a CTL structure and higher education organization.

The second sampling population was instructors. This sample informed not only top-down decisions that have been previously researched (Baker et al., 2018; Beach et al., 2016; Cook & Kaplan, 2011) but also worked to appreciate how and why instructors choose to use CTL supports. Within this sample, list-servs from the communication research network and the Illinois State List-serv proved useful as well as snowball techniques.

Sampling technique. The first round of sampling included list-serv and snowball sampling techniques. While design and administration of sampling will be discussed later in the manuscript, it is important to understand that after the first samples of the two key populations, and to best ensure the representation of each population, interviews with available members of each population were conducted to triangulate the results. In other words, survey participants could opt into the possible pool for follow-up interviews. From this pool, participants were split into categories, such as CTL employees at a research university, instructors who have CTLs run by a single individual, or individuals who were articulate in the survey and may provide insightful thematic data. From there, random selection was used to select interview participants.

The survey cast a wide net of participants; however, through random selections within the populations this study worked to confirm and expand findings, themes, and overall understanding. Through the use of multiple methods of data collection and two key population perspectives, internal validity was met through the triangulation of the maximizing of variation of responses while also using multiple sources of data to find emerging themes (Merriam, 2009).

Trustworthiness

A focus on the objectiveness of qualitative data is crucial not only to qualitative research as a whole, but particularly to Grounded Theory Research as codes and themes emerge. Therefore, it is important that I recognize my positionality as an instructor and participant at CTL

programming at a variety of institutions, as well as a scholar who has studied multiple disciplinary backgrounds. Within this positionality, my experiences at CTLs informed the practical understanding which led to this research. After examining my positionality, I articulate how I hope to ensure reflexivity of analysis within this research. Finally, I examine how member checking through the semi-structured interview process aided in my analysis of the data and work towards objective conclusions and how throughout the process I engaged in critical conversations with committee members and peers to ensure findings.

Positionality and reflexivity. I recognize as a researcher, I am engrossed by the narrative. As a white, middle-class female, I have worked with both fictional and factual literature and am myself influenced by multiple disciplinary fields of scholarship. I also feel I am only beginning my journey as a social scholar. Yet, through exploration of reflexivity, careful adherence to methods and methodological ways of knowing, and careful recognition of characteristics which may hinder or enhance my conclusions, I believe this study shows promise for better understanding how all parties interact at one of the most important hubs in higher education (CTLs). Further, I recognize there are multiple variations in discipline, institution, and individual perspectives. I have tried to find ways to both constrain and recognize the key characteristics of these units to best explore this phenomenon.

I have taught in higher education for nearly six years as a graduate teaching assistant (GTA) and am currently working at a local community college as an adjunct and as an adjunct at a midsized private institution. Through these experiences, I have been exposed to four professional development units; each had varying degrees of success, access, and theory. Particularly, I was able to participate in theoretical workshops and scholarship with the supervision and support of a direct supervisor at one of the institutions. There I was able to

explore the history and theories of Team-Based Learning (TBL) as well as learn about how different institutions use and assess the professorate differently. Another institution I have been to paid to attend professional development. I was also paid to attend programming at the community college. I have not attended any programming at the fourth institution where I'm currently employed.

Each CTL has varying levels of practical and theoretical programming. Across campus, I heard varying opinions regarding the effectiveness, rigor, and validity of the CTL. Having earned a K-12 licensure for English education, I have a theoretical background in education and while the content had been interesting at times at the CTL, it had not always emphasized key learning concepts that I would hope instructors would have; rather, it seems to pull from the latest and most popular presses in hopes of enticing participation, or the lowest lying fruit of the educational theory (such as Bloom's taxonomy). However, in attending other programming, I found more theoretical and practical development and collaboration.

These experiences with CTLs have led me to forming the research questions. Originally, I had planned to study how teachers learned to teach, but these questions led to bigger questions regarding the analysis of the organizational and CTL structures and how they promote and use theory and practice.

As Berger (2015) argued, these experiences can both hinder and help my analysis. Through reflexivity, or the continuous monitoring of my own bias, and awareness of myself within the scholarship, I can better position my work to create objective, repeatable scholarship which enhances our understanding of the realm of educational development. Having both positive and negative experiences with CTLs gives an "insider's" perspective of the instructor's understandings of CTL. However, as I have never been employed by a CTL service, or led an

educational development workshop or interaction, I am also an outsider. Navigating between the positions of outsider and insider, as well as member checking through the semi-structured interviews, I plan to ensure that I am a reflexive practitioner, in this research.

This positionality is also influenced by the three different disciplines I have studied extensively: communication, education and literature. As a scholar who has interests between and among the disciplines, I see the value in having multiple perspectives underlining my understanding of CTL units. For instance, my understanding of persuasion and organizational communication structures underlines the curiosity for RQ 2 and 3. My understanding of educational theory underlies my intrigue with RQ 1. Finally, my study of literature, specifically in the construction and maintenance of narrative and perspectives, enhances my interpretation and critical evaluation of the recurrence, repetition and forcefulness of codes as they emerge from the data, as well as my constructivist frame, where I see multiple narratives working to create one reality.

Without clarity, consistency, density of research and backing, source material, verification of research, and other aspects already discussed, generated theory is without merit (Glaser & Strauss, 1967). Therefore, not only will the processes already discussed be used, such as the use of code book, memos and constant comparison, member checking, but also peer review may be used to ensure that conclusions made are trustworthy.

Member checking. I followed up with participants, who I interviewed, to confirm my interpretations as a way to increase trustworthiness. As Merriam (2009) argued, the process allows portions of the sample to see how the interpretation of data "rings true" (p. 217). In this way, the research was fine-tuned as codes and themes emerged and as I began to understand the varying perspectives of CTLs.

Grounded Theory Methodology does not blend or incorporate multiple theories, nor does it confront the workings of pre-established theories of interaction (Glaser, 1978). Grounded Theory works to explore phenomena and develop an explanation which works as a new theoretical notion which can be assessed and reevaluated in future scholarship. This study works to take both descriptive data, such as the context of the university and CTL, and the narratives of CTL employees and general education coordinators and directors to explore the phenomenon of interdisciplinary practice, research, and theory within CTL programming and communicative opportunities. Through the use of Grounded Theory as a key methodology, scholars and practitioners can better understand how the multiple variables of CTLs can work productively and unproductively within institutional contexts. In this way, the focus is on the events, incidents, and *behaviors*, not individuals involved in the phenomenon that underline the theory (Glaser, 1978).

Summary of Chapter

Using the constructivist paradigm to inform my research design, I created a project using the Grounded Theory Methodology. Through personal outreach, list-servs, and snow-ball techniques my study had 139 participants who identified as either instructors or CTL employees. Further, 13 interviews were collected from both populations. These two sets of data were analyzed using open and axial coding, member checking, and memo creation and analysis. To ensure trustworthiness and openness a reflection of my own positionality and reflexivity was included. Further, the use of member checking allowed interview participants to ensure that my interpretation of their perspective rang true. This process led to a mid-range theory regarding perceptions of CTLs' use of practice, theory and outreach, which will be discussed in the following chapter.

CHAPTER IV: FINDINGS

Introduction

In this chapter, I will discuss the findings of both the surveys and the interviews. I will discuss the emergence of a conceptual model as I inductively identified themes within the data. I will also discuss how these themes interrelate and form a mid-range theory regarding the CTL experience on college campuses across the U.S. This theory will work to answer the following research questions:

RQ 1: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

RQ2: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

RQ 3: How do characteristics, within a university, structure the practice, theory, and outreach of the CTL unit?

While these questions are linear, the findings showed more of a complex process to the understanding of CTLs. Through the inductive thematic analysis which occurred, open and axial codes were considered. These created a code book (Appendix D) grounded in the interviews but backed up by the open-ended survey responses. This chapter will explain the major themes of the data and explain how these themes work to illustrate the role of CTLs as well as the outreach that occurs on campuses of higher education. All themes worked to answer some aspect of the research questions, but not always in the order which the questions were asked.

Through Grounded Theory Analysis, four primary themes were found. These primary themes are motivations, expectations, outreach practices, and change agents. These themes are underlined by the theories and research which CTLs utilize but are not always seen or

understood by constituents and the four primary themes are surrounded by university factors which alter the ways in which CTLs are built and used. These four themes help understand the research questions asked and presented in the first three chapters.

Outreach

For the purpose of this project, outreach was defined as the strategic and relational communication that informs, persuades, and encourages educational development participation. Originally, I perceived that this meant the outreach that a CTL or its employees engaged in, while promoting their programming. However, through the coding and analysis process, outreach is a multidirectional network of individuals on campus who work to promote and utilize CTLs in ways which grow and focus programming and relationships within the institution. Within the overarching concept, there is a multidirectional network, occurring across multiple pathways and mediums, yet some individuals feel there is still room for growth, identifying missed opportunities. These concepts represent the communication that occurs about and within the CTLs to draw in and keep constituents in programming. Outreach became about the times when CTLs take control of messages, and when the network is both part of and beyond the unit's control. Finally, participants identified continuing opportunities for growth and support from the CTL unit.

Network

The network within a university can be described as varied and unique. Indeed, personalities, motivations, and history are individual to each connected. However, there are common codes that appear repeatedly regarding the network itself. The network works as the campus-wide process of communicating, informing, and persuading individuals to attend programming. However, while networking can be considered a strategic form of communication,

it often takes on a life beyond the unit's control, and sometimes becomes more random than strategic. Within this theme, there are forms of networking that are both from the CTL and outside of the unit's control.

Building a web. There are many forms of networking that CTLs can be a part of to continue the growth of the network on campus. CTLs find a variety of ways to contact individuals through personalized outreach during the onboarding process, though strategic opportunities, and through making connections with the department as a whole. Many participants talked about their "onboarding" or orientation process. These situations included the interview process, the campus-wide events that occur at the start of each semester, required programming for new faculty to build the overall campus community, and one-to-one communication from CTL employees to new faculty and staff.

For instructors, these early connections can be very influential in their perception of the unit. Beth, a fifteen-year instructor, with experience at two regional public universities, discussed at length how the onboarding at her second university gave her an open mind to her current CTL offerings. She stated that during her interview,

> I interviewed with the faculty, and I interviewed with the office which was all very normal, but I also had to go over to [the CTL] in a meeting with them. It wasn't really just they were judging me as a candidate, it was for my information as a candidate, they were saying, here is what is available.

Here, their role in the onboard process becomes integral to Beth's perception of how they fit into her interviewing process and the role she will play on campus. As a doctoral student at a large southern university, Janel's primary experience with CTLs is that of her workshops at the first days of her doctoral studies. Not only did she learn about the skills and tools of syllabus writing,

she left feeling part of the large body of employees at her university. This type of early connection was reported in three of the instructors' interviews, all of which built a community of practitioners to varying degrees.

CTL employees echoed the need for early connection and community with the institution. For instance, Bailey, a CTL director, has found that personalized outreach has played an important role in participation in programming. She "make[s] it a point to stop by their [new faculty's] office, give them a book, give them resources" in the hopes of building an informal connection with the new faculty. Both Bailey and Derk discussed how initiatives and presence at orientations were vital in the onboarding process in order to get the word out regarding their programming. When attending new faculty and graduate student orientations, Derk said, "I give them resources, and they are like this is wonderful, and then I'll always follow up with them." Further, Courtney discussed his center's marquee event, which included new faculty on one day and a full teaching conference to follow, creating a four-day event to welcome new faculty to the institution. Lenore discussed the mandated training required by both part-time and full-time staff, which included sections on the services and benefits of working at the institution. Here, five of the seven CTL employees play a direct and personal role in the outreach of their programming.

Beyond the first few weeks of an instructor's employment, other personal forms of network extension are used to pull individuals into programming. In the case of Heather, a CTL employee discussed reaching out to award-winning faculty in order to build new programming based on the innovations which led to the awards from the department, college, or university, she recalled,

> So I would just get that roster every year, and I pretended like, this was the thing. And I'd say, "Oh, congratulations on your-your XYZ Award from the provost office, um, this,

> this, because you got this award, we'd like to invite you to give a workshop on, on you know, your secrets." Right? And the first year, I did that, "eh, you know, I don't know about this stuff." So I put together, what I'd like to call the [CTL] dream team, and because these were, I wanted to invite faculty from all over campus. I didn't want to just get the what we call our frequent fliers. I wanted to serve them for sure, but I wanted to get people that wanted to dip their toe in the water.

Here, her use of both the other members of her team and her strategic communication allowed for new opportunities in programming and in pulling in new people. In the survey, this theme could also be seen across CTL employee responses. Another CTL employee from the survey discussed,

> In many interactions I have with faculty I learn about research they're doing or a teaching practice that they're trying out that I didn't know about previously. When I get to know individuals and their interests it allows me to reach out to them personally when I come across an interesting article or an upcoming event that I think they may be interested in.

In this instance, the personalized outreach occurs as a result of specialized attention given to the instructors at the university in a way in which the CTL employee can further the relationship build within the network.

While programming that reaches out to individuals or individual populations is key, there is also networking which can be done by CTL administrators where departments, offices, network, and faculty are used to create programming tailored to the university itself. Both Derk and Bailey discussed instances where networking with other functions on campus has helped foster positive relationships and opportunities to build programming and funding. Derk discussed multiple instances where his center partnered with the Graduate School and individual

departments. Bailey discussed the use of guest speakers who brought with them a sense of subject-matter expertise to programming that creates "a creditability there that our faculty feel."

Yet, it is also beyond the center that instructors can seek out programming. Melinda, a first-year faculty member at a regional Tier 2 university in the South does not see her center as one unit, but rather, a network of workshops, opportunities, and trainings which aid her professional growth as an educator. So, while programming was discussed in a central form, the center itself worked within a larger network.

Participants described a variety of channels and networks they build on campus which work to enhance opportunities for their participants. Survey and interview response indicate that these forms of multidirectional networking reach out to others in ways that are strategic and relational. They build on the ideas of persuasion and encouragement, and often occur in the early weeks of joining a campus.

Beyond the center. Networking can also occur beyond the original center. While CTLs are focused on outreach that is strategic, instructors are sometimes more persuaded by the individuals they interact with the most. This could be advocates such as chairs, department leaders, and administrators. But it can also include the other individuals in the instructor's peer group. Elijah, a full-time online instructor at a large Midwestern university, mentioned how his department chair had a key role in his attending programming while still a part-time instructor. He said, "The department chair was very encouraging for doing faculty development stuff, that was a big push as far as doing our annual reviews." Janel also mentioned the influence of the department saying that her decision-making process included, "hearing the benefits of certain courses, or certain training form other faculty mentors is, would be persuasive for me, as far as getting me to attend a course." One professor in the survey mentioned, "conversations with

colleagues and friends I respect as fabulous teachers" as a key reason to attend programming, part of the word-of-mouth community created through campus networks. For Abby, because chairs, directors, or peers would say "Oh, I'm going to this, if anyone wants to join me, this would be cool," she would attend programming.

Beyond being persuaded, some instructors discussed becoming persuaders. As Sydney argued, "Like, like everyone in my department just knows I'm the CIRTL [Center for Integration of Research in Teaching and Learning] person, who knows the thing." However, because of this role, she recognized, "So, so, it's a tricky way of selling it [certificate programs] to people, yeah, you want to invest in it. But the reward and the payoff may not be totally until later." Total, five of the six interview participants mentioned how the influence of others would increase or decrease their chances of attending programming. Whether as the influenced or the influencer, instructors recognize the ways in which their departmental unit can persuade them to attend programming at the CTL.

CTL employees also recognize the important role of the department and outside network. Bailey mentioned the ways in which change agents, as she called them, were present in her small university. She stated,

> I'm sure most centers have those advocates, those change agents who use our services, and they thought, you know, what they have great things to say, "I've changed things in my courses, and I've seen, actually, I've seen changes." So we have those champions. We also have a lot of institutional administration, like upper administration and institutional support for our services.

For Bailey, the use of advocates on her university play a key role with the subject-matter experts in a professional program which she serves. In this way, outreach is not only something that

CTL employees have as part of their role, but also the institution takes a somewhat informal, yet active role in the advancement of the programming by encouraging instructors to attend through informal channels.

Advertisements

CTL advertisements were another subtheme of outreach, which captured a concrete and strategic strategy to attract instructors across campus. These concrete forms of outreach could take the form of posters, emails, and even the CTL web site. While outreach can be very relational, these traditional forms of advertisement provide a deeper insight into how CTLs market their services. One of the primary survey questions was that of ways in which CTLs reach out to instructors. The outreach that most survey participants answered was overwhelmingly "email." However, in the deeper interview process this straightforward answer became more problematic. Interviewees mentioned such advertisements as email, social media, campus screens, campus meetings, grants / money, website use, calendar use, open houses, newsletters, post-cards and learning management system announcement. In other words, CTLs are using a variety of methods to advertise their programming. However, for individuals, there is no one set way that effectively advertises programs. In fact, where one instructor would say how email was the most effective way to learn about programming, the next would argue that because of their influx of emails, she would only skim the email.

Instructors focused on what forms of advertisements worked for them. For instance, four instructors mentioned Social Media use within their interview. For Abby, who runs her department's social media page, social media would not be an effective use of technology. Bailey shares this opinion as she feels it is more impersonal than what her small campus wants from her outreach. Janel articulated, "I either don't pay attention or I look at it and am like, 'Oh,

that's cool.' And keep going." Sydney also mentioned social media in that she finds it useful but knows others in the department who do not utilize its content. Melinda, however, feels that social media is more effective to her than what she sees in her email as it will grab her attention in the downtime, stating, "I really wish they used a little bit more social media because I would be more likely to see it on Twitter or Instagram."

For many, there was a sense that an updated website was important, but not Beth maintained, "I don't ever actively go to their website or check out that stuff, I just don't." And Sydney pointed out,

> You kinda have to know about it. Um, their website is nice. I just don't know how many people actually go digging through it. So it's kinda a least effect [aspect]. You know, they have one, but I don't know how much people are actually checking out on the tab and really reading through it.

For Janel, who looked at the web page while we were discussing CTLs, commented, "I scrolled down and it was like, 'Hey graduate teaching assistants, this is also for you.' And I was like, 'Oh, what do you know!'" Within these comments, we can see how the web site is beneficial, even necessary, but possibly underutilized.

Campus screens were mentioned as one of the ways in which people did not pay attention to programming, such as Janel and Abby. Beth mentioned free food being a minor perk but never a draw to attending programming and the social aspect of open houses not being something that she or her colleagues attended. Newsletters fell into the same discussion as emails, with varying levels of skimming, reading, and watching by all parties.

It is within the advertisement techniques we see the individual nature of persuasive and informative techniques used by CTLs. While the surveys overwhelmingly articulated email as a

primary source of outreach by CTLs, the effectiveness of email was debated by almost all members of the interviews. Therefore, it would seem that multiple forms of advertisement must be utilized by CTLs in order to make persuasive appeals to constituents at an institution.

For CTL employees, the discussion of advertisements fell into the growth of the most purposeful forms of outreach. As Derk said, "We always ask on the feedback form how people heard about us, that, that's—over the three thousand students that have gone through here, not a single persona has identified tech-announce." Later he elaborated further saying, "they're [instructors are] inundated with all this stuff, and this, like going through the email could take you five minutes to get to the bottom. And it's pointless."

