UNDERSTANDING SELF-DIRECTED FACULTY DEVELOPMENT IN THE OPEN ACCESS COLLEGE: AN APPRECIATIVE INQUIRY ACTION RESEARCH CASE STUDY

By

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(Under the Direction of Lorilee R. Sandmann)

ABSTRACT

In order to understand the self-directed learning of faculty for professional development in an access college in the U.S. and its relationship to the organization, an action research Appreciative Inquiry (AI) project was conducted. The research project pursued four research questions about the use of the college's teaching center; the faculty's use of self-directed learning to improve instruction; the effects of faculty self-directed educational development on the system to create individual, group, culture, and system change; and how the action research (AR) team learned through using AI.

The study was grounded in the literatures of self-directed learning theory, educational development, the professoriate, organizational learning in higher education, and social constructionism. Expectancy-value theory of motivation also contributed to the conceptual framework. Quantitative and qualitative data were collected by an AR team, consisting of surveys, interviews, focus groups, meeting transcriptions, and researcher memos. The

AR study resulted in a case study that chronicled the eighteen-month period. Findings centered on the subjects, methods, and outcomes of the faculty's self-directed educational development and its relationship to the college; the faculty's attitudes toward faculty development efforts and the organizational health of the college; and the learning processes and outcomes of the AR team's use of AI. Four conclusions were drawn:

1. Faculty self-directed learning to improve instruction is motivated by a combination of extrinsic and intrinsic factors, is bounded by the constraints of the organizational context, and feeds back into and support the goals of the context.
2. Self-directed learning occurs through several methods including informal learning. Formal educational development opportunities are self-chosen and appreciated, but often insufficient, needing to be supplemented and completed by self-directed methods.
3. To the extent that a college's culture focuses solely on student outcomes, faculty learning may be overlooked as an auxiliary but not primary part of meeting that cultural goal.
4. Although AI can extract organizational strengths, it should be used in conjunction with other AR methods and preliminary research done to ensure the conditions are optimal for the approach

These results are depicted in a logic model of self-directed faculty development in the open access college.

INDEX WORDS: Faculty development, Educational development, Self-directed learning, Open access colleges, Action Research, Appreciative Inquiry, Higher education

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CHAPTER 1

INTRODUCTION

The Pachyderm and the Professoriate

The headline on Yahoo News blared: "Least stressful careers—Tenured College Professor!" The original data came from the job search website CareerCast, which based their conclusions on eleven criteria related to physical risk, travel, deadlines, and public scrutiny (Brooks, 2014). Of course, this pronouncement did not go unnoticed by the ranks of college faculty, as Adams (2014) pointed out for *Forbes Magazine*. The original article hit a nerve with many, and not just those who fill the position listed fourth behind audiologists, hair stylists, and jewelers. Stress may be in the eye of the beholder—or stressee—and a number of factors can enhance or mitigate stress in the workplace. However, the professoriate is reflective about its profession, and higher education literature is replete with books and articles about the changing roles of, demands on, trends regarding, and work contexts of college professors in the twenty-first century.

This document is an action research case study about a higher education institution that will be referred to as Southeastern State College (SSC). The institution's faculty are experiencing stress due to the changing societal demands on college teachers, external demands for change from its governing and accrediting agencies, and ambiguity within the organization itself. What began as a desire to understand the relationship between the faculty's self-directed educational development and the organization's incentives to improve it became a wider study of faculty attitudes and organizational culture in a public access college situated in a particular region.

Although as with all case studies it makes up for what it lacks in generalizability by detailed storytelling (Yin, 2014), what this action research case study presents is indicative of the challenges faced by college professors, tenured and untenured, in the changing American higher education environment of increased accountability, lessened state funding, and greater scrutiny (Gallant & Getz, 2009; Kezar & Eckel, 2002). The circumstances of the college at which this action research case study took place are similar to those of other open access institutions in terms of student diversity and unpreparedness (The National Center for Public Policy and Higher Education, 2010), curriculum, lean budgets (Center on Budget and Policy Priorities, 2014), changing faculty roles (Kezar, 2009), and needs for organizational learning (Kezar & Eckel, 2002).

This document begins by defining the context and problem that initiated the need for such an action research project and its approach (Chapter 1). It will then position the study in relation to gaps in theory and empirical research (Chapter 2), explain the methodological approaches that underpinned data collection (Chapter 3), tell the story of the project (Chapter 4), and present its findings about self-directed faculty development and institutional culture in higher education. In the end it will derive conclusions and make recommendations for theory and practice, especially for faculty developers, about improving the educational development of faculty in teaching institutions.

Action research is by nature highly contextual and should be initiated with a thorough understanding of the context (Coghlan & Brannick, 2010), so this chapter will begin with an in-depth explanation of the institution and why this action research process was considered necessary and appropriate. In reflecting on this project, which involved almost two years in its totality and which will continue at SSC, an image of an elephant began to anchor my thinking

about the research, because many of the myths and fables about elephants are reminiscent of college culture in general and this one in specific.

First, elephants live a long time. According to the website *All About Wildlife* (2009), elephants can live up to 70 years if "everything goes well for them." Colleges and universities also exist for the long haul. Second, elephants are among the largest mammals, weighing 10,000 pounds, and do not move quickly; 15 miles per hour is about the norm for a running elephant. Higher education is similarly slow to adapt to change. Third, the Indian fable about the blind men describing the elephant based on the parts of the elephant they can feel speaks to how faculty members experience the higher education institution. College faculty live in a disciplinary world, which influences their colleagues, associations, students, and immediate supervisor, who probably shares the same disciplinary world. This positionality—whether feeling the tail, tusk, or ear of the organizational "elephant"—can influence the faculty members' attitudes and even understanding of the college. Fourth, elephants are said "never to forget." Although this may be a myth, research has "shown that elephants do have exceptionally long memories for certain types of things" (Upton, 2013) such as human beings or other elephants they encountered years ago. The higher education context, a tenure system that encourages longevity, and the slow adaptation to change contribute to long memories.

However, there is a fifth elephant figure that informs this study: the expression "elephant in the room," referring to an issue or problem that is obvious to everyone in an organization but no one wants to address. As the action research progressed, certain issues became more and more resistant to being pushed aside. In fact, one of the strongest results from this project is that low faculty morale—related to three or more long-standing factors—could no longer be ignored

and participants in the research—and eventually the college leadership—were willing to talk about that "elephant in the room."

As an editorial note before proceeding, the word "faculty" is going to be used as if it were plural because, while it is a collective noun that usually takes the singular verb, the faculty in this case were individuals acting in idiosyncratic and disparate ways and holding individual opinions. Therefore, the plural verb will be used (e.g., "faculty were") (American Psychological Association, 2010).

The System: Southeastern State College

What about the context of this study warrants an action research case study as well as using the elephant as a metaphor? First, overall contextual issues will be explained: geography, governance, and demographics. Then those related directly to faculty will be explored.

Region

As its pseudonym indicates, SSC is located in a Southeastern state. Specifically, it is located in a small city of about 33,000, in a county of about 103,000 (U.S. Census Bureau, 2013) and in a service region of ten counties with a total population exceeding 550,000 (*SSC Fact Book*, 2011). As happens in many small American communities, the local economy has been dependent on a single industry. Over the last six years, economic and industrial trends have strongly influenced the community in which SSC is located, resulting in a high unemployment rate. The region's industry and location have also attracted a large immigrant population; about one-third of the population of the city in which SSC is situated is foreign-born. Until five years ago, the SSC was totally a commuter campus, with no student housing. Therefore, the bulk of students are from the ten-county region. Even with the introduction of housing for about 250 students, the commuter status of the college remains part of its identity.

Governance

SSC is part of the state's degree-granting higher education system, which consists of thirty institutions ranging from research-intensive universities to two-year colleges. SSC is one of thirteen colleges at its level of degree-granting status. SSC is regionally accredited to offer bachelor's degrees in 18 disciplines and associate of arts and associate of science degrees for transfer in 10 fields. The college also offers associate of applied science degrees (non-transfer) and career certificates in 18 fields, such as practical nursing and computer technology. The variety of disciplines and programs represented is indicative of the college's diversity in other areas and to some extent a history of change and tension about mission over the last 15 years.

SSC's mission, posted below (with some edits to protect identity), clearly states its reason for existence.

> Southeastern State College is dedicated to providing broad access to quality higher education for the population of [its region], thereby enhancing the region's economic vitality and quality of life. As an institution within [state system], Southeastern State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and [regional] businesses and industries, governments, and schools. (*SSC Website*, 2014)

As well as being a college with a clear teaching mission within its community, SSC is classified as "open access." In the state system in which SSC exists, "open access" is defined somewhat differently from other states. According to the college registrar, within the state system's definition, SSC still admits students who need developmental (also known as remedial or academic support) coursework, still offers terminal and transfer associate's degrees, and has

lower entrance test requirements than the comprehensive and regional universities (Henry, A., personal communication, April 2, 2014). In other states, "access" or "open access" is defined as an institution admitting 80% or more of applicants (Doyle, 2010). As mandated by its governing board, in 2012 the college raised the entrance requirements but still offers many developmental courses, which had a headcount of 391 students in Fall 2014, down from 1,108 in Fall 2011.

The governance of SSC involves a president with six direct reports: the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the Director of Institutional Research, the Director of Marketing and Communication, the Director of Athletics, and the Vice President for Student Services. The Vice President for Academic Affairs deals with the bulk of day-to-day operations of the college. There are five schools: Liberal Arts, Science and Math, Education, Health Sciences, and Business. Each school has a dean who may supervise two or more department heads. Under the Office of Student Services can be found Enrollment Services, Student Life, Residential Programs, and Academic Resources.

As with many open access colleges, the enrollment and consequent employment levels of the college are influenced by economic conditions. Economic fluctuations have affected SSC's budget situation. In 2010 enrollment was 5,988, but Fall 2014 enrollment was 4,853, a significant reduction. Because state funding was tightened, the college's full-time enrollment (FTE) expenditures diminished by $500 per student from 2011 to 2012. Therefore, finances have been lean.

Students and Curriculum

Despite its rural classification, SSC has a fairly diverse student body. Thirty-five percent identify as non-Caucasian, although 284 of those listed "unknown" as their ethnicity, which may indicate a desire to keep ethnic and immigration status private. Diversity in age is also

significant; the median age is 34 and the mean age is 24.0, which indicates a large percentage of nontraditional students. Sixty percent of the students are female, and seventy-one percent are first-generation college students. Consequently, most of the students enter the college with limited background knowledge about college culture. Thirty-eight percent of students attend part-time (*SSC Fact Book*, 2014). Additionally, although hundreds of students have been eliminated by the state system's new, stricter admission policies, many students still enter underprepared and the college offers many sections of developmental mathematics, reading, and English. While the college has a significant minority population, only about 6% of SSC's students are foreign-born.

Faculty

SSC currently employs 160 full-time faculty members. According to the college's fact books, which are publicly available, in 2011 there were 167, indicating a reduction in force which happened through attrition, retirement, and positions temporarily or permanently not being filled. The faculty is broken down into professor, 21/13%; assistant professor, 56/35%; associate professor, 60/37.5%; and instructor, lecturer, and assistant professor, 23/14.3%. There were 54 part-time faculty employed in Fall 2014.

The average age of the faculty is 49 years and the average length of service is 8 years, but those averages include part-time instructors. Roughly 42% of the faculty were tenured at the beginning of the case study. Therefore, with high numbers of faculty open for promotion and tenure, policies about promotion and tenure have been important in the last few years, and tenure and promotion issues figure into the events of this case study. The faculty voted to create a faculty senate in 2011 in order to enhance faculty governance and restructure committee assignments, and the senate has been in operation since then.

Although these numbers regarding tenure and promotion may seem low or disparate in some regards, they are roughly similar to those at "sister" institutions in the systems. One of the system's state colleges in a more urban area has 13.3% professor, 37.4% associate professor, 33.6% assistant professor, and 15.7% lecturer/instructor status; however 51.4% are tenured. This college has 286 faculty members and 8,000 students on five campuses. At another state college in a more rural environment, 4,200 students are taught by 115 faculty, 42% of whom are tenured; 19% are full professor, 22% are associate, and 24% are assistant (*Institutional Fact Books*, 2014).

The faculty at SSC figure prominently into this study because it exists in the field of adult education known as "faculty development" or "educational development," the preferred name used by the Professional and Organizational Development Network, the professional organization of faculty developers (Cruz, L., personal communication, November 24, 2014). Specifically, this case study is concerned about how faculty in a teaching institution learn to improve their instructional delivery. Although other aspects and other change initiatives at SSC could be studied, this study focuses on faculty engagement in self-directed learning to fulfill the college's stated mission of student learning and student success. Therefore, the interplay between faculty learning processes and the institution will be spotlighted.

Because of the college's teaching mission, faculty are evaluated primarily on their teaching and service, and the faculty have traditionally carried the equivalent of a 5/4 teaching load, although for most that recently changed to 4/4. An English professor, for example, may have one or two upper division classes and three or more English composition classes of 25 or more students. Faculty in other departments may teach fewer classes but have heavy advising, mentoring, or service loads; for example, nursing professors must supervise clinical studies.

Also, student evaluations of teaching figure prominently into the annual faculty evaluation process and tenure and promotion. In some departments, to receive a high score on the annual report, a professor must earn an average student evaluation score of 4.6 on a 5.0 scale, and all classes evaluate the instructors. For a faculty member to advance and be successful at SSC, he or she must excel in classroom teaching and student engagement through service.

SSC's faculty teach a broad variety of disciplines: health occupations (radiation technology, respiratory technology, nursing [licensed practical, registered, and bachelor of science levels]); mathematics, pre-engineering, and technology (computer servicing, programming, networking); humanities (English, communication, art, music, theatre, foreign languages [French, Spanish], and digital design); social sciences (history, psychology, geography, sociology, anthropology, criminal justice, and political science); business (administration, management, marketing, and accounting); education at secondary and elementary levels; and natural sciences (chemistry, physics, biology, geology). In some cases, such as geography and geology, only one faculty member covers all the courses in that discipline, and in others, a professor teaches in two disciplines.

Faculty Development at SSC

Since 2007, the full- and part-time faculty have been able to take advantage of the Center for Academic Excellence (CAE), formerly the Teaching and Learning Center, for workshops, book groups, faculty learning communities, technology training, and presentations on instructional design and delivery. The CAE's mission, posted on the SSC website, is as follows:

> The mission of the Center for Academic Excellence is to facilitate, support, and enhance the teaching and learning process at Southeastern State College. The Center serves to ultimately improve student success and achievement of learning outcomes by promoting

> the creation of effective learning environments through the provision of resources and faculty development opportunities. (*CAE Website*, 2013)

Furthermore, the vision statement of the CAE goes on to explain that "the practice of teaching unites us. Even as we pursue scholarship, teaching remains at the heart of our professional lives and ultimately defines the mission of SSC" (*CAE Website*, 2013). Defining professional development of higher education faculty as primarily educational development is common, but by no means complete. However, as Camblin and Steger (2000) argued, professional development is bounded by the mission of the organization in which it takes place; therefore, the CAE's emphasis on educational development is appropriate.

Minter (2009) presented a model which delineates four types of institutional approaches to faculty development. His Type B is defined as a program with a part-time director who is a faculty member with a reduced teaching load, modest budget, and little empowerment. This type is distinguished from generously funded programs with full-time directors and staff, institutions where the dean or department head runs faculty development and those where the faculty are on their own in regard to education development. Southeastern State fits into Type B. Funds are allocated on an as-needed and as-asked-for basis. The director is assisted by an advisory committee, which is a subcommittee of the Faculty Senate; its members are elected from each academic unit. However, the last three Directors have also collected an *ad hoc* committee of faculty supportive of the Center's work to help advise the Center.

The Center has had five leaders since 2007. The first served three years; the second, two years; the third, one semester; the fourth, three semesters; and the present, one semester. Due to these changes in leadership, the number and breadth of the activities of the Center have fluctuated. Extreme budget cuts at SSC have also negatively influenced the numbers of visiting

presenters and resources available to the CAE. The current director has established a robust fall schedule in order to meet the Center's mission, with several outside speakers and drawing on internal resources such as faculty presenters. Outside of the Center's programming, faculty learning about instructional improvement at SSC can be categorized in three ways: institutionally driven, externally driven, and faculty driven.

Institutionally driven resources. Ideally, a college provides funds to faculty to travel to present papers and other research and to hear research presented. Funds for this activity have been significantly curtailed due to the lean budget. Budgeted funds for the Liberal Arts faculty, which numbers 57, totaled $11,121 in the 2013-2014 academic year, an average of less than $200 per person, and this figure includes travel reimbursement to off-campus sites (personal communication, M. Smith, October 26, 2014). Consequently, traveling to conferences is limited and normally allowed only if the faculty member is representing the college or presenting a paper, and in the case of the latter, it is not always funded. Funds are sometimes available through special grants from the Foundation, but these are usually *ad hoc* and depleted as soon as they are announced as available.

Externally driven resources. Faculty can take advantage of some externally provided faculty development resources. The higher education system within which the college operates offers webinars on various topics of interest; additionally, textbook publishers, other state systems, and professional organizations provide online streaming and webinar programs. For example, the University of Central Florida regularly provides a free massive open online course (MOOC) on blended learning, which educates faculty on the construction and teaching of hybrid courses. These types of resources result in a "badge" or certificate for proof of learning.

Faculty driven. Although these institution-driven and externally provided resources are available, their use is not mandated at SSC. In fact, except for technology training for use of certain programs for communication, human resource issues (insurance enrollment, timecards), advisement, and reimbursement for travel, faculty are free to ignore the Center or other resources for their own learning. However, they are expected to set and meet at least three goals in professional development for yearly evaluation, which bears upon tenure and promotion. Consequently, their use of personally or institutionally initiated resources is up to their own discretion, and that means that professional development at SSC is almost completely self-directed. The parameters of self-directed learning in this study are that the topics, processes, and assessment methods are self-chosen and self-initiated; however, the resources do not have to be self-created or self-discovered and the learning does not have to be accomplished in isolation.

Change at Southeastern State College

The preceding section has given a detailed picture of the daily work of the faculty at SSC, but it must be supplemented with an explanation of those factors that constitute "the elephant in the room." SSC is unique and yet typical of much of higher education today—that is a strength of this case study. Its typicality and yet uniqueness are seen in its experience of organizational change, as discussed next. SSC, like many institutions of higher education, is being inundated with change, in different forms. Some of these changes affect the faculty directly; others, less directly, but they contribute to an ambiguous, uncertain environment. These change initiatives can be classified as leadership-oriented, externally-originated, and societally based.

Leadership Patterns and Internal Decisions

The last president of the college was inaugurated in 2009. He announced his departure in late spring 2014 and left at the end of the calendar year. The interim who succeeded him for an

undisclosed period was named in late 2014. The Vice President for Academic Affairs during the case study came in 2010; she left in November of 2014, and the Assistant Vice President has been named the interim. The naming of the interim president ended a five-month period of questioning and concern about what would happen to the institution, with some negative speculation. The uncertainty about leadership exerted a strong effect on the faculty during this case study, and the end of the period related herein coincides with the introduction of the interim leadership. There have also, of course, been dean and department head changes in this time. SSC faculty's perceptions of the administrative leadership became a central issue in this case study.

The exiting president supported certain initiatives that have been introduced into the system. The inclusion of residences in the last five years has led to a student body representative of areas outside of the college's service region and even other countries, although only about five percent of the students live in residential housing. In Fall 2013, intercollegiate basketball, golf, track, tennis, volleyball, and cheer teams were introduced. The former president also initiated an arts program, so now there are regular concerts and plays, although funding and space is limited and off-campus space is used. Also, the Office of Student Life has significantly increased its programming and numbers of student organizations. These initiatives are generally viewed as positives and reflective of the outgoing president's goal of making SSC a more traditional four-year college and appealing to the 18-24 demographic.

Although SSC started as a junior college, in the last fifteen years its mission has changed to that of a bachelor's degree-granting institution, and with that has been the gradual inclusion of more majors in the humanities, STEM subjects, and health occupations. In 2004, the college offered bachelor's degrees in six fields. In 2014, its eighteenth was approved. This proliferation of four-year programs has caused some academic growing pains. The faculty embrace the

opportunity to teach 3000- and 4000-level courses and to prepare students, in many cases, for graduate school; however, funds for adequately supporting the programs and number of faculty have been limited. Faculty course loads have not been uniformly changed to match those of four-year colleges. Advisement of students with more than 15 credit hours is still done completely by faculty, so there is an additional burden of learning to advise four-year students. Four-year status has also brought mixed messages about the expectation for faculty to "do research," a message that evokes strong negative expressions from the faculty; in fact, one new faculty member involved in the study said that his colleagues treated research "like a dirty word." This antipathy toward research is often defended by faculty as "that's not what we do" and "the supports are not there."

In addition to substantive changes in the programs, there have been numerous other stressors on the faculty. Other internally driven changes have been constant alterations to the first-year experience program requirements, technology updates, curricular alterations, and service learning and diversity initiatives. These changes were accompanied by those from governing agencies and accrediting boards, as seen in the next section.

External Mandates and Forces

In 2012 the college faced its reaffirmation visit from the Southern Association of Colleges and Schools Commission on Colleges, and eventually received notice of reaffirmation in 2014. The delay was due to recommendations regarding assessment. In 2012 a new comprehensive online assessment system was introduced. Additionally the Quality Enhancement Plan (QEP) began at that time. All faculty were affected by SACS accreditation; faculty in education, business, health occupations, and social work have additional, more frequent accreditation board visits.