Courtney was also interested in the ways in which advertising was done effectively. He discussed how his campus has chosen to have breakout speakers' pictures on postcards and the cards are then sent to targeted locations. He commented,

> I mean for our one event, it would be way easier to just create one postcard and just send it to everyone. But we've found that it's much more meaningful, and we get much more individuals participating if they see, "Oh, this is my colleague from my campus that will be presenting here. Um, I want to make sure I'm there too…"

While acknowledging that it would be quicker to use one advertisement, his CTL has found that there is a benefit to using specifically targeted outreach. Further, his CTL has begun to do analytics on site usage in regard to advertisement. They are finding announcements in their learning management system are creating the most opportunities for web site traffic. For Lenore, she was embarrassed to admit that she didn't know how she best reaches out to employees but expressed confusion by some with the labeling system of their programming may actually hinder

rather than encourage participation. And for Bailey, outreach at the personal level was the best way to advertise her work on a small campus.

Within the narrative of advertisements that provide outreach to faculty and CTL employees, two very different narratives are found. With faculty, there is a sense of "what works best for me and my time." And for the CTL employees, there was the same sense. With these advertisements, it boiled down to, what sparks the attention, is novel, intrigues or builds engagement in a given topic or program.

Missed Opportunities

Here we will talk about places where CTLs are still extending their network, outreach, and opportunities. While this subtheme is labelled, "Missed opportunities," it would be just as apt to name this section as continuing opportunities. I do not change this name because for the instructors who mentioned a sense of exclusion, these experiences hinder their positive perception of the center because CLTs appeared to lack what they needed for continued growth. While this may not be the case for all instructors, it's important to note where changes in rhetoric, timing, and depth of instruction may alter perception and use of CTL programming. Further, administrators must continue to foster these networks and points of outreach to repeatedly draw in constituents who have not yet fully engaged in serves. Here, outreach missed its target audience. Without mandating training, it's unlikely that outreach will ever gain the full spectrum of use by all individuals on campuses who need it, but these are ways in which faculty and CTL employees have highlighted the challenges they encounter as continuing their journeys as educators.

To understand these missed opportunities, there are two smaller categories which create tension, misunderstandings, and lost participation in programming. The first, population checks,

are rhetorical barriers to programming. Within this category, an individual's question of whether the programming was developed with their group (GTAs, faculty members, adjuncts, etc.) in mind is asked by instructors. The second, scheduling conflicts, focuses on issues that will always, or almost always occur due to the nature of varying and preferred manner of learning and time constraints as a whole.

Population check. The question of who a given program is meant to serve seems to be asked by CTL employees and instructors alike. Yet, the answer seemed to be slightly different based on which population was talking. Several instructors did not view the CTLs or programming as inclusive of all types of instructors across campus. Sydney and Janel, graduate students, were not always sure if training for instructors was for them. In fact, Janel started the interview discussing her introductory faculty training, stating "it seemed to me that most of us, those of us in the training weren't faculty-faculty. We seemed to be more TAs and more of graduate students." In this statement and other statements like it, Janel expressed the uncertainty that the training she was receiving through the CTL was for her, even though the training was mandatory as part of the onboarding process. Further, Abby discussed training from her department at both the master's and doctoral level, but only had a vague recognition that CTLs were available on both campuses. However, when professors discussed their onboarding process, they did not express this same sort of uncertainty about the training that they were attending. They merely discussed the trainings.

Sydney similarly mentioned how through her work as a mentor in the graduate teaching certificate, "I've never really interacted with the faculty people until I became a teaching consultant, um, so there was a whole other half of the building that I didn't even know. And now I do." Similarly, she expressed curiosity about further promotion stating, "I wonder if they

promote to the faculty better about small group analysis and getting observations of teaching and stuff. Because I don't see that on the graduate student level." Amongst graduate students, many feel that they may or may not be welcome in training. Elijah also brought up the sense that, as a part-time instructor, while he knew of other universities having training, he didn't always attend. He said something about how he didn't feel included in training until a department chair encouraged him to attend programming. He admitted,

> Most schools I never stuck around long enough to really get to know them. Especially because a lot of them weren't even geared towards online, but not online. They weren't really geared towards part-time people. So that, the majority of my career, so far has been part-time.

In this way, he admits to feeling excluded for two key reasons: one, as an online instructor who cannot make it to campus, and two, as a part-time employee. While comments such as these were not present in the survey, the representative populations as instructors and GTAs illustrate how others in that position might feel about their welcome in programming.

Yet, CTL employees report efforts to include these populations. Departmental and special population outreach occurs specifically, through departmental collaboration. For Derk, working to include not only instructors and graduate students but working to also include undergraduates, and reaching out to specific disciplines and offices is key to developing his center. He argued,

> So most of [the outreach] has come through very particular avenues of getting at students. It hasn't been like-like-like the really kinda shot gun blast, send out, no one comes off that one, but if you go very specifically to entities that tap into specific populations, you wanna tap in, that works really well. We found out.

Here, the idea is expressed that such offices as grad departments and Human Resources work as vital connections to the continued growth of programming. Again, this final category was enlightened by CTL administrators. Here, specific outreach occurred and had to be fostered in order to come to fruition. More specifically, for Derk, professional development is not a fixed static. He stated,

> I don't see the pie as fixed. I just see that as a way to support them. The other thing I think I did was bringing in a speaker and asked if we would support that, and I said yes, if they had a workshop over here, we would throw money towards this group, so try to build, to build common ground, we can work together.

Further, extending programming into the grad and undergraduate levels was a way to ensure that all those within the university understood Derk's programming and how it aided in instruction and presentation. For him, working with fellowships, grants, and the honors department have been important connections in the growth of his program. For Bailey, a more formalized onboarding process and continued growth of faculty who taught the professional field which her university served would enhance programming. Bailey further discussed how future plans for her center included adding new employees to serve all faculty across colleges.

Heather voiced concerns of reaching and including non-tenure track instructors more inclusively into programming, grants, and other opportunities. Courtney discussed simple techniques he and his unit had utilized to incorporate distance learners into programming, including a remote site conference outside of main campus, built only for those who worked off main campus and ensuring handouts were prepared in advance for distance learners involved in the programming. Here, through listening to constituents regarding the concerns they have for

their welcome as a population, CTL employees ensure that the network and outreach grow through specific changes to rhetoric, opportunity, and other inclusive community outreach.

Scheduling constraints. Through various means, CTLs can continue to reach out to a variety of populations. However, missed opportunities within outreach cannot always be avoided. For participants within the survey and within the interviews, there are some constraints to programming that will never be fully avoided. For instance, Janel has a drive to campus that may facilitate her decision not to attend programming. With a 20-45 minute drive to the campus where programming occurs, her travel may factor into in her decision to attend. However, Elijah, a distance educator, time, not distance becomes a contributing factor in the decision-making process to attend development opportunities. For him, online, conference-call type workshops and programming have been beneficial, but almost 80% passive. Yet, for Courtney who has multiple distance learners participating in training, stating,

> …because we have that infrastructure for our classrooms, we also do that for faculty development. So when we do, like just yesterday, we had a seminar with a-a speaker here at [main campus], um, we broadcast that to our different [campus] sites, for our faculty to be able to participate across the state. And we will do that with our workshops.

Within his university structure is the ability to build programming that is interactive even at a distance. Yet, there is also a sense of inclusivity that some units have done a better job of incorporating into the programming.

For many of the survey participants (28) “Time” and “Topic” were the two main contributing decision makers in their attendance of programming. Beth admits that unlike her colleagues she enjoys attending programing during breaks as it gives her a chance to come when she is not worried about other aspects of her role as an instructor. However, she recognizes that

many of her colleagues feel differently. Bailey has two two-hour blocks on Tuesday and Thursday to create programming. It is within this time she must engage, disseminate, and produce skills and knowledge for her colleagues. Similar to advertising, while instructors are focused on the individualized schedule, programmers must navigate a complex network in order to best serve their population. With distance, time, and the physical schedule of programming being factors instructors keep in mind, CTLs may never be able to fully accommodate the variety of schedules, locations, and desired methods of programming to accommodate everyone. But, without recognizing these constraints, outreach cannot be fully assessed.

Outreach encompasses the strategic communication that informs and persuades through a variety of advertisements. These advertisements are varied and can be perceived in a variety of ways. Due to the variety of ways in which a CTL can advertise their programming, it only makes sense that individuals are persuaded to join in through varying ways. Here, it is not so much a case of less is more, rather, how can CTLs best advertise to their individual campuses.

Next, a study of outreach cannot exclude the times when it is still evolving and does not yet reach the intended parties. Through titles, programming, and individual schedule and location requirements, individuals have a variety of needs when it comes to deciding to attend programming. These needs must be explored when developing, advertising, and assessing programming. Finally, university factors do play a role in the overall strategic and relational communication of a CTL. These factors overlap with the expectations of a university, but better fall into the theme of outreach due to the networking and strategic communication which must occur to turn these constraints into opportunities at a university. These forms of outreach create an integrated network of decision-making processes that must be recognized and utilized in order to grow the programming, opportunities and foci of the unit.

Motivation

The second major theme was motivation, which captured participant explanations of what led them to attend CTL programs. These motivations can be defined as the intrinsic, extrinsic or organizational desire to grow through use of CTL programming. These motivations included such things as curiosity, recognition of a departmental lack, and requirements from the organization. They encompassed the need for some change, new knowledge, or additional tool that will enhance the teaching and learning experience.

When exploring outreach which is or is not effective, understanding constituent motivations was a piece that both CTL employees and instructors mentioned. Further, part of the CTL role is to motive its constituents to change with the university in both intrinsic and extrinsic ways.

Intrinsic Career Growth

The first subtheme which came across in both CTL employees and instructors was the intrinsic desire for growth. This desire came from the learner's perspective and desire to change. This included a desire for community or a curious mind. It also recognized that as educator, there is a sense of journey and new challenges every day.

For CTL employees, this continuous growth of the faculty development community, and the search for opportunities to build programming provides new opportunities for their participants. "I try to work those things into our programming, so it doesn't just become this one-off event. It does become embedded into who we are as a learning community," Courtney articulated about his role as a CTL employee. Heather also built on this sense of community in programming and described her programming saying,

> But just being able to get multidisciplinary people together that you know that have very different skill sets to do, uh, scholarship and teaching around, that was, put me in orbit. Because we would gather, we would do panels, discussions around things that would seem impossible things, and then we would come up with solution between us, none of us could have come up with it alone. But we come up with these amazing solutions, we would write grants together; we would get money to do different things and learn things.

Within her programming, it is more than her bringing in knowledge to the group, but the group working together to solve the "impossible." Heather went on to talk about her role as a faculty developer and said, "And I preferred not to masquerade as an educational researcher, I feel like a talent scout. I go out and find, these really talented people who are actually trained in that, so I don't have to be a poser." Through multiple collaborations, connections and opportunities for community developers build places where information and scholarship can flow. Bailey mentioned this desire to build community, "I think that no one wants to say they work themselves out of a job, but it would be nice to see some of these changes happen, it would improve student learning, um, it improves morale, community among faculty, administration and faculty." CTL employees believe that offering a community is what will motivate instructors to attend programming and to return in the future. While offering solid programming is important, community creates new opportunities to motivate and welcome new instructors into the teaching community. Further it can create a desire to return when there are issues, when programming inspires, and when instructors desire growth.

Although instructors recognized learning communities as part of their motivation, they discussed motivation in a more individualistic way. Melinda articulated that through her attendance at programming she hoped,

> I want to get out of it what is at the university and in the community. Because I'm new here, you know, newish. And then I also want to have new ideas, be exposed to new things that I may not have run across before, I also want to be able to test those out or practice them in the small group environment, which we do in here, in our programming as well.

Like Melinda, instructors describe a sense of continuous growth prompting participation, and becoming part of the community was part of that growth. It is within this discussion of what motivated instructors, instructors talked about perceived issues, curiosity of a topic, or continued growth. Beth mentioned one instance of growth, saying how she had,

> …extremely high numbers so I was able to split the class into Monday, Wednesday and have half of them meet Monday and half meet Wednesday and I put the rest of the class online through the course management system. And I wouldn't have been able to do that unless our [CTL] hadn't helped me with that because I wouldn't have known how frankly, or I probably could have muddled my way through it but a bunch more user friendly, but when you talk practical, the course management is probably the most practical.

Beth's desire to most effectively teach her course created an opportunity for her to learn more about the learning management system at her university and seek the programming and specific support from her CTL. In this example, community was not an intrinsic motivation, rather needing support in problem solving. This is another example of how instructors may view 'community' as a secondary motivator to addressing their personal teaching concerns or goals.

Within the survey, other instructors discussed internal motivators which drove them to seek out and receive aid from CTLs. For instance, one instructor articulated,

> I worked with a CTL employee to make a presentation. I'd done the learning symposium and convert it to a whole-day workshop. It was a very useful interaction. I increased my understanding of the topic and how to apply it to my teaching as well as develop a workshop that attenders found useful.

Through personal interactions, the instructor more fully understood the topic used in the classroom. Other instructors had various personal interactions that were driven by a desire to grow as an instructor. From filmed classrooms to understanding campus processes, instructors sought out services in order to grow with their career. For many of the survey participants, it was through individual, sought out answers, that they had positive interactions with their CTL employees, with such comments as, "I needed help to create a teaching video. The CTL employee assisted me in the filming and editing. I did not have the skills and it was very helpful"; and "I attended a three-day summer workshop on teaching. I was videotaped and given feedback on lessons. It was beneficial to take time to evaluate techniques to teaching complicated material." Within these comments, through perceived needs and elective participation, individuals seek help from CTLs in their growth as educators. These intrinsically motivated interactions speak to a desire to change and grow and how CTLs met the expectations of their need.

Within the intrinsic motivation for instructors, there is also a sense that programs will aid in their problems that they are facing or a deeper understanding of themselves as teachers. This could include more of the practical and theoretical aspects to teaching, including student learning, engagement of students, and better understanding of their own biases as a teacher. For example, Abby attended a training on a university-wide student progress tracker, because she doesn't "want to email them [students] and say, like 'you're going to fail,' but a way to kind of

go through both their advisor and the department, but also be like, 'you know—let's, let's talk about this problem.'" In this way, Abby was internally motivated to attend programming in order to better serve her students holistically. Janel wished to attend programming where she could learn to "incorporate community service or more diversity in the curriculum or in perspectives or in activities." And Beth, in a way to grow herself as a teacher, attended a workshop, where,

> we looked at Globalization, so, International, how do I work with diverse student; and then was a, basically, a survey I did online and then they went through the results with me and help me think about how I can be more inclusive students from different backgrounds in populations with the goal of welcoming more international students in the classroom.

In each of these instances, instructors used their CTL to ensure that they improved as an educator. Through holistic and individual means, programming could provide opportunities for educator growth. All the interviewees discussed a program which they had attended where they were not required but sought out instruction based on personal goals they had for their teaching or areas in which they needed support. They believed the CTLs offered a certain level of expertise to improve their instruction or interactions with students.

While CTL employees discussed learning communities as an intrinsically motivating factor, they also recognized the appeal for some instructors was individualized effective teaching practices in their professional development. CTL employees, Derk, Hailey, and Lenore, spoke the most in depth about instructors' intrinsic motivation to develop specific skills. Within these examples, focus on skills as much as products of the classroom can drive the CTL programming. Courtney sees instructors coming to,

> …specifically I'd say the individuals who care about improving their teaching. Or they have some, they feel a need to come and talk and work through something. So, we have one subset that, they will come to everything. Regardless of the topic. Um, but then we have another subset of that population who, will only come if it is a topic that is relevant to them, or if it's like their colleague that is presenting.

Here, the emphasis on coming in intrinsically motivated to improve is important to when instructors come to programming. Heather similarly commented,

> You know most people come, like 99.99% of people come. There is maybe point .001 percent that are sent to the program you know by their chair. And you know, it never works for them and very little success. It's people who are internally motivated to come, which I like so they are there for a reason. They are there on a mission.

Since CTL programming is rarely required by departments, CTL employees recognize that intrinsic motivation is what brings most faculty to their centers. For Heather, because of the internal motivation, a mission within their attendance, programming can be more beneficial. She went on to say how she ensured the motivation is acknowledged, arguing, "I think most people really want to do better. They just don't know how or there's not enough time or there are just so many pressures on them. So again, I try to make it easy." Through the combination of internal motivation and an acknowledgement of pressure from the CTL employee, constituents' expectations for the CTL will hopefully be met to create positive experiences. Further, acknowledgement of what doesn't work showed Heather's understanding of how to make faculty development as effective as possible.

Finally, Olivia discussed how her university offered deeper programming in order to help those who were intrinsically motivated. She described,

> And systematically, we have faculty members who are drawn to that type of programming. So anything that helps, helps them with their teaching and interacting with students with a, um, you know, various backgrounds, and experiences. So those are the things that bring people here. Um, for the most part. And then, even when they feel they have outgrown, so we have faculty that will progress through all of our course design cohorts starting with you know that basic course, design your course and then all of the reinvents, they do that, so they progress through that, and then it gets to the point where they feel like, "Okay, I've done, I've done all you have to offer" then we let them, we offer to let them into what we call the faculty fellows and they do professional development outside of [programming].

Here, through intrinsic motivation, her CTL offered a variety of programming that helped the educator grow over time and through multiple programs which he or she could attend. This supports the idea that intrinsic motivation for further developing as an educator is the primary motivator for instructors. However, Olivia also revisited the idea that 'community' can serve as a motivator. She later discussed, "they can connect with people in other fields, and see the connections between their fields and others and just get a broader view of whatever they are exploring, um, and get out of their silos. Um, so that's something that is appealing to them." Beyond the intrinsic desire for growth and understanding, some instructors are motivated to join the greater community. With each example from a CTL employee and instructor, there was a mutual sense of how instructors who are intrinsically motivated find growth through programming and use of the CTL.

Supplementing the Department

Another motivational factor to many instructors is the sense that there is more to be offered than what their department is providing. For the instructor, it could be something as simple as fighting the unknown, such as Sydney who began using her CTL when she decided to pursue the teaching assistantships that could go with her graduate degree. Unsure what the support would be from her faculty mentor and wishing to learn more of the skills than what was provided by applying and being accepting into the assistantship, she utilized her CTL to supplement what was offered. She rationalized before attending her CTL,

> So I knew that there were opportunities to teach, I knew there were opportunities to get my hands dirty, so I wanted more than just those things, because it didn't seem like your really got mentored in that. Like you got thrown into a teaching assistantship that you may or may not have known anything about, and you may get lucky that the faculty member is a good teacher. And all of the faculty here happens to be good teachers which is a really nice benefit, but there was really no way of knowing that.

Her own uncertainty about teaching and who she would be paired with to teach motivated her to attend her first CTL program. Similarly, Janel discussed that, while she hadn't yet attempted the program, she hoped to get observed with feedback from a departmental representative because it would give her a broader understanding than that of her own departmental supervisor. As she put it, she wanted

> Someone who doesn't know my teaching style already, who hasn't trained me, or that extensively, from our broader, overview, perspective, here's what you are doing well. Here's ways you can improve. And here's how we can walk alongside you in improving.