In 2012 the state's higher educational system mandated that entrance and placement score requirements for entering students be increased, and students who needed three developmental courses were no longer admitted. Additionally, state scholarship funding was significantly curtailed. As mentioned earlier, these policy changes reduced the numbers of incoming students taking remedial coursework (and thus numbers in general), consequently affected advising practices, and forced faculty of developmental courses to find other courses that they could teach.

Another external mandate involves required changes of technology products. The learning management system; the student advisement software; the human resources technology; budget, travel, and purchasing software; and the student data system have been changed to new products in the last four years; the email system has been changed twice. Operating systems and Microsoft products are continuously updated. Most importantly, as mentioned above, the initiation of a comprehensive new online assessment system mandated by SACS has challenged faculty to learn technology, terminology, and pedagogy. Technological changes may be seen as easy "fixes," but as Schultz (2014) points out, "What begins as a technology change emerges as a defining organizational change experience" (p. 3). The introduction of an online assessment method ended up being more than a different place to house the assessment information; the technology's form changed the way faculty viewed assessment processes.

As with all state entities, there have been no pay increases at SSC since 2007. On two occasions since, the staff and faculty were furloughed, causing pay reductions of 1-3% in those academic years. Although not a change, the fact that faculty in some disciplines and departments earn significantly more than those in other disciplines exacerbated the low morale and sense of ambiguity. For example, according to the college's most recent fact book, 28 faculty in one

school make more combined money than 50 faculty in another school, regardless of tenure and status. One unfortunate side effect of low pay and low morale is faculty turnover, as shown in Table 1. In some years, 10% or more of the faculty needed to be replaced due to resignations.

Table 1

SSC Faculty Turnover, 2009-2014

Year	Number of Full-Time Faculty	New Faculty Employed
2009	150	19
2010	162	17
2011	167	20
2012	160	12
2013	160	15
2014	160	16

Like many colleges across the country, SSC is involved in a national college retention and completion project as a result of the state's governor's mandate. That translates into the faculty being expected to incorporate new practices into their classes that would ideally increase retention, progression, and completion of degree programs. For example, each faculty member must create and complete a goal related to retention for his/her annual report. Faculty are being held more responsible for lowering their rates of D's, F's, and withdrawals.

One final aspect of change, or in this case lack of change leading to uncertainty, involved faculty career status. A committee of the Faculty Senate was tasked with revising the college's tenure and promotion policy. After two years of the committee's work, the former Vice President for Academic Affairs decided to table the committee's proposal. The data collected in

this study pointed to the conclusion that the tenure and promotion policy remains unclear and unclearly administered in the eyes of many faculty members.

Societal Changes

Due to the changing demographics of the community in which SSC is located, the college is putting procedures in place to receive significant additional federal funding to meet the needs of a specific minority population. It must enroll at least 25% students of this demographic to receive that funding. As with all higher education, SSC is experiencing cultural shifts due to societal expectations of what college should be—more technological, more student-centered, more customer-service oriented. SSC is not isolated in facing change, but how much organizational change is too much? That question underlies the study in many respects.

The preceding section is not meant to imply that all of these changes were seen as negative by the faculty. Some were seen as positives, such as the addition of bachelor's programs; however, even the positive changes require additional work for the faculty and increased time for mandatory learning to prepare new curricula and to address approval and accreditation processes for new programs. Thus, time for self-directed learning for instructional improvement was impacted. Faculty in the study often commented that they struggled to keep up with their disciplines because of the learning demands related to these other change issues. Faculty in the study also expressed a sense of ambiguity and frustration because "we never know how much is enough," "there is always one more thing," and "we are being asked to do more and more with less and less."

Therefore, one word that described the context coming into the study, the emergent concerns uncovered by the study, and remaining issues at the end of the study is "uncertainty." This uncertainty permeated the whole system but particularly influenced the work and attitudes

of the faculty. One of the reasons, as will be shown in Chapters 4 and 5, is that the faculty see and value SSC's culture as a place of collegiality, faculty autonomy, and faculty input into decision making, but those were absent in the period prior to and during the case study. A lack of information coming to them about future policies and leadership, in addition to the continuous change initiatives, contributed to the uncertainty. Uncertainty became a kind of touchstone or foundation for how the faculty learned to improve instruction and how the AR team worked and learned together.

Problem Statement

The multiplicity of change initiatives on campus in the last few years contributed to the need for this study, as did external mandates. In early 2013, a representative from the state higher education system visited the campus to remind the leadership that the college should not wander from its mission as a teaching institution. Additionally, the representative stated that this "return" to mission should be validated with enhanced proof or documentation of reflection about teaching and faculty development. College leadership was informed that it needed to improve its ability to answer the "so what" question about faculty professional development. The faculty and college as a whole needed to provide more evidence of faculty learning and use of learning to support both the existence of faculty development programming and the claims made by faculty about professional development to validate their tenure and promotion bids. In other words, what meaning was derived from the workshops, programming, and learning? How was the learning used in teaching? How were student learning outcomes affected? Therefore, this study became necessary both in terms of the needs of the client system, the larger system in which it resides (higher education), and as will be shown in Chapter 2, the gaps in the literature in regard to self-directed learning in faculty development.

Interestingly, this lack of personal and institutional assessment of faculty development programs and events is common in American higher education. Sue Hines (2011), a faculty developer at St. Johns University, Collegeville, Minnesota, came to the following conclusion: "Faculty development is a nationwide phenomenon that emerged from the academic accountability movement in the early 1970s, yet rarely was there interest in evaluating the effectiveness of this effort—until now" (p. 1). In her research of 33 institutions of higher education, Hines (2009) showed that only three of these institutions looked systematically at the impact of faculty development on student learning, and only a few looked objectively at the impact on teaching behavior. The most common assessment method, done at all 33, was to record attendance and gauge faculty satisfaction with the programming.

Had Hines studied SSC, she would have found the same conditions. Because the college does not gather data on faculty development other than attendance and sometimes satisfaction surveys, initial data collection about faculty development for the study was lean. In Spring 2013 69 full-time faculty members (unduplicated) attended some Center for Academic Excellence program or activity—about 40%. Therefore, 60% of the faculty *did not* engage in these formal activities. As mentioned before, CAE events are not mandatory and attendance by faculty is by choice. The decision to attend an event is self-initiated and the use of the information is self-directed.

Therefore, the representative from the state office was delivering a mandate about understanding the campus impact of faculty development and unintentionally conveyed other messages. However, it was also clear that faculty currently had no mechanism or motivation to engage in the type of reflection for which the state was asking. The study also coincided with

the rollout of the college's new, comprehensive course assessment system. Awareness of assessment deficits in the system was high.

Purpose and Research Questions of the Study

At about the same time, the Vice President and Assistant Vice President for Academic Affairs were approach with a request to engage in action research to study the self-directed learning of faculty to improve their instructional delivery. The timing was fortuitous, and the administrators gave me access and permission to begin the research by speaking to the deans, recruiting faculty and staff for the action research team, and doing data collection by the end of Spring Semester 2013.

Action research is justified for this study for several reasons. First, the use of action research and a team approach were particularly attractive to the administrators, and the Vice President for Academic Affairs stipulated that the team be representative of the college's schools. Faculty would not just be giving data, but designing the methods of the study. They would be participants and not just subjects; they would be fully aware of how the data about their learning processes would be used. Respect for faculty input would be a part of the action research process. Additionally, significant change had been imposed on the campus from outside agencies; this would be an opportunity for faculty-directed change and increased faculty autonomy. Action research would study the change rather than just inflicting the change, and the change, which would originate from a team of faculty and rolled out in cycles rather than "one fell swoop," would be more likely to be seen as productive rather than disruptive.

This confluence of factors helped me move from a preliminary desire to understand assessment and impact of faculty development in an open access college to a more focused

purpose: To study the self-directed learning processes engaged in by faculty members of an open access public college to improve their instructional delivery and student learning.

This purpose led to the development of the following research questions:

1. What are the professional development practices for improving instructional delivery used by faculty at Southeastern State College over the last three years?
2. To what extent and in what ways do faculty members at this college engage in self-directed learning and informal learning processes (in groups or alone) related to their position?
3. What is the relationship between self-directed learning processes of faculty to improve instruction and the larger higher education organization; specifically, how does the organizational culture affect the self-directed learning and how does the self-directed learning affect individual, group, culture, and system change?
4. How does the action research (AR) team learn together, using Appreciative Inquiry to investigate the status of faculty development at Southeastern State College, design an intervention, and study the intervention?

The four questions would help direct the progression of the AR team's work. Understanding the present and past usage of the Center for Academic Excellence would come first, through a mixed quantitative/qualitative survey distributed to all full-time faculty; then the inquiry would move to understanding how a cross-section of faculty in different disciplines and stages of their careers approached their own educational development on a self-directed basis. In the process, the faculty as a whole would have access to the information and findings, and the AR team would be examining both the data and the system's relationship to the data through discussion and reflection in the meetings. From examination we would move to planning

interventions, following the general *Look, Think, Act* stages (Stringer, 2007) of action research, followed by continued investigation into the system impact of planned interventions. However, as will be discussed in detail in Chapter 3, the approach of Appreciative Inquiry (AI) was chosen due to its focus on organizational strengths. The AR team would then be taking action and researching, simultaneously and in concert.

The leadership of the college agreed that faculty learning needed to be studied and that system conditions around faculty learning warranted actions being taken and then studied in context. But the question remains, was the subject being researched—faculty self-directed learning about educational development in an open access college—of significance from a theoretical and empirical standpoint? The answer is yes, from several perspectives, which will be mentioned here and explored more fully in Chapter 2. The next section will present the conceptual framework of the study and then end with the importance of the study from a theoretical and empirical standpoint.

Conceptual Framework

The epistemological framework for this study is a constructivist view of knowledge creation as experienced by individuals, groups, and organizations. Constructivist epistemology, whose origins are attributed to Vygotsky (Liu & Matthews, 2005: Jaramillo, 1996), undergirds this study in three ways: through supporting self-directed learning theory; through upholding the study of organization, organizational learning, and organizational culture; and through supporting action research processes, especially the specific methodology of AI. Figure 1 depicts this relationship. This section will examine the constructivist paradigm and then move to an examination of the three lenses of self-directed learning theory, organizational culture in higher education, and action research.

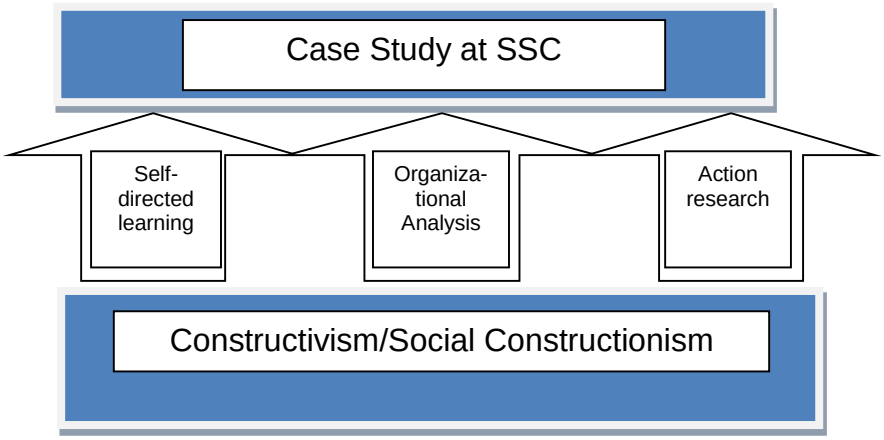

Figure 1. Conceptual framework incorporating constructionism, action research, self-directed learning, and organizational analysis.

The two terms "social constructionism" and "constructivism" are closely tied, and it is not the goal here to conflate them. Constructivism is distinguished by its focus on how the individual cognitively engages in the construction of knowledge, from social constructionism, which claims that knowledge and meaning are historically and culturally constructed through social processes and action (Young & Collin, 2004). Gergen and Gergen (2008) stated: "The term constructivism is sometimes used interchangeably [with constructionism], but most scholarship associated with constructivism views processes inherent in the individual mind, as opposed to human relationships as the origin of people's constructions of the world" (p 160). Illeris (2007) added, "Social constructionists do not as such deny that learning processes occur internally in an individual. But they find it uninteresting because the nature of these processes and the content of them are always determined by relations in the social field" (p. 117). He went on to state that to be absolute about knowledge being constructed individually as opposed to socially, or vice versa, is a mistake.

In both cases the knowledge, whether of a group/organization or of an individual, is constructed through processes of reflection, discourse, and "meaning-making" as opposed to being "delivered" from a source or "discovered" from an unchanging, objective, mysterious reality around us. The two terms are often used interchangeably but are not identical. For the purposes of this study, "constructionism" will be used in relation to knowledge construction in groups and "constructivism" in relation to knowledge construction in or by the individual.

Andrews (2012) stated that social constructionism "is concerned with the nature of knowledge and how it is created and as such, it is unconcerned with ontological issues." Because it is often contrasted with positivism, social constructionism is wrongly considered to deny an external reality; however,

> We know reality only by acting on it. This means that knowledge is neither a copy nor a mirror of reality, but the forms and content of knowledge are constructed by the one who experiences it. The active interaction between the individual and environment is mediated by the cognitive structures of the individual. (Nystedt & Magnusson, 1982, p. 34)

Constructivism is appropriate for this study first because it emphasizes the individual learner as an active "knowledge constructor" as opposed to a passive receptacle of knowledge bits and pieces determined and organized by others. At the same time, social constructionism recognizes the social nature of human existence and has four foundations: the social origins of knowledge, the centrality of language, the politics of knowledge, and the paradigm shift from the Western insistence on the individual actor (Gergen & Gergen, 2008). While a constructionist epistemology is the foundation for the study, the study also uses three lenses: self-directed

learning theory, organizational culture and learning, and action research to contribute to the conceptual framework. These three areas are discussed below.

Self-Directed Learning

As with most theories, social constructionism is not monolithic, and Merriam, Caffarella, and Baumgartner (2007) stated there are at least six variations of it. Likewise, although some scholars of constructivism posit an almost radical subjectivism, Candy (1991), citing Popper and others, argued we do all our learning, or knowledge construction, in the context of others. He also stated, "The constructivist view of learning, based as it is on the individual construction of reality, is particularly congruent with the notion of self-direction" (p. 270). Through seeing, as Illeris (2007) did, knowledge creation as "both/and" individual and social rather than "either/or" individual and social, the conceptual framework of this action research case study seeks to situate self-directed learning in a context and understand the context's influence on the self-directed learning as well as the learning's effect on the context, in this case, an open access college. Seeking to understand the contextual relationship with self-directed learning is also vital to addressing the practical questions that gave rise to the study.

As the literature review in Chapter 2 shows, self-directed learning theory is one of the most important to the adult learning field. Specifically, this study works in the subfield of adult learning known as faculty development for improvement of instructional practice. The term "educational development" is now used by one of the leading journals in the field and the field's professional organization, the Professional and Organizational Development (POD) Network. Little empirical research has been done on the self-directed learning practices of college faculty, who would by nature be more educated and perhaps would be expected to be

expert learners, even highly self-directed ones. Literature on faculty and professional development was also influential in the preparation of this study, but the field lacks a coherent theoretical basis (Cranton, 1994), as will be discussed below, and therefore did not contribute directly to the conceptual framework.

Self-directed learning theory tends to focus on three aspects: the internal psychological processes and motivations (Garrison, 1997); the practices engaged in by the learners, as Tough (1979) studied; and the debate over whether it is an inherent trait of some learners rather than others, a basic characteristic of all adult learners, as Knowles (1975) claimed, or a goal to work toward with adult learners. All three aspects were influential in the work prior to this study, but the design of the study is in the tradition of Tough's research in which he studied the processes 70 adult learners reported engaging in for the "self-directed learning projects."

Organizational Culture and Learning in Higher Education

Social constructionism also provides the basis for this study in terms of its study of organizational development and culture. In fact, Bess and Dee (2012) presented three basic contrasting theories for analyzing organizations: positivist, constructionist, and postmodern. Social constructionism holds that knowledge and organizations are the result of social processes as well as individual interaction with the environment. Human communication processes are central to this construction of knowledge; organizational knowledge is created socially through communication among members of the organization, and researcher knowledge is produced by communication within the community of researchers (Bess & Dee, 2012). But they went on to say that even as those are being internalized, "meaning is negotiated among organizational members, and that all members of an organization play a role in the social construction of organizational reality" (p. 61).

Organizations are constructed, but so are organizational cultures. The study of organizational culture is also a central part of this study's conceptual framework. Schein (2010) is one of the leaders in this field. He described organizational culture as

> . . . a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (p. 18)

Schein also presents organizational cultures as having three elements: artifacts, values, and assumptions. He further stated, "Culture is constantly reenacted and created by our interactions with others and shaped by our own behavior" (p. 3), drawing on a constructionist paradigm. Bess and Dee (2012) stated that this process of individual learning in an organization may take years and is not just about memorizing a job description but internalizing "the customs and thought patterns of others" (p. 59). The study is also informed by Bergquist and Pawlak's (2008) typology of higher educational cultures. They distinguished between six cultures of colleges and universities: collegial, managerial, advocacy, tangible, developmental, and virtual. Their typology was helpful in understanding the organizational problems related to faculty development at SSC.

Action Research and Constructionism

The third lens through which this study is conducted is related to the methodology of action research and its submethodology, Appreciative Inquiry (AI), which are built upon a constructionist foundation. Gergen and Gergen (2008) argued that social constructionism and action research have "a vital kinship" (p. 160). AI is based on three generalized research approaches: social constructionism, image theory, and grounded research (Whitney, Trosten-

Bloom, & Cooperrider, 2010). Social constructionism's contribution to AI can be seen in some of AI's principles, such as that "words create worlds" and that "inquiry creates change." AI and other forms of action research rely heavily on qualitative research methods (Stringer, 2007). In discussing organizational research using social constructionism, Bess and Dee (2012) stated, "The social constructionist argument is that each system must be studied as a unique entity through qualitative inquiry. Researchers following the social constructionist approach use qualitative methods to get 'thick' descriptions of organizational life" (p. 364). Action research's emphasis on the individual context also calls for deep investigation into the organization's cultural factors, which this study seeks to accomplish. Action research was not just a methodology in this study, but a way of approaching the context and the study's participants, based on action research's basic values of democracy, participation, and transparency (Coghlan & Brannick, 2010).

Theoretical and Practical Significance

This action research case study was deemed appropriate and needed because of areas of silence in scholarship and theory. First, while self-directed learning has been a staple of adult learning theory for several decades, the self-directed learning of more educated persons and of college faculty has not been widely researched. Since the time that Knowles (1975) wrote *Self-Directed Learning* and began to popularize the already-coined term "andragogy" (Davenport, 2013), research has burgeoned. Tough (1979) did empirical research on the specific self-directed practices of Canadian adult learners in terms of planning and choice of methods. Brookfield (1985) studied the self-directed learning of working class persons in England, and Spear and Mocker (1984) and Spear (1988) studied the self-directed learning of those with less than high school education. Terry (2006) studied self-directed learning of

adult literacy stakeholders. Additionally, the learning processes of faculty in open access colleges have largely been ignored. On the other hand, faculty development and self-directed learning in medical education (schools of pharmacy, dentistry, nursing as well as traditional medical schools) is a growing field of study, especially assessment of these processes (Berbano et al., 2006; Frambach, Driessen, Chan, van der Vleuten, 2012); likewise, faculty development and learning in elementary and secondary education is widely studied (Steinke, 2012; Lohman, 2000).

Second, as mentioned previously, self-directed learning has tended to be studied as an internal activity rather than an externally influenced one. In other words, the circumstantial or contextual influences on self-directed learning choices and practices have traditionally garnered less attention than the psychological ones, although Merriam, Caffarella, and Baumgartner (2007) and Merriam and Bierema (2014) stated that contextual influences have recently been studied more frequently. Further, the question of assessment of self-directed learning—when it is enough in quantity or adequate in quality—bears attention. Third, the question of self-directed learning's relationship to the system's rewards or incentives has not received sufficient scholarly attention. This study sought to extend, particularize, and contextualize self-directed learning in an organizational culture.

Practical significance was also supported by this study. The circumstances at SSC warrant in-depth investigation of the organizational factors that support or discourage self-directed educational development of the faculty as well as use of the CAE. Through this research, faculty were made aware of their own learning issues and a new research method, action research case study. In addition, other professionals in educational development, such as those who run centers of teaching and learning at colleges and universities, can benefit from the

study's findings and implications about faculty motivation and learning. In a time of budget cuts, faculty development centers need empirical support to maintain their place in the organizational structure (Schroeder, 2011). Likewise, those who would use AI in the field of organizational development can gain understanding about utilization of AI in higher education.

Conclusion

This chapter has set the stage for this action research case study by describing the setting and its presenting problems to be addressed by the research and by providing the conceptual framework. The next chapter will review the literature that contributes to the background and framework of this study, specifically empirical literature about self-directed learning, higher educational organization, and faculty development.

CHAPTER 2

LITERATURE REVIEW

Introduction

This case study situated at Southeastern State College, a public, access college of about 5,000 students in the Southeast, has as its purpose to investigate the self-directed learning processes engaged in by faculty members of an access public college to improve their instructional delivery and student learning and the relationship of this learning to the college's culture. It has four research questions about past and current learning, including self-directed learning and formal learning available from the college's Center for Academic Excellence, and about the impact of the organization on the learning and of the learning on the organization. As the discussion in Chapter 1 shows, the conceptual framework of this study is constructivism and constructionism, which supports the study of self-directed learning, of organizational learning and change, and of the action research methodology. This study is about the faculty in a college with a teaching mission and therefore a place of knowledge construction; although it is not a research institution, knowledge is being constructed at the individual level, at the group level (in disciplines), and at the organization level (organizational learning).

This literature review will provide the theoretical and empirical background for the study, looking at the three intersecting fields of scholarship: the college professor's work and his/her relationship to the institution; faculty (educational) development; and self-directed learning. The argument to be made is that while the literature is rich in these fields, there are gaps about important dimensions related to this study and that the extant research supports the study.

The Professoriate Today

Multiple sources in higher education research assert the growing demands on college faculty today, despite the media's claims that college professors have stress-free jobs. However, as with most professions, being a college faculty member has its idiosyncrasies. The first is that professors live in disciplinary worlds. A 1992 survey by the Carnegie Foundation for the Advancement of Teaching found that college faculty expressed more loyalty for their discipline than for the institution that employed them (Jarvis-Selinger, Collins, & Pratt, 2007), and that statement has become embedded into the higher education literature. Secondly, multiple voices decry the faculty's resistance to change in teaching practice, the higher educational enterprise, and innovation (Tagg, 2012; McCrickerd, 2012; Kezar, 2011). Some articles in professional journals seek to delve into psychological and motivational reasons for this intransigence (Perry et al., 1997; Matusovich et al., 2014; Moehl, 2011). Whole journals focus on the professoriate in different types of institutions, from community colleges to faith-based. Some sources seek to attribute faculty problems to the career itself, while others look to the specific institution.

College faculty are therefore a much-studied group. The data collection done in Phase 1 (entry) and during Phase 2 of this case study showed that the faculty at SSC were facing the same general challenges of college faculty in other institutions, but some of its geographical and historical aspects made it unique. Further research sought to understand how SSC faculty were addressing those issues and their attitudes toward them. Literature on faculty life and challenges is wide and broad, and no one conceptual framework prevails. Literature on the organizational life of faculty is also wide. It is sometimes asserted that faculty are introverted, independent consultants rather than employees, rooted in their disciplines and departments, and only tangentially concerned about the whole system except for its impact on them, their department,

or their students (Frazee, 2008). Others, such as Kezar (2012) argue for the existence and encouragement of grassroots faculty leadership. This study, dependent on a constructionist view of knowledge and organizations and using action research, addresses the organizational life of faculty as agents of organizational construction and not just recipients of it.

Faculty Development

Not only is the life of college faculty well studied, but so is faculty development for improving instruction. The POD Network is just one professional group that publishes its own journal on "educational development," the term POD Network prefers, *To Improve the Academy*. Literature on higher education faculty professional development is vast. It can be divided into three main foci: first, how to run faculty development centers and how developers can gain power and influence within the institutional hierarchy (e.g., Sorcinelli, 2007; Sorcinelli, Austin, Eddy, & Beach, 2006; Schroeder, 2011); second, ways to provide educational development (best practices) and empirical studies on these methods; and third, theoretical reflections on what faculty development should be.

In terms of faculty development for instructional practices, however, there are areas left to explore. Cranton (1994) stated that the field of faculty development had not really developed a theoretical framework, and Neumann (2005) observed, "Yet rarely do we talk in depth about what it means for professors to learn" (p. 63). McKeachie (1991) observed that early faculty developers used behaviorism, T-group theory, or an eclectic approach to inform their practice, but most faculty development centers "used what seemed practical from each of the three along with the accumulated wisdom of faculty members who had developed effective techniques of teaching" (p. 6), rather than an established theory. Amundsen and Wilson (2012) conducted a conceptual literature review on the studies of faculty development effectiveness and impact from

1995 to 2008; similar reviews, which Amundsen and Wilson believed were incomplete or flawed, were published by Levinson-Rose and Menges in 1981, Steinert et al. in 2006, and Stes et al. in 2010. They noted that all three of the previous reviews called for more explicit attention to the need for a theoretical grounding for faculty development.

Empirical literature on educational development shows a limited number of studies on whether programming bears an impact on classroom practice and consequently student learning. For example, Ebert-May et al. (2011) found that after an intensive training in incorporating learning-centered teaching methods, 75% of 190 science professors continued to use lecture-based, teacher-centered methods. On the other hand, Bartlett and Rappoport (2009) report on a longitudinal study of the impact of a faculty development program, with favorable results, as did Felder and Brent (2010). The research of Rutz, Condon, Iverson, Manduca, and Willett (2012), Kelley-Riley (2003), and Gibbs and Coffey (2004) also support the conclusion that there is a connection between training faculty to teach critical thinking skills and the attainment of those skills in college students. Light and Calkins (2008) state, "Recent studies from several different countries have shown that teachers' conceptions of and approaches to teaching correlate strongly with both students' deeper approaches to learning and to their learning outcomes" (p. 28). Other empirical studies focus on such topics as faculty attitudes toward educational development programming, factors leading up to faculty's adoption of technology (Sahin & Thompson, 2007), faculty motivation to engage in development programming (Bouwma-Gearhart, 2012), informal learning (Dancy, Turpen, & Henderson, 2010), and types of programming and assessment methods (Hines, 2009).

However, the self-directed educational development of college faculty has not been studied, especially not in a contextual way. Therefore, while the field of faculty development

does draw from many learning theories in terms of how to teach students, it lacks a comprehensive theory of how faculty learn to do their work and likewise does not focus on self-directed efforts. Neumann (2000, cited by O'Meara, 2008), stated that faculty development opportunities "rarely position individual professors as potential sources of their own professional development, assuming, instead, that development is best done to them" (p. 10). Studying faculty members' self-directed learning about instruction through their own words addresses this gap.

Faculty Motivation to Learn

Faculty motivation to perform their roles—whether service, teaching, or research—is also widely studied. The standard extrinsic/intrinsic model of motivation is insufficient for explaining faculty motivation. A person can engage in an activity for both reasons simultaneously. Also, motivation can involve both attaining desired ends and avoiding unpleasant ones (Meyer & Evans, 2003). Furthermore, the extrinsic reward may be private and personally meaningful, not just external, public, monetary, and objective, even if the action is not engaged in just for the pleasure of doing it. Literature on faculty motivation to pursue professional development frequently uses the extrinsic/intrinsic distinction, but sources disagree on the value, place, or even meaning of each type of motivation.

For example, Bouwma-Gearhart (2012) found that the STEM faculty she interviewed were motivated extrinsically (to maintain and build a professional ego), and she concluded that intrinsic motivation is not necessary for valuable involvement in faculty development. Other sources used a different paradigm to explain faculty motivation. McCrickerd (2012) connected faculty motivation to learn to improve instruction to their self-efficacy and their view of their

own abilities, and Perry et al. (1997) connected it to locus of control. Tagg (2012) explained resistance to learning and change by connecting it to recent research on loss and risk aversion.

Other research focused on what faculty say actually *does* motivate them to learn and improve. Marston (2010), Marston and Brunetti (2009), Steinert et al. (2010), and Meyer and Evans (2003) concur that faculty at all levels are primarily motivated by non-external factors. Lechuga and Lechuga (2012) stated, ". . . beyond a certain level of comfort, salary is not rated as an important reward" (p. 68), whereas freedom and collegial relationships are rated more highly, as well as, of course, influence on students. Dancy, Turpen and Henderson (2010) interviewed 15 physics professors to understand their motivation for adopting a new teaching strategy and concluded that direct personal contact was the best dissemination method for new ideas about teaching. They added that "time and effort is likely better spent focused on helping faculty implement successfully than convincing them of the need for change" (p. 120).

Motivation is a complex subject; a more robust theory of motivation than an intrinsic/ extrinsic dichotomy is Expectancy-Value Theory (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000). Expectancy-Value Theory (EVT) states that a person is motivated to do an action because of two core beliefs: that he/she can achieve the behavior (related to self-efficacy) and that the behavior will result in outcomes he/she values. There are four types of values:

1. Utility – "how well a task relates to current and future goals, such as career goals" (p. 120);
2. Cost –" is conceptualized as the negative aspects of engaging in the task" (p. 120) (what the person would have to give up);
3. Intrinsic -- "the enjoyment the individual gets from performing the activity or the subjective interest the individual has in the subject" (p. 120);

4. Attainment – is defined as how important it is to the person to do the task well; this value is tied to confirmation of "self-schemas" such as competence.

In examining motivation of faculty in medical schools to engage in educational development, Steinert et al. (2010) used EVT, stating,

> For example, if teachers believe that faculty development can enable personal and professional growth and that it is relevant to their needs, they may be more likely to participate. In addition, their appreciation of teaching and self-improvement, coupled with the opportunity to network, may function as intrinsic motivators. (p. 903)

EVT provides a theoretical grounding for understanding the motivation to engage in faculty development at SSC, since the subject matter and method of faculty development are not mandated but chosen by the instructor.

Self-Directed Learning

The vast and varied work of the last forty years on self-directed learning can be divided generally into three groups: those that seek to define the parameters of self-directed learning, as in Knowles' (1975) and Candy's (1991) writings; those that seek to understand the purposes and origins of self-directed learning (motivations, character traits), as do Brockett and Hiemstra's (1985) and Hiemstra and Brockett's (1994, 2003, 2012); and those that study the processes actual self-directed learners use (Tough, 1979). Although self-directed learning is a popular topic in adult learning theory literature, these five names, along with Brookfield's, come up repeatedly. (Note: Knowles' original work is now in its sixth edition, so it will be referred to as Knowles, Holton, and Swanson, 2005, from this point on.)

In Knowles' writing, self-direction in learning was almost synonymous with adult learning. He used the term "andragogy" to distinguish adult learning from "pedagogy," or

childhood learning and teaching. The following statement (Knowles, Holton, & Swanson, 2005) summarized his view:

> Perhaps no aspect of andragogy has received so much attention and debate as the premise that adults are self-directed learners. That adults can and do engage in self-directed learning is now a foregone conclusion in adult learning research. Questions remain as to whether self-directed learning is a characteristic of adult learners, and whether it should be a goal of adult educators to help all adult learners become self-directed. (p. 135)

Candy (1991) referred to self-directed learning as a "versatile concept" (p. 6). He analyzed this flexible and adaptable concept in terms of whether it is an outcome of learning or a process of learning, whether self-direction "as an outcome further breaks down into a psychological and philosophical characteristic of people," and whether "self-direction as a process needs to distinguish learning in formal instructional settings from learning in natural or everyday contexts" (p. 6). Further, he coined the term "autodidaxy" (or "autodidacts") to describe self-directed learning outside of formal institutional settings, the same phenomenon that Tough (1979) studied. Candy stated, "In the autodidactic domain . . . the learner is frequently not conscious of being a learner, much less a student, and hence the image of an instructor is not present to begin with. Both ownership and control are vested in the learner from the outset . . ." (p. 18).

Therefore, theory on self-directed learning seems to hinge on two key elements: *autonomy*—choosing independently the topic or goals one wants to "learn," study, or pursue; and *control*—choosing the processes one uses to achieve those goals, even though as Candy points out, the self-directed learner is not always fully conscious of being a learner. Some of the participants in this study confessed to not having thought about their self-directed learning prior

to being interviewed; in other words, they were engaged in self-directed learning without knowing it. On the other hand, self-directed learning is not synonymous with "self-regulated learning." Self-regulated learners are competent at monitoring their own metacognitive, study, time management, and other learning-related skills (Wolters, 2003). Self-directed learners incorporate aspects of self-regulation but also practice choice in subject matter and goals.

While some scholarship in self-directed learning has focused on the autonomy issue, what drives the choices, others have emphasized the control aspect, or how. This latter was the emphasis in Tough's (1979) work, where he thoroughly documented the reports of the learning projects of 70 adults. His conclusions were in agreement with Knowles, Holton, and Swanson (2005): "The adult learns because he expects to use or apply the knowledge and skill directly in order to achieve something" (p. 52). Tough's subjects' examples were almost entirely of instrumental learning, such as learning a sport, language, or craft, rather than learning that was adaptive, emancipatory, or related to a profession.

Self-Direction as Personal Characteristic

Is self-direction a characteristic that can be utilized by an adult learning facilitator, or simply an outcome to be encouraged? Empirical research seeks to indicate whether engagement in self-directed learning is a personal characteristic experienced at different levels of intensity and correlated to other traits. Brockett and Hiemstra (1985) and Hiemstra and Brockett (1994, 2003, and 2012) saw self-directedness as a trait, related to the concept of field dependence vs. field independence. Additionally, self-directedness is seen by some as connected to locus of control (Kell, 2006; Cetinkaya Duman & Sen, 2012). Both of these psychological constructs relate to autonomy of thought, responsibility, and learning. An early test of self-directedness was Guglielmino's (1978) Self-Directed Learning Readiness Scale, while Stockdale and

Brockett (2011) developed the PRO-SDLS (Personal Responsibility Orientation to Self-Direction in Learning Scale) which has been "found to be a highly reliable instrument in the selected sample of graduate and undergraduate education students" (p. 1).

Lounsbury, Levy, Park, Gibson, and Smith (2009) studied over 2100 middle, high school, and undergraduate students to understand the validity of self-directed learning as a personality trait. They concluded, from a mass of data, that "the richness of the self-directed learning construct . . . can be seen in its multiple, significant correlations with so many different personality, interest, and ability measures" (p. 417). Boden, Smartt, Franklin-Guy, and Scudder (2006) conducted a similar quantitative study to find the correlation between epistemological beliefs and self-directedness, concluding a close relationship exists between certain beliefs about knowledge construction and self-direction in learning.

Critiques of Self-Directed Learning Theory

Brookfield (1985) questioned the concept of self-direction in learning in three ways. First, he countered the assumption prevalent in the mid-1980s, that adult learners are of necessity self-directed and that the adult educator's role is to facilitate these adults "to conduct self-directed learning projects within their own, often narrowly defined, frameworks of thought and action" (p. 6). In Brookfield's thinking, adult educators should not be limited to helping self-directed learners to refine their own learning techniques at the expense of not engaging them in considering other value systems, ideologies, or views of the future of society or of themselves. Brookfield argued that self-directed learning is really a misnomer, since self-directed learners do not construct their knowledge on their own, are not purely self-sufficient, and are dependent on writers, websites, or lecturers that they choose to access.

Second, in raising questions about the middle-class, white, Anglo bias of the research, Brookfield raised the issue of culture of origin's effects on self-directed learning. Frambach et al. (2012) stated that the cultural norms around uncertainty and tradition posed a challenge to self-directed learning of Middle Eastern students, and hierarchy posed a challenge to that of Asian students, although these factors were less applicable to European students. Nah (1999) used interviews with successful Korean women to show that interdependence, a strong Korean value, did not contradict self-directed learning but needed to be included in understanding it.

Third, Brookfield asked whether self-directed learners really have clear goals in the beginning and whether researchers discern the value in what is learned. Do learners say they learned more than they did? How can we really know if they learned, and if they learned anything of value? While Tough, Brockett and Hiemstra and associates, and Lounsbury et al. were concerned about the technical aspects of self-direction and took an empirical approach, Mezirow (1985) and Brookfield, as others, were concerned with the ethical and philosophical issues. Both Mezirow and Brookfield doubted that self-directed learners have autonomy unless they can have a grasp of all the alternatives open to them, and they argued that such awareness is rarely possible if self-directed learners are "on their own" and their individual learning processes are prized above community-building and emancipatory learning.

Integrated Model of Self-Directed Learning

Garrison (1997) developed a theoretical understanding of self-directed learning that will be used in this study as a beginning conceptual framework for faculty self-directed learning. It adds the element of motivation to the two dimensions commonly discussed in the self-directed learning literature, autonomy and control. It also exists within a constructivist framework. Garrison stated, "The proposed model integrates self-management (contextual control), self-

monitoring (cognitive responsibility), and motivational (entering and task) dimensions to reflect a meaningful and worthwhile approach to self-directed learning" (p. 18). He argued that literature on self-directed learning theory has focused on the external management aspects of the learning but minimal attention has been given to the cognitive and motivational dimensions of learning, which he considered necessary for a comprehensive foundational concept.

Garrison went on to define self-directed learning as "an approach where learners are motivated to assume personal responsibility and collaborative control of the cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaningful and worthwhile learning outcomes" (p. 19). The element of control does not signify extreme independence but concerns the use of learning materials within a social context and the learner's taking control of and shaping what is available to reach his or her goals. "The next two dimensions of the model—self-monitoring and motivation—represent the cognitive dimensions of self-directed learning" (p. 19), that is, the learners' ability to utilize and monitor their cognitive processes and their reasons for starting and staying with the self-directed learning experience.

Merriam and Bierema (2014) noted that Garrison was building on the original work of Knowles (1975) wherein the process of self-directed learning was first defined as individuals' efforts to begin, either alone or with others, to diagnose their learning needs, decide on learning goals, procure resources for the learning, utilize the appropriate strategies (for them), and assess their own learning. Garrison's model was chosen as a basis for this study for two reasons. He recognizes the contextual nature of self-directed learning as well as the constructivist nature of it. Figure 2 depicts Garrison's original model.

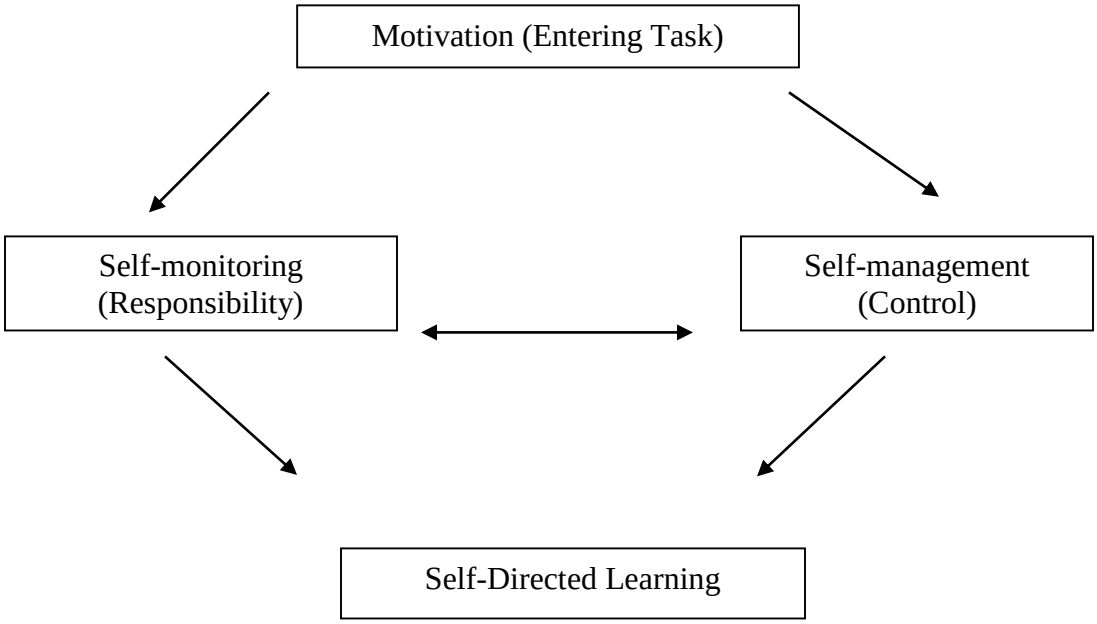

Figure 2. Garrison's model of self-directed learning.

(Merriam, Caffarella, & Baumgartner, 2007, p. 115)

This study sought to understand not just *what* the faculty study to improve their teaching and student engagement, but *why* and *how* the context influences those choices and processes. Secondly, Garrison's model includes the important aspect of motivation, and this study utilizes Expectancy-Value Theory as its theory of motivation. Therefore, Garrison's basic model is reconfigured to incorporate all the theories relevant to this study into the model in Figure 3. Figure 3 provides the framework for this study until data collection confirms, adds to, or disconfirms it. The dotted upward line in Figure 3 denotes that the self-directed learning is conceptualized as possibly feeding back into the organizational system in order to construct its reality further.