In this, there is also a recognition that while her department has offered her solid opportunities, the variety of perspectives that CTLs can give can offer her new insight into her teaching.

CTL employees also discussed this desire to supplement the department. For Heather, with her work in large institutions, the CTL provides a community beyond the department connecting those who come seeking help,

> you're interacting. So, I've got some great, great friendships that have formed out of that. And so, if I can get that too, and you can talk to people from all over. And so when, when people come to me, you know, like [Derek], "Has TBL[Team-Based Learning] even been done in [subject] before?" "You know, I don't know but I know people who do know." And so, so actually I just wrote Larry Michaelsen, who is the originator of it and I just went, "Has this ever been done?" and he's like, "No. But you know, it's been done in pottery."

This community respects what other departments have to offer while giving recognition to what Heather, as an individual, could do while creating opportunities for future growth for not only Heather, but also Heather's community. Further, Hailey, in her smaller university, focused on the community growth that comes with the use of CTLs in ways which are valuable to the whole person. More than promotion and tenure, her job is to help the individual with holistic questions regarding the choices that the individual makes. She is there to field and answer questions that the individual has, she articulated her role as such,

> So trying to find the people who might be interested and then trying to find the support around it is what I see as a big part of my role, but the role is multipronged. Sometimes it's a consoler, a big part of it is listening, connecting issues, connecting people, building hope in people who have lost it, or just trying to, uh, remind them that life can be good.

Here, Hailey, more than a faculty developer, acts as an individual who can help instructors and staff at her university with issues that they may not feel comfortable asking others in their department. She went on to talk about helping faculty and staff find schools for their children, find out about campus events, and find other non-programming related meetings and solutions. An assistant professor within the survey echoed this idea when stating, "I would have left the university after a very negative interaction in my own department if not for the support of a member of [CTL]." It seems that some participants perceive that within the CTL role is an opportunity for holistic development.

Further, CTLs aid the department in a variety of ways. Courtney articulated how working with the agriculture program has been challenging due to the constraints and opposition from constituents who feel overwhelmed by their role already,

> And so we see how their individual college, pushing that initiative, has driven more of those to us, but we've also seen on that flip side, we will have folks from that college show up and think, in fact, I had one come talk to me and he's like, "This is interesting. But that seems like so much work. It seems like. I don't have time do to that." Um, so we'll get individuals who come but decide that, that's probably not the best use of their time.

Here, while the programming is supplementing the department, and isn't required, individuals who attend may still chose to disregard programming suggestions and opportunities for growth. Bailey, as a CTL director at a professional school, feels that within her responsibility is the need to build programming that is specific to those with the professional field she serves. She noted the tension from those who do not wish to learn from those outside the department. She stated,

> We do have to make sure that they [external speakers] have at least an understanding of that scientific flair, whether it is somebody from a medical school or somebody who has experiences with the sciences there's a credibility there that our faculty feel. Like, like if we come in, and the first thing that we say is, "Oh, but they use science examples, because they taught in sciences classes." Then they have a little more buy in.

While motivation to attend is not driven by the department, the sense that the speaker comes from a similar perspective is sometimes important to having programming that encompasses departmental growth. This shows that when CTLs are asked to supplement what is offered in a department, they attempt to tailor it to the department's focus in order to increase participants' motivation to actively engage during the session. Further, when asked to provide programming that is focused on departmental growth, they must meet specific standards in order to motivate that group's involvement.

In another instance, Derk, mentioned growth of the department due to collaboration with the center. He discussed a department who was not initially receptive to the programming put on by his center "then when they heard what was happening with [discipline] and the Center of Technology and Genomics, they created course now that's called "[Discipline] and Communication." They have us come and do a workshop there every semester." This change offered a new opportunity to bring expertise on one discipline into expertise with another discipline. While CTL employees mention these tensions and opportunities, with CTL programming, instructors notice the ways in which CTLs aid the department. Through the advocacy and word of mouth previously discussed, instructors and administrators were motivated to enhance the programming their institution offered.

For instructors, the function of the CTL could come blend in a variety of ways, Janel discussed the way in which a new program was better explained through the use of CTL experiences. She explained how when working within her own departmental training, the center, "helped us get it set up, get us plugged in with the ITech people and allowed us to use their facilities, um, on one of the campuses because their technology was up and running" In this case, the aid was more of a surface level intervention, however, it shows how clearly CTLs aided the department is sometimes in a very surface level. There is also another barrier in using CTL services. For some, such as Janel, there is a sense that their departmental training will get them through. Janel argued,

> I have been very lucky in the program I've been a part of because the faculty who are over me, my faculty, my supervisors, my chairs, have done a really good job of training us in experiential learning, and developing courses and things like that, and so I don't know so you kinda get in this mindset, they train me so well do I need to this class on how to build your syllabus?

Opposite of Sydney, Janel's perception is that her preparation was enough, therefore she was more reluctant to utilize CTL services. Beyond the perception that training is enough, some instructors have negative perceptions of those from other disciplines. Over her career, she has had other's in her profession come to her seeking help with their instructional growth. Heather related one story,

> "Oh, Heather, Heather, how would you do this, how would you do that, in education," and I'm like, you know, for a [discipline], I'm probably the best evaluator that you know, but that bar is really low. "But my friend [Jared] here, if you wanna talk to him, you're gonna get some really great information." "Oh, he's education, Ehu [disgusted noise]"

What is a motivating factor for one individual may not be for another. For Heather, her connection to another discipline was an opportunity, but for others within her discipline, there was a sense of disconnect. These examples show the multifaceted and complicated nature of instructor motivation, which makes CTL employees' role that much more difficult in activating participant motivation.

The individual's sense of whether or not their department will take care of their growth seems to be a key motivating factor (both positively and negatively) within the use of CTLs. For both instructors and CTL employees, the separation of departments within a university can alter attendance and motivation of individuals. For some like Janel, the department both motivates and demotivates attendance. For CTL employees, it can be a point of outreach and connection or a point of contention. However, there were clear motivational factors that were specifically related to the department or discipline itself.

Extrinsic Motivations

Instructors were also motived by external means. However, because they were extrinsically motivated, both CTL employees and instructors noted a difference in effort and motivation. From required programming to questions of promotion and tenure, CTL employees and instructors talked about the challenges and opportunities involved in extrinsically motivated attendance at programming. Some small colleges required training as a way to introduce new faculty to the programming offered at her college. Lenore's college is among these, she described, "full time faculty do not get compensated for faculty development. Part-time faculty do, but for full time faculty are rewarded through the annual self-evaluations and the promotion process for attending different events to develop themselves." Courtney's large Research 1 Institution had the extrinsic motivators that come through his unit's certificate and badging

program, and his hope that external motivation become internal as the individual works through the overarching program. He clarified, “The value in engaging in this program is the process which you are going through. How you are reflecting on your teaching? And how are you being intentional.” For all developers interviewed, there was a sense that required programming, or attendance by people not invested in the work, leads to outcomes less productive than internally motivated participants.

For instructors, there was more of a sense of optimism regarding required trainings. Especially within the interview sample, individuals discussed the benefit of participating in required and externally motivated programming. For Abby, this programming led to a deeper understanding of grading norms and the standards of her specific courses. For Melinda, programming gave her a deeper understanding of the university. Additional Janel felt programming gave her skills for developing syllabi, introductory materials on the first days of class, and other material goods.

In addition to required training, CTLs provided other external motivators which encouraged participation, the schools that both Sydney and Courtney work at provide certificate programs. For Sydney, the certificate will end up on her transcript at the end of her college career. Beth discussed the way how colleagues attend programming that is paid in order to supplement their income. Lenore admitted that part-time faculty (instructors) at her college are paid to attend programming, and it can play a role in advancement to full-time employment. Further, she discussed how books are given during some of the programming. Similarly, Olivia had programming which gave books and other materials. For Elijah, the desire and hope for full-time employment encouraged his participation in programming during his career. These extrinsic motivators, for some involved, lead to intrinsic outcomes as each interview participant discussed.

Within the surveys, others mentioned the external motivators which have played a role in their decision-making and perception of CTLs. For instance, one participant said, "Often whether or not it is 'required' meaning there might be an unspoken expectation to attend." Along with other survey responses, pay and tangible products were mentioned.

No matter the motivator, intrinsic, departmental, or extrinsic, individuals are driven to attend or stop attending programming. Through both survey and interview data, individuals discussed what goes into the drives their desire to attend programming. These desires came in both positive and negative forms. For CTL employees, the intrinsic motivation to attend programming is key to growth of the individual. For instructors who were interviewed, an intrinsic motivation is sometimes brought out of an external motivator, such as desired certificate, pay, or promotion. Within the surveys, both intrinsic and extrinsic motivators were seen from instructors. Understanding individuals' motivations can lead to better forms of outreach and meeting the expectations.

Expectations

Whereas motivations are the reason why individuals attend programming, expectations are the beliefs which drive people to and away from CTLs. In this sense, the overlap and distinction of these two themes is important to understand. An individual may be motivated to attend but have set expectations that must be achieved in order to be intrinsically motivated to attend again. CTLs also see and build programming around the motivations individuals have, hopefully understanding the expectations of their constituents.

Expectations from instructors and CTL employees included opportunities for growth, engagement, products, skills, understanding of technology and course enhancement. However, there was negotiation and overlap among these codes to encompass a great theme of

expectations. These expectations were also discussed in a question of productive and unproductive outcomes in the survey as well.

The expectations of instructors are vital to the overall understanding of how CTLs can best serve their constituents. The expectations that are met or unmet will change the motivation of those who attend programming. The motivation that was previously discussed can help us understand how CTL participants may go from extrinsic to intrinsic motivation as these expectations are met. For instance, Beth discussed how to learn about her own inclusive understanding through the survey and the specific discussions she had with a CTL employee. Other instructors talked about the way that learning management system programming helped them navigate the course with fewer frustrations.

For many instructors, the returns for attendance could include product, skills, course enhancement and a building of the professional self. And they exemplified this in more concrete senses. For many there was a general belief that engagement in programming would create some valuable return. Janel, from her early career perspective was looking for concrete tools, such as lesson plans, as a result of her use of programming. While she is motivated by her lack of skill, she expects to walk away with greater skills. The expectation to gain greater skill is important to the use of programming. However, Sydney admitted, that while she acts as advocate, she ensures that potential participants have clear expectations of the work and return-value. She expanded, "So I promote it to everybody, but I'm also very thoughtful about are you gonna get the most out of this experience." Here, within her role as advocate, she ensured that individuals thoughtfully consider what programming would mean for their career and work-load and come in with realistic expectations of programming.

Programming Engagement

The first subtheme of Expectations is the level of engagement as perceived by CTL employees and instructors. Both CTL employees and instructors used a variety of terms to describe the active process of engaging, empowering, exciting, and actively modeling being key expectations of programming. This came in a variety of terms, leading to the overall expectation of engagement with their learning. In this sense, individuals use professional development to engage more fully in the teaching process. This can come from avenues for both instructors and CTL employees. Yet, each falls under the umbrella of actively engaging in the learning process through skills and community development. Courtney explained that through active engagement, participants walked away with first "evidence-based ideas, then we actually want them to implement them. Go into the classroom. Actually, try this out. So, it's like that instructor presence for community of inquiry. It's both the course design and the course facilitation." Here, active engagement is the skills development which occurs through the programming process. Heather wished for the same level of engagement, but in a different sense, she discussed how community is built through this active engagement. She stated, "The community that would form between people when you had these deeper sessions, these incredibly special, and then there would be exchange among all of those, you know people, are ridiculously busy, so we have to make it easy." Again, this engagement comes from an exchange of ideas and practical skills which the instructor can walk away with, with the added expectation that CTLs make this exchange "easier" than individual interactions could.

The emphasis on engagement is more communal than Heather's perspective then the individualist and concrete aspect of Courtney's thoughts. Derk described a need for empowerment as the expectations of his programming, neither communal or individualist, but

revitalization of the professional self. Bailey described giving her participants "tools for their toolbelts," while Olivia wanted her participants to walk away with professional growth. These expectations for participants seem to fall into two categories that lead to the overall sense of engagement; through either skills or overall professional development, individuals who participate in programming will engage in learning in a way which builds their quality as a professional. CTL employees had a sense of understanding that their role was about more than skills or development, but an intentionally inspirational quality of belonging and welcome.

Instructors discussed engagement in a slightly different sense. For them, engagement was more of how CTLs engaged in their concerns, individual needs, and overall growth as an instructor. One survey participant said "They [CTLs] are always helpful and want to help address issues." Instances such as this, engagement as an expectation was more about the immediacy which the CTL employee provides for the instructor's need. Beth, Sydney, Janel, and Abby each appreciated individualized learning after reaching levels beyond the basic understanding of teaching. Expectations change depending on what training an individual is a part of. While motivations, or desires for growth may not, the expectation that there will be effective levels of change depends on where the individual seeks out professional development. Relatedly, programming expectations to the diverse nature of training in a gym. Beth expressed,

> It's kinda like, um, going to the gym, right? When we go to the gym we need a variety of exercise equipment, so what we want to do, and then we have group exercise classes, but some of us need a personal trainer, so I guess I see it as similar to that. I mean having those choices available.

Expectations changed based on the type of programming an individual attended. For some, it was the individual needs, for others it was more communal. Some needed and expected to work with

specific equipment to become more healthy educators. Sydney's comment on expectations of a seminar were an extension of this idea. She mentioned,

> I don't want to rehash things I already know or a seminar, I want either something new, that nobody knows yet, or the ability to have sort of an individualized activity or something like that where I can build on my skills but not be, um, and be rewarded for the content I already have."

Continuing the gym metaphor, Sydney expected her programming would give her new exercises, new equipment, and different ways to become active. In the interviews, individuals wished to engage through very individualized and communal programming. Through either the social aspects of programming, or advancement from the basics of content, there seems to be a call for programming to clearly articulate the level of type of engagement for instructors. For Elijah, as an online instructor, there was a different sense of expectations. He articulated that as a "non-academic academic, he wanted programming where, programming was "just being more utilitarian subjects" in which he'd "want less, less high minded theory stuff and more like keep it about what you can actually use." In fact, within his narrative, he discussed how he did not attend programming by individuals he knew would not give practical, utilitarian skills and techniques. Continuing Beth's personal trainer and gym metaphor, Elijah's way of being more in shape did not come from the "why" of an exercise working, but simply, the expectation that the exercise build metaphoric muscle. How do one do the exercise correctly?

These expectations create both opportunity and challenge for the CTL's programming. Where some instructors want merely the skills, others want a deeper level of professional growth. Yet, employees want to ensure that individuals walk away with their expectations met, actively learning new skills and deepening their empowerment and engagement as an educator.

Both parties wish for engagement, skills creation, and a deeper professional self, but these expectations can create competing beliefs about what programming should focus on.

Meeting Expectations

With competing beliefs about what programming should entail, CTL employees and instructors must negotiate their expectations in order to create the most beneficial programming. For some, like Beth, it includes the understanding that not every program, or every event will offer her what she desires. For others, like Elijah, it involves avoiding types of programming that has not previously met his expectations. Instructors must negotiate how to handle situations where expectations were not met.

Within the survey, many discussed unmet expectations as part of a question regarding "unproductive" outcomes with CTLs. One GTA said, "The employee spent the majority of the time setting up the basic level knowledge that the attendees already knew. It felt like a waste of time, which was disappointing." A faculty instructor articulated, "I have attended some presentations that have not met my expectations, either due to organization of the event or because it presents information that I already know." Others related similar expressions of unmet expectations of programming due to lack of engagement.

A full-time instructor commented, "The title and explanation did not reflect the lessons provided in the workshop. It was a colossal waste of my time. I learned nothing of value and walked away resentful." An assistant professor stated, "I feel like several of the workshops were very disorganized." These possibly harmful interactions can hinder outreach, change motivations to attend programming, and adjust future expectations for the unit. These more complex, negative perceptions of CTLs create opportunities for growth. Understanding how the perceptions of the CTL can be altered through unmet expectation is critical to the continued

development of programming. In each case, instructors were dissatisfied with either the facilitation of the program or the content it offered. Their expectations were left unmet.

Yet, some, like CTL employee, Hailey believe that expectations cannot be met within programming until certain other standards were addressed. Her philosophy stems from the belief that,

> …if you stand, stand on your ideals and your core strengths, then you can move the mountains, and you can do so many things. But if you think there is no place to be you. Then it's very difficult to that collaborative part. Here we see a recognition of and use of engagement and products to build programming that respects and understands the constraints on time and responsibilities.

Part of programming expectations is the engagement of confidence. For Hailey and others like her expectations start at a place of empowerment through practical and theoretical means. The expectation is that no matter what other outcome the instructor expects to reach, they will also feel confident reaching for it again. It is through these means, she recognizes the constraints of the population she serves including time and other responsibilities. Olivia also discussed how before programming could build skills and develop the individual, CTLs first had to build other aspects of learning,

> …that's a big part of what we do. Trust. Um, because we are asking them to take risks. Um, in their teaching. You know, they're not all, trained as teachers, you know, they're trained in their discipline, their trained as biologists, and chemists, and psychologist. So um, we really need to develop that relationship with them, so that they trust us and are willing to take risks.

For CTL employees, expectations cannot be met without engaging in open dialogue, trust, and other key holistic development concepts. Within these responses, expectations are not easily measured, but the belief is programming must go beyond skills and organizational development.

Finally, for those who are extrinsically motivated to attend programming, expectations can be both unrealistic and harmful to the overall perceptions and expectations of programming. Their motivation may not be to learn, but instead is a negative attitude Heather stated, "They [those required to attend] are fishing for something they are dissatisfied with something in their course." While Hailey argued,

> You know, we'll have colleagues that will come to us and say, "I need students to leave their feelings and problems at the door and come and learn, my-**my** content." So there's a lot of problems with that, and we need to become a little bit more, um learner centered but I think as long as professors are trying to be the "gods of knowledge", you know there's no place to grow in that.

The instructor expectation that students will simply learn regardless of context, may limit the effectiveness of what Hailey, and other CTL employees, can provide. Throughout this subtheme, we see how expectations of programming are complex not only due to preconceived notion of programming topic and depth, but also due to the expectation that programming will engage, deepen, and build affective learning for its participants. Through both the CTL employee and instructor's eyes, programming must give skills, engage learning, and create opportunities for growth.

Within expectations, we can see the expectations of CTL employees focusing on empowerment, engagement and community. For instructors, these expectations are also present, but skills and practical learning is a key focus. However, within the instructors there was a sense

that expectations were not met at times. And while CTL employees recognize this fact, it is the engagement, trust, and continued growth of programming and the individual which fosters success. These expectations, both met and still being met, provide new opportunities for growth for CTLs as a unit.

Change Agents

CTLs were created to improve the ways in which educators on a college campus support teaching and learning—to change traditional professional development. Therefore, from the beginning, change has been a crucial role of the CTL unit. However, it was important to see that this goal of CTLs was being perceived in the role by both instructors and CTL employees. And it was, in two key ways–through individual change and institutional change. Specifically, within the CTL employees, educators noted how change occurred.