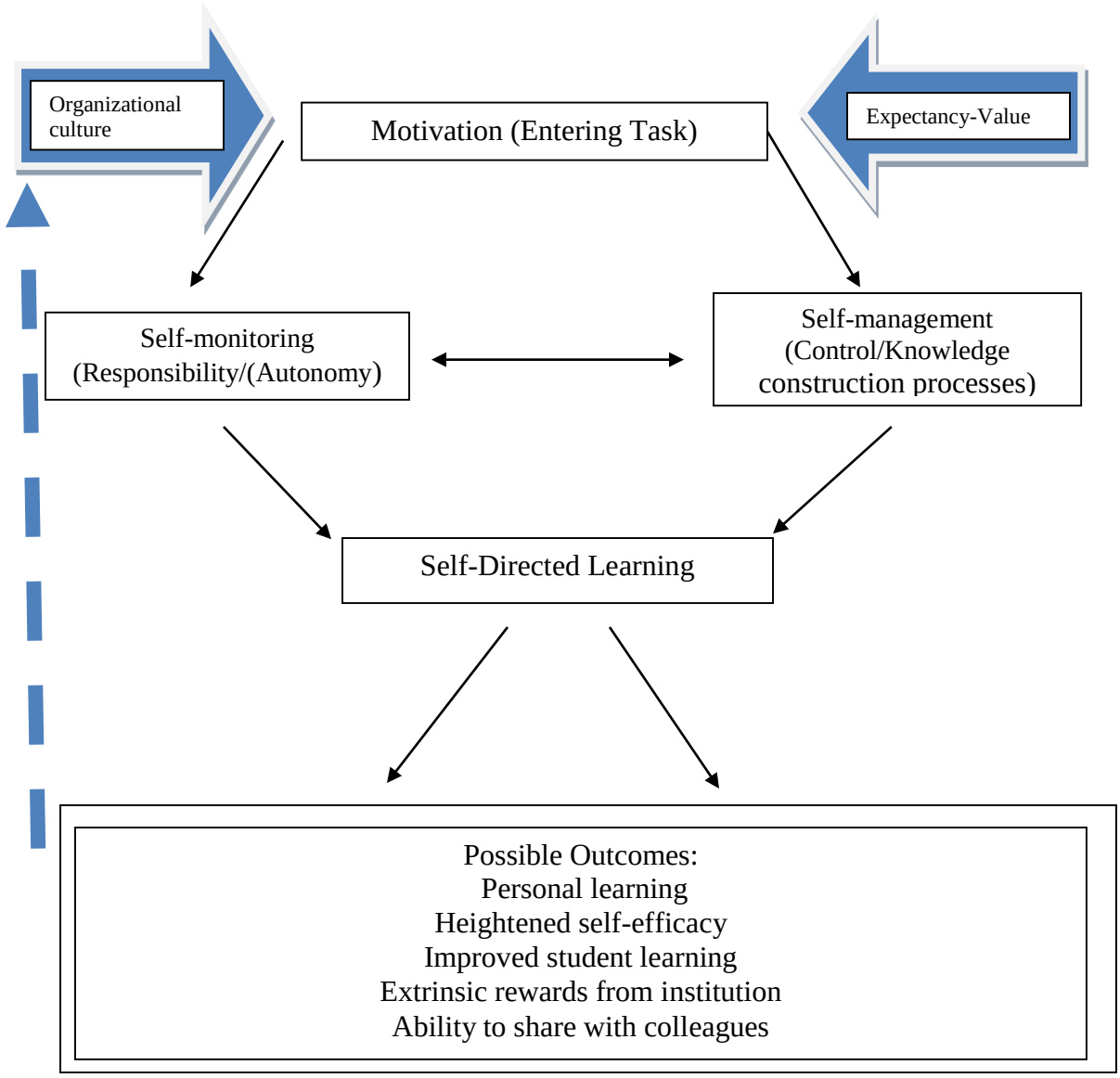

Figure 3. Garrison's Model of Self-Directed Learning adapted to serve as conceptual framework.

This research, then, was grounded in all three traditional aspects of self-directed learning theory: previous empirical studies, long-standing theory, and a complete look at the faculty member's entire self-directed learning experience (as accomplished by Tough, 1979). It sought to understand the process from beginning (motivations) to end (satisfaction, outcomes) as well as how contextual issues, such as incentives and discipline, affect learning processes and approaches and how the learning relates to the organization and other parts of the faculty members' positions.

Self-Directed Learning and Faculty Development

Cranton (1994) stated, in regard to self-directed theory, "For as we know in faculty development, one may be self-directed in one area, and not in another; . . . being self-directed requires its own set of skills" (p. 729). In a statement of the ideal rather than the actual, she wrote,

> Self-directed faculty development would have as underlying assumptions that faculty are personally autonomous; would seek to foster faculty self-management of their learning about teaching; would turn over responsibility for decision-making to faculty; and would encourage and act as a resource for noninstitutional learning pursuits. . . . For most adult learners, becoming self-directed involves a change in basic assumptions about themselves as learners, the role of the teacher, even the goal of education. (p. 729)

Cranton's article, however, is a personal reflection and is not empirically based. What seems to be missing in faculty development is a recognition of faculty autonomy and deep experience. If, as Knowles argued (1975), all adults are by nature self-directed learners to some extent, then would college faculty, who hold advanced degrees in their disciplines, more actively use self-directed learning? No studies have been found on that particular question.

Studies of self-directed learning as educational development focus on faculty choosing to involve themselves in formal, educational programs of their own volition, or without it being required by the college. For example, Quinney, Smith, and Galbraith (2010) examined faculty involvement in a library's "challenge" to learn Web 2.0 technologies. Sullivan et al. (2013) reported on a similar study.

This study also included informal learning as one of the self-directed learning approaches. Informal learning will be defined as learning that "may occur in institutions, but it is not typically classroom-based or highly structured, and control of learning rests primarily in the hands of the learner" (Marsick & Watkins, 2001, p. 25). Australians Davey and Tatnall (2007) interviewed 36 professors of information systems and found that the professors valued informal learning situations more than formal ones in terms of improving their research and teaching. Davey and Tatnall used Livingstone's (2000) methods in this research, which is considered a key study in the informal learning practices of adults. In Lohman's (2000) research, four themes emerged that inhibited the K-12 teachers' informal learning: lack of time; lack of proximity to resources; lack of meaningful rewards; and limited decision-making power in school management.

However, an investigation into the literature on faculty development utilizing or recognizing informal learning also yields a disappointingly low number of articles. Validation or assessment of informal learning in a world that honors formal education is a continuing challenge. The concepts of self-directed and informal learning are neither synonymous nor parallel. They overlap significantly, as in a Venn diagram. Some self-directed learning utilizes formal means as one of its strategies; some informal learning takes place by autonomous choice and is self-directed. However, while informal learning theory has some relevance to this study,

the emphasis will be on those learning experiences take on and manage by choice, whether through structures or outside of structures and reward systems.

Conclusion

Table 2 is an empirical findings chart that summarizes the studies mentioned in this chapter. This narrative has examined the topics of scholarly literature that contributes to the foundation of this study—self-directed and informal learning theory, faculty development, faculty motivation, motivation theory, and the professoriate. At the same time it reveals areas that bear further investigation.

Voluminous research has been produced on faculty development, but largely from the viewpoint of student learning rather than faculty learning. Ample research has also been done on higher education organizations and the professoriate, but not the connection of faculty learning to organizational learning. Many gaps exist, specifically in self-directed learning practices, the relationship of those practices on faculty development programming and their impact on the institution as a whole. The four research questions in this study seek to fill gaps through action research, which is highly contextual in its approach. This chapter has explained the strands of research that support the study and has presented a model of self-directed learning that provided the conception of self-directed learning in context as the study moved forward. The next chapter will explain the research methodology and methods.

Table 2

Empirical Findings Table

Study	**Date**	**Purpose**	**Sample**	**Methodology**	**Results**
Theory: Informal Learning in Faculty Development					
Lohman	2000	"to develop a deeper understanding of the types of environmental influences that inhibit public school teachers from engaging in informal learning."	N = 22 (all had at least three years' experience and the 22 represented all levels)	Each teacher was interviewed for 1-1.5 hours in a semistructured format. This took place over a six-month period. Schools were also visited to understand the settings. Data were analyzed in a complex, three-stage process taking into account the particular school as well as methods of learning.	Four themes emerged that inhibited the teachers' informal learning: lack of time, lack of proximity to resources; lack of meaningful rewards; and limited decision-making power in school management.
Davey and Tatnall	2007	To examine the lifelong informal learning of information systems academics in relation to their normal work.	N = 36	Academics were interviewed using the almost all the same questions used in the Livingstone (2000) study.	Only 10% of these professors engaged in formal learning but all valued self-directed informal learning, especially from the Internet, talking to colleagues, and attending conference sessions
Livingstone	2000	To understand the informal learning practices of Canadians in contrast	N = 1562	Telephone survey asking about involvement in formal and informal learning and paid employment, unpaid	High levels of involvement in informal learning at both work and on their personal time; "adult learning is like an iceberg;

Study	Date	Purpose	Sample	Methodology	Results
		to formal education and in connection to paid vs. unpaid employment		volunteer work, and household work.	mostly invisible on the surface and immense in its submerged informal aspects" (p. 499).
Hoekstra and Korthagen	2011	To address the lack of knowledge about what kind of teacher learning occurs in the absence of any (formal) facilitation for learning	N = 32; secondary teachers in Netherlands with five years' experience; voluntary	Students of teachers were asked to rate student behaviors; teachers were given surveys about their own beliefs and values about self-regulated (directed) learning; and teachers reported six times in a year on a learning activity.	The findings show that experienced teachers who are not supported by any type of professional development trajectory vary a lot in the extent to which they change in conceptions and behavior regarding the reform and also in the direction of this change.
Richter, Kunter, Klusmann, Lüdtke, and Baumert	2011	To understand the patterns of teachers in taking up informal learning over their careers	N = 1939 (Germany)	Survey with questions about their last two years' formal training and informal collaborations and reading	There are clear differences in how teachers pursue professional development over the span of their careers, but it doesn't diminish. "Alternatively, it can be hypothesized [*sic*] that self-directed learning is more attractive to older teachers, who therefore choose professional literature as their means for learning" (p. 124).
Theory: Self-Directed Learning					
Lounsbury et al	2009	to understand the validity of self-directed learning as a personality trait	N > 2100 high school, middle school, and	Administered a battery of tests (such as the Myers-Briggs and the NEO-Big Five inventory, among others) and	"The richness of the self-directed learning construct and its broad nomothetic span [Messick, 1989] can be seen in its multiple,

Study	Date	Purpose	Sample	Methodology	Results
			college students	the Gugielmino instrument, and they looked at grade point average and ACT scores.	significant correlations with so many different personality, interest, and ability measures" (p. 417).
Tough	1979	To understand the learning projects (which consist of several "episodes") of adults which they take on and manage by themselves.	N = 70	In-depth questions about the choices about content, management, assessment, time, and help that adults use as they take on projects to learn.	Tough produced a wealth of useful data about a wide variety of practices and choices within these self-directed learning experiences, and analyzed it carefully but clearly.
Manning et al.	1987	To understand the self-directed learning practices of physicians who are given an opportunity to "contract" to do self-directed learning rather than attend traditional continuing education	N = 102	Followed behaviors of 102 physicians through this program; Malcolm Knowles is one of co-authors	The authors were pleased and saw this kind of independent programming as an alternative to traditional (at the time) professional continuing education for doctors and as a part of recertification.
Minott		To chronicle his own self-directed learning in regard to teaching a particular group of students at his institution	N = 1	Reflective practice	The self-direction takes the form of reflection, primarily, on how to approach a new and diverse group of students without adequate background
Harteiss, Gruber, and Hertramph	2010	To understand the relationship between the epistemic complexity of adult	N= 256 (German workers)	Researchers had the subjects take a survey, the Epistemic Belief Inventory, with additional questions on the	The findings indicate that epistemic beliefs impact the quality rather than the amount of professional e-learning. The

Study	Date	Purpose	Sample	Methodology	Results
		learners and their e-learning activity		workers' amount and quality of e-learning on the job	conclusions offer new impulses for the study of knowledge management.
Boden, Smartt, Franklin-Guy, and Scudder	2006	To investigate the relationships between demographic variables, learner epistemological beliefs, and self-directedness among traditional students, older undergrads, and grad students	N=578	Using the Schommer Epistemological Questionnaire, the Self-directed Learning Readiness Scale, and an instrument to gather demographic and educational data, a regression analysis and other statistical tests were done on the data.	The findings showed that students become more self-directed as they progress in class standing and age and as their beliefs concerning fixed ability, simple knowledge, and certain knowledge become more sophisticated.
Quinney, Smith, and Galbraith	2010	To examine the Technology Challenge program used at a university and evaluate it in terms of the andragogy and self-directed learning theory	N=175 university staff	Tracking participants in the Challenge through their accumulation of points (from various tasks related to exploring Web 2.0 technologies) and a survey at the end	The Challenge was deemed a positive and practical way to meld self-directed learning with a game. One hundred percent reported that they would be willing to participate in another.
Impact of Faculty Development					
Ebert-May et al.	2011	To investigate the extent to which faculty used learner-centered approaches to teaching after	N = 190	Faculty were surveyed but also filmed and evaluated in their classes in the semester after their workshops.	While 89% self-reported that they used learner-centered methods, a videotape analysis of their classroom actions revealed that 75% used lecture-based, teacher-centered methods.

Study	Date	Purpose	Sample	Methodology	Results
		attending intense workshops.			
Hines	2009	To understand how mature faculty development centers evaluate or assess their practices	N = 33 (developers)	One-to-one telephone surveys about how developers assessed their practices.	Found that 100% of developers used satisfaction surveys; only a handful did any objective verification that faculty used the knowledge; self-reports dominated.
Hubball and Poole	2006	To see the connection between theory and practice in the scholarship of teaching and learning utilizing a certificate program for the faculty	N = 24	Action research; mixed methods; faculty participated in a learning community about scholarship of teaching and learning to create a portfolio of work to be awarded.	Authors considered the program successful and the participants achieved more in their teaching afterward
Furco and Moely	2012	To understand the impact of faculty learning communities on faculty acceptance of service learning initiatives across many different types of campuses and faculty.	N = 152 (complete data sets retrieved)	Survey on attitudes about the value of service learning courses to students and community given before and after the learning communities.	"Participants showed highly significant increases from the beginning to the end of the seminar in their responses to all five FS-LAS scales" (p. 141).
Mälkki, K., & Lindblom-Ylänne	2012	To understand whether university teachers really make the jump from reflective practice to	N = 76	In-depth interviews, semistructured, about their beliefs, espoused theories, and practices and reflections on the reasons for the disconnects (even if	Faculty expressed interesting reasons for their not using their espoused theories in their actual teaching; the departments didn't allow it; the structure of knowledge in their disciplines

Study	Date	Purpose	Sample	Methodology	Results
		action in their teaching		professors were not aware of the disconnects).	did not allow it; lack of time; personal insecurities; lack of resources or knowledge.
Butler, D.L., Lauscher, H., Jarvis-Selinger, S., Beckingham, B.	2004	To understand how a group of secondary teachers collaborate and regulate their own learning about a new instructional method that is also designed to increase student self-regulation in learning.	N = 10 in each year of study (some overlap)	Collaborative inquiry with teachers; somewhat like AR; interviews for data collection	They were concerned with whether the teachers would continue the use of the teaching strategy and continue their own self-learning after the study and in the second year when the researchers were less involved. They were also examining the use of a community of practice model for professional development, which may be relevant to my intervention.

CHAPTER 3

METHODOLOGY

Introduction

This action research case study examines both individual and organizational learning; therefore, the methodology entails questions regarding the study's underlying theories about epistemology and knowledge construction. This action research case study approaches learning from a constructivist epistemology that is congruent with the research methodology of action research (Coghlan & Brannick, 2010) and the specific methodology of Appreciative Inquiry (AI) (Whitney, Trosten-Bloom, & Cooperrider, 2010) and with a theory of organizational development in higher education, social constructionism (Bess & Dee, 2012). This chapter will explain the study's overall methodologies, action research and AI, and its more specific data collection and analysis methods.

Action Research

There are several reasons why the overall approach of action research, which is a contextual, participatory, iterative process that examines organizational problems, enacts interventions, and studies learning processes, is appropriate for this study. First, the use of AR was particularly attractive to the college's administrators as allowing representation of and respect toward faculty from various disciplines who would not just be providing data, but also designing the methods of the study. Additionally, this research would be an opportunity for faculty-directed change and an attempt at increased faculty autonomy. Action research would study the change rather than just causing the change, and the change, based on faculty deliberation and learning, would more likely be seen as productive rather than disruptive.

Further, the problem being studied is dynamic and part of the lived experience of the 160 faculty members at SSC.

In addition, the AR team was not just an *ad hoc* committee with a short-term task; we were co-learners. Furthermore, the issue is a complex one, necessitating deep understanding of organizational culture, context, faculty motivation, and higher education. Casting this work as research also provided protection through anonymity for the participants and thus an added sense of freedom to express themselves. The collaborative nature of the research also provided an incentive to the AR team if members wished to co-present in the future. These are the practical concerns that make the choice of action research appropriate. Furthermore, AI was believed to be the most appropriate form of action research because it was perceived that this organizational phenomenon of faculty self-directed learning is best approach from a positive, strengths-based stance.

Action research is by nature cyclical; two common sequences of its cycles are "Look, Think, Act" (Stringer, 2007) and "Observe, Reflect, Plan, Act," (Kolb, 1984). However, practitioners and theorists of AR have designed variations that target specific strengths in the cycles and in the potentialities of AR: action inquiry, participatory action research, action science, and developmental action inquiry are a few (Coghlan & Brannick, 2010). Action research itself is a theory about the connection between knowledge, action, research, practice, democratic participation, and organizational life. The AR team used the specific approach of AI because, as explained below, it privileges positive communication and seeks improvements upon currently working systems rather than a problem-solving model.

Appreciative Inquiry Methodology

Srivastra and Cooperrider (1986) originally designed Appreciative Inquiry in the 1980s when research they were doing on organizational development (OD) was leading to low morale in participants because of OD's traditional emphasis on addressing problems (Ludema & Frye, 2008). Instead, AI focuses on strengths of an organization in order to unleash creativity. Csikszentmihalyi's (1997) work on creativity distinguishes between divergent and convergent processes in creativity—the generation of ideas and the critical thought needed to choose usable ideas, respectively. Traditional problem-solving models emphasize the convergent over the divergent. "Cooperrider and Srivastra (1987) proposed to balance what they saw as the prevailing notion of 'organizing as a problem to be solved' with the root metaphor of 'organizing as a miracle, or mystery, to be embraced'" (Zandee & Cooperrider, 2008, p. 193).

AI has been recognized as an action research methodology for over two decades. Bramson and Buss (2002) classified it as a large-scale methodology for "engaging the whole system, both internal and external stakeholders, in the change process" (p. 212). Finegold, Holland, and Lingham (2002) concurred, rooting AI in social constructionism and postmodernism; they claim it is a radical departure from classical organizational development methodologies and that it locates the origin of knowledge in relationships. Moore (2008) added that AI assumes the health of the organization and allows members to tell their stories and share in envisioning and creating a better future together.

Whitney, Trosten-Bloom, and Cooperrider (2010) presented the foundational principles of AI, which situate it within a clear action research and social constructionist philosophy: reality is created through language and conversations; inquiry creates change; what we study leads to creating the world we know; organizations move toward their imagined versions of the future;

momentum is created by positive questioning; all stakeholders must be brought together in large groups to stimulate creativity; organizations should "be the change they wish to see;" and people will contribute more when they can choose what and how.

AI methodology has been utilized by businesses, healthcare, and other organizations and has produced documented organizational results (Ludema & Frye, 2008). The process starts with a desire to "search for, highlight, and illuminate those factors that give life to the organization, the 'best of what is' in any given situation" (p. 283). The most common model, and the one used in this study, involves four steps, called the four "D's" portrayed in a cyclical manner—Discovery (appreciating what gives life), Dream (innovating, envisioning what could be), Design (co-constructing knowledge, what should be the ideal organization), and Destiny (sustaining, how to learn, empower, execute, and improvise). (See Figure 4.)

However, Zandee and Cooperrider (2008) cautioned that AI's "overtly positive bias may inadvertently obscure and maintain existing power differences by silencing or stigmatizing critical voices" (p. 191). Bright (2009) wrote in favor of the benefits of AI but also argued that the method is not just about focusing on the positive; it is about understanding how "so-called positive forces function in dynamic relationship with so-called negative forces" (p. 1). For inquiry to be truly AI, the co-construction of knowledge must be involved as well. The advocates of AI promise much for organizations that use AI. The Researcher Subjectivity section of this chapter will address the assumptions involved in the decision to use AI as the submethodology of action research. In the end, the results were mixed, and worthy of note.

Appreciative Inquiry in Practice

The Four-D Framework that is central to most AI guided the general cycles of this action research process, as AI's focus on core strengths and values guided the choice of some interview

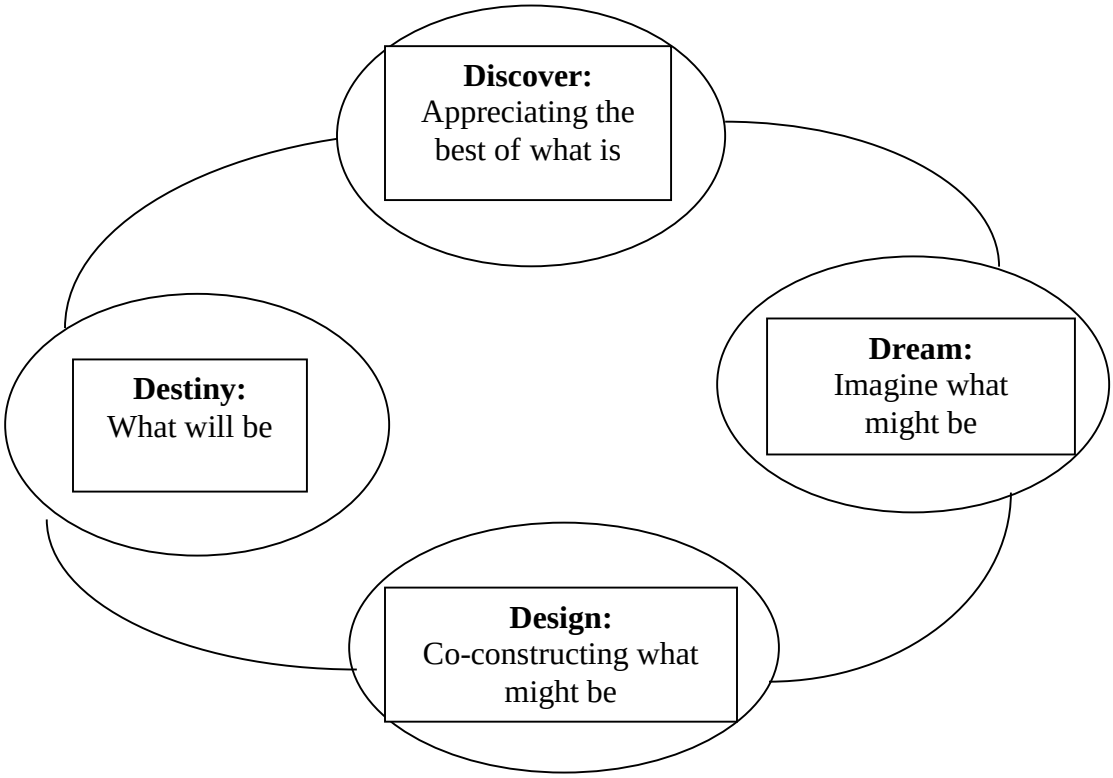

Figure 4. Appreciative Inquiry 4-D Model (Finegold, Holland, & Lingham, 2002, p. 238).

and survey questions and the agenda of the AR team meetings. The first D of AI, Discover, and the first step in any action research, is to gain in-depth, valid and actionable knowledge about the organization at the individual, group, and system level. The second D, Dream, is to learn what the organization members want the organization to be, what they aspire to for the organization. These two steps or phases are congruent with the "Look," "Observe," and "Reflect" phases of standard action research scenarios. The third D, Design, is consistent with the "Plan" phase, and involves the organization making real the aspirations discovered from the previous phases. The last D, Destiny, includes not only the "Act" phase, but also a challenge to and opportunity for

individuals to find their place in the future of the organization. It is a making personal of what has been discussed organization-wide through the first three D's of Discover, Dream, and Design.