Heather presented her experiences with an underlying sense of joy. She discussed her journey saying,

> That was my big thing. That was the driving force. Because I just remember sitting in [professional] school, four hours in the morning and then lab all afternoon, study all night, rinse and repeat the next day you know. And it was very stressful and very boring because it was all, it was all lectures and in the dark and slide after slide. Taking notes like crazy there were never any handouts, or anything. And it was all just take notes, because that's good for ya. And you sat there like a bump and anyway, but anyway, nobody was going to fall asleep in my class.

For Heather, the desire to change the way in which her courses were taught were driven by the intrinsic desire to ensure students did not fall asleep. Because of that drive, she started using active learning when "there wasn't anything like active learning at that point. You know, it just

wasn't a thing." Other long-time CTL employees also discussed their journeys. Hailey, focused her overall emphasis on empowerment and intentionality. She articulated,

> power of collaboration comes from my empowerment background probably. That you and I put together is not A plus B, it's something in between us. That will be able to do some things that neither one of us could do alone. So I think that probably does come through. I think, as I've seen the lack of intentionality, I think that is a really big thing for me right now in, in trying to unveil why we are doing things.

Again, within the reflective nature of these long-time educators, there is an understanding of the power of and emphasis on change. These two larger quotations lead to the greater discussion of CTLs as change agents because it is through the intentional, empowered, communal change that CTLs have a substantial impact.

Intrapersonal Change

There are many changes which instructors discussed as a result of their use of the CTL unit. These included a better understanding of their role as an educator, becoming an advocate themselves, and building a community outside of their immediate unit. This also included opportunities to network and grow as individuals. For instance, Heather talked about how her career path led to her becoming a faculty developer. In her words, her work was a natural progression from the use of active learning and student engagement techniques in the classroom, as detailed above. For Beth, her interest in Universal Design created opportunities for building of workshop trainings, publications, and other opportunities within her university. Additionally, Sydney's network has grown due to her involvement at CTLs. It has led to getting to know about other aspects of the university structure while also having another group of peers to receive teaching and career tips and tricks. There was also a sense of future change within the

participants, Janel wished to change, saying, "so I think [learning]'s more gaging what do I lack in my knowledge or in my experience as a teacher."

As an extension of motivation and expectation, there was a sense of change, development and growth from these individuals. Elijah, a Research 1 institution instructor, discussed how his use of programming has sparked his desire to research his role as an online educator in a deeper sense. He realized that as much as he doesn't wish always wish to engage in academic vocabulary, he said,

> …I'm actually delving into the theory aspect of it how you actually teach art online in the first place. But I try to keep the theory rooted in experience and utility. That's really the root of it for me. Because I, um, if I'm going to be any sort of a presentation or talk or workshops or anything I'm trying to disseminate information.

His growth involves more than his development as an educator and has sparked his growth as a scholar. In this way, through his participation in educational development, his desire for knowledge has grown and changed, even though, at its base, he wishes to remain practice-oriented.

Within this decision to change, Elijah expressed a desire to participate in the Scholarship of Teaching and Learning [SoTL]. Beth also discussed this growth in developmental needs over time, she explained,

> I think it's varied over time. When I was new, I just need to know 'cause. I have to do my job and what was, so I needed to know how to access the course management system. I had to know the nuts and bolts. 'Cause as I learned about more things being done on this campus and then as you get comfortable in your teaching, I think, it is looking at those

bottlenecks and saying my students are doing in this area, how do I get better and not in either course delivery or in content specific, so pedagogy, so that content is helpful.

Over her career her needs have deepened as she has become a more reflective teacher, acknowledging where her students are excelling, and what she would still like to grow on. Abby, Beth, and Elijah all discussed their personal change through programming. These three instructors had five years or more of teaching experience. Only Melinda also had five years of teaching experience or more. With Sydney and Janel both having smaller shorter lengths of time teaching, change may still be developing as educators as part of the overall learning process.

Organizational Growth

It can be seen in the data how CTLs are propelled to bring about organizational change. This subtheme encompasses responses related to the growth of the organization or CTL itself. This happens in multiple ways, through the instructors and CTL employees, individuals can see how the university is changed and is changing through programming. It is part of the vital piece to the continued growth of CTLs and the individuals who attend programming and teach. Melinda discussed how her understanding of different theories regarding student growth creates a sense of responsibility towards continued change on her university, when she stated, "something I hope to tackle in coming, we set up a teaching center which had a theoretical focus of resiliency amongst our students. So we were really taking a resiliency mindset, as opposed to a GRIT or growth mindset." Within her perspective, she wished to bring a new mindset to her university which she felt helped her old university's teaching and learning development programming. In this way, she becomes an advocate for the development of herself, others, and the university as a whole. Sydney recognized how the programming of the GTA training

certificate she is a mentor to has changed over time. She described how after listening to feedback, the CTL

> … changed that and instead of having a separate seminar, just for [teaching] people that was on teaching statements, or that was built into teaching, or build into a seminar they actually offer them separately, twice in each quarter, so that not only can they get the teaching statement workshop, but than other people who want it can get it too.

Sydney witnessed organizational change due to feedback from the CTL. Of the instructors I talked to, Sydney was the only one to have such intimate knowledge of change with the CTL itself.

However, CTL employees discussed this organizational change at the CTL level in multiple instances. Olivia discussed her CTL's recent campus wide survey multiple times as part of change in motivation and understanding of expectations. Lenore described how her predecessor's focus on SoTL was not a part of her four-year tenure as director, though she gave no reason why she let that aspect of programming go. She also discussed how hiring for the director position was about to change, creating a rotating director's track that split the load between teaching for a department and teaching for the center. Similar to the position she currently held, but one that made multiple individuals from both faculty and administration having the dual-role. Hailey's desire for more holistic programming has been the focus of change during her last two years in the director's role. Heather described multiple instances of how leadership changed her abilities as a faculty developer. Specifically, Heather believed in creating a safe space at a CTL where communication is open and frank. Leadership, in her experience, sometimes got in the way of this safe space. Derk described both tensions and connections that have expanded use of his CTL.

Finally, four of the seven CTL employees discussed SoTL direction. For Olivia, Heather, Courtney, and Hailey programming has led to the growing use of Scholarship of Teaching and Learning, deepening the level of engagement and community. For a few, this means the movement into publications; however, for some instructors it is the deepening of understanding in evidence-based practices and the why of what teachers do.

To understand the work which CTLs do, one has to understand their fundamental purpose and that which hinders that purpose. Further, as change agents, CTLs have a variety of ways to grow, adapt, and build as they work to empower change within individuals who attend programming. Two key categories were discussed within this theme. The understanding of personal change and growth and that of the organizational and continued growth of the university and CTLs.

Theory

Theory was an interesting piece to the puzzle of CTLs. For CTL employees, theory is ever-present, and ever underlying. But instructor-constituents have varying understandings of how theory works within CTLs. Of those CTL employees, who filled out the survey, 12 believed that they mentioned theory within their programming. As seen on Table 5, CTL employees seem to understand this as part of their role.

Table 5

Theory Mentioned by CTL Employees

Role	Definitely Yes	Probably Yes	Might or Might not	Will not	Total
Director	8	0	1	0	9
Part-time Director	0	1	1	0	2
Learning Designer	0	1	0	0	1
General Development	0	2	0	0	2
Content Specialist	0	0	1	0	1
Associate Director	1	0	0	0	1
Assistant Director	3	0	0	0	3
Total	12	4	3	0	17

Yet, when talking with interview participants, the importance of theory was overshadowed by the need for practical skills. For Derk, "I would say we're probably 97% practical." Bailey's use of theory was more abstract in use, as she said,

> we pepper in as much, except that we continually remind them, if we introduce a new tool to them, we just continually remind them, just keep in mind, this specific tool won't work if the amount the material is so high, you can't turn around and make them do active learning with it.

And because Bailey and many other CTL employees value modeling, (a skill they hope their instructors will use), tools rather than theory are important, with the theory "peppered" in. Additionally, Heather found that for many, there was a progression to theory that had to happen as the individual grew. She started by articulating a comment from a dean of education whom she knew. In the comment, she related,

> He [the dean] used to say, "if you want to learn educational theory, you come to the school of education; if you want to learn education, you go to CTL." I thought that was really sweet, you know, he could have been really threatened by CTL, but I felt like for our audience, you know, if people can see how it applies, you can then, get into why.

Heather's comment, and the comment of former faculty both emphasis CTL's important role as a field, while allowing education to remain its own discipline. This can be critical to inclusive learning and problematic to its overall status as a department. Courtney was the most articulate regarding theory as it is also his primary focus. He elaborated,

> So for me specifically, holistically, we-we utilize self-determination theory, um, we can give out how autonomy, relatedness, and competence play into the way that we frame our programming. Um, and as part of that, I also talk about, community of inquiry framework so for me taking self-determination theory, it aligns quite well with community of inquiry.

When prodded, he went on to explain that these theories, as he sees them, are often part of the engagement of his programming. He is passionate about telling others about the theories guiding CTL programming.

Table 6 describes the survey responses by CTL employees to the question of what theories are used in CTL programming. Table 7 describes the survey responses of CTL

employees regarding theories that they believe guide their research. As both tables allowed for multiple responses, therefore, more theories than the number of participants are listed.

Table 6

What Theories (Frameworks, Philosophies, Practices) are used in your Work at the CTL Events (Workshops, Courses, Consultations)? (17 Participants)

Theory in Work	Participants	Theory in Work	Participants
Active Learning	3	Learning-Centered Pedagogy	1
Aesthetic Pleasure	1	Maslow's Hierarchy	1
Andragogy	2	Massed vs Spaced	1
Assessment	1	McDaniels and Roedinger's Test Taking	1
Attribution Theory	1	Metacognitive Strategies	4
Autonomy Support	1	Miginolo's Decolonization	1
Backward Course Design	2	Open Pedagogy	1
Battiste's Learning Spirit	1	Pedagogy of the Oppressed	1
Bloom's Taxonomy	4	Processing Fluency	1
Boice's Work	1	Project-Based Learning	1
Case Studies	1	Psychomotor Skills Development	1
CIRTL	1	Reflective Teaching Practice	1
Community of Practice Model	1	Research Skill Development	1
Constructivism	4	Retrieval Practice	1
Critical Pedagogy	1	Scaffolding	1
Critical Race Theory	1	Self-Determination Theory	2

(Table Continued)

Table 6, Continued.

Theory in Work	Participants	Theory in Work	Participants
Cultural Responsive Teaching	2	Self-Efficacy	1
Dee Fink	1	Self-Regulated Learning	1
Disciplinary Education Experts	1	Small Group Experiences	1
Diversity and Inclusion	1	Social Belonging	1
Dreyfus & Dreyfus 5 States of Adult Skills acquisition	1	Social Cognitive Theory	1
Dweck's Growth Mindset	2	Social Emotional Theory	1
Educational Practice	1	Social Learning Theory	1
Evidence Based Teaching / Pedagogy	3	SoTL Framework	3
Expectancy value theory	1	Sustained Dialogue Institute	1
Feminist	1	Tanaka's Tender Resistance	1
Flipped Classroom	1	Team-Based Learning	2
Formative Feedback	1	TILT Model	1
Goals Theory	1	Too many to list	5
Inclusive Pedagogy	2	Transformative Learning Theory	1
Information Process Theory	1	Transactional Model of Communication	1
Intentional Self-Learning	1	Universal Design for Learning	4
Intercultural Competence	1	Visual Design	1
Interleaved Practice	1	Vygosky's Zones of Proximal Development	2
Invalid Response	1		

With only seventeen responses, it is interesting to note that 69 theories, pedagogies and practices are mentioned as part of the programming which guides the work of CTLs. Of the responses, the most common answers were Bloom's taxonomy, Metacognitive Strategies, Constructivism, and Universal Design for Learning. For theories connected to research, no responses were given more than twice. This shows a wide range of theoretical perspectives guide the research and work of CTL employees. Further, it is also interesting to note that of the theories listed, many were pedagogical strategies, concepts and philosophies. As these were listed in the parenthesis of the question, this is not necessarily concerning. Faculty developer researchers surveyed are using pedagogical practices, conceptual models, and learning theories. However, this wide range of perspectives can also demonstrate, that even among a small sample of faculty developers, multiple practices, theories, and concepts are guiding the work they do.

Table 7

What theories (frameworks, philosophies, practices) are used in your research? (16 participants)

Theory in Research	Participants	Theory in Research	Participants
Active Learning	1	Fink Signature Learning	1
Aesthetic Pleasure	1	Goal Setting	1
Agentic Learning	1	Intercultural Competence	1
Androgogy	2	Many	2
Antiracist Pedagogy	1	Metacognition	1
Backwards Design	1	Open Pedagogy	1
Battiste Learning Spirit	1	Processing Fluency	1
Bloom's Taxonomy	1	Scholarship of Teaching and Learning	1

(Table Continued)

Table 7, Continued.

Theory in Research	Participants	Theory in Research	Participants
Boice's Work	1	Self Determination Theory	1
Collaboration	1	Self-Regulated Learning	1
Community Engaged Learning	1	Social Cognitive Theory	1
Community of Inquiry	1	Strength based approaches to teaching	1
Constructivism	2	Tanaka Tender Resistant	1
Critical Pedagogy	2	Team-Based Learning	1
Cross Cultural Competencies	1	Transaction Model	1
Culturally Responsive Teaching	2	Transformative Learning Theory	2
Decolonial Work	1	Transparent Pedagogies	1
Deliberate Practice	1	Universal Design of Learning	1
Don't Research	3	Visual Design	1
Feminist Pedagogy	1	Yosso Cultural Wealth	1

However, just because CTL employees say, and sometimes passionately use, theory, does not mean that instructors always understand this within the programming. Therefore, I asked a few key questions regarding CTLs' use of theory and instructor's understanding of theory in their own classroom. Table 8 examine responses to the question of use of theory the CTL programming. As the questions were open-ended multiple theories could be discussed within the answer.

Table 8

What Theories (Frameworks, Philosophies, Practices) are used in CTL Events (Workshops, Courses, Consultations, etc.)? (74 Participants)

Theory	Responses	Theory	Responses
Active Learning	3	Intercultural Pedagogies	2
Andragogy	1	Invalid Response	4
Backwards Design	1	Learning Spacing	1
Best-Practices	2	Many	11
Bloom's Taxonomy	3	Quality Matter	1
Collaboration	1	Reflective Practice	1
Constructivism	4	SoTL	1
Course Design	1	Student-Centered Learning	1
Critical Theory	1	Support & Encouragement	1
Educational Technology	1	Universal Design	1
Experiential Learning	3	Unsure	26
Fad Books	4	Very Little	1
Focus Groups	1		

Within this table, it can be seen that instructors have seen theory in the CTL programming. Most tellingly, 26 participants were unsure of theories guiding programming, while four believed that fad books were the main source of programming. Interestingly, the instructors who were interviewed had the same trouble articulating the theories in use at CTLs. Melinda's experiences are more promising than the survey results as a whole, she said,

> they explicitly mention the theories that they use. I wouldn't say with every single seminar or opportunity that I've attended, but in most of them, they do in fact talk about, where they are situating whatever activity they may be working on.

This illustrates the intent of her CTL to include theory within the practices they describe. Janel's experiences were very different, stating,

> they might not say, "This is the theory." Or like this is the theoretical framework or background that this is coming from. Um, I know in when I've gotten department training it's been big part of it, So, like this is what we recommend based on these different theories and these different studies and what not. Um, though one I've attended so far with the faculty center, I'm not sure that one was as strong

Here, Janel did not have the same certainty about theoretical framing as Melinda did. Abby adds to this growing narrative, articulating how one program she attended, the speaker,

> didn't say any theories, but I know, based on what she said and who she has talked to, or who she works with, that theory had to be in there somewhere. Or, it was part of the foundation and it was put into a more practical kind of way.

Finally, for Abby, she understood that programming which she went to was done by someone who,

> It's not her area of research. So, I think that makes a difference. But, um, I see theory, playing out, because I already had some of that background, at [the university], and I think there is some room to grow in theory in a professional development growth way or capacity

It would seem that instructors perceive the use of theory in a variety of different ways. CTL employees are certain that theory guides their practice, even when it is not articulated to

instructors. Instructors do not always see the theory behind the practice; instead, they must trust that there is theory guiding the practices and skills taught. CTL employees want to believe that theory underlies a lot of what is done, but instructors are not entirely sure.

In order to assess what instructors believed was intentionally part of their practice and theoretical background, I asked instructors the theories they use in their classroom. Table 8 details the responses. As instructors could answer more than one response (being an open-ended question), many responses fit into multiple categories.

Table 9

What Theories (Frameworks, Philosophies, Practices) are used in your Current Classroom Practices? (64 Participants)

Theory	Responses	Other Responses	Responses
Andragogy	5	*Teaching Techniques*	
Backwards Design	1	Active Learning	12
Communicative Language Instruction	1	Best Practices (SoTL Research)	6
Continuing Education	1	Standard's Based Grading	1
Creative Practice	1	Teaching Techniques (Lecture, Small group, discussions; etc.)	20
Disability Theory	1		
Ecological Model	1	*Pedagogies*	
First-Year's Studies	1	Cultural-Relevant Pedagogies / Intercultural Pedagogies	8
Inclusion	1	Experiential Learning	8
Intersectionality	1	Flipped Classroom	8

(Table Continues)

Table 9, Continued.

Theory	Responses	Other Responses	Responses
Invalid Responses	3	Online-Learning	1
Knowledge as Design	1	Problem-Based Learning	1
Many	8	Project-Based Learning	4
Multimedia Learning	1	Student-Centered Learning	2
Object Oriented Design	1	Team-Based Learning	1
Organizational Communication Theory	2		
Organizational Systems	1	*Research Approaches*	
Pragmatism	1	Interpretist Perspectives	1
Quality Assurance	1	Phenomenology	1
Self-Determination Theory	3	Constructivist	16
Social Cognition	3	Feminist Theories / Pedagogies	3
Social Identity Theory	1	Critical Race	5
Social Learning	1		
Student Development Theory	2	*Specific Critical or Educational Theorists*	
Transactional Model	5	Bloom's Taxonomy	7
Transition Theory	1	Burke	2
Universal Design	3	Danielson	2
Various Biological Theories	1	Durkheim	1
		Freire Critical Concepts	2

(Table Continues)

Table 9, Continued

Theory	Responses	Other Responses	Responses
		Lee D Fink	1`
		Marxism	1
		Vygotskyan	3

For clarity's sake, I tried to better organize the wide variety of responses by not only theories in use, but also critical and educational theorists, educational pedagogies, and educational techniques that were discussed within the responses. For many there were a variety of theories used in their classroom, however, there were also invalid responses such as the individual who put "huh?" as an answer to the question. Further demonstrating the lack of clarity when it comes to theory and CTLs.

Instructors use theory, as do CTL employees. But both use and understanding of theory within practice are varied and uncertain. While all CTL employees saw theory underlying practice in their programming, instructors had varying responses. For some it was a matter of trust, while for others, they understand that theory plays a key part in programming. Most responses focused on theoretically-guided practices, showing the practice-orientated nature of CTLs.