AI was believed to be appropriate for the AR team and study because of the nature of the topic and situation. We were not dealing with a massive, systemic, organization-threatening problem at the institution. There were strengths in the faculty and in the faculty development. In fact, the data collection sought to uncover hidden practices of the faculty in order to help them identify and recognize these practices and consequently use them in faculty development. The relational nature of the inquiry in AI is at the core; trust, interdependence, connection, and a "whole organization" perspective are valued. In trying to bring to light what faculty members do "on their own" to improve their teaching and professional work, we were attempting to move toward that trust, interdependence, and connection so that the whole organization could benefit from knowing about its strengths.

AI does not just advocate an order of discourse but also a quality of data that are collected. For example, AI emphasizes narratives about peak experiences, core values, and individual contributions to the organization (Whitney, Trosten-Bloom, & Cooperrider, 2010). The data collection instruments included AI-oriented queries, adapted for this context and for the study's research questions. The Interview Protocol is found in Appendix B. The agenda items and discussion topics for the AR team reflected these same values and orientations.

Figure 5 combines a "funnel" diagram of action research advocated by Kocher, Kaudela-Baum, and Wolf (2011) with the 4-D model of AI. The funnel design emphasizes that wide concerns became more focused and practical, and the arrows represent the cyclical, iterative nature of action research. As we knew and learned more about the faculty self-directed learning

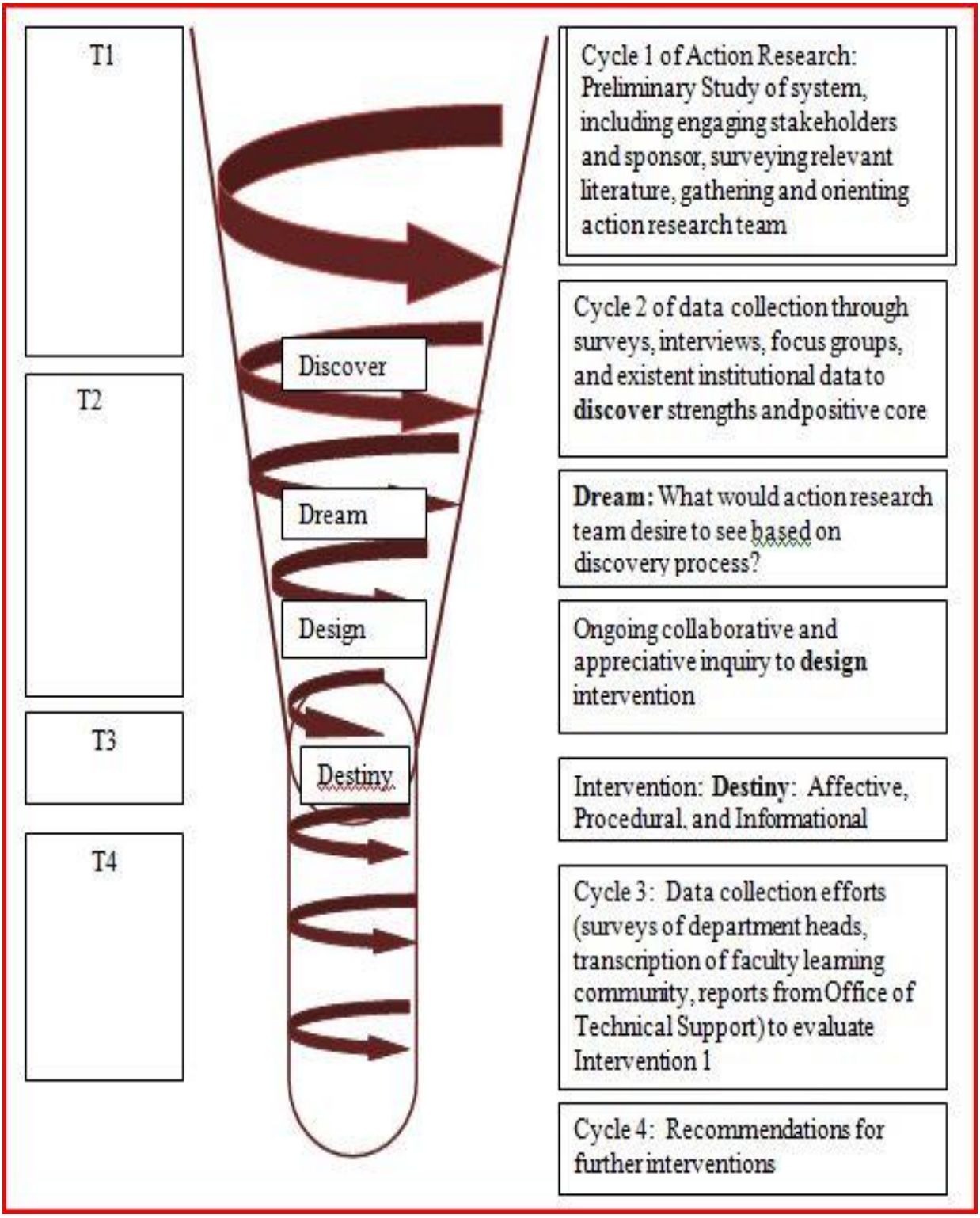

Figure 5. Appreciative Inquiry process model.

practices (Discover), the AR team could begin to envision the future of what faculty development could become through incorporating this knowledge (Dream). That vision could lead to beginning to plan an intervention (Design) which would eventually be put in place, with knowledge gained from its implementation (Destiny), leading to more knowledge creation.

The team desired to study the context thoroughly, in this case, the self-directed learning processes of the faculty, their use of the Center for Academic Excellence, and the faculty's perceptions as to how the system supported their learning to improve instruction. These methods would provide data to answer Research Questions 1 and 2 early in the process. Other than institutionally archived data, most of which was publicly available on websites, the data for Research Questions 1 and 2 were largely obtained through a survey distributed electronically to the entire full-time faculty, through interviews of faculty, and through two focus groups. The survey and a report of its full results appear in Appendices C and D. It was co-constructed with the AR team based on the original one submitted for IRB approval to SSC and the University of Georgia (IRB approval documents are in Appendix A). Not only did the team members make revisions, but they piloted it. After the pilot and a meeting to make more revisions for ease of use, the survey went live to the faculty. These data also contributed to Research Questions 3 and 4 and to the designing of interventions.

Qualitative methods—open-ended survey questions, interviews, focus groups, transcripts of AR meetings, and researcher memos—predominated in the data collection. However, quantitative methods were also used, specifically in the two surveys at the beginning and end of the 4-D cycle. Up to this point, the study has been referred to as a specific form of qualitative research, the case study. It did not just result in a case study form, but was chosen because of three criteria that Yin (2014) suggests determine the use of case study: the nature of its research

questions, the lack of control that the AR team (researchers) have over the events, and its focus on contemporary rather than historical events. Yin also goes on to define a case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within a real world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 16). This study also constituted a single-case design. This research started as an in-depth investigation of a specific group, the faculty at an open access college, and data were not collected from faculty at other institutions or from employees in other units of the college. Only for occasional clarification, comparison, or contrast purposes was reference made to other institutions.

Data Collection

With decisions made to use AI as the methodology, specific data collection methods were co-created by AR team members to ensure accurate, reliable, and valid data collection processes. This section will address sample selection (site and participants) and ways that triangulation of data was achieved.

Sample Selection

The sample for this case study was chosen because it is a place where a need for research existed and the leadership was amenable.

Site for study. The organization in which this case study research took place is Southeastern State College (SSC), a pseudonym for a public, open access college of about 5,000 students in a small city in a rural part of a Southern state. The small city has a significant immigrant population. The college offers bachelor's and associate's degrees and technical diplomas. The college is one of thirty units in the state's higher education system. Its student population is relatively diverse, although one minority is much larger than others.

Participants. Participants in this case study were drawn from the 160 full-time faculty, serving both as members of the AR team and sources of data collection. Three participants were non-tenure track. Adjuncts were not involved. The only nonfaculty member involved was a librarian on the AR team who specializes in instructional technology and therefore works closely with faculty and students. One department head who also teaches was involved. Table 3 provides a list of the other nine AR team members with relevant professional information. Table 4 lists the twenty faculty members who agreed to in-depth interviews about their self-directed

Table 3

Action Research Team Roster

Name (Pseudonym)	Title	Discipline	Years as faculty member	Years at institution	Highest credential earned
DeeDee Palmer	Assistant Professor	Education	5 (also former school principal)	5	M.S.
Yvonne Long	Assistant Professor	Mathematics	8	3	Ph.D.
Madelyn Simmons	Assistant Professor	History	8	5	Ph.D.
Larry Donnelly	Assistant Professor	Geography	7	5	Ph.D.
Bryan Davidson	Librarian	Instructional Technology	12	2.5	M.S.
Karen King	Associate Professor	Geology	16	6	Ph.D.
Kathy Allen	Assistant Professor	Biology	3	3	Ph.D.
Betty James	Lecturer	English	3	3	M.A.
Beth Daniels	Associate Professor	Education	7 (41 years as educator)	7	Ed.D.
Primary Researcher	Associate Professor	Communication	35	10	M.A.

Table 4

Interview Participant Data

Participant	Gender	Rank	Discipline	Began at SSC
1000	F	Assistant	Education	2013
2000	F	Assistant	English	2008
3000	F	Assistant	Management	2008
4000	F	Full (Chair)	English	1998
5000	M	Assistant	English	2010
6000	M	Associate	Mathematics	2005
7000	F	Assistant	English	2010
8000	F	Associate	Biology	2008
9000	F	Associate	Reading/English	1989
10000	M	Full	Biology	1990
11000	F	Instructor	Communication	2010
12000	F	Associate	Biology	1984
13000	F	Assistant	Biology	2012
14000	F	Assistant	Nursing	2009
15000	F	Assistant	Math	2010
16000	F	Assistant	Nursing	2010
17000	M	Assistant	Math	2010
18000	M	Instructor	Business	2010
19000	M	Assistant	Respiratory Tech	2005
20000	M	Assistant	History	2009

learning practices. These twenty were solicited through the survey and through direct requests. However, over half the faculty were involved in data collection in terms of two anonymous surveys, and nearly two-thirds were impacted by the interventions.

Participant diversity. It was important throughout the study to engage as broad a variety of faculty as possible, in terms first of discipline, length of tenure, professional status, gender, and ethnicity. The survey about self-directed learning processes, which was the first data collection mechanism (other than archival data from the institution), asked participants for their general area of discipline, status, and length of service. Table 5 shows that information.

Data Collection Methods

Triangulation of data collection was achieved through ensuring at least three sources of data and/or methods of collection for each research question. The various methods and related information about each are conveyed in Table 6. The data collection instruments were as follows: Interview Protocol (Appendix B); Survey of Faculty Use of CAE and Self-Directed Learning Processes (Appendix C); Focus Group Questions (Appendix D); Thank a Teacher Letter Form (Appendix E); Self-Directed Learning Form (Appendix F); Survey of Faculty Awareness and Attitude Toward Interventions (Appendix G); Sample Agenda for Faculty Reflective Session (Appendix H); and Protocol for Exit Interviews with Action Research Team (Appendix I).

Surveys and protocols were developed in the AR team meetings, which were recorded and transcribed. Although the IRB-approved instruments were used as bases, these were brought to the team for significant revision. For example, the first large survey on self-directed learning practices, which was distributed electronically to all full-time faculty, was projected on the screen and scrutinized item by item in two meetings. It was piloted by the team and revised

Table 5

Diversity of Survey Takers

	Number out of survey takers (N=83)	Percentage
Status	Lecturer/Instructor – 12	10%
	Assistant Professor – 26	31.3%
	Associate Professor – 36	43.4%
	Full Professor – 11	13.3%
Discipline/School	Professional Studies - 17	20.5%
	Liberal Arts – 38	45.8%
	STEM disciplines – 28	33.7%
Length of time at institution	0-3 years – 14	16.9%
	3-10 years – 40	48.2%
	10-20 years – 19	22.9%
	20-30 years – 8	9.6%
	30 or more years – 2	2.4%
Tenured	Yes – 39	47%
	No – 35	42.2%
	Not Tenure-track – 9	10.8%

again before it went public. The same process was used for the interview protocols and the survey used at the end of the study to determine response to interventions. Since several of the members had engaged in doctoral research, their input was invaluable to creating a clean, complete, and reliable survey.

Table 6

Data Collection Methods and Related Information

Type of Data	Method of retrieval	Timeline	Persons responsible for collecting	Source(s)	Persons responsible to analysis	Methods of analysis	RQ
Environmental Scan	Internet Search	Spring 2013 and as needed	Primary Researcher		Action Research Team	N/A	1, 3
Institutional Archival Data	Internet Search; personal request to individuals responsible for collecting data	Spring 2013 and as needed		Office of Institutional Research; College Fact Books; Faculty Handbooks	Action Research Team	N/A	1, 3
Full-time faculty use of Center for Academic Excellence services and use of self-directed learning for educational development; qualitative and quantitative	Survey inputted to SurveyMonkey and distributed electronically to faculty; no incentives or identification used, as per IRB	October 2013	Primary Researcher; Administrator of SSC's SurveyMonkey account	Full-time faculty	Action Research Team; also viewed and used by CAE Director, VPAA and Assistant VPAA for program planning	Discussion of results; use of Hyper Researcher for coding of qualitative portion	1, 2, 3
Qualitative interviews of full-time faculty about self-	Face-to-face interviews, transcribed verbatim. As	October 2013-February 2014	Primary Researcher	Volunteering full-time faculty	Action Research Team	Emergent , inductive coding using in vivo, topical, and values	1, 2, 3

Type of Data	Method of retrieval	Timeline	Persons responsible for collecting	Source(s)	Persons responsible to analysis	Methods of analysis	RQ
directed learning practices and institutional supports/ influences	per IRB, participants were given $10.00 gift cards for a local restaurant.					coding (Saldaña, 2009)	
Follow-up interviews with participants	Focus group meetings, transcribed verbatim, and researcher notes; as per IRB, lunch was served.	February 2014	Primary Researcher	Some of the interview participants and Action Research Members	Action Research Team	Emergent, inductive coding using in vivo, topical, and values coding (Saldaña, 2009); Ruona's (2005) method of data display were used.	1. 2, 3, 4
Action Research Team Discussions	Regular meetings, transcribed verbatim. As per IRB, lunch was sometimes provided	Spring 2013-December 2014	Action Research Team	Action Research Team	Action Research Team	Emergent, inductive coding using in vivo, topical, and values coding (Saldaña, 2009); HyperResearch software program used for analysis and data display	1, 2, 3, 4,
Researcher subjectivity and processes	Observation notes, journaling and researcher memos	Spring 2013 through January 2015	Primary Researcher	Primary Researcher	Primary Researcher	Reflection and notes using track changes notation in Word	1, 2, 3, 4

Type of Data	Method of retrieval	Timeline	Persons responsible for collecting	Source(s)	Persons responsible to analysis	Methods of analysis	RQ
Faculty reflective sessions on *The Courage to Teach*	Observations Notes and Reflections afterward	Fall 2014	Primary Researcher	Seventeen participants in the sessions over the course of semester	Primary Researcher	Reflection and notes using track changes notation in Word	2, 3
Usage of self-directed learning form	Survey administered electronically to full-time faculty	December 2014	Primary Researcher	Faculty members (53) who completed survey	Action Research Team	Counting	2
Usage of "Thank a Teacher" letters to improve appreciation	Electronic collection of letters prior to processing and sending to faculty	Fall 2014	Primary Researcher	Students who generated the letters	Primary Researcher and faculty members receiving them	Counting. 270 letters were received; 105 full-time faculty received at least one and 22 part-time faculty received at least one	3
Faculty response to interventions	Survey administered electronically to full-time faculty	December 2014	Primary Researcher	Faculty members (53) who completed survey	Action Research Team	Quantitative review	3
Learning experiences of Action Research Team	Exit interviews	January 2015	Primary Researcher	Action Team Members	Primary Researcher	Topic and Values coding using HyperResearch Software	2, 4

validity of the information and analyses that have emerged from the research process" (p. 57). The four attributes of trustworthiness are credibility, transferability, dependability, and confirmability. Credibility refers to the integrity of the study. The integrity can be supported, if necessary, by the recordings and transcriptions; confirmability, that is, the procedures took place as described, can also be supported by the recordings and transcriptions. Also, as according to the IRB, all recordings and transcripts of data collection sessions were kept confidential and secure, and AR members and interviewees had access to copies of the transcriptions.

The use of AI and action research, as well as IRB protocols, ensures dependability, that is, that the procedures were co-constructed and open to investigation by others. Others—the AR team, primarily, but also the project sponsor--were involved in this research design and data interpretation. Transferability is often questionable in action research, because its outcomes "only apply to the particular people and places that were part of the study" (Stringer, 2007, p. 59). It is important to note that the AR Team members were college professors who are adept at research themselves, and although only one of them had engaged in action research, they understood quantitative and qualitative processes well and were able to give valuable assistance in that regard.

Data Analysis

As Table 5 indicates, qualitative data were coded using *in vivo*, topic, and values coding (Saldaña, 2009). Except for one of the interventions, the faculty reflective sessions based on *The Courage to Teach*, all interviews and meetings were recorded and transcribed verbatim. Because the reflective sessions were designed to be "holding environments" (Drago-Severson, 2009) or safe spaces, the use of a recording device seemed counterproductive. After preliminary reading of the transcripts (and submission to participants for their review), the transcripts were coded

looking for emergent themes. The data were approach inductively rather than deductively. A sample of the coding process used for the interviews is found in Appendix K and an outline of the codes and topics from the interviews in Appendix L; a sample using Ruona's (2005) method for data analysis of the focus groups is found in Appendix M. AR team meetings were coded electronically using HyperResearch, and a sample report is provided in Appendix N. Ultimately, the project generated well over 1000 pages of transcripts and hundreds of codes, but the emergent themes became clear and remained fairly consistent throughout the study.

In vivo coding method involves using the words of the participants; since the participants in this study are articulate and educated persons, retaining their exact words was seen as desirable. *In vivo* also allows specific words to come to the forefront. For example, one of the most common words that faculty used to describe their experiences was "frustrating" or a variant of that word. Some other repeated words were "one-size-fits-all," "chaos," and "uncertainty." Opinions and views related to the individual professor's discipline were also strongly emergent. As Appendix K shows, an exact quotation from the faculty interviewees was used to support the topic or value coding, along with a notation of the faculty member's assigned numerical code and the line on the transcript where the quotation can be found. Saldaña (2009) stated that *in vivo* coding is appropriate for qualitative research that wants to prioritize and honor the participants' voices and for action research.

Topic coding was also used in the coding methodology because of its simplicity. Topic coding is termed "descriptive" coding in many manuals on qualitative research (Saldaña, 2009). As the name implies, topic coding refers to what is being talked about at that point in the interview, not the content of the message. For example, faculty talked about dealing with unprepared students or students who are nonnative English speakers; those are topics. What they

said, positively or negatively, for instance, was the content. The topic coding formed the first division of the coding system and was closely tied to interview questions, with faculty discussing topics such as self-directed learning, attitudes toward CAE events, the tenure and promotion system, and past teachers who inspired them. Each topic was divided into subtopics and sub-subtopics. Appendix L shows an outline of the various topics and subtopics that emerged from the interviews.

Because the interviews were semi-structured, the faculty were encouraged to include personal narratives and to interpret the questions in their own way initially. Probes were used to follow up their responses, if necessary, to bring them back to the main question or to gain more details or specifics relevant to the research questions and interview protocol. Because of the sometimes wide-ranging conversations, an inductive coding method was used rather than a deductive one. Instead of entering the process with pre-conceived categories and themes, I read the transcripts carefully several items and made notations by hand on one side of the page. Then, using a chart, I began with the first interview transcript and coded as the themes emerged. For example, the first respondent was a new faculty member in education who had taught elementary school for many years. Her self-directed learning had much to do with adjusting to this new role, adjusting to students, and her use of reflective practice. Another professor might have addressed different topics based on the same questions, but as the interviews progressed, common themes emerged. The chart was built starting with Interview 1 and moving to the Interview 20, adding subthemes and sub-subthemes as each interview was coded, including exact quotations and making notes in one column about specific values and emotions.