Circling the Center

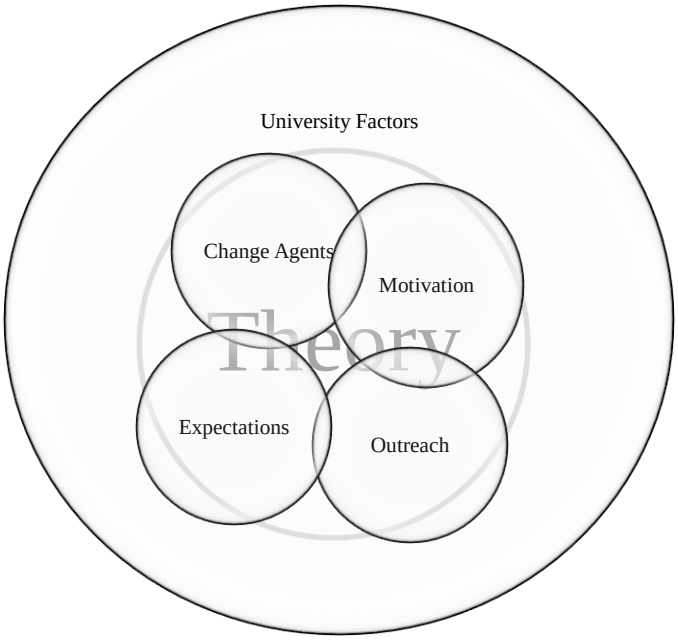
We have discussed four key themes found within the data. First, outreach plays a key role in all centers of teaching and learning. Next both motivations and expectations of instructors are taken into consideration when planning, preparing and attending programs. Finally, there is a perception from instructors and CTL employees that CTLs change at individual and institutional levels. These themes interact and overlap within all CTLs. Underlying these themes are the

various, and sometimes unknown theories that could be guiding learning and programming. For CTL employees, theory is not always mentioned in order to meet the expectations of practical and empowering tools. For instructors, theory is not always desired for similar reasons. Motivations to attend programming can be both intrinsic, organizational and extrinsic.

Yet these four themes are surrounded by unique university factors which alter the shape and ability of the CTL. Wherein one CTL may be focused on the outreach and motivations for attendance (such as Courtney's perception) another may be focused on how to manage and articulate the changes facing the university (Bailey's perspective), whereas Olivia is focused on the expectations of the constituents. When asked, Olivia admitted she had "no idea" how outreach occurred on her university. In Figure 1, there is a visual representation of the CTL role.

Figure 1

The Roles of Centers of Teaching and Learning



University Factors

As I mentioned, specific university factors were discussed over the course of the interviews, discussed mainly by CTL employees, the university factors are seen as the individual portion of the outreach that works within the university expectations. Specific universities factors included such issues as tensions, leadership, and overload.

The tensions within universities can be felt by administrators and instructors trying to build enhanced programming. For instance, Derk mentioned how when he first came the Chemistry department did not see the value in his programming. It was only through word-of-mouth and advocacy that the department eventually started taking notice. Derk's center is a nontraditional center for faculty development, working on the presentational skills of faculty primarily, building to helping the communication skills of graduate students and eventually undergraduate student. When the center was created, the traditional CTL had clear "lines in the sand" regarding the two distinct centers. Through outreach over the last three year, this tension has dissipated to the point where the two centers now work together to increase participation in programming.

Beth also talked about tension in programming. When her Dean's Office provided Universal Design training within its department, the traditional CTL also saw a clear overlap between what their programming had and what was being offered. This caused tension for Beth to continue attending programming at the traditional CTL as she had been one of the individuals to come to the Dean's Office with the question of how University Design could be better incorporated at the institution. On the other side of the instructor perspective, Beth had a student issue which led to her exploration of Universal Design, where she developed programming "because I felt like that was lacking at the institution and so a colleague, from disability support

services, and I, we put that on for other colleagues." With the help of those in the Dean's Office at her university, Beth had the opportunity to embrace programming that served a specific perceived need at her university. Yet, due to university tensions, the CTL on campus rejected rather than embraced programming, leading to the overall perception, that "the challenge with my previous institution was they seemed to lack the institutional support for [my current center] did and so they couldn't figure out really what they're mission was, what their job was, and how to engrain that into the culture."

Leadership from administration can be both a help and hinderance to administrative leave. Bailey spoke extensively on the way leadership helps programming at her university. For their subject-matter expertise, the Provost's Office provides a sounding board and an advocate. However, the shifting leadership and changes to the school in the last eight years, including three CTL directors (including herself) has hindered programming and outreach. These shifts illustrate the individual university factors that play a role in overall outreach.

Within both the surveys and interviews, the overwhelming consensus was the need for time. As previously discussed, time was a major decision making factor for instructors to attend programming. For those who were interviewed, such as Bailey, who has no additional people in her center, outreach, programming, and continued assessment are all contingent on the time in which she has in her programming. She explained, "I think our big thing as far as rigor is, currently, is how much time our faculty has to-to devote to whatever it is that we provide. If we come out swinging with some huge course overhaul that they don't have time to do, they're not going to buy into it." For Hailey, one of the questions that focuses on CTLs needs to be a continued look at the health of the profession of college educators.

> Because if we have some answers to the why, personally, as a professional, then we have the strength to do the how. But if we, if the whole why is missing, then people run out of the, oomph and energy and we will have more burnouts. And we don't even dare talk about burnout. "You are all so strong!"

Within the current status quo at her university, there is a sense that one cannot talk about exhaustion and even burnout, causing further issues for the professorate and university.

Overload, leadership, incentives, and tensions all play a role in individual university factors. Yet, they all are part of every university. So while not always present, these factors do play a role in the constraints and opportunities available to a CTL outreach.

While Figure 1 is static, university factors alter the way in which the image is perceived. Further, it explains why Bailey, and current CTL research has been known to say,

> I think you'll find as you do your interviews and as you collect your surveys that none of us are alike, none of us are alike. I think that's the one thing we have in common is that none of us are alike and we all have different journeys and our centers came to be in very different ways.

Each CTL believes that they are unique in some ways. As Bailey said earlier in the interview,

> I would like to know we are a piece of the puzzle and maybe a piece that makes everything else connect. We've got some people who are doing corners, some people who are doing some sort of color in the middle. Um but maybe we are the ones that provide the picture from the box. We're the center piece that put's it all together. I think that no one wants to say they works themselves out of a job, but it would be nice to see some of these changes happen, it would improve student learning, um, it improves morale, community among faculty, administration and faculty.

In this way, each CTL holds a different picture, a different image that moves. Like shifting images that change as you move, they seem different, and some ways are different. But they are all still a puzzle; they all still focus on holding that puzzle and helping people piece together the image which can be created. Outside of metaphor, we can look at the foci during CTL employee's interviews which highlighted their unique qualities. Olivia focused on a programming initiative that few in the Midwest had, and Lenore discussed the unique challenges that her CTL faces with having a part-time director. Each believe not only what they do is special, which I agree with, but also, that within those specialties, they are an isolated and unique unit. However, there are also those like Courtney, working to build theory and programming for CTLs in and out of his university, and testaments like Derk's, attesting,

> I would say that centers, historically, why they were created was to do things that departments couldn't and so, they are supposed to act as change agents or resources that are supposed to help in a very particular way that departments aren't designed to and you know, when they are effective, they do that, and when they are not, they don't. And uh, I think that diminishes their quality when that happens. So I think that is very important for institutions to think about, why are centers being created and how does it fit, what are the needs that they will fulfill.

These initiatives and beliefs are vital to the continued growth and understand if CTLs.

This chapter has discussed the overarching findings including the formation of a conceptual model of CTLs. The following chapter will relate these findings to current literature and research.

CHAPTER V: DISCUSSION

Introduction

Educational developers have been focused on understanding and discussing their role within higher education (Wright et al., 2018). The growth of CTLs has also meant a marked growth in the research, from case-study and semi-structured interviews, CTL researchers are beginning to develop new ways of assessing the units (Beach et al., 2016; Taylor, 2005; Carney et al., 2016). CTLs often vary based on the needs of the institution and its constituents and leadership, and scholars seem hesitant to make generalizations due to the diversity of these characteristics (Cruz, 2018; Diamond, 2002; Harland & Staniforth, 2008). Yet, with the steady growth and development of the CTL unit, more research is being done on how CTLs function and change the university system. This study aimed to answer three research questions:

RQ 1: How do instructors and CTL employees perceive the role of CTLs in supporting the teaching and learning process in higher education?

RQ2: What role does outreach play in the position of a CTL employee to provide supports to instructors at a university / college?

RQ 3: How do characteristics, within a university, structure the practice, theory, and outreach of the CTL unit?

Through 138 survey responses and 13 semi-structured interviews, data were collected and analyzed using Grounded Theory Methodology. This resulted in four major themes: outreach, motivations, expectations, and change agents. Underlying these four themes is the use of theory as perceived by instructors and CTL employees. And surrounding these elements to the overall CTL role are the constraints and opportunities created through university structure.

This chapter explores the ways in which this study connects to previous research, specifically, CTLs relationship with domains of educational development and the theories discussed throughout the findings and within the literature review. It then explores how the four major themes work within previous literature. It examines both the theoretical and practical implications of the findings. And, finally through acknowledging the limitations and recruitment challenges, this chapter will discuss lines of future research and overarching implications.

Domains of Professional Development

Diamond (2002) and Ouellett (2010) discussed extensively how the three domains of educational development (instructional, faculty, and organizational) make up the classification of programing. However, within this study, CTL employees and instructors alike seemed to focus on their roles as instructors and faculty, much more than organizational employees. Many other CTL employees mentioned the connections participants gained through community building at programming (which would fit into the organizational domain). However, overwhelmingly, instructors discussed the skills they desired for the classroom, their role as a teacher-scholar, and very rarely discussed the 'connections made' or 'community building' as an expectation or motivation for attending programs. More specifically with instructional and faculty domains, both reflective practices and SoTL research were discussed as part of programming, especially as a way in which development was fostered into deeper levels of knowledge. Additionally, three of the CTL employees discussed specific SoED research that their unit was involved in to build better practices. These connections to scholarship illustrate how CTLs are building best-practice, assessing their role, and developing the instructor.

While these domains are important to the understanding of CTLs, it seems that in practice, these domains so blended that the divisions between these three domains remains

unclear. This may be due to the study's focus on practice and theory questions, rather than specific learning goals. However, SoED research may wish to further explore how much these three domains overlap within an exploration of programming motivations and topics.

CTL Employees

Research has often focused on the advancement of the field (Baker et al. 2018; Beach et al., 2016). The CTL employees interviewed and surveyed represented a few disciplines, and some, like Heather, identified with their discipline, while others, like Olivia, embraced their role as faculty developer. In this way, there was evidence of the "family of strangers" which Harland and Staniforth (2008) discussed. While some faculty developers remain as representatives of their discipline and build scholarly connections and knowledge through multidisciplinary works, others, become "generalists" in educational development.

Neither group is necessarily harmful to the field, but both should be recognized as distinct groups within educational development because like many other professions, both play distinct roles. A generalist can offer background, hopefully learning theory, and holistic advice, while a content specific expert can work as both advocate and tailor programming to the needs of specific departments. This does not mean that these roles cannot be reversed (a generalist building content specific pedagogies, or a content-specific expert building programming grounded in learning theory). What it illuminates is the idea that the two different groups can work differently to create programming that appeals to instructors who attend programming return based on the CTL employee's ability to tailor programming to the needs of different departments. Further, it finds a new point of connection for those who have moved into the field who can feel disoriented or displaced from their original disciplinary tradition (Green & Little, 2016).

Implications of Theory

Overwhelmingly, interview participants, both CTL employees and instructors, recognized that theory uphold all that CTLs did. However, 26 of the surveyed instructors did not recognize theory within their CTL, which suggests theory is not easily associated with CTLs by many instructors without additional prompting. For survey participants who did respond to the question of theory, over 70 theories and evidence-based practices were mentioned with a heavily emphasis on theoretically guided practices. As a field (rather than a discipline), no one educational, organizational, or developmental theory must guide the growth of CTLs, as academics, employees and instructors alike should have the skills and reflective ability to recognize how and why their students learn. For some participants, CTLs appeared to help in building theory and practice, while most did not gain theoretical insight through the use of CTLs.

The Wide Variety of Theory

This study moves forward the discussion of how CTLs work as field more than a singular discipline. Further, this study found that interdisciplinary and multidisciplinary groups can challenge and prepare faculty for scholarly teaching and development within their institution (Brown et al., 2015). Yet, in order to meet expectations, best reach out to constituents, practice evidence-based teaching practice, and develop skills and holistic programming, CTLs need focused and intentional attention on theories guiding instructor development. This does not necessarily recommend a singular theory. In the same way that educational theories and practice often change based on age, subject, and level of active engagement, multiple educational, psychological, and organizational theories can underline the role of CTLs.

CTL employees and instructors alike seem to struggle to articulate which theories underlie their work. For those such as Courtney, Hailey, Heather, Olivia, Bailey and Derk, the

study of their practice enhances their connection to programming. In fact, only one CTL employee, Lenore, did not discuss her active engagement in evidence-based or theory-based practices. Yet, no two interviewees focused on the same types of research, each pulling from his or her field. They used their previous knowledge of teaching and their own strengths to guide their theoretical work. This connects with previous researchers claim that CTLs, as a field, utilize multidisciplinarity in ways that propel the future of the field, but do not necessarily, alter its status as a field (Kearns et al., 2018; Skead, 2018). Further, for some, interviewees, there weren't any specific theoretical lens which grounded their programming and work as a CTL employee. Rather, the vague sense that theory was in their practice and the practical training they provided was how they advanced their programming. It would seem that the call to connect and advance practice, theory, and research is still working to be implemented (Kay & Kibble, 2016; Meyer, 2013, Schumann et al., 2013; Wright et al., 2018).

In my early stages of designing this study, I anticipated that participants would identify a few theories that guided the work of CTLs, and, in turn, I would be able to explore my data through those theories. However, given the vast range of responses and lack of clarity in how theories guide the work of CTLs, I was unable to apply that approach. Instead, I attempted to identify how some of the main themes were connected to major theories in the field that I incorporated in my original literature review. I found that specific educational theories, and organizational theories offer important perspectives on my interpretation of data, and I explore those below.

Educational theory. Although not explicitly mentioned by most participants in this study, the training that CTLs provide to their institutions falls into the large umbrella of andragogy research (Knowles, 1978). Participant responses did, however, touch upon many of

the core principles of andragogy. Keeping in mind autonomy and self-directions, CTL employees and instructors discussed the motivations which drive and limit their participation in programming. Additionally, many instructors and CTL employees reflected critically on the activities which they have participated in that have developed the ways in which the think about their practice and their students' abilities to learn (Krishnamurthy, 2007).

Participant instructors were both intrinsically and extrinsically motivated to attend programming. In alignment with SDT (Self-Determination Theory), CTL employees perceived that those who were intrinsically motivated gained more from programming than those who were extrinsically motivated (Deci et al, 2017). Heather, Hailey, Bailey, Courtney, Derk, and Olivia all discussed how this intrinsic motivation progresses faculty buy in. Specifically, Courtney and Hailey mentioned the intentionality of learning for instructional programming to be successful. This recognition of how autonomy plays a key role in learning can help progress intentional programming that builds intrinsic motivation to continue.

Further, building from limited research on faculty expectations, instructors had specific expectations for programming, that if not met, caused frustration, disappointment, and sometimes negative comments to CTL employees. These expectations align with many of the components of Knowles' (1978) theory of adult learning (androgogy). The participants interviewed preferred life-centered approaches to learning, experience and analysis of experience, a sense of autonomy in their learning and self-direction, and a variety of paces offered to follow the needs of multiple groups within the population. Specifically, Janel's and Beth's discussions of specific topics which drew them into programming illustrate the desire for growth in this sense. Of those interviewed, many articulated the value of their time and the necessity of walking away with a product or skill which could aid in their teaching and learning.

Elijah and Abby, both discussed how they came into programming with specific desired outcomes to fulfill needs of their classroom. The practical nature of CTLs sometimes made it difficult for instructors to see the rigor of programming, but what they did recognize is the changes, adaptations, and value of programming which met their self-directed needs as an institutional employee.

Organizational theory. No clear, singular organizational theory was supported by participant responses, which Manning (2016) would question due to multiple organizational theories acting simultaneously at an institution at any given time. However, based on the findings multiple theories could be explored in future inquiries related to CTLs. In alignment with Cruz's (2018) claim that CTLs are so varied that they can represent Garbage Can Theory, this research found that CTLs offer a variety of services that create opportunities for them to be perceived in a multitude of ways. From being a communal spot of organizational growth, to the development of skills, self, teaching, and more of the individual, CTLs seem to have multiple foci hindering an overarching focus. This falls into the lens of an organizational anarchy where multiple solutions, employees, constituents, and problems are simultaneously emerging, being recognized, and are solved. For instance, within Heather's interview, she discussed her joy in working to solve impossible problems through the interdisciplinary meetings at CTLs.

Within interviews with CTL employees, the theoretical lens of Collegium could be found. Here, CTL employees discussed the equity in learning, the community of learnings working to build mutual respect and power. Specifically, Derk's focus on partnerships and mutual respect and power with the traditional CTL unit exemplified this organizational theory (Brown et al., 2015). In the same sense, this emphasis on collaboration, privilege, helping and serving others could be aligned with a positive example of feminist theory (Bernhagen & Gravett, 2017).

Hailey's focus on empowerment of faculty, instructors, and staff alike align with the power distribution which balanced the theoretical lens. Additionally, Heather's recognition of how power structures and an opposition to collaborative change can be examined through feminist theory. Future research could explore how power structures of CTLs further Bernhagen and Gravett's (2017) claim that a critical look at feminist theory can enlighten the current position and the future of the CTL role.

The Central Role of CTLs

Beyond theory, the CTL plays an integral role on college and university campuses. It must manage expectations and motivations of faculty, staff, and administration, while building programming that can increase student learning and instructor understanding of their role at the university. Beyond working within specific theories or domains of educational development, CTL employees must understand how each component of faculty perceptions plays a role in continued use and growth of the individual and the institution. Therefore, the following section will explore how the findings related to outreach, motivations, expectations, and change agents compare with current research.

Outreach

Outreach was one of the main themes in the study, which captured responses related to the connections through contact with the center as well as the advertisements and resources the center utilized to act as change agents. It was unsurprising that it was an important topic, considering it was a question embedded in the surveys and interviews. However, how outreach played out in responses was much more multi-faceted than expected. It also shows a great deal of overlap with instructor's motivation to attend CTL programming. When understanding how outreach is most effective and best utilized, it is key that CTLs also understand the motivations

of the constituents and the university. In alignment with Burdick et al. (2015) this research found that personal relationships were a possible motivator for instructors to attend programing. However, with limited research available regarding CTL outreach, this work greatly extends the discussion of how outreach can effectively and ineffectively reach its constituents. While the use email outreach seems to be the most utilized, through individual discussion, it seems that novelty within outreach grabs many people's attention. However, the novelty participants discussed, are individualized and need to continue to be explored.

Motivations

College and university faculty are a highly motivated population, and therefore, possibly under-researched regarding what simulates their behaviors (Daumiller et al., 2020). As they are both intrinsically and extrinsically motivated, through desires for personal growth and tenure-promotion lines, self-efficacy and a supportive culture can increase involvement in programming (Feldman & Paulsen, 1999; Hall et al., 2019). A recognition of the importance of motivation can been seen in both CTL employee and instructor comments. These motivations can be seen through the personal needs of the instructor, such as Sydney's desire to become a better teach. They can also be seen in the more extrinsic fashion of Elijah's desire to find a full-time job rather than a multitude of part-time jobs when he started programming. With time and topic being key to the decision-making process of instructors who participated in the survey, CTLs motivate others through key topics and time-saving programming. It can also be seen in the ways in which agency and intentional programming is used to enhance the motivations of instructors. For all the CTL employees interviewed, there was a passionate desire to building skill and community, a deep sense that individuals who attend programming will hopefully be motivated to attend again.

Through self-determination, learning and resources can develop as a result of programing (Deci et al., 2017).

Expectations

As a piece of the puzzle towards motivation, expectations have not been explicitly studied in faculty development. While they play a role in self-efficacy in relation to job satisfaction and reducing burn out, (Hall et al., 2019; Ismayilova & Klassen, 2019) an actual exploration of faculty expectations has not been studied. Yet, expectations were important to, and separate from, the motivations of faculty. For example, Melinda was extrinsically motivated to attend programing as part of her first year but had specific expectations she discussed that would influence her decision to continue attending after the extrinsic motivation was no longer there. Similarly, Abby, had specific expectations she wanted met involving what did and did not work for her. Within the survey, multiple "unproductive" interactions with CTL employees and programming involved unmet expectations. As per expectancy theory, if these programs do not meet expectations and produce the positive outcomes based on the individual's effort, he or she may not prioritize the activities in the future (Vroom et al., 2005).

Change Agents

CTLs have discussed how their central role on campus is to create change (Beach et al., 2016; Dawson et al., 2010b; Lieberman, 2005). On an institutional level, participants who were interviewed discussed how programming could be used to solve the impossible (Heather), build interdisciplinary connections, (Derk & Hailey) understand the university goals, (Melinda) and foster community (Beth & Courtney). In these ways, it is not only individuals who grow, but also the institution as a whole. The maturing of educational development as a field creates new opportunities for universities to grow and learn from each other. Beyond simply being

accountable to institutions, CTLs have profound ways in which they develop and model change for the university based on the top-down, bottom-up, and lateral decisions which are made (Baker et al., Cook & Kaplan, 2011; Cruz, 2018; Little, 2014; Mitchell, 2015; Wood, 2015). And through this modeling and development, CTLs have the power to change the university culture.

Previous research has shown that students recognize trained instructors through specific pedagogical, communicative, and assessment skills (Yürekli Kaynardağ, 2019). Further, research has been done to explore how instructors perceive the programming and assessment of CTLs (Hines, 2007; Mitchell, 2015). However, this study's findings explored how instructors perceive the growth that occurs within the individual as well. Sydney, Beth, Heather, Hailey and Melinda discussed how programming has changed the way that they have interacted with others in their community and how it influenced their teaching choices. While intrinsically motivated to grow, these individuals see the change in their teaching and career which can occur through attending programming. While institutional growth is often the focus of research, individual growth creates opportunities for continued intrinsic motivation to attend future programs.

Implications for Practice

Through the intentional growth of the field, CTL employees will be able to serve their university (Taylor, 2005). Through strategic use of advertisement and language, CTLs can welcome in new constituents. This intentional messaging can only happen through the continued outreach and networking with specific populations. Findings from this study highlight the importance of other instructors advocating for the work of CTLs and telling other instructions within their department about programming. Through advocacy and word-of-mouth, CTLs can continue to work as change agents within their institutions (Dawson et al., 2010b) by reaching more individuals than methods like emails and flyers. Beyond specific outreach to given

populations, CTLs can also learn more about intentional outreach through partnerships with other departments on campus in order to grow to meet the needs of specific populations, such as undergraduates and graduate students (Dawson et al., 2010a).

Beyond understanding outreach, CTL employees must recognize other decision-making factors for instructors. Time was a key contributing factor in the decision-making process for instructors to attend programming. There is no way to make more time appear in the day; however, recognizing the varied expectations of constituents and clearly articulating how programming meets instructor expectations will continue to develop the future use of CTLs. This can come in the form of deliberate programming to reach extremely busy populations, such as broadcasting, video conferencing, podcasts, and online modules. But it can also come from specific, deliberate time saving tips to instructors, such as preemptively sending emails to university students of reminders to build clarity, creating hopefully less time spent answering student questions, or on a more deep sense, helping instructors explore pedagogies that have more instructor work at the beginning of the semester, such as Team-Based, Problem-Based, and Project-Based learning pedagogies. This creates opportunities for instructors to build lessons, activities, and other forms of active learning in ways that will hopefully advance student learning and free up time for other projects faculty are weighed down by.

Feedback is a key aspect to the rigor of the CTL. Both employees and instructors discussed how CTLs assess their learner needs in a variety of ways, including surveys and feedback forms. For instance, Sydney discussed watching positive changes occur within her programming due to the feedback from participants. Olivia discussed how a campus-wide survey is resulting in positive changes and a better understanding of CTL participant concerns and expectations. Ensuring questions of outreach, practice, and theory can continue the process of

helping grow and enhance CTL programming. Continuing growth and assessment of programming builds opportunities for strategic leadership (Challis et al., 2009). Understanding if expectations were met may help with continued outreach that targets specific motivations for programming. For instance, such questions as "What were your reasons for coming to the program?" "What additional expectations did you have?" "Where these expectations met?" could help CTLs successfully understand how to continue to foster relationships, show immediacy to the instructors and staff who use CTLs, and build the continuous programming that many CTL employees discussed wanted to create and sustain. In this way, the conceptual model from this study could be utilized to examine how outreach, expectations, motivations, and changed occurred for the participants and other constituents. Through surveying and continuing to understand constituent perceptions, CTLs can continue to grow programming and advance our understanding of CTLs as a whole. It would also allow for the CTL to assess how their programming could better meet these conceptual themes. Finally, it highlights the places where a CTL may have university factor which change the way in which outreach or expectations of the CTL change the motivations for instructors attending programming. There may be times where outreach is less important than meeting expectations or recognizing how people are motivated can help effect the change that instructors and the university are going through.

University administration can use this model as a reflective tool in considering how university factors influence motivation, expectations, outreach, and change. It can help CTLs continue to brand themselves as change agents as they work to meet the expectations of constituents. Higher education is facing challenging times as the landscape, population, and other factors change rapidly; and in these challenging times, CTLs have the potential to be motivators for positive change. It is also a time when administrators have the opportunity to

recognize the amazing potential that CTL employees have in fostering positive change when motivations and expectations may not be high. There is also the potential that after further development of this conceptual model, it could work as a base for an assessment tool regarding the various roles of a CTL unit.

I do not believe that CTLs must create unified theory in order to continue to have a practical impact on the constituents of an institution, since theory was not what brought most instructors to their programs. However, CTLs employees and instructors alike are academics. As academics, many appreciate understanding not just the "how to do" something, but also the "why" and "why does it work?" From addressing how the skill or technique works, within an instructor's own classroom to providing evidenced-based research and SoTL research, CTLs creates new opportunities for growth and development of the entire institution. Further, going beyond educational theory and into psychological and communication theory, even business and advertising theory, CTLs can continue to expand the interdisciplinarity of the role of CTLs.

Finally, from an organizational standard, CTLs are doing a lot. For some faculty developers just understanding the specific aspects of their role are challenges. When CTL employees become faculty developers, they find themselves unprepared for the role. As Heather articulated, some don't want to pretend to be educational scholars, merely enjoy the scholarship of both their discipline and the education of their students. Lenore, who had been in her position for almost four years, had no sense of how to reach out to instructors. And Hailey, while doing great programming, and caring deeply, was overwhelmed by the shear amount of work involved in her role. Bailey, discussed a sense of isolation as being a solo-employee of her center and trying to build not only programming but also scholarship. Educational developers must be supported by other disciplines in order to produce well rounded scholarship for building specific

skills and tools for new instructors to learn and enjoy. They cannot remain a family of strangers (Harland & Staniforth, 2008). Additionally, as new faculty developers enter the field, they should be committed to advancing the field through the growth of theory, practice, and research in programming development.

Lines of Future Research

This study opens up multiple lines of research. The various forms of outreach that CTLs are networking across campuses, disciplines, and instructor populations should continue to be explored. While this study worked to establish a few ways in which outreach occurs, there are multiple ways in which instructors felt they most recognized advertisements and were pulled into programming. Not only through specific CTL communication challenges, but through advocacy and word-of-mouth, instructors were encouraged to attend. This needs to be further explored.

Additionally, while disciplinarily was acknowledge, the limited variety in the sampling, made it difficult to explore how specific disciplines understand the role of CTL. Specific departmental training seemed to have a clear impact on intrinsic and extrinsic motivation. These departmental initiatives can be further explored as part of the partnerships that help CTL grow.

Both faculty motivation and expectations are underexplored in the current literature. Both are vital to understanding growth, burn-out, job satisfaction, and more. Therefore, continued exploration of instructors' motivations and expectations need to be studied. Further, while this study explored some of the theories which CTLs utilize, there was no clear answer of intentional theories that employees and instructors understood as integral to the learning process.

Finally, this theory should be developed and tested with larger, more diverse samples. While no two CTL are exactly the same, there are common traits growing for the field. Understanding the constraints of a university, the ways in which CTLs act as change agents, and

outreach that CTLs are involved with needs to be explored, understood and expanded. Further, exploring the theories which underline the expectations and motivations of instructors will enlighten not only SoED research, but organizational research in higher education.

Limitations and Recruitment Challenges

While this research has promise regarding the outreach and theoretical practices of CTLs and instructors it is not without limitations. First, the distribution and representation of particular disciplines and universities were not equal. In other words, I ended up with a larger sample of communication and humanity scholars than chemistry and engineering scholars and a larger group from R1 universities compared to R2 or non-profit universities. While the data are not quantitative, that would give more variation and available perspectives on the peculiarities of the perspective-based on the sample.

There were many moving parts and questions to analyze within the central research questions. Therefore, this research covered a breath of aspects to CTLs can interact through practice, theory, and outreach, but did not dive deeply into any one of those areas.

As data were collected and preliminarily analyzed, I made further decisions about sampling to make sure that necessary groups were represented for the emerging conceptual model. The CTL employee population was difficult to sample due to a variety of factors. While no set reasons were given as to why this population proved difficult to reach, a variety of reasons can be discussed as possibilities to the lack of participation based on the interviews and conversations I had when pursuing CTL employees directly through phone calls and personal outreach after the POD Network group was reached out to. When interviewing one of my CTL employees, he said, “We actually aren’t a center, we are an office.” Another faculty developer I talked to and encouraged to participate told me she didn’t think she was a qualified participant

because she was the administrator for the unit, not the teacher. Another potential participant told me that as a CTL employee she was extremely busy and didn't know if she could pass the survey along or take the time to complete it. One of the directors who was interviewed said, each CTL has its own unique narrative. Even while participating in the interview, there was a sense of lack of generalizability within her narrative. This sense of individualism, lack of generalizability, and lack of time may have been contributing reasons to the lack of participation by CTL employees. Further, I am an outsider to the group, and do not have the connects to find the same random sample as I did with the instructor participants.

Additionally, as previously mentioned, many instructors and CTL employees alike left blank answers to questions while continuing the survey, others exited the survey prematurely. Future open-ended surveys should include optional closed responses such as "I don't know" or "I prefer not to answer." Even within these two additional responses, more answers to questions could have been explored.

Finally, through critical discussions with colleagues, I realized that how I conceptualized theory at the onset of the study may have limited my work. As I focused on how theory guides practice, I neglected to acknowledge how practice is used to guide and refine educational theories—or action research. The questions I asked and analyzed looked at how theory was used to inform the teaching and learning process, but not how the teaching and learning process refines theories CTL employees use and instructors understand. It neglected to fully acknowledge the potential for action research with CTLs to develop new and locally relevant theories for educational development.

Conclusions

Through survey and interview data, this study investigated the varying perspectives of CTL employees and instructors of Centers of Teaching and Learning across U.S. university and college campuses. Through these perspectives, I inductively analyzed the data to create a conceptual model of how CTLs function in higher education. This model helps to describe the role of CTLs on today's campuses through the themes of outreach, expectations, motivations, and change agents. CTLs have a distinct role on campus. The work of CTLs are seemingly guided by theory, yet, it is not always articulated or obvious to instructors who attend their programming. Surrounding these four themes are university constraints which change the emphasis and impact of CTLs. Continuing research needs to further explore these four themes and the way that they influence and illustrate the role of practice, theory, and outreach in CTLs.

CTLs are growing at an exponential rate (Sorcinelli et al., 2005; Beach et al., 2016). They have profound influence on how both individuals and institutions change and grow (Cruz, 2018; Little, 2014; Ouellett, 2010). Further, they must work within the constraints of their institutional setting (Kelley, 2018) and the individual distinctions of CTL faculty, staff, and instructors (Kearns et al., 2018; McDonald, 2010). Yet, because CTLs must defend their role on campus, the focus of research often is on assessment (Daniel et al., 2018), programming (Garson et al., 2016; Mohr, 2016), and statistical data regarding the field (Sorcinelli et al., 2005; Beach et al., 2016). This study builds and understands the value of CTLs but focuses on its perceived role by both CTL employees and instructors. Implications of this research include a better understanding of how CTLs can be generalized and grow in the future. As a field of interdisciplinary scholars, research can seem fragmented, practice can seem random, outreach can be simplified. The CTL name may change campus-to-campus, the narrative and organization of the unit may be unique.

But the expectations, motivations, and multifaceted ways in which CTL create opportunities to reach out and change professionals is a thread of inquiry which should continue to be sown into our understanding of higher education today.

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APPENDIX A: SURVEY CTL

1. As the person completing this questionnaire, what is your role?
    - Primarily a CTL employee
    - Primarily an Instructor of a particular discipline at the university

CTL Employees

1. Please further describe your role at the university. [open-ended question].
2. Consider your work with professional (academic) development:
    a. What theories (frameworks, philosophies, practices) are used in your work at the CTL events (workshops, courses, consultations)?
    b. Do you mention these theories (frameworks, philosophies, practices) with your constituents at these events?
    c. What theories (frameworks, philosophies, practices) are used in your research [open-ended question]?
    d. How does this research inform your teaching practices? [open-ended question]
    e. What educational development (courses, workshops, consultations) do you, personally, facilitate? [open-ended question]
    f. What level of autonomy do you feel you are given in your role? (*Based on Eble & McKenchie 1986)*
        - None
        - Some
        - More than most
        - Total

g. What percentage of your time would you like to spend on *teaching, service,* and *research?* _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

h. What percentage of your time does your college expect you to spend on *teaching, service,* and *research?* _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

i. What percentage of time do you spend on *teaching, service,* and *research*? _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

j. How have your educational philosophies grown and changed since you started teaching? [open-ended question]

3. Job Title [open-ended question]
4. What rank do you hold within the university:
   - Tenure-Track Faculty
     - Professor
     - Chair
     - Associate Professor
     - Assistant Professor
     - Other _____
   - Non-tenure-track faculty
     - Instructor
     - Coordinator
     - Other _____

5. Type of CTL: (based on Beach et al. 2016)
    - Center
    - Individual
    - Committee
    - Other
6. Type of Institution; Check all that apply: (based on Carnegie classification system and work of Beach et al. 2016)
    - Research University
        - R1
        - R2
        - D/PU
    - Masters University
        - M1
        - M2
        - M3
    - Baccalaureate universities
        - Arts and Sciences
        - Diverse Fields
    - Associate Colleges
        - High Transfer-High Traditional
        - High Transfer-Mixed Traditional and Nontraditional
        - High Transfer-High Nontraditional
        - Mixed Transfer/Career & Technical-High Traditional
        - Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional

- Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional
- High Career & Technical-High Traditional
- High Career & Technical-Mixed Traditional / Non-Traditional
- High Career & Technical – High Nontraditional.

- Comprehensive University
- Liberal Arts College
- Community College
- Other

1. Size of Institution: (based on Carnegie classification system)
   - >1,000 students (very small)
   - 1,000-3,000 (small)
   - 3,000-10,000 students (medium)
   - <10,000 students

7. Type of Institutional Funding
   - Private
   - Public
   - Private (For-Profit)

8. Name of University: [open-ended question]

9. Consider the educational philosophies your CTL (as a whole):
   a. Describe these constituents (GTAs, Post-Docs, first-time faculty, etc): [open-ended question]
   b. What theories (frameworks, philosophies, practices) are used in CTL events (workshops, courses, consultations, etc.)? [open-ended question]

c. What theories (frameworks, philosophies, practices) are used in research at the CTL: [open-ended question]

10. What sources (journals, books, list-servs, professional organizations) do you use to guide your development in the field? [open-ended question]
11. Who makes decisions regarding management of your CTL? [open-ended question]

Outreach

12. What types of interactions do you have with other instructors at the institution? [open-ended question]
13. What types of events do you see instructors at the university attend most? [open-ended question]
14. Explain a time when you interacted with an instructor and it resulted in a productive outcome. [open-ended question]
15. Explain a time when you interacted with an instructor and it resulted in an unproductive outcome. [open-ended question]
16. How do you, personally, reach out to instructors to ensure their participation in CTL activities? [open-ended question]
17. How does your CTL reach out to instructors to ensure their participation in CTL activities? [open-ended question]
18. Services you are involved with: please check all that apply): (based on Hines, 2007 investigation of programming)

- o Orientations
- o Workshops
- o Seminars
- o Brown bag meetings
- o Conferences
- o Lectures

- Learning communities
- Scholarship for teaching / learning
- Special training programs
- Faculty retreats
- Administrative forums
- Conversations with a consultant
- Resource for teach/learning projects
- Resource for research on teaching / learning
- Classroom observations
- Videotaping of teaching
- Class interviews
- Construction of evaluation instruments
- Coordinate peer consultations
- Newsletters, website and resources
- Coordinate peer consultations
- Newsletters, web site and resources
- Coordinate mentor programs
- Grants for instructional development
- Coordinate research

19. Services provided by your CTL: (based on Hines, 2007 investigation of programming)

- Orientations
- Workshops
- Seminars
- Brown bag meetings
- Conferences
- Lectures
- Learning communities
- Scholarship for teaching / learning
- Special training programs
- Faculty retreats
- Administrative forums
- Conversations with a consultant
- Resource for teach/learning projects
- Resource for research on teaching / learning
- Classroom observations

- Videotaping of teaching
- Class interviews
- Construction of evaluation instruments
- Coordinate peer consultations
- Newsletters, website and resources
- Coordinate peer consultations
- Newsletters, web site and resources
- Coordinate mentor programs
- Grants for instructional development
- Coordinate research

20. Length of time in Educational Development activities [open-ended question]
21. Length of time as Higher Education professional [open-ended question]
22. Previous / Primary discipline [open-ended question]
23. Do you currently teach in this discipline? [open-ended question]

Follow-up Interviews

24. If there are follow-up interviews regarding your experiences with CTL, would you be interested?
    - NO
        i. Thank you for your time, please provide any email addresses to those you believe would provide valuable information regarding this topic including CTL faculty and staff, and general education directors and coordinators or please forward on the link provided.
    - YES
        i. Name
        ii. Email
        iii. Phone
        iv. Best availability
        v. Best way to contact
        vi. Thank you for your time, please provide any email addresses to those you believe would provide valuable information regarding this topic including CTL faculty and staff, and general education directors and coordinators or please forward on the link provided.