Values coding was particularly useful in identifying the key motivations, emotions, and goals of the faculty. Saldaña (2009) suggested that values coding is appropriate for qualitative

studies that "explore cultural values and interpersonal and intrapersonal experiences and actions in case studies" (p. 90). Since research question 2 focuses on how faculty engage in self-directed and informal learning with others, and since question 3 explores motivation of faculty in regard to learning to improve their teaching, values coding is appropriate for this study.

Preliminary Findings that Informed Interventions

It was found that faculty at SSC did engage in a great deal of self-directed learning, but in different ways and in different subjects. However, it was their reasons for using self-directed knowledge that added to the findings' depth. Primarily they used self-directed learning because the supports may not be in place for other kinds of more formal learning. In short, they did not consistently believe that the Center for Academic Excellence (CAE) provided programs that met their needs. They also found technology training inadequate for various reasons. Additionally, self-directed learning is used because they value their autonomy and it fits their learning style preferences or personality. Consequently, self-directed learning, although not necessarily an isolated activity, tends to be that way for the faculty at SSC. Preliminary findings also showed a strong commitment to student learning in their assigned classes, often above any other concern at the institution. At the same time, the primary attitudinal finding was a lack of appreciation for faculty, a sense of being overwhelmed by workload, uncertainty about performance standards, and low morale about pay stagnation.

These findings were considered sufficient to design interventions that could begin to address some of the concerns. After a thorough discussion of the preliminary findings, the AR team co-constructed the interventions for the ACT phase. These are described in Table 7. The survey used to evaluate the interventions was approved by SSC's and UGA's IRB and

Table 7

Interventions

Intervention	AR team Activities [what the team did]	Anticipated Outcomes/ Connection to problem, theoretical framework	Timeline	What data were collected to evaluate the intervention?
Procedural – Faculty used created form for planning and documenting self-directed learning projects that they wish to use toward tenure/ promotion/annual evaluation	Team has created this form.	It was projected that not all faculty would choose to use the form because they did not choose to pursue a self-directed learning project in their annual goals. However, the creation and use of this form was the action team's direct answer to the issue of recognizing self-directed learning of faculty (RQ3), based on the findings that faculty do engage in these activities but do not seek or find recognition for them. The form was also designed to help the faculty members with the self-monitoring of the tasks they are motivated to enter as per Garrison's model of self-directed learning.	Faculty were made aware of it by August 2014 and were able to use it in setting goals for 2014-2015 Academic Year.	Faculty evaluation materials are private; therefore, direct assessment was not possible. Indirect assessment was be used through self-reports. A survey in December 2014 administered to faculty learned if they used the form, their attitudes toward it, and suggestions for improvement.

Intervention	AR team Activities [what the team did]	Anticipated Outcomes/ Connection to problem, theoretical framework	Timeline	What data were collected to evaluate the intervention?
	Team co-created the concluding survey for this research which will investigate various aspects of this intervention.	The survey asking if the form was used was distributed to the faculty at the end of the study, via email.		
Procedural – Faculty will be encouraged to use their reflection from the assessment software to document reflection on the annual reports. This is not a mandated intervention.			Faculty will be able to use these reflections starting in April 2014.	One of the post-study research points will be to examine (through the department heads who do evaluations) if faculty used the assessment software for this purpose.
Affective – The initiation of a "Thank a Teacher" link accessible to students, faculty, and staff	Approval of the website's design	By seeking to address the findings that faculty feel a lack of appreciation and to address a stronger and collegial culture (Berquist and Pawlak, 2008), the AR team's initiation of this link on the college's website facilitated sending appreciative messages.	Beginning Fall 2014	Numbers of emails sent; Attitude of faculty indicated on post-study survey of interventions
Affective – Publication of faculty accomplishments in *The Journal for Academic Excellence*	Approval of the idea	A growing method of recognition and appreciation of faculty accomplishments and	Beginning April 2014	Tracking the number of notices sent.

Intervention	AR team Activities [what the team did]	Anticipated Outcomes/ Connection to problem, theoretical framework	Timeline	What data were collected to evaluate the intervention?
		publications since no other mechanism currently exists		
Affective – Display of faculty-authored books in the college library	One member of AR team, a librarian, spearheaded this	None	Beginning March 2014	Not applicable
Informational – Formal Report to VPAA, Assistant VPAA, and Director of CAE	AR team participated in its creation	This intervention will extend the "holding up a mirror" function of Appreciative Inquiry to the organization.	April 2014	Notification of acceptance and follow-up meeting (late April 2014) with VPAA
Informational – Presentation of research findings at campus teaching and learning conference	AR team served as co-presenters	Same as above.	March 13, 2014	Not applicable
Informational – Publication of research findings and intervention in the *Journal for Academic Excellence*	AR team participated in the data collection and analysis	Same as above	June, August, and October 2014	Completion.
Informational – Faculty Learning Community on Reflective Practice and Learning	AR team approved this intervention. They did not attend the sessions.	Findings of data collection of Cycle 2 (October 2013-March 2014) showed desire for communal, cross-disciplinary discussions as well as lack of awareness of reflective practice. This FLC	Fall 2014-December 2014; meetings continued for Academic Year	Due to private nature of the discussions, meetings were not recorded or transcribed. Faculty who participated were asked three questions about their experience on the post-study survey. They stated it was a positive experience and they wished to continue. The

Intervention	AR team Activities [what the team did]	Anticipated Outcomes/ Connection to problem, theoretical framework	Timeline	What data were collected to evaluate the intervention?
		approach is recognized in faculty development literature. Anticipated outcome: eight to ten participants for Fall Semester		meetings attracted sixteen persons in Fall 2014.

co-constructed with the AR team in early Fall 2014. It is found in Appendix H. Fifty-three, or one-third, of the faculty completed it. It gauged awareness of the interventions and attitudes toward them. Other issues related to outcomes of the interventions will be discussed in Chapter 5. To finalize the Destiny phase of the AI 4-D cycle and the "Look, Think, Act*"* stages (Stringer, 2007) cycle of action research, the AR team members were interviewed (some by phone, some face-to-face) in January 2015. That protocol is found in Appendix J.

Researcher Subjectivity

Early in the process I recognized my own positionality about the organization, even about the full nature of the large "elephants in the room." As the AR project progressed, this awareness grew. I saw that my passion for educational development and the CAE's work was not always shared, even by those who attended events. I overestimated the level of morale and sense of appreciation from faculty. I did not have a full picture of how faculty in other departments or schools experienced the organization and some of the animosity that had developed over the history of the organization due to pay inequity and other issues. However, in taking a social constructionist approach to organizational analysis and change, I recognized that the AR team and the other faculty were not just "perceiving" the reality of the organization but were also constructing it through their own discourse and knowledge creation. Whether the AR team fully understood that by the end of the study is another matter; however, based on the exit interviews, I do believe they ended the experience with a different view of their place in the organization.

I also had an incomplete picture of action research and AI before beginning to use it. AI seemed to be an appropriate submethodology of action research because of its success in large organizations, its emphasis on discourse, its basis in social constructionism, its democratic

nature, and most of all, its positive approach. At the onset of the study, I did not see the research involving "problem-solving" as much as "strength-finding." Through the eighteen-month process of the study, I wrote several researcher memos reflecting on aspects of the methods, my leadership, the AR meetings, the data collection, and my own evolving attitudes. Likewise, in regard to AI, I spent some time considering whether it was my deficiency as a facilitator of AI, the context, or the method itself that resulted in some of the findings, which will be discussed in Chapters 5 and 6.

Conclusion

Chapter 3 has described in detail how the data were collected to support the findings in answer to the study's four research questions. The findings to these questions are found in Chapter 5. Triangulation in data collection was achieved by ensuring that each research question had at least three data sources. Data collection comprised a large portion of the events in the case study, which is provided in Chapter 4.

CHAPTER 4

CASE STUDY REPORT: LEARNING IN THE MIDST OF UNCERTAINTY

Introduction

This is a case study of a higher education organization learning about itself, or more precisely, a significant segment of that organization—the faculty—learning about itself. The purpose of this study is to understand the self-directed learning processes engaged in by faculty members of an open access public college to improve their instructional delivery and student learning and to understand the relationship of this learning to the college's culture. The work of faculty at open access colleges, and specifically how they learn to become better at instructional delivery, is often overlooked in the faculty development literature. Four research questions about self-directed learning practices of faculty and the supports and motivations for those practices undergirded the study. The story will be told around the stages or cycles of the action research project.

Context of the Case Study

This action research case study is bounded by an organizational structure and processes that may or may not aid and incentivize that learning—and often do not. What started as an investigation of how faculty use self-directed learning processes and how a system could encourage those processes became a wider study of an organization's cultural factors that impinge on the faculty's motivations, activities, and assessment of their own learning. Therefore, this is not just the story of an action research team, but of an AR team working in the context of shifting, ambiguous circumstances. Many organizational factors reached into the story

over the course of eighteen months. This section will lay the foundation for understanding the issues that were encountered during the time of the case.

Situating the College in Its Systems and Region

Southeastern State College (SSC) is an open access college in a Southeastern state. It is one of thirty institutions in the system and one of thirteen at its level of degree-granting status. SSC is regionally accredited to offer bachelor's degrees in 18 disciplines and associate of arts and associate of science degrees for transfer in 10 fields. The college also offers associate of applied science degrees (non-transfer) and career certificates in 18 fields. The governance of SSC involves a president, with six direct reports: the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the Director of Institutional Research, the Director of Marketing and Communication, the Director of Athletics, and the Vice President for Student Services. There are five schools: Liberal Arts, Science and Math, Education, Health Sciences, and Business. Under the Office of Student Services can be found Enrollment Services, Student Life, Residential Programs, and Academic Resources. State funding has been tightened, as can be seen from the fact that the college's full-time enrollment (FTE) expenditures dropped $500 from 2011 to 2012. Fall 2014 enrollment was 4,853, an almost 20% reduction from 2010.

There are currently 160 full-time faculty members; in 2011 there were 167, indicating a reduction in force. Thirteen percent of the faculty are full professors. The percentages of assistant and associate professors are about equal, and 14.3% are lecturers or instructors. Roughly 42% of the faculty were tenured at the time of the case study. The average age of the faculty is forty-nine years and the average length of service is eight years, but those averages include part-time instructors.

SSC is unique and yet typical of much of higher education today—that is a strength of this case study. Its typicality and yet uniqueness are seen in its experience of organizational change. Externally mandated, internally driven, and societally based change has been significant at SSC for the past five years; at the same time, pay has been stagnant for seven years and therefore, has gone backward. Examples of change are (1) inclusion of athletics, (2) transition to a primarily four-year college, (3) inclusion of residential life, (5) constant introduction of new software, (6) recent departure of President and Vice President of Academic Affairs, (7) increased recruitment of a specific minority population, (8) Complete College America emphasis on retention and completion, (9) increased calls for assessment and paperwork, (10) faculty turnover, and (11) changes in entrance standards and advisement practices. Change overload constituted an "elephant in the room" during this case study.

As with all higher education, SSC is experiencing cultural shifts due to societal expectations of what college should be—more accessible, more technological, more student-centered, more customer-service oriented, more accountable. Research done with the AR team revealed that the faculty aspire to collegial culture, according to Bergquist and Pawlak's (2008) classifications of higher education cultures, but they believe that the actual culture is managerial. In short, this means that faculty would like to have a culture where faculty's disciplines, learning, decisions, and collegiality are central, but the college actually has a top-down, administratively driven culture.

This is not meant to imply that all of these changes were seen as negative by the faculty. Even the positive ones require additional work for the faculty and increased time for mandatory learning. The result of all the change is that faculty's self-directed learning is impacted. Faculty in the study often commented that they struggled to keep up with their disciplines because of the

learning demands related to these other change issues. Faculty in the study also expressed a sense of ambiguity and frustration because "we never know how much is enough" and "there is always one more thing."

Resources for Helping Faculty Learn

As seen above, SSC faculty are constantly being asked to learn. Not all of this learning is self-directed; neither is it directly relevant to teaching. One of the purposes of this study is to determine the resources and methods by which faculty improve themselves as deliverers of instruction. These resources and methods can be characterized as institutionally provided (such as travel funds for conferences), externally sourced (MOOCs and webinars provided by textbook companies, the state higher educational system, or other entities), and personally originated (self-directed learning). Although funding for faculty travel to conferences is the norm in higher education, these funds have been significantly limited and travel is restricted. Many faculty do not travel because of the difficulty in obtaining funding and the lack of incentives. The second type of institution-driven resources is the Center for Academic Excellence (CAE), formerly the Teaching and Learning Center. Part of this research project involved quantitative study of the faculty's usage of the Center and qualitative study of faculty's perceptions of the CAE's efforts, and these findings are discussed in Chapter 5. Generally, about half of the faculty utilize the Center.

Although the institution-driven and externally provided resources are available, their use is not mandated at SSC. In fact, except for technology training for administrative purposes, faculty are free to ignore the Center or other resources for their own learning. They are expected to set and meet at least three goals in professional development for yearly evaluation, but otherwise professional development at SSC is almost completely self-directed.

This section has examined the institutional constraints on the case study and its primary subject, self-directed learning of faculty to improve their instructional delivery. The section has been designed to give a brief overview of the mindsets and frameworks that were operative as the team entered the study and of my methods for ensuring objectivity and rigor. The next section will move into the first phase of the action research project, the entry phase.

Phase 1: Entry and Initiation

Because this is a case study about an action research project using a specific method, AI the study is organized into four distinct phases that parallel both the Look/ Reflect/Plan/Act cycle (Kolb, 1984) and the AI Discover/Dream/Design/Destiny cycles (Finegold, Holland, & Lingham, 2002). An environmental scan through census and institutional documents, gaining approval for the study, and gathering the AR team constituted the first phase or cycle of the case study.

Approval of Administration

This action research project began in February 2013 when the Vice President of Academic Affairs (VPAA) and the Assistant Vice President of Academic Affairs (AVPAA) were approached with the ideas for researching faculty development processes at the college. These administrators were open to faculty research projects in general and the issues inherent in this study because of recent mandates from the state system. Those mandates articulated a need for faculty to explain their methods of learning and show more reflective practice in annual reports, and the administrators saw the research as a method for realizing that mandate. The AVPAA agreed to be the project sponsor at that time.

Because faculty would be invited to be involved in the AR team, it was important that the academic deans be aware of the project. In early April of 2013, the academic deans, the VPAA, and the AVPAA were informed of the study and given the opportunity to provide suggestions.

They received a memorandum describing the study plan in general terms and were asked that the faculty members who would be part of the AR team be given consideration for their work in terms of their annual goals. The formal contracting process took place during the week of April 22. The IRB application was approved by the University of Georgia and by SSC in May 2013.

Inviting the Team

It was then time to engage a team who could be trusted to commit to the project. Certain criteria were set for team members. The VPAA strongly recommended that a diversity of disciplines be represented. Second, they should be persons who attended and showed interest in faculty development efforts on campus. Third, they needed to be available and interested for a period of eighteen months. Although length of service was not a priority, faculty who had been at the institution for different periods of time were sought. New faculty were omitted because of an assumption that they had too much work to do as new faculty members and that they would not understand some of the long-standing issues inherent in the study.

Personal letters were sent to thirty-five faculty and professional staff. Ten replied positively within a reasonable time frame. These ten colleagues became the members of Action Research (AR) Team. Except for one, they all stayed for the remainder of the study. That one resigned from the college for another position and the plan was for her to provide input from a distance. She did serve as a resource but was not as involved as originally planned. The make-up of the team is outlined in Table 3; there were three faculty members in the STEM disciplines, two from social sciences, one from nursing, two from education, two from the humanities, and a librarian who specializes in instructional technology. The first meeting of the AR team was at the end of the academic year for an orientation. Reading material on action research and the overall

project was provided and plans made to meet early in the fall semester and to continue to meet monthly.

Phase 2: Understanding How the Faculty Learn

Having an AR team made up of several persons (7 of 10) who had completed doctoral work meant that the team was able to benefit from their knowledge of quantitative and qualitative methods. They, however, were learning about action research and specifically AI. Our first task was to complete and pilot an extensive electronic survey on the faculty's involvement in educational development and their own self-directed learning in this regard. In the first meeting (August 27, 2013) we took apart the original survey submitted for IRB and put it back together again. It needed clarity, focus, and adaptability for an electronic format. In the time before the next meeting, the survey was uploaded and the team took its trial version. A brief overview of AI processes that we would be going through was given.

At the second meeting we held another intense critique session about the piloted survey and a more in-depth examination of AI methodology and how we would utilize it. At this point the AR team was not only doing co-construction of the survey but also engaging in informal learning about the institution and some aspects of its governance that were not widely known. Some members were involved in the Faculty Senate and the committee on tenure and promotion and provided information that was not disseminated to the faculty as a whole, which was in itself a problem with the process. The team operated as a method of institutional communication in the absence of clear messages from other channels, a point that was mentioned in the exit interviews.

While the team seemed to bond as colleagues, one of the emerging issues was the positionality faculty experienced due to discipline. In fact, it also emerged as one of the major

obstacles to the revision of standards for tenure and promotion that was going on concurrently with the study and bore upon it. Faculty on the AR team and elsewhere expressed a deep concern that they would be evaluated for tenure or promotion on a "one-size-fits-all" approach; they were also quick to be vocal that some departments or schools received advantages others did not, at least in their perception. The team needed to get past "disciplinary thinking," which was a code used for statements that showed a participant was seeing issues as an historian, mathematician, or biologist as much as a member of the campus community. Signs that they were becoming closer and breaking past disciplinary (and building) separations that exist on the campus were noted both in the discussion and in the later coding of the meeting transcripts.

Likewise, being mindful of the AR members' time and schedules was important, so meetings were kept to 75 minutes or so and started on time. We negotiated times for meetings, using Doodle polls to help with this task. Sometimes meals or snacks were provided. To encourage relationship building, talking about experiences, vacations, children, frustrations, teaching, and research projects was encouraged, as well as addressing the task at hand. They respected the norm of not talking about individuals in hurtful ways, and wisely stayed on issues, not personalities.

At the third meeting we revised the interview protocol. Again, the AR members provided vital insight, helping the primary researcher to overcome her tendency to miss issues because of her closeness to the project and her anxiety about not amassing enough data. After finalizing the protocol, the AR team engaged in a common exercise in the Discover phase of the 4-D plan advocated by AI proponents. They were asked to talk about a peak experience in their teaching career at SSC, which proved to be a provocative question that created positive memories of experiences from the AR members. However, two patterns or themes were

beginning to emerge. First, the peak experiences most mentioned involved being thanked by students, commonly after the fact when the student would have had to make an effort to thank the professor (through email or a personal visit) and when the faculty member could see the long-term success of the student, as in the student's having graduated and begun his or her career. The theme of appreciation—and lack of it—became prominent in the AR discussions. Second, the AR team was able to stay focused and positive when a specific task, such as refining the survey, was at hand, but when the discussion moved to other topics, discussion devolved into complaints. Was this due to one or two vocal, cynical members? Not really; at least six of the members tended to interject negative or critical statements about the institution, the leadership, or the students even when the topic of discussion was neutral or positive, such as this focus on peak experiences.

At the fourth meeting in Fall 2013, the AR team analyzed the results of the survey. We were pleased that 50% of the faculty had taken the survey, although not everyone answered every question as completely as we would have liked. In retrospect, that is understandable; it was a very long survey, but it did yield valuable quantitative and qualitative data. Eventually, the former and current directors of the Center for Academic Excellence and the VPAA and AVPAA were able to use the survey for program planning. The survey is analyzed in Chapter 4, but its general findings were as follows:

- Faculty did engage in a variety of methods of self-directed learning to improve their teaching in several ways;
- Faculty did engage in informal learning and reflective practice, but to a lesser extent;

- Faculty did *not* consider the CAE central to their learning processes, although they supported the existence of the Center; and
- Faculty were generally unhappy about the operation of the CAE at that time and supports to their learning and professional development, about the increasing demands on their time, about poor communication patterns from the administration, and, mostly, about pay stagnation and inequity due to compression and disparities among disciplines.

The AR team members were not surprised by the morale problems, although later in the exit interviews several expressed that they were surprised by how widespread and deep it was.

At this point, individual interviews with faculty members were beginning, so initial reflections from those were reported. Three themes were emerging: (a) an extreme dissatisfaction about pay, (b) the primary topic for self-directed learning was instructional technology of some sort, and (c) a sense of overwork and lack of appreciation. These findings led to further questions and dialogue in the AR team. At the November meeting one of the members who is active on Faculty Senate (in fact, she is now the president-elect) announced that the current tenure and promotion proposal was being redrafted for multiple reasons. This led to a discussion of disciplinary differences, research requirements in a teaching institution that does not and cannot support research, especially in the sciences, and a sense of isolation and lack of appreciation from the system leaders. It was clear that certain themes were being repeated.

Also it was becoming apparent that much of our discussion in the AR meetings was engendered by lack of communication or mixed messages from the administration and also that the discussion was a venting mechanism with persons from other departments. Some believed the college was moving away from its teaching mission because the VPAA wanted the faculty to

engage in research; some attributed this perception to an ulterior motive on her part, but some were not even aware that the VPAA was sending that message. These mixed messages and confused perceptions were creating stress due to uncertainty among the faculty, who had not been expected to engage in research in the past.