APPENDIX B: SURVEY FOR INSTRUCTORS

1. As the person completing this questionnaire, what is your role?
    - Primarily a CTL employee
    - Primarily an Instructor of a particular discipline at the university

Instructors

1. Please describe your role at the university. [open-ended question].
2. Consider your work as an instructor:
    a. What theories (frameworks, philosophies, practices) are used in your current classroom practices [open-ended question]
    b. Do you research within your classroom? y/n
        i. What theories (frameworks, philosophies, practices) are used in your research? [open-ended question]
        ii. What theories (frameworks, philosophies, practices) are used the workshops, courses, and consultations you attend at professional /instructional conferences within your discipline. [open-ended question]
    c. What level of autonomy do you feel you are given in your role? (*Based on Eble & McKenchie 1986)*
        i. None
        ii. Some
        iii. More than most
        iv. Total

d. What percentage of your time would you like to spend on *teaching, service,* and *research?* _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

e. What percentage of your time does your college expect you to spend on *teaching, service,* and *research?* _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

f. What percentage of time do you spend on *teaching, service,* and *research*? _____ % teaching _____% service & _____% research (*Based on Eble & McKenchie 1986)*

3. Consider the educational development center or Centers of Teaching and Learning (CTL) on your campus:

   a. Who are the constituents your CTL works with (GTAs, professors, post-docs, etc)? [open-ended question]

   b. What theories (frameworks, philosophies, practices) are used in CTL practice (workshops, courses, consultations)? [open-ended question]

   c. As far as you are aware, does your CTL publish research? [open ended question]

   d. How do you find out about the research CTLs do? [open-ended question]

   e. What theory(ies) or practical principles are used in research by CTL employees. [open-ended question]

4. What sources (journals, books, list-servs, professional organizations) do you use to guide development of your instruction (pedagogical design)? [open-ended question]

5. Who do you work with most closely at your CTL? [open-ended question] (*Based on Eble & McKenchie 1986)*

6. What benefits do you feel you obtain from your participation in programming? [open-ended question] (*Based on Eble & McKenchie 1986)*
7. Does your participation result in changing in your courses or teaching? [y/n] (*Based on Eble & McKenchie 1986)*
8. How do you decide to attend CTL events? [open-ended question]
9. What types of interactions do you have with CTL employees? [open-ended question]
10. As far as you know, what disciplines do these employees come from originally? [open-ended question]
11. Explain a time when you interacted with a CTL employee and it resulted in a productive outcome. [open-ended question]
12. Explain a time when you interacted with a CTL employee and it resulted in an unproductive outcome. [open-ended question]
13. How does your CTL reach out to instructors to ensure their participation in CTL activities? [open-ended question]
14. How does your CTL reach out to you personally to ensure your participation in CTL activities? [open-ended question]
15. What goes into your decision making to attend CTL programming?
16. What courses do you teach? [open-ended question]
17. Job Title: [open-ended question]
18. Research Interests
19. Length of time in current position
20. What rank do you hold within the institution:
    - Tenure-Track Faculty

- Professor
- Chair
- Associate Professor
- Assistant Professor

- Non-tenure-track faculty
  - Instructor
  - Coordinator
  - Other _____

21. Type of CTL: (based on Beach et al. 2016)
    - Center
    - Individual
    - Committee
    - Other

22. Type of Institution; Check all that apply: (based on Carnegie classification system and work of Beach et al. 2016)
    - Research University
      - R1
      - R2
      - D/PU
    - Masters University
      - M1
      - M2
      - M3
    - Baccalaureate universities

- Arts and Sciences
- Diverse Fields

- Associate Colleges
  - High Transfer-High Traditional
  - High Transfer-Mixed Traditional and Nontraditional
  - High Transfer-High Nontraditional
  - Mixed Transfer/Career & Technical-High Traditional
  - Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional
  - Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional
  - High Career & Technical-High Traditional
  - High Career & Technical-Mixed Traditional / Non-Traditional
  - High Career & Technical – High Nontraditional.
- Comprehensive University
- Liberal Arts College
- Community College
- Other

23. Size of Institution (please check): (based on Carnegie classification system)
    - >1,000 students (very small)
    - 1,000-3,000 (small)
    - 3,000-10,000 students (medium)
    - <10,000 students
24. Type of Institutional Funding (please check):
    - Private

- Public
- Private (For Profit)

25. Name of University: [open-ended question]

26. Services you are involved with at your CTL (please check all that apply): (based on Hines, 2007 investigation of programming)

- Orientations
- Workshops
- Seminars
- Brown bag meetings
- Conferences
- Lectures
- Learning communities
- Scholarship for teaching / learning
- Special training programs
- Faculty retreats
- Administrative forums
- Conversations with a consultant
- Resource for teach/learning projects
- Resource for research on teaching / learning
- Classroom observations
- Videotaping of teaching
- Class interviews
- Construction of evaluation instruments
- Coordinate peer consultations
- Newsletters, website and resources
- Coordinate peer consultations
- Newsletters, web site and resources
- Coordinate mentor programs
- Grants for instructional development
- Coordinate research

27. Services available at your CTL: (based on Hines, 2007 investigation of programming)

- Orientations
- Workshops
- Seminars
- Brown bag meetings
- Conferences
- Lectures
- Learning communities
- Scholarship for teaching and learning
- Special training programs
- Faculty retreats
- Administrative forums
- Conversations with a consultant
- Resource for teach/learning projects
- Resource for research on teaching / learning
- Classroom observations
- Videotaping of teaching
- Class interviews
- Construction of evaluation instruments
- Coordinate peer consultations
- Newsletters, website and resources
- Coordinate peer consultations
- Newsletters, web site and resources
- Coordinate mentor programs
- Grants for instructional development
- Coordinate research

Follow-up Interviews

28. If there are follow-up interviews regarding your experiences with CTL, would you be interested?

- NO
    i. Thank you for your time, please provide any email addresses to those you believe would provide valuable information regarding this topic including CTL faculty and staff, and general education directors and coordinators or please forward on the link provided.
- YES
    vii. Name
    viii. Email
    ix. Phone
    x. Best availability
    xi. Best way to contact
    xii. Thank you for your time, please provide any email addresses to those you believe would provide valuable information regarding this topic including CTL faculty and staff, and general education directors and coordinators or please forward on the link provided.

APPENDIX C: INTERVIEWS

Interview Questions

Primary questions (for both CTL employees and instructors):

1. Could you tell me more about the experiences you have had with your university's current CTL?
2. What made you decide to use your local CTL / to stop using your local CTL?
3. Is there CTL programming you have been a part of at other universities? What was that experience?
    a. How does this different from your current university?
    b. What are similarities you appreciate between/among the universities?
4. How do you perceive the rigor of your CTL?
5. What do you want for educational development programming?
6. Would you recommend your current CTL?
7. How do you see theory playing a role at CTLs or in your educational development?
8. What practical help has your CTL provided to your classroom?
9. How often do you attend CTL programming?
10. What is the most effective way in which you have been reached out to in regards to attending CTL events?
11. What are the least effective aspects of your CTL?
12. What else would you like to add about your CTL experiences?

APPENDIX D: CODE BOOK

Outreach: the strategic and relational communication that informs, persuades, and encourages educational development participation

Networking: *strategic and relational communication that encourages participation*

Personalized Outreach: *I went and talked to someone*

- If some reached out and called me, or, or showed up to one of our orientations, or something like that, and said, or described some of the courses and showed how the courses are different information from what I already received that would actually probably be a really effective way to get me to go. **– Janel**
- make[s] it a point to stop by their [new faculty's] office, give them a book, give them resources – Bailey
- In many interactions I have with faculty I learn about research they're doing or a teaching practice that they're trying out that I didn't know about previously. When I get to know individuals and they're interests it allows me to reach out to them personally when I come across an interesting article or an upcoming event that I think they may be interested in. – Survey Response

Advocate: *Someone really likes us!*

- He was a key reason I went. – Elijah
- Like, like everyone in my department just knows I'm the CIRTL [Center for Integration of Research in Teaching and Learning] person, who knows the thing. – Sydney
- I'm sure most centers have those advocates, those change agents who use our services, and they thought, you know, what they have great things to say, "I've changed things in my courses, and I've seen, actually, I've seen changes." So we have those champions.

We also have a lot of institutional administration, like upper administration and institutional support for our services. - Bailey

Word of Mouth: *Someone talks about us*

- Oh, I'm going to this, if anyone wants to join me, this would be cool. – Abby
- I think that with anything hearing the benefits of certain courses, or certain training form other faculty mentors is, would be persuasive for me, as far as getting me to attend a course – Janel

Onboarding: *We meet them when they start*

- "I interviewed with the faculty and I interviewed with the office which was all very normal, but I also had to go over to [the CTL in a meeting with them. It wasn't really just they were judging me as a candidate, it was for my information as a candidate, they were saying, here is what is available" – Beth
- "I give them resources, and they are like, 'this is wonderful' and then I always follow up with them." – Derk

Dynamic Programming: *We partner with others or bring in others*

- a creditability there that our faculty feel. – Bailey
- Connections with other programs
- We partner with campus units to offer programming that we know that faculty are wanting and are interested in um some of those units would be like the student access and accommodations services who come and do programming with us on accessibility things. We partner with the office of international studies. To offer programming to help us, to help faculty work with international students. – Olivia

Advertisements: *Strategic communication that persuades*

List-serv

- "We always ask on the feedback form how people heard about us, that, that's—over the three thousand students that have gone through here, not a single persona has identified tech-announce. - Derk
- they're [instructors are] inundated with all this stuff, and this, like going through the email could take you five minutes to get to the bottom. And it's pointless. – Derk
- Melinda finds that she often skims, rather than reads, the offerings of her CTL.
- I either don't pay attention or I look at it and am like, 'Oh, that's cool.' And keep going. – Janel

Social Media

- I really wish they used a little bit more social media because I would be more likely to see it on Twitter or Instagram. – Melinda

Web site

- "I don't ever activity go to their website or check out that stuff, I just don't. – Beth
- You kinda have to know about it. Um, their website is nice. I just don't know how many people actually go digging through it. So it's kinda a least effect [aspect]. You know, they have one, but I don't know how much people are actually checking out on the tab and really reading through it. – Sydney
- I scrolled down and it was like, 'Hey graduate teaching assistants, this is also for you.' And I was like, 'Oh, what do you know!'" Janel

Flyer / University Screens

- I will pay more attention when I get a flyer – Beth
- I will throw away a flyer – Melinda

- I won't notice those electronic screens - Janel

Missed Opportunities: *When relational and strategic communication doesn't go far enough*

"For me" Population Check: *Do they want me to come to programming?*

- it seemed to me that most of us, those of us in the training weren't faculty-faculty. We seemed to be more TAs and more of graduate students. – Janel
- I've never really interacted with the faculty people until I became a teaching consultant, um, so there was a whole other half of the building that I didn't even know. And now I do. – Sydney
- "I wonder if they promote to the faculty better about small group analysis and getting observation of teaching and stuff. Because I don't see that on the graduate student level. – Sydney
- Part-time people – Elijah
- It's such a diverse group, that you're trying to meet their needs, right, so you have full time faculty, you got part time non-tenure track, you got full time non-tenure track, you got adjuncts, you got grad students. Trying to meet all those needs at different times of day, that's a really overwhelming task. - Beth

Location: *Can I make it to programming?*

- Janel – is it worth the drive?
- Beth – can I make it during my day?
- Elijah – will they have an online format?

Scheduling conflicts: *Yeah, not going to make it.*

- 2 2-hour blocks a week
- Time & Topic – Survey

- I want to come in during my break not during the school year – Beth
- Is it worth my time - Abby

Mundane Programming: *I just got nothing out of that.*

- I've never had a bad experience with a particular employee - I've just found them to be unknowledgeable on actual teaching
- The employee spent the majority of the time setting up the basic level knowledge that the attendees already knew. It felt like a waste of time, which was disappointing
- I have attended some presentations that have not met my expectations, either due to organization of the event or because it presents information that I already know
- Looking back and reflecting on it [professional development] I can see now what was helpful for me, and what's not and what growth looks like and what it doesn't.
- It's kinda like, um, going to the gym, right? When we go to the gym we need a variety of exercise equipment, so what we want to do, and then we have group exercise classes, but some of us need a personal trainer, so I guess I see it as similar to that. I mean having those choices available.
- I don't want to rehash things I already know or a seminar, I want either something new, that nobody knows yet, or the ability to have sort of an individualized activity or something like that where I can build on my skills but not be, um, and be rewarded for the content I already have."

Good enough training: *I'm good enough as I am*.

- "So it's kinda like, 'I don't have time so I'm just gonna stop coming because I am going to overload myself with another thing that I should be doing but that I don't have time to do'" -- Bailey

Continuing Outreach: *places we are still growing*

- I don't see the pie as fixed. I just see that as a way to support them. The other thing I think I did was bringing in a speaker and asked if we would support that, and I said yes, if they had a workshop over here, we would throw money towards this group, so try to build, to build common ground, we can work together.
- After the surveys, Olivia feels that the growth of the center will be focused on community, assessment of work, and other continuing education spots.
- Um, so that's been a big hit for us, um, similar things, like the, the um, our newest alliance, with TRU the center for transformative undergraduate education. They have a list serve that they send out. Creating linkage with the Honor's College, and undergraduate program, so most of it has come through very particular avenues of getting at students. It hasn't been like-like-like the really kinda shot gun blast, send out, no one comes off that one, but if you go very specifically to entities that tap into specific populations, you wanna tap in, that works really well – Derk
-

Motivation: *Why am I going to CTL?*

Intrinsic Career Growth: *I go to grow myself*

Community / Mentorship: *They are part of my community. They are "my people"*

- "We do have to make sure that they [external speakers] have at least an understanding of that scientific flair, whether it is somebody from a medical school or somebody who has experiences with the sciences there's a credibility there that our faculty feel. Like, like if we come in, and the first thing that we say is, "Oh, but they use science examples, because they taught in sciences classes." Then they have a little more buy in. –Bailey

- I think that no one wants to say they works themselves out of a job, but it would be nice to see some of these changes happen, it would improve student learning, um, it improves moral, community among faculty, administration and faculty. So I think in a beautiful, perfect world, the programing would contribute to that. – Bailey
- That's similar in the sense that at this one, I have, I have approximately between six and eight--it varies--graduate assistants, who help facilitate our workshops, primarily our signature workshops. That are trained and brought in, and they help other graduates that are coming in, so there is that sense of, you know, this peer learning, and peer mentoring, like kinda teaching process. -Derk
- So I think they had broken us up, I think by last name or perhaps by whether you were a graduate student, or whether you were faculty in different rooms and then had individual people leading each of the rooms going over the same sorts of things so that it could be that I was just put in a room with other graduate students and faculty-faculty where in another room doing their thing. I'm not sure. -- Janel

Perceived Issues: *This may be an issue I can avoid*

- extremely high numbers so I was able to split the class into Monday, Wednesday and have half of them meet Monday and half meet Wednesday and I put the rest of the class online through the course management system. And I wouldn't have been able to do that unless our [CTL] hadn't helped me with that because I wouldn't have known how frankly, or I probably could have muddled my way through it but a bunch more user friendly, but when you talk practical, the course management is probably the most practical -- Beth

Curiosity: *I have heard about this, maybe it would be interesting*

- I look at specific topic so if there's something for me the decision making has to do with multiple factors is a topic relevant to me that something that I feel like I need to get better at or that I'm liking – Beth
- Design have got this crazy idea, but back then podcasting wasn't heard of, not at that time, so they literally developed the server to even hold my podcast. Cuz we didn't have anything like that, so being able to stay up with the times, and introduce that, those ideas to me, so that, that saves me having to do that investigation of that – Beth
- And sometimes the information is a little bit mundane and I'm a little bit like, um, right, we go through this information every semester. Alright, I got this. But sometimes the information is really useful and beneficial. And sparks questions or ideas, or thoughts in my brain that would not have been sparked otherwise? - Janel

Part of the Journey: *It's all part of growing as an educator.*

- Why they would stop coming would, probably would, be because what we offer requires them to do some formative change, right, we are advocating for some form of change. Whether it be small or large, if they stop. And the perceive it, they perceive it as too big of change for them – Bailey
- I've also done one other that was a consulting where I had a faculty, not a faculty member a professional development person who works at [the center] who came to me and we looked at Globalization so International how do I work with diverse student – Beth
- Well, I think that's interesting. I think, everyone, you kinda gotta meet people where you are at. So, while a basic workshop, that sounds bad to say that, is a waste of my time, if you've already been exposed to a particular topic, than it might be a complete waste of

your time, so I guess it's offering a continuum of services, so that it's not that that basic class is not valuable, it's that it just wasn't valuable to me. – Beth

- . They are very knowledgeable people, very helpful, very nice, very understanding and willing to help you where you are, and help you in ways that you have identified where you need help, and not just coming in and being like, uninvited, being like, "here are all the ways you are failing as a human being," but you know, asking you, "where are you at, and where do you want to grow? And how do you want to improve?" They are very good at doing that and I think that is important. - Janel
- it was something I wanted to go to 'cause I thought that I see as a problem and it's not required I feel like it's something that I need or if I see as a problem in my classroom I'm more likely to go to it because I'm like, "okay, well I do have some attendance problems, and I do students, who I don't want to email them and say like you're going to fail, but a way to kind of go through both their advisor and the department but also be like hey student you know let's let's talk about this problem." -- Abby

Departmental Lack / Supplement: *They just did(n't) teach me this*!

- "My boss is a member of that profession who does bring that content expertise and does and has experience in CTL and that teaching but I don't formally teach any of the professional classes…" – Bailey
- They have this ability to realize that they don't have the skill set and they want to come here to get the help that they need. It-it's different like, in the humanities, where they think they have the skill set and they are like, "Eh. We're not going to come there." And usually, what we found is it's much easier than the orals part, you show them the visual part, like we teach them connectic slide design, with PowerPoint and we are doing

research that centers around that, and eye tracking and memory/recall and aesthetic pleasure, that, that once people see what we do, they buy in - Derk

- Someone who doesn't know my teaching style already, who hasn't trained me, or that extensively, from our broader, overview, perspective, here's what you are doing well. Here's ways you can improve. And here's how we can walk along side you in improving. – Janel
- for anyone who came to me and said, I'm struggling in this area, or I'm struggling it teaching, or I'm struggling in figuring out whatever? Because of my experience and the people I interact with mostly that would be graduate students who would come to me and say that, so my first recommendation, if it's someone from my department, just say, oh well, go talk to this faculty member or go talk to this person, or go to the graduate student center and see if they have any ideas. But I wouldn't not recommend going to the faculty center. But I wouldn't not recommend going to the faculty center. If that makes any sense. - Janel

Aiding the department: *CTL and Department built programming together.*

- Um, like I initially went and met with the chemistry department when I first got here and they wanted absolutely nothing to do with us, and then when they heard what was happening with Math and the center of technology and genomics, they created course now that's called "Chemistry and Communication." They have us come and do a workshop there every semester. And so, I would say that it kinda this sleeper effect, you know, I think a lot of it probably has to do with strategy and dissemination of information like marketing your center – Derk

- so like the center for faculty development, like the center that is over those sorts of things, resources, helped us get it set up, get us plugged in with the ITech people and allowed us to use their facilities, um, on one of the campuses because their technology was up and running and there was a classroom we were supposed to be in but the tech wasn't working in that. So I had experience working with them in that way and then when we were trying to do cengage mindtap we were connected a lot with the singage representatives. And also with the center staff as when we were trying to navigate all of those different things. – Janel

Good enough training: *I already have that, or will I have that?*

- So, I haven't seen anyone stop engaging, I've just seen resistance of, you know, "We don't, we already do that." But, once they see it, and then, it's, it's much different, -- Derk
- I have been very lucky in the program I've been a part of because the faculty who are over me, my faculty, my supervisors, my chairs, have done a really good job of training us in experiential learning, and developing courses and things like that, and so I don't know so you kinda get in this mindset, they train me so well do I need to this class on how to build your syllabus - Janel

External Career Growth: Beyond the internal

Career Growth: *It's for the CV; Resume*

- The other thing I did is I created collaborations, because I know that the students that come in have fellowship requirements, so when I reached out to the graduate school, I asked if they would include this as a fellowship; part of the fellowship where they could complete so many hours, that they have to complete – Derk

- to a couple of workshops. I've been to one, that was about, I didn't have to go, but it was about how to craft a diversity statement, because a lot of places want that; I went to, I've been going to a couple And I'm getting a certificate, a short certificate, in it but about communicating across differences and creating positive work relationship especially within academia; and there are some that I go to that, aren't I went to one that was about the job market, but about the job market, and not enacting me it was like non-academic jobs, I was curious to see kind of like, what, what then I went to two of those, and just to see you like how that was going to go in terms of like you know what are my options outside academia. -- Abby

Requirement: *They make me go*

- do 2 meetings a month to go over certain things like instructions for the semester or if we come up to speeches or exams we might go over what is some rubrics how do we grade norm and be consistent very much those professional development times for about 50 minutes twice a month to get everyone up to speed not only the new people, um, the new GTA, the new adjuncts but the NTTS and those people who are remaining you know still teaching public speaking. So we don't have a center, center but our basic course director does all of those professional development things she's been great over the past couple of years just giving us some taking feedback and giving us some some nice trainings that aren't useless like some of them can be but really incorporating what we need as GTA's and what we're seeing as problems and things that we can work on – Abby
- Well, it's required for first year faculty, so. They actually go out of their way to make it easy and convenient. So they have a variety of programming available during the course

of the semester, they put them on the calendar, if you need to register online, that way they can have a head count, etc.—Melinda

- required to do an all day faculty training session but I call it faculty training, but it really wasn't faculty training it was a whole day training session for anyone who would be teaching and we went in and had a full day on Friday - Janel
- we had to do a faculty training on um, how to deal with plagiarism, when plagiarism arises in your course. And how to navigate all of that, and one of the things that I thought was really interesting, they brought up this new side of plagiarism I still kinda have questions about, but it was about how thoughts and ideas, stealing, quote-unquote, thoughts and ideas can be a form of plagiarism. - Janel

Organizational Training: *It's to improve the organization.*

- they had us as instructors sit down and say this is what the department expects whether or not you're on long the same lines this is where these is students examples should be or like everyone's a kind of in the B range and I'm like yeah I'm really glad that everyone sees this as this kind of speech or like whatever just to try and get some of that like averaging out but like yeah as far as grade norming goes and I think one other thing but I just can't think of it. -- Abby

Pay/Food: *Show me something*

- best bang for your buck. I mean, and if you get pay. I know several colleagues who look at, which of these pay more, I'm not really worried about them getting paid, frankly, I taught at another institution where they didn't pay us to go so I feel like the education that you receive really is the payment. - Beth

Expectations: ***What do I want out of my programming!?***

Engagement: *Engage, empower, enlighten me*!

- I want people to walk people to walk away with feeling more confident and they feel empowered. So, it gets two two things, I feel confident and competent. In order to competently and effectively in communicate my message to whatever audience I'm dealing with. So I want them to feel like that, I want them to feel confident and competent, I want their message to feel like they, it resonates with an audience, and they can captivate that audience with what they are trying to share. – Derk
- So I don't feel like their director of their CENTER was really enabled or empowered to go do that thing, you know, to provide development. - Beth

Skills Training: *Tools in the Toolbelt*

- "why not offer some of these things that might be small teaching strategies that they can incorporate" – Bailey
- if we introduce a new tool to them, we just continually remind them, just keep in mind, this specific tool won't work if the amount the material is so high, you can't turn around and make them do active learning with it." – Bailey
- More tools in their tool belt. Um, I think the more options that they have, the more they can pull from for various activities. Various lessons. If we only teach one strategy and it doesn't work for that area, then their just not going to use anything. – Bailey
- They have, you know, make it interactive, the-the-we found that being able to create it and see it, people want a quick pay off. And they want to see it right away, and that's, those have been our huge hits. Always our visual stuff. – Derk
- cause I don't know what I don't know right, so what I found with just colleagues is that most faculty are hired because of discipline specific and they don't they don't know

pedagogy, and so whether it be assessment or evaluation in your course Or curriculum development itself I think it's those just nuts and bolts of teaching versus the nuts and bolts of process of the institution – Beth

- how to build lesson plans…which was a culminating experience with a class course module that we had to take through them prior to that. - Janel

Return-Value: *What's the bang for my buck?*

- "it comes down to "I can't incorporate this into my class because I teach a course that you know nothing about.' Like I know enough about biochemistry to know what goes on in there but if a faculty member were to stand up to me and say 'you don't know, because you don't know the ins and outs of biochemistry.' You're right, I don't. -- Bailey
- And I would say that's the same for me if I'm going to something. I want to feel like I'm getting the tools of it I need, either knowledge or skills in order to execute what I'm trying to accomplish, and that's what all our workshops are geared towards. – Derk
- having things in summer semester or when I'm going to have a little more time I'm willing to give up some of my vacation time, my free time to come back in because I want to continue to be a better educator and so timing has a lot to do with it and content I mean they do a lot of that are like 100 basic things that I felt like I probably didn't need to be there and it was it almost feels like a waste of your time – Beth
- they do all those open houses, I mean I guess to me those are, maybe other people attend them, but for me it's like, that seems like a, they are trying to build social connection and people just hanging out and stuff and those seem really like a waste of time to me. I would, literally never gone to one of those, but I see the advertisements, so I'm aware they are happening, it's just like, "Holiday, and come have a cookie, and come in and ask

questions." I don't know anyone would like, I would be curious to know if anyone ever goes to those I haven't talked to someone that does, so that seems really, like, ineffective, um, the open house, you know, social component. You know. – Beth

- I think sometimes they do I think where you go it just depends on where you go but I think growth is probably one of the things I would think about is like how are you helping your teachers in your department grow more in their effectiveness or just in their teaching in general. – Abby
- But then more so at the description and if it is something that is a workshop or a development that I haven't had much experience with or don't know about already I'll go to that. So I'll give you an example. If a workshop was on syllabus creation or how to set up your web course's shell, that is probably not a workshop I would attend because I have had a lot of training in syllabus creation and web course design already. -- Janel

Products / Resources: *What will I return with?*

- "We bleed a little bit into online education, but at our institution, we do have a separate area, for the LMS; and then the other part that is probably different, not unusual but different, more of a rarity – Bailey
- so I went through that. I like that the workshops here often have a component where you aren't only learning it, your applying it, immediately, and that's a huge difference, and that's where, if you've ever gone to a conference, and you're like, "That's a great idea," and you go back to your office, and you're like, "Eh, maybe one of these days." and you never have time. Workshops here, they literarily set aside time in the workshop for us to apply it. It is kinda, you learn and then you kinda immediately do, unless kinda, life gets in the way, so. - Beth

- , So, like this is what we recommend based on these different theories and these different studies and what not. Um, though one I've attended so far with the faculty center, I'm not sure that one was as strong. But then again, my experience has been rather limited. And so it's possible that is it stronger in other workshops that I haven't attended yet or that I have experienced. -- Janel

Soft-Skills Training: *How will this make me a better teacher?*

- . You can see it, you can look at it, you can refine it. Um, the oral one, is much more of a long-term kinda journey. Like how do we structure this, how do I apply this, -- Derk
- basically a survey I did online and then they went through the results with me and help me think about how I can **be more inclusive students from different backgrounds in populations with the goal of welcoming more international students in the classroom.** – Beth
- and how to engage on the first day and all those different sorts of nuances and things like that – Janel
- And how that will increase student retention, student learning outcomes, and also, because being in a classroom, being a teacher is not all about the outcomes, and about the ends, it's also about the journey through the course, it's also how students can build a climate through the class, and how I can facility and mentor and walk alongside them in that process. So, I love getting practical feedback and practical strategies and tactics and things like that, that I can employ to take into my classroom. -- Janel

Technology / LMS Training: *Show me how this works…*

- and I've done a few things I've gone over for workshops that are like an hour-long things like the course management system – Beth

- Both schools were concerned with the course management system that was, you know, part of their bailiwick like that had to maintain that old school actually both schools attended – Beth
- Most of it is decided for me at the Midwestern Research 1 we are required to attend them especially if they're doing updates, and things like that, especial like requirements and rules and regulations there are some non-required ones that we have had throughout the semester so we had on connect which is a way you can input attendance and a way you can track grades and student progress basically so it's a student progress tracker-- Abby

Multifunctionality: *What else do we do?*

- "We actually house learning resources. Um, which includes tutoring services, so tutoring services are actually housed in our center for teaching and learning. So that takes up a good portion of our function as well. – Bailey

Overall Course Enhancement: *Build a better course*

- I did a session on Going Global with your Course which was so much more expansive to have like a Summer Institute and then they do over spring break and probably over winter break; you can go to multiple day sessions and learn more in depth on a specific topic.— Beth

Change Agents: *Things are changing*

- I would say that centers, historically, why they were created was to do things that departments couldn't and so, they are supposed to act as change agents or resources that are supposed to help in a very particular way that departments aren't designed to and you know, when they are effective, they do do that, and when they are not, they don't. And uh, I think that diminishes their quality when that happens. So I think that is very

important for institutions to think about, why are center's being created and how does it fit, what are the needs that they will fulfill. – Derk

- the difference is here, here, I feel like Land Grant University feels like we can train here great, they are experts at what they do, let's train them on how to do the other components of their job that they might not have had because I have discipline specific knowledge where is it the other institution the idea was we hired you to do the job you better come in and just do it what do you mean why would you ask for more support – Beth
- I think the professional development centers are going to be a key player in universities, and attracting and retaining quality faculty. Right? So it's interesting to me that so many campuses talk about needing diverse faculty as a big issue. I've never a [CTL] do a session on diverse, on how to attract, retain and embrace diverse faculty. – Beth
- They lead by example. So obviously, they try to be accessible and available for faculty members teaching with open office hours and walk in hours and things like that. I also see it in a wide variety of programming to meet faculty at different stages with different course outcomes and times, I definitely see that happening here. – Melinda

Rigor / Professionalization: *Rigor is defined as building the profession*

- But I think also the rigor comes from not only refining what they are seeing, but also then doing the research at the center. Because, you know, if you really wanna be on the cutting edge of stuff, you really have to be on the research, you know, and those types of things. I think that, like you know, our eye tracking studies, virtual reality studies, those are things that kinda keep us on the forefront of things to keep what we offer better. – Derk
- So I guess to rigor, I would say, having a variety. That meets people where they are at. And to me, I will go back to my original answer. It's content and scheduling. So is the

content varied enough that you have a graduation, a graduation of levels, like gradated levels so if it was all 101 then your seasoned faculty are going to check out. Right? But if it was all 501 classes it's going to be too hard for your new faculty. So I think it's having that graduated system but also having it available at different times. Faculty are, we are weird creatures. – Beth

- I think it's actually rigorous at Regional Research 2, I think when you have full-time faculty and staff that are really trying to focus on research and evidence-based, courses and opportunities. -- Melinda

Assessment: *We can look at what we are doing!*

- "At least in my knowledge I can't imagine us doing a faculty-needs survey, um, in the past we had done it just by speaking with faculty directly. Sitting and asking them what they need. Um, seeing who our power-users are and seeing what they need – Bailey
- So we collect assessment data from participants after every single workshop. And our scores out of five usually hover around a 4.6 and a 4.7. So participants I think see value in what we do. I think the rigor on our end comes from at the end of each semester, particularly in the spring when we role over to the new year, I have a debrief with all of the facilitators for the workshops. And then what we do is we take that feedback. - Derk

Leadership: *Where is leadership in our changes*

- We were essentially a branch off of the QEP, um, my boss and I both have a pretty good role in accreditation, and in some of these kinda academic directions, um, curriculum improvement and that kinda of thing – Bailey
- We're the center piece that put's it all together. -- Bailey

Personalization change: *They took a personal interest in changing me*!

- I'm not sure that I've ever considered that. I think the ones that come into your office and sit down and say, "Hey, I've done this in my class, how can I tweak it?" And you give them more. I think they enjoy that. I think the ones who want more are getting more, and they appreciate that we are giving them low doses but are giving them incrementally as needed – Bailey
- Those are what we call our signature workshops, we also have custom workshops where we tailor specific communication needs that we run as well. Then we have personalized workshops where people can come and get individualized assistance, one-on-one assistance as well – Derk
-

Personalized actualization: *I've become a better person*

- Or if it was something like how to incorporate community service or more diversity in the curriculum or in perspectives or in activities. I think that would be beneficial. So I think it's more gaging what do lack in my knowledge or in my experience as a teacher. -- Janel

Becoming an advocate: *I'll build you up, CTL!*

- I wish all faculty would take advantage of this stuff, right, because teachings a big thing to Regional Research 2, I think faculty really take advantage of these offerings. At Midwestern Research 1, it was relatively new and we still needed something that would bind us, focus us, and there are probably some that could really use assistance. And I think that it probably could do is that in making sure that in an institution that is creating or revamping our learning or teaching centers that they are really engaging and, uh, getting the faculty excited about working with them. -- Melinda

Growth of network: *The network – it grew!*

- So what we argue is we aren't talking about teaching, we are talking about instructional communication. And you know, we can talk about immediacy and they don't know what that is. We can talk about clarity, they don't know what that is. We can talk about teacher caring, they don't know what that is. Um, they may understand it once we talk about it, and have different kinda of language, but that requires leveling across these disciplines. -- Derk

Lack of network: *We are working on that…*

- "We got a new president probably in 2016 maybe. And shortly there after, maybe a year or two later a new provost, so with those two leadership positions changing within the last five years, and as a result a new strategic plan I have a feeling we are going to turn more attention toward those people who are not repeat offenders, repeat, patrons of our services. - Bailey

Theory: *What's that mean?*

- If we wanted to, we could go down the theory route, but most of the time when people come here, they want the soft skills that they can apply immediately, and I don't know that they really care about the theory part, in relation to it. – Derk
- they explicitly mention the theories that they use. I wouldn't say with every single seminar or opportunity that I've attended, but in most of them, they do in fact talk about, where they are situating whatever activity they may be working on. -- Melinda

Underlying from previous experience: *I know it is there.*

- that I'm weird in that but they understood Universal Design for Learning they presented things in simple and variant ways they had choices they had tolerance for error they had

they were demonstrating Universal Design in their process and so could totally see learning theory in that I could see that they were allowing people to construct their own knowledge so it was like oh and I was able to have that conversation with the director this was like constructivist he understood what I was talking about and be good parrot that back and that was cool to be able to see we have a scholarship for teaching and learning so I think that department and that those folks even exist on this campus I never heard of anything like that on the other campus – Beth

- "You have to be practical at the experience of the theoretical, or vise versa." I think theory informs practice. I'm a huge advocate of knowing the theory so you can be the most efficient and effective at the practice of it. And so, I like hearing, you know, "you should do this and this is how you should do it, but this is also why." because of this, what this theory has shown us, what these studies have shown us. And so I think that theory should play as large of a role as the practical aspect of it. - Janel

Mentioned: *It's there.*

- I would say it's heavily skills and evidence based. I would say the one theory that we know, and you could argue if it was a theory, but it's definitely a model, the transactional communication model. How meaning is created, because most of the time we talk to hard science people, they are still in this, kinda transmission model, I say something, they are supposed to understand it the way I said it. We actually talk about how meaning is created. And there's shared meaning that is created. – Derk
- I would say we're probably 97% practical. – Derk
- So we were really taking a resiliency mindset, as opposed to a GRIT or growth mindset. And what we are doing theoretically here at my current institution at Regional Research

2, it's still focus on a growth mindset, theoretical approach, which I think there are theoretical benefits to using the other mindset instead. – Melinda

Lack of theory: *There just isn't a theory that's mentioned*.

- symptom of the field. Because up until recently you could go and get a degree in teaching and learning. It was, you-you would go and get a PhD in um English and then you would teach so well and they would recruit you into the center of teaching and learning and you don't know educational theory. So I think that's a symptom of how we have professionalized as, as a profession. Um, so you don't have many people like me who did not, I'm not a tenured-faculty, I did not have a faculty track. I came in with teaching and learning theory and now I'm looking at how to implement it into a practice. And there aren't many centers that are created that way. I think there are a bunch of centers, they may have had theories in their own disciplines that they bring to the table. But educational theory they have to acquire through other means. – Bailey
- She didn't say any theories. The person who put it on, she didn't say any theories, but I know, based on what she said and who she has talked to, or who she works with, that theory had to be in there somewhere. Or, it was part of the foundation and it was put into a more practical kind of way. -- Abby

University Factors: *Those things that are specific / unique*

Tensions: *Something just doesn't fit*.

- lines in the sand – Derk
- The way that way that it was defined to me in the QEP is we used evidence-based strategies and communication strategies and evidence, here's how we communicate and why we communicate. And we were told that they focus on just teaching, and we focus

on communication. And so that's how they drew, kinda, a line in the sand; here's what this center does, it's evidence based, it's focused on oral and visual communication skills and they focus on teaching and pedagogy. Um, that's how they, that's how the institutional entities created that divide. -- Derk

- Dean's office – Beth
- Can't work outside of the 8-5 work day – Bailey

Incentives: *They gonna give me something*

- Beth and Sydney: They pay us; feed us; give us certificates
- "Incentives and the content of the workshop – survey results
- I will only go if I get extra pay and I need the money – Survey Results

Leadership: *Someone told me to do it*.

- Changing roles of the directorship – Bailey
- While also listening to leadership, Um, department chairs and deans what they see what their faculty need. So it was definitely less formal up until now. We noticed that's something we need to do better of. Is reaching all faculty and reaching them. – Bailey

Overload: *I'm just too busy right now. It's more than we can do.*

- "We just sent out our first faculty needs survey today" – Bailey
- "I think our big thing as far as rigor is, currently, is how much time our faculty has to-to devote to whatever it is that we provide. If we come out swinging with some huge course overhaul that they don't have time to do, they're not going to buy into it" -- Bailey