Also, it seemed that the department in which a faculty member worked had a large impact on how he or she perceived, defined, and evaluated the college. As the interviews would show, most faculty members spent the vast majority of their work time with students and with colleagues from their own disciplines and rarely engaged with those who taught other subjects. That led to distrust and lack of understanding. This lack of understanding occasionally reared its head in the AR meeting. A member in the natural sciences implied that that type of research she did (or was expected to do) was more difficult than "doing a literature review on a computer" and should not be judged in the same way. Although her point was that research and faculty work in general should be fully understood and appreciated, it seemed to imply one discipline was superior to or "harder than" another. She said this more than once over the course of the meetings, making her something of an outlier from the others, even a colleague from her department who showed more sensitivity to the group as a whole. Her teammates seemed tolerant of her statements. At times, because the communication pattern was so open and free-flowing, responsive listening may have suffered.

These kinds of discussions are mentioned because the AR meetings were not just about directing a research project on self-directed learning but about exposure to other viewpoints about teaching, learning, and knowledge construction. In drawing the November meeting to a close, the AR team was asked about what they considered the college's core, a key AI question. The answers were interesting, but again, there were several sarcastic comments among the

transparent and positive ones about small classes, reaching marginalized populations, and the ability to develop relationships with students.

At the same time, when this question and a related one, "What do you value about your work here?" were asked, the answers focused on the faculty's true love of teaching their discipline to students, especially to upper division students in their majors now that more bachelor's degrees were being offered. Many of the faculty are engaged in undergraduate research with their students, and they mentioned that they found this a fulfilling way to teach and be engaged in research at the same time, even though supports and resources for their own original research are not available. In fact, in a private discussion, one of the AR team members mentioned that it seemed that the college seemed to value undergraduate research more than any that a faculty member did alone. Undergraduate research is consistent with a teaching mission.

Between the November and February meetings of the AR team, the remainder of the twenty interviews with faculty were conducted and two focus groups were held. The focus groups were designed, at the suggestion of one of the AR team members, as follow-ups to the interviews. The AR team members and interview participants were invited, and four members were able to attend. This ended our initial data collection for the second phase of the study. The next section will address the discussion and crafting of the interventions.

Phase 3: Meaning-Making about Faculty Learning and Creating Interventions

In the February meeting, interview data were reported on and we began to discuss and craft the interventions we would like to see. The meetings in Fall 2013 had constituted the Discover phase of the 4-D AI format; we were now moving into the Dream and to some extent the Design phase. Again, with a clear-cut agenda, the meeting was productive. When more open-ended questions were on the table, the bent toward negativity appeared. It is possible that

this indicated the team was comfortable with each other and felt safe enough to be honest about school policies, practices, and pitfalls, or perhaps it was because of external factors. The reports of continued pay stagnation, perceptions of unengaged leadership, and lack of progress toward a revised and coherent tenure and promotion process were continuing concerns of the AR team.

Prior to this meeting I met with the chair of the committee tasked with creating a new tenure and promotion policy. She suggested that we consider drawing up a document that could be used during a faculty member's goal setting phase and then assessment for annual report and that could be included in his/her portfolio. Additionally, more information was obtained about what was being proposed for the tenure and promotion policy from another leading member of the committee. Since the third research question was about the system's relationship to and recognition of self-directed learning and, other than pay, the primary method of recognition was tenure and/or promotion, involving this committee or at least being aware of it made sense to the AR team.

The criteria for the team's interventions were simplicity, practicality, and assessability, and in light of data collection, that the interventions should address the two concerns of lack of appreciation in the institution and lack of recognition for self-directed educational development. We brainstormed and then looked at the pros and cons and practicality of each option. Because we decided that one of the options had to be a method for faculty to document their planning, execution, and completion of any self-directed learning projects that the faculty undertook in terms of improving instruction, creating a form for documentation was paramount and took up a significant amount of time in the meeting. This is referred to as the "Self-Directed Learning Form" (Appendix G) in this study. Again, the team emphasized simplicity; otherwise, faculty would not take the time to use the form. The interventions are summarized below in Table 8.

Rethinking the Approach

The AR team met in March for a "second chance" meeting on our final decisions about the interventions before they went into effect, for an update of the processes, and to prepare for what would happen the next day. The following day the CAE was to hold its annual teaching and learning conference, and the team was to present our preliminary research about how faculty use self-directed learning.

Table 8

Timeline of Interventions

Type	Content	Date
Procedural	Faculty will use created form for planning and documenting self-directed learning projects that they wish to use toward tenure/promotion/annual evaluation	Beginning Fall 2014
Procedural	Faculty will be encouraged to use their reflection from the assessment software to document reflection on the annual reports	Beginning Fall 2014
Affective	The initiation of a Thank a Teacher app accessible to students, faculty, and staff	Beginning Fall 2014
Affective	Publication of faculty accomplishments in *(the college's online journal on college teaching and learning)*	Beginning Spring 2014
Affective	Display of faculty-authored books in the college library	Beginning Spring 2014
Informational	Formal Report to AAVP, Assistant AAVP, and Director of CAE	Beginning Spring 2014
Informational	Presentation of research findings at campus teaching and learning conference	Beginning Spring 2014
Informational	Publication of research findings and intervention in the *(the college's online journal on college teaching and learning)*	Beginning Spring 2014
Informational	Faculty learning community on reflective practice	Beginning Fall 2014

The AR team's work was disrupted when in late spring the VPAA decided to table the proposal created by the tenure and promotion committee because of her perception that it would not pass the Faculty Senate. How one interprets this decision depends on one's position and perspective in the institution. Some saw it as an arbitrary dismissal of the committee's intense work; some saw it as reasonable because of the flaws in the proposal, and some saw it as an overextension of power. It may have been that the VPAA foresaw even more conflict and wanted to avert it. The practical result was ambiguity and uncertainty about how the many faculty who were going up for tenure or promotion would be evaluated, which therefore diminished morale even more. It also caused the AR team to refocus on the cultural issues of the institution, which appeared to be a source of conflict.

AR team work can be "messy," and it should not be assumed that everything went smoothly, although the AR team worked hard and reported in their exit interviews that they learned and enjoyed the experience. Members, particularly one, did not always read their assignments or emails, and we found ourselves readdressing some issues or past themes. Later organizational developments such as the tabling of the promotion and tenure proposal would also add to the uncertainty of the AR team's tasks and nullify some of its work. Additionally, while the team worked well together, at times conflicts flared, often about disciplinary differences. Two other topics of contention were teaching methods and the perception that the CAE was critical rather than affirming of how the faculty taught.

In late spring I perceived that the team needed to be more directly involved in data analysis and other matters. A key text for shaping my thinking in response to the data collection phases was *Engaging the Six Cultures of the Academy* (Bergquist & Pawlak, 2008). From my own perspective, SSC fit into either the managerial culture or the developmental. The

managerial culture has strong administrative leadership, somewhat less faculty decision-making, explicit policies and procedures, and strong emphasis on achieving student learning outcomes and success (as seen in graduation rates). The developmental culture is one where learning of all is the highest priority. This book actually has an inventory in its appendix for faculty, staff, or administrators to complete to get a sense of how the culture is perceived.

The study of organizational culture in higher education is an important theoretical framework to this study, and the AR team spent three meetings discussing the culture of the college. However, there is a distinction between climate and culture. Schein (2010) stated that climate is "the feeling that is conveyed in a group by the physical layout and the way in which members of the organization interact with each other, with customers, or with other outsiders" (p. 15). Also, climate "is better thought of as a product of some of the underlying assumptions and is, therefore, a manifestation of the culture" (p. 24). It was clear from the interviews and AR team meeting that the climate at SSC was negative; the deeper question is how the culture contributed to that climate.

In June AR team members were asked to complete the inventory and to take their time to think about it, since it is composed of 72 questions. The team agreed with my assessment that the second strongest culture of SSC is managerial. However, the results of their inventories indicated that they considered the culture collegial rather than developmental. In Bergquist and Pawlak's (2008) words, collegial higher education culture is

> one that finds meaning primarily in the disciplines represented by the faculty in the institution; that values faculty research and scholarship and the quasi-political governance processes of the faculty; that holds assumptions about the dominance of rationality in the institution; and that conceives of the institution's enterprise as the

> generation, interpretation, and dissemination of knowledge and as the development of specific values and qualities of character among young men and women who are future leaders of our society. (p. 15)

It could be concluded that the team was expressing both their perception of reality and what they would like the college to be. It was almost as if the team, as representative of the larger faculty, was saying, "We know that the college is administrator-driven and too bureaucratic, but we want to fan the flames of the elements that are truly collegial." The team also rated the college high in advocacy and developmental culture, perceiving it as strongly student-focused and advocating for groups of people who have traditionally been marginalized by higher education (e.g., first-generation, minority, and lower-income students). These findings, informal as they are because the inventory was neither scientific nor controlled, affirmed two ideas about this study: the AR team had an invaluable perspective on the institution that supplemented mine, and the faculty highly valued the college's student focus. The use of the inventory clarified that some of the tension experienced by faculty stemmed from conflict between the two prominent cultures, collegial and managerial.

Because many of the AR team members would not be available for the next two months, each of the AR members was asked to code three interview transcripts informally. They also accepted a reading assignment about one of the interventions from *Transformative Conversations* (Felten, 2013). We scheduled our next meeting for as early in the academic year as we could.

In a private discussion with the VPAA in the spring about the research and the interventions we wanted to carry out, she noted what she saw as a lack of leadership in the faculty—that they wanted things to change but preferred to complain rather than do something.

In retrospect, this may have been a subtle message about an adversarial relationship with the faculty. It may also have been indicative of the negative climate as well as the conclusion that while the faculty desired a more collegial culture, they worked in a managerial one. Additionally, in the summer a new Director for the CAE was appointed, and she was able to use and build upon the AR team's work.

Moving Forward

The team met next on August 8. The general mood was no better at the August meeting. The president had announced his resignation in the summer and would be gone by the end of the calendar year. There had been no pay increases, at least none across the board. Enrollment numbers were uncertain, which raised the memory of furloughs. The tenure and promotion process had not been resolved. The anxiety about "how much will be good enough" remained. It would not be long into the semester before the VPAA would announce her departure for a position in another state.

The team's insights into the transcripts helped give the team a fresh perspective. They noted some aspects that I had missed or de-emphasized in my data analysis. They saw that the faculty whose words were recorded in the transcripts wanted to teach and wanted to do it well (but based on their own perceptions of quality); wanted to introduce students to the disciplines they love; enjoyed collegial relationships in their discipline (with one departmental exception); distrusted the leadership, especially at the state level, to varying degrees; were overwhelmed by demands of the job and life, especially keeping up with policy changes and technology; were confused by and sometimes resentful of institutional policies; enjoyed their students as people; and used self-directed learning primarily for utilitarian, often short-term, purposes. The AR team members noted that self-directed learning accompanied a sense of isolation; faculty did not know

what other faculty were learning about and felt alone in their pursuits. They also perceived the faculty as evidencing reflective practice (in some cases) and a healthy skepticism toward the hard sell that college professors are given about instructional technology's benefits.

Interventions in Practice

In the summer and fall preceding the close of this study cycle, the interventions from the Dream and Design phase were being introduced into the system. These have been instituted along the lines of the Table 7. They are outlined below.

Informational. For an organization, or in this case, a significant unit of an organization, to learn, it needs information, especially about itself. It was important to the team that the faculty members know what came from the survey, interviews, AR team, and focus groups. For that reason, the information was presented orally at the Teaching and Learning Conference and in written form through the CAE's *Journal for Academic Excellence*. It was available for them to see how their colleagues use resources to improve instruction and what those priorities are. Additionally, reports on the research findings so far have been made available to the director(s) of the CAE and the Academic Affairs administrators.

Procedural. The AVPAA asked that the CAE be responsible for the distribution of the Self-Directed Learning Form; his reasoning was that "it may be more widely accepted if it comes from . . . a faculty member and owner of the document." The form was distributed in time for faculty to use it in their goal setting for annual reports. The second procedural aspect was encouraged in Spring 2014 when faculty were encouraged to begin using the reflections created for the assessment program in their annual reports as proof of reflection (a mandate from the governing board).

Affective. The interventions addressing the affective issues had the most obvious impact, or at least drew the most attention. Because lack of appreciation and recognition of faculty was so commonly mentioned in the data collection phase, the team chose to create some ways to enhance the culture of appreciation from a grass-roots perspective as opposed to an externally-driven or top-down one.

First, the "Thank a Teacher" app was placed on the CAE website early in the fall semester and continued into the spring. Every three weeks the students received an email from the Office of Technology Services inviting them to "thank a teacher." Other means of dissemination were used as well. Students followed the link to an online form that allows them to write an anonymous thank you to an instructor; they can also sign their names. Once submitted, those come to a central point where they are printed on college stationery and sent to the faculty member. A total of 270 letters were sent to 105 full-time faculty and 22 part-time instructors. Many have even been included as proof of good teaching in the promotion and tenure portfolios. Faculty can send messages to colleagues as well through this system, and there is currently discussion about expanding it for extending appreciation to staff.

The second affective intervention was two biweekly faculty mentoring communities based on reflective practice and discussion of Parker Palmer's *The Courage to Teach* and grounded in the ideas in *Transformative Conversations* (Felten, 2013). The goal of these groups is to provide a safe space for reflection, sharing, and discussion of the ideas in the book, which focuses on the emotional challenges of college teaching, as well as to discuss reflective practice in a nonthreatening way. Seventeen faculty members have been participating and the groups will continue throughout the academic year. The post-study survey indicated that participants felt that these were "holding environments" for discussions about teaching and student challenges

without getting into technical aspects or "how-to's" of teaching, class management, and assessments.

The third affective intervention was a return to regular publication of faculty accomplishments. This practice had been curtailed when a public relations employee retired. These notifications now appear in the CAE's online journal, which is published four to five times per year. The faculty soon began to send in notifications of publications, awards, and presentations. Finally, the fourth intervention was a display of faculty publications at the library.

Phase 4: The Team Assesses Its Work and Learning

Fall semester constituted the Destiny phase of the AI cycle, not just for the AR team but also for participants in the interventions. Why "Destiny?" Proponents of AI (Whitney, Trosten-Bloom, & Cooperrider, 2010) state that this phase involves "recognition and celebration of what has been learned and transformed in the process to date," and "the systemic application of Appreciative Inquiry to programs, processes, and systems throughout the entire organization, enhancing the organization's capacity for ongoing positive change" (p. 219). In practical terms, Destiny in this case study at SSC meant the team's assessment of what happened and their moving toward consensus about how the college can build on the interventions. This "D" phase also represented the action research project drawing to a close.

Planning for Assessment

The AR team met in September with two purposes. First, we looked forward to the data collection being finalized on the first cycle of intervention. We co-constructed a survey to be electronically distributed to faculty at the end of the calendar year about their knowledge and use of the interventions and accompanying attitudes. The survey was intentionally kept concise—eleven multiple-choice questions and four open-ended optional ones. The team was careful to

construct the survey based on the earlier one so that it could give comparisons. This survey was approved by the University of Georgia and SSC IRBs. Other data collection included reflections from the faculty mentoring community, the AR team, and me, as well as quantitative data on use of the interventions (e.g., number of "Thank a Teacher" letters). One-third of the faculty (53) completed our survey.

The second purpose of the September meeting was to discuss what the AR team would like to see offered by the CAE for faculty development. Their answers did not stay in the realm of workshops and information, but traveled into the area of holistic improvements for faculty life. At an earlier meeting, one of the members, a former elementary school principal of twenty years who now teaches pre-service teachers, made a statement that resonated with the group: "I have learned that when you don't feed the teachers, they eat the students." That idea framed much of our discussion. In the AR team's discussion, the first suggestion was to stop sending the message that professors who lecture are bad instructors. This topic had come up before as a response to repeated presenters who told faculty to engage students through everything but lecture. The AR members stressed that this defense of lecturing was not just an issue of assessment or a preferred pedagogy, but of appreciation for different teaching and learning styles and strengths. The AR members and interviewed faculty stressed their belief that classes with heavy content, such as history or nursing, demand direct communication of the material. The team members wanted help with lecturing well rather than continually being told to stop lecturing. This suggestion may come to fruition in the next AR cycle.

Second, they suggested more speakers be brought in who could address teaching in specific disciplines, not surprising considering the faculty's desire to enhance the collegial culture. Third, a consistent, college-wide, and serious faculty mentoring program was seen as

necessary. The team's fourth suggestion was the hopeful but probably unrealistic idea of sabbaticals, and their fifth was access to more information about serving the different demographics in the student body. We also thoroughly discussed concerns about how the college is portrayed through its public relations materials; rigor, low faculty-student ratio, and academic quality, which matter to faculty, are not mentioned while low cost, career-oriented programs, and student activities are spotlighted. This concern of faculty also indicates the cultural conflict.

The AR team's third meeting of the fall was held in late October. This meeting was a lively discussion about their input on the survey about the college culture and what it means to faculty learning, appreciation, and learning. Ultimately, one of the members suggested we each create our own culture descriptions based on the format that Berquist and Pawlak (2008) used, and we agreed to do that for the next meeting. However, some of the same concerns addressed before re-emerged—that not all teaching styles are appreciated, that technology's benefits are oversold, that faculty are overwhelmed by the uncertainty and ambiguity of expectations and leadership gaps, and that disciplines divide us in many ways. Since the faculty were uninformed about future leadership, the theme of low morale and stagnation prevailed.

Time for Reflection and Looking Toward the Future

The focus of the last formal AR meeting was to examine and discuss the results of the survey about the interventions and to attempt defining our own culture along the lines of Bergquist and Pawlak's formula, as suggested at the previous meeting. The following was the result:

1. The culture finds meaning in student success, which can mean a number of things, from "seeing the light bulb go off," enabling them to rise from poverty, or ensuring the students received what they wanted for enrolling.
2. The culture values face-to-face educational interaction with students and more traditional ways of thinking about college education. This value is seen in the slow movement toward online programs.
3. The culture holds assumptions about change and innovation, specifically, that they should be approached cautiously. It also assumes that "we are unique." This theme of uniqueness was heard throughout this case study, but not necessarily in a positive way. Whether the college really is unique from others, whether that belief is a self-fulfilling prophecy, or whether the belief serves as a kind of protection are subjects that bear further consideration. The AR team members also stated that the students' assumptions about college were one of the largest struggles they faced, due to the majority's first-generation status.
4. The culture conceives of the institution's enterprise as "giving better lives" to the students, facilitating their having "a qualitative difference." Economic as well as intellectual improvement is involved. The faculty are conscious of the socio-economic status of the students. Even the college's advertising presents "changing lives" as the inherent mission.

Therefore, the in the AR team's eyes, the college defied being restricted to one cultural category. In retrospect, the AR team member who suggested this exercise was consistent with Bess and Dee (2012): "Social constructionists question whether a single cultural descriptor, such as bureaucratic, collegial, or political, can represent the complexities and nuances of an

organization's cultures" (p. 364). Even if the attempt to neatly classify SSC was ultimate futile, it did lead to some fruitful discussions.

The last phase of data collection for the present cycle was the exit interviews with the AR team members. They were asked to reflect on their learning in six areas: learning about oneself, group processes, the college, action research methodology, self-directed learning, and faculty development as a whole. They also discussed whether they felt safe in the meetings, how they perceived the outcomes of the group personally and for the college, if they had any suggestions for me as a facilitator, and their general attitudes about the status of the college going forward. Due to my recent assuming of an administrative role, I did detect a bit of reticence on the AR team members' parts to be totally forthcoming about the college and the team experience.

Conclusion

This chapter has told the story of the AR team's work over eighteen months. It was recounted in four phases, and its end saw a turnover in leadership at the college that is seen as positive by the faculty but also extends the period of uncertainty about the college's direction. Although the official action research project is over, it is expected that the interventions will remain in place and that the college will experience further benefits, address its appreciation deficits, reduce faculty/administration conflicts, and support self-directed and other types of faculty learning. The study yielded important findings about faculty learning, organizational culture, and action research processes, which are the subject of Chapter 5.

CHAPTER 5

FINDINGS

Introduction

This study's purpose was to understand the self-directed learning processes engaged in by faculty members of an open access public college to improve their instructional delivery and student learning and the relationship of this learning to the college and its culture. To achieve this purpose, four research questions were developed:

1. What are the professional development practices for improving instructional delivery used by faculty at Southeastern State College over the last three years?
2. To what extent and in what ways do faculty members at this college engage in self-directed learning and informal learning processes (in groups or alone) related to their position?
3. What is the relationship between self-directed learning processes of faculty to improve instruction and the larger higher education organization; specifically, how does the organizational culture affect the self-directed learning and how does the self-directed learning affect individual, group, culture, and system change?
4. How does the AR team learn together, using Appreciative Inquiry to investigate the status of faculty development at Southeastern State College, design an intervention, and study the intervention?

This chapter will discuss the findings for those four questions and provide data to support those findings. The chapter will end with a summary that states what was found relative to the overall purpose.

Findings for Research Question 1

In order to answer Research Question (RQ) 1, "What are the professional development practices for improving instructional delivery used by faculty at Southeastern State College over the last three years?" faculty at SSC responded to a lengthy survey about their self-directed learning practices related to improving their teaching and their utilization of the Center for Academic Excellence (CAE) programming. This survey was available in Fall 2013. The original survey and its full report can be found in Appendices C and D. Table 9 is a summary of its findings. Based on the survey and other recruitment activities, twenty faculty members were interviewed in depth to learn about their self-directed and informal learning processes as employees of SSC and to further the findings from the survey about their usage of the CAE, the subject of Research Question 1. After the interviews, several interviewees and some AR team members volunteered for one of the two focus groups that were held to explore interview answers in more depth. The AR team members stated that they took the survey (although since the survey was anonymous, this cannot be verified).

Survey Responses

Survey Question 1 asked faculty about what programs they had attended in the past three years. All programs were listed, although technology training sessions were grouped as one. Certain factors beyond interest were noted as reasons for attendance or nonattendance. The more programs offered by the CAE, the higher the attendance at individual programs. Also, faculty are dependent on the CAE's long-term planning and long-term, repeated advertising. Several stated in the interviews and open comments section that they were not being given enough advance time to plan to attend. Also, the presence of food motivates attendance, as does

Table 9

Summary of Survey Results

Demographics:

Status: Lecturer/Instructor, 12%; Assistant, 31.3%; Associate, 43.4%; Professor, 13.3%

Tenure: Nontenure track, 10.8%; Tenured, 47%; Not tenured, 42.2%

Disciplinary Area:

Liberal Arts (Humanities, English, Communication, Social Sciences) 45.8%
Math, Sciences, and Technology 33.7%
Professional Studies (Education, Health Sciences, Business) 20.5%

Length of Service: 0-3 years, 16.9%; 3-10 years, 48.2%; 10-20 years, 22.9%; 20 or more, 12%

Faculty Development Behaviors:

CAE Programs Attended in Last Year

College Conference on Teaching and Learning, 22%
Brain-based Learning, 17.9%
Student Retention, 17.9%
Flipping the Classroom, 19.1%
Classroom Disciplinary Problems, 14.8%
Diversity in the Classroom, 10.5%

Most Helpful Programs >60%

Fourth Annual Conference
Faculty Learning Community on Course Redesign
Helping High School Students Transition to College
Technology Training

Use of CAE Workshop Information:

Most common response, "Think about how I can use the ideas in my classroom in the future," 67.5%

Inhibitors to Attendance at CAE: Most reported reasons

Time, 72.3%
Other competing commitments, 57.8%
Inconvenient scheduling of events, 54%
Topics do not interest me, 26.5%

Self-Directed Learning Practice:

Reading books about college teaching and learning, 41%
Reading journal articles about college teaching and learning, 69%
Visiting websites about college teaching and learning, 71%
Attending webinars: System sponsored, 34.9; Externally sponsored, 56.6%
Use of reflective practice: Highest recorded amount, 1-2 hours per week, 41%
Discussing teaching practice with others (peers, family: Highest recorded amount, 0-1 hours per week, 44.6%

Presented at a teaching and learning conference: Yes, 63.9%

Recognition of Self-Directed Learning:

Are your efforts at instructional improvement recognized by supervisor? Yes, 61.4%; Unsure, 19.3%
Are your efforts recognized by college reward system? Yes, 44.6%; Unsure, 28.9%

scheduling that is congruent with their teaching schedules. The college's annual teaching and learning conferences were the best attended events overall.

The faculty expressed in the surveys and interviews that they are drawn to the practical. Topics such as "Dealing with Difficult Student Behavior," and "Retaining Students" drew more interest than presentations on MOOCs, higher education trends, and diversity. Two year-long book group/faculty learning communities on student engagement and redesigning courses where deliverables were created drew more interest as well. Although this information indicates what drew faculty, what they found most helpful is a different matter. Those presentations receiving over 60% of faculty rating them as "very helpful" were the also those that focused on the practical, such as "Helping High School Students Transition to College."

Question 20 on the survey asked, "What do you do after a faculty development presentation?" This was a key question in relation to this study's overall context. First, 9.6% (8) admitted to rare or no attendance at CAE events; this finding is supportive of figures gathered by the CAE in Spring 2013 showing that only 69 (<43%) attended any events. Additionally, 8.4% (7) indicated that they discarded handouts. On the other side, 34.9% (29) reported informal learning activities with colleagues (discussing ideas) and 8.4% (7) said they passed along handouts to colleagues. The most frequently chosen option was "Think about ways to use an idea in a future class" (67.5%) and third most frequent was "Try to use at least one of the ideas in the classroom in the near future (that semester)" at 47%. Only 7.2% (6) said they might reflect, journal, or blog. The answers to question 20 show that CAE events are more than social, free-lunch, check-off-the-box affairs for most faculty.

Question 23 asked, "What keeps you from attending CAE or faculty development programs?" In retrospect, the question is flawed because it asks about two types of programs at

once and the respondents may have conflated CAE with off-campus conferences in their disciplines that may or may not deal with teaching and learning issues. Time limitations were most frequently cited (72.3%, 60). Lack of funding was also a reason cited by a third of respondents (referring to off-campus travel) but was not relevant to CAE programming, which is free. The second most cited reason was "other competing commitments" (57.8%, 46), which actually overlaps time limitations. Connected to the first and second most common reason was the third, "the times and places at which the programs are scheduled" as a limitation (54.2%, 45). This response indicates that the CAE was not keeping the faculty's schedules in mind when setting up events. Twenty-two (26.5%) said "the topics do not interest me." That one quarter of respondents would say this shows a motivational disconnect, and other parts of the survey sought to learn what would interest them. One surprising finding was that 63.7% of the faculty in the survey had presented at a teaching and learning conference. This is indicative of a commitment to improvement and sharing and evidence that department heads and the tenure and promotion committees have viewed these presentations on par with discipline-research presentations.

The survey asked the faculty about topics they would like to see addressed in CAE programming. The questions were somewhat flawed because they did not have a "none of the above" option. However, because the structure allowed multiple choices, the category of topics with the most responses would show the most interest overall. In descending order, faculty indicated a preference for technology topics, higher education policy, adult learning, classroom management issues, and course design. The two least interest-gaining topics were teaching students with disabilities and Americans with Disabilities Act policy.

When faculty were asked how much time per week they estimated their reflection time for teaching content, the largest group fell into the one to two hour frame (41%, 34). However,

about a quarter (24%, 20) claimed to spend more than three hours per week in reflection. What form this reflection takes is not indicated in the survey; interviews shed some light on it, as will be discussed below. Some engaged in and valued pure reflection; others engaged in reflection while commuting; some had a notation system at the end of the semester or at intervals in the term; some wrote in journals regularly. In regard to informal learning, 48.2% (49) of the surveyed faculty noted they spent less than one hour per week in discussing teaching practice with others (not exclusively with colleagues). Six of these indicated spending more than three hours. The findings from the interviews complemented the survey findings. Morale, respect for colleagues, and informal learning were more pronounced and active in some departments than in others.

The purpose of this study was not only to examine the faculty's self-directed learning, but also to examine their perception of how much their personal learning—self-directed or otherwise—is valued by their academic supervisors and the administration. As Table 9 indicates, the majority believed their personal efforts were at least somewhat adequately recognized by their supervisors, but not by the tenure and promotion process. The number of "not sure" responses was rather high, which indicated a communication problem regarding the tenure and promotion process and the value of faculty development.

The faculty comments about their perceptions of the connection between faculty development and tenure/promotion and other reward systems were fruitful and somewhat startling. Anonymity afforded courage and honesty. The faculty had many suggestions for improving the tenure and promotion process, which was in committee during the time of the survey. Some faculty said they were unsure, had no suggestions, "it works for me," or "it's an utter mystery." Others called for a less complicated process, one "less obsessed with student

evaluations," one that recognizes the time and cost involved in maintaining professional certifications (such as for health occupations), and one that acknowledges "the one-size-fits-all approach is useless"—a common theme in the AR meetings. The difference between the research and teaching activities of various disciplines was a common theme shared throughout this research, as well as a belief that the particularities of the disciplines are not understood.

In answering the question about what would motivate faculty attendance at CAE programs, most of the comments indicated that a relevant presentation topic alone is not enough. The benefits to attendance were not made clear to faculty, and timing must be conducive. Faculty were adamant that general improvements in salaries and/or course loads were needed. Additionally, faculty often suggested that the expertise of other faculty should be utilized more and that incentives such as lunch, copies of books being discussed, and certificates should be provided. Several affirmed that the internal motivation to improve delivery of instruction must be there for faculty to attend, but the programs must meet that motivation to be worthwhile.

Summary of Findings for Research Question 1

1. Faculty at SSC value practical topics for educational development, such as classroom management and course redesign, over broader, policy-oriented ones.
2. Faculty attendance SSC at CAE events is constrained by availability of time.
3. Most faculty attend CAE events on some basis but do not make it a priority.
4. Faculty value the subjects of teaching and learning, as seen in their scholarly presentations on the subjects.
5. Faculty see CAE programming as evidence that the administration values their improvement in teaching but question the methods and topics.

6. Faculty are unclear about the incentives for attending educational development programming.
7. The most common self-directed learning methods are independent reading of journal articles and websites, as opposed to books and informal learning with peers, which indicate a just-in-time approach to learning.

This survey achieved high participation and utilization in several ways, with over 50% of the faculty participating. The VPAA, Assistant VPAA, and the new director of the CAE utilized it. Additionally, along with the interviews and focus groups, it provided data for Research Question 2, the findings for which will be discussed in the next section.

Findings for Research Question 2

Research Question 2 asked, "To what extent and in what ways do faculty members at this college engage in self-directed learning and informal learning processes (in groups or alone) related to their position?" Since the primary responsibility for faculty at SSC is to teach, most of the answers relate to educational development, but findings for Research Question 2 also involve their learning to do day-to-day tasks of their position. Findings on this question from the survey will be presented first and then augmented by those from the interviews and focus groups.

Survey Data

Questions 7-16 on the survey asked about particular media faculty used for learning about educational development. As Table 9 shows, a majority indicated reading journal articles and websites about college teaching and watching webinars, either in general or in their disciplines, rather than reading full books. In the comments section of the survey the faculty provided a varied list of these journals well as the websites they consult and the webinars that have been helpful. Only 4 of the 83 indicated that they had participated in a MOOC, and 9

indicated they were unfamiliar with the concept. These findings, linked with their responses to Question 23, point to the effect of time constraints. Their use of short articles and websites points to their targeted, "just-in-time," practice-oriented learning.

Data from Interviews and Focus Groups

The survey asked for volunteers to be interviewed. Fourteen faculty members volunteered through the survey; one was not chosen because there were too many volunteers in her discipline (English) already, and eight others were recruited. The interviews revealed much rich, relevant data about faculty self-directed learning, informal learning processes, and faculty motivations that could be used to design interventions. They also yielded some strong emotional responses from the faculty about what they valued and what frustrated them in teaching and working at the institution. Several outstanding themes emerged about what the faculty chose as subjects of self-directed learning, why those subjects were chosen, how they approached their learning, their reflective practice (or lack of it), their satisfaction with the learning and how that was assessed, and their personal and institutional obstacles to improving instructional practices. Two focus groups were held at the end of the interviews, composed of some previously interviewed faculty members and AR team members. The content of these lively discussions revolved around clarification and expansion of interview responses. It should be noted that all these findings are based on self-reports rather than actual observations of faculty behavior.

Faculty's self-directed learning about instruction relates to many areas of their work, but the four most often mentioned were learning more content in their own field (and innovations in how it is taught), learning about instructional technology (or technology needed as an employee of the college), adjusting to the role of a professor in general and in this particular college, and

adjusting to the needs, values, and abilities of the students in an access institution with a teaching mission.

These four areas were "learned" by individual discussion with peers (informal learning) usually in proximity to their offices or in the same department; by just digging in until the faculty members were satisfied that they knew enough to do their jobs—a type of just-in-time, need-to-know learning; by reading; and to some extent by formal training, but this was usually seen as a general starting point rather than as a complete learning experience. Doctoral work did not uniformly prepare them for teaching; some disciplines were particular negligent in this regard. Many issues that an expert might take for granted were daunting for a novice; for example, choosing textbooks and dealing with the interpersonal dynamics of the classroom.

Faculty also spoke extensively about their informal learning processes for improving their teaching. Much of what the faculty reported as informal learning had to do with dealing with the human resources department or understanding policies. In terms of improving teaching, help with technology was again a common topic; some faculty were seen as the local experts about various technology products. Informal learning was related to proximity of office and discipline as well; faculty in two departments mentioned going to lunch together frequently for "shop talk" but getting off campus to do so. Others reported discussing how to deal with various types of students, again relating to the theme of adjusting to "our type of student." The informal learning appeared to be intentional and self-directed in these cases, rather than incidental; as with other self-directed learning, it appeared to be on a need-to-know, just-in-time basis rather than learning that took a significant amount of planning.

Self-directed learning about technology. The comments about faculty learning of instructional technology were often sparked by discussion around various products that are

available. The one mentioned most prominently was PowerPoint, although some faculty understood its limitations. Interestingly, several faculty mentioned using PowerPoint more as a classroom management tool than a content-delivery one. Prezi, a more dynamic, online version of PowerPoint, was mentioned by two instructors. Backchannel discussion, such as Socrative™, was mentioned as a tool for classroom discussion that allowed the quiet students to participate. The college's learning management system (LMS) was not mentioned widely and usually only targeted functions. Many faculty mentioned difficulty with learning technology and needing much hands-on help from colleagues or tech experts, while others made comments that indicated more self-efficacy or intrinsic interest, such as this common kind of statement:

> Before I used the [homework system] from the publisher we got this one . . . there was no one to show me how to use it so I just got into it and got my hands dirty because I saw the immediate advantage of using it.

Some mentioned technology products were online homework systems (either open-source or those that accompany textbooks), iPads for clinical situations in the health sciences or creating videos, Wolfram Alpha (for math classes), audio feedback tools and plagiarism detection through Turnitin.com; Skype, text messaging tools, and website construction. However, after PowerPoint the most popular technology tool was the student response systems, or "clickers." All but one who used the response systems were still enthusiastic about them after several semesters; this statement was typical.

> But I think it reinforces their learning and they like it, they understand themselves; they see that they need to study more. I tend to use it as a review for tests, instead of, and I would like to use it through every lesson but I tend to use it as a review.

Additionally, the faculty frequently discussed their use of online videos, such as are available on YouTube. The wealth of material accessible on sites such as YouTube is a blessing but also a curse in that large amounts of time can be expended looking for the "best" videos to show in class. There is also the temptation to use videos as an engagement tool rather than as a way to teach germane material. Even so, faculty were happy about the ability to pull up animations of cellular processes, documentaries, demonstrations of math problems, and humorous videos almost instantaneously.

Although asked about their self-directed learning in terms of social media, only one spoke enthusiastically about it. In this case the professor explained how she uses Twitter extensively to communicate with students about content as well as personal matters relevant to their classroom success. One department uses LinkedIn to keep up with graduates. Generally the faculty expressed suspicion of using social media involving students.

Some of the discussion over learning to use instructional technology touched on the topic of distance learning. The faculty in this study were not deeply involved in online learning; in fact, their comments on it, and the college's low level of participation in online teaching, is indicative of its more traditional culture.

The most important thing about teaching is the in-classroom experience, which I guess makes me old school because I'm not high on distance learning and all that kind of stuff.
That's one of the things I'm resistant to because one of the reasons I fell in love with teaching is the face-to-face contact and all the time in the classroom so it seemed that online would be less enjoyable.

In the following section I have given two or three quotations from the interviewed faculty to support the theme; in all cases there were many other examples that could have been provided. Discipline is not provided in order to protect anonymity but also because there seemed to be no trend or connection to discipline and use of technology.

Motivation—or lack of motivation--to learn technology through self-direction. Motivation tended to be more influenced by external factors than innate desire to engage with technology products.

So it's something the students like and it is the way education is going, so I've sought that out as a necessary evil.
. . And figure out if it's something you want to use, and can use.
I have always felt that the computer is putting something between me and my students. Some people feel that it's another connection, but that's never worked for me.
One day you just look up and say, heh, I need to start learning this and so you just do it, and you just dig in and you talk to people and you get in it yourself and it just evolves.

Obstacles to using self-directed learning to learn technology. Obstacles included time, resistant attitudes, lack of resources, and lack of background knowledge. A type of low self-efficacy was also mentioned.

One of the frustrating things I feel about learning technology is that there are so many underlying assumptions by the technologically apt that when they are working with you, so many underlying assumptions that you know what's going on, and I find it in the manuals and books, I find it so frustrating it might just be the definition of a word,

but all the thing you don't know makes it hard to learn something new, and for me there's never enough detail, them trying to make me understand it.
So a lot of the technology I've had to learn on my own.
I wish we had received more smaller group education on the iClicker because I feel like there is still a lot of it I don't know, and as far as finding the time to dig into it myself and do it, it's next to impossible.

Methods for using self-directed learning to learn technology. These ranged from reading, isolated activity, asking colleagues and/or campus opinion leaders for help, attending training sessions, and trial and error.

[I learned the LMS] through an in-service here, but it was for a larger group and it was more of an overview of it, and when it came down to actually having it in your hand and actually implementing it, where is everybody? [to help]. . . I just had to get a manual and read and dig, but I still feel that there's a lot that I don't know about it.
I had ___'s number on speed dial for a while, he helped me with my clicker situation, and I called ____ and I'd plug away until I got stuck, but it was challenging to me.
I had to learn how to do a lot of online things with [specific skills-based discipline] . . . . I had to teach myself.

Assessment of self-directed learning to learn technology. Faculty expressed how they knew when the learning was enough. The area of assessment in the instructors' self-directed learning of technology—and other subjects—appeared to be subjective and ill-defined; that is,

although they often said something "did work" or "didn't work," it was not clear as to what that meant and how it was determined

I tried virtual hours [over Skype] and it didn't go great . . .
Technology should work seamlessly . . . and support whatever it is I'm teaching. I don't think it should be used exclusively because it gets old and students just sort of rely on it.
Really what I would do to begin with iClickers was [talk with a specific colleague]. . . that's where I started. And then I got more ideas at a conference . . . I bought [the presenter's] book and after that I would try different ideas. . . . I've given training on how to use them.
What I'm looking for is cross platform, accessibility for the students, lack of extra steps for me is a major plus for me.

What did seem relevant to motivation as well as assessment were a cost-benefit relationship (cost of time and effort versus whether some level of critical mass was achieved in student use or improvement in learning outcomes) and a sense of diminishing returns: a technology might work well for a while but lose some of its value or attractiveness over time. Additionally, faculty wanted technology that did not make more work for them in the long run, either by their use, their dealing with the students' mastery of it, possible technical glitches, or constant upgrades. As such, their motivation to learn and satisfaction with learning about technology was consistent with Expectancy-Value Theory (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000).

The issue of assessment is complicated by the facts that technology is not static and that most tools are so robust that the learning is never really over. Therefore, the interview data point to the conclusion that while faculty start to learn technology on their own with goals for their use, they may stop for other, less well-defined reasons. Sahin and Thompson (2007) found in their study of technology adoption that "Knowledge of data analysis tools, self-directed informational sources, and collegial interaction significantly predicted the technology adoption stage of COE faculty" (p. 181). This conclusion was replicated in this study of SSC faculty, whose learning and use of technology for instruction was influenced by their previous knowledge and comfort with technology and access to colleagues who encouraged them.

Self-directed learning in the faculty member's discipline. Ongoing learning about one's discipline by itself was not the focus of this research; rather, it was how the faculty member became a better instructor of that content. As one long-term faculty member who engages in research stated, his research in his field supported his classroom teaching. The time demands of faculty in a teaching institution put constraints on the amount of time and effort they can spend on research not directly related to classroom content. One overall finding from the interviews is that in the early years of college teaching, the faculty member tends to focus on the content involved in the specific classes he/she is assigned to teach. Whether the professor comes from a professional field, from the P-12 system, or directly from graduate school, reviewing and sometimes re-teaching oneself the classroom content, as well as adjusting to the new role and institution, demands a great deal of time and the faculty member may spend less time on innovative teaching methods at that point.

Self-directed learning to adjust to the role of college faculty. The backgrounds of the faculty members bore upon their self-directed learning to adjust to this new role. Of the twenty

faculty members interviewed for this project, thirteen came to teaching from doctoral programs, often with very little classroom experience. Three came from P-12 systems or private schools, and four came from professional fields. Additionally, four were educated, at least undergraduate, in other countries, and four were currently enrolled in doctoral programs. This diversity was a benefit to this research.

Doctoral programs to teaching. Although 13 of the interviewees came to teaching directly from doctoral programs, these faculty ranged in age from late 20s to 80, so there were in some cases several years between graduate school and working at SSC. Additionally, some came from research-oriented or comprehensive universities. Others had spent all their teaching lives at SSC. Therefore, not all of the participants mentioned adjusting to teaching per se, but all did discuss adjusting to the environment of an open access college and to the types of student at SSC. There has been a recognition in the last few years of the need to prepare doctoral students for teaching and not just research posts (Austin, 2002, 2003; Golde & Dore, 2001); however, these participants stated that doctoral programs, even recently, did not necessarily prepare them for the routine and rigors of daily classroom teaching. One mentioned this perception several times through the course of the interview:

> I never had [Bloom's taxonomy] in school. . . . I didn't feel I knew what I was doing when I came here . . . I got some books, I'd ask some people about what the heck I was supposed to be doing here . . .I felt thrown into the deep end of the pool. That first year I was just trying to figure out what is meant to be a college professor.

A biologist reflected on her experience from several years ago:

> Most scientists come up with zero background in teaching, so I had to teach myself everything about being a teacher.

Another stated,

> I have always wanted someone to help me how to be a better teacher. All through my doctoral program. . . . and I guess people could say, that was up to you, you should have been doing that, and that's the self-directed part, I agree with that. . .

Interestingly, the four participants who are currently in doctoral programs and teaching full-time expressed some of the same perceptions that teaching was not expected of their programs' graduates.

> In the [doctoral program I am in] they tell us that we are going to teach you how to be a researcher. But don't expect this program to teach you how to teach.

> Next semester [in my doctoral program] I have a *one-hour class* [emphasis mine] in teaching. The professor teaches in the university college and specializes in learning.

These findings corroborate what others (Austin, 2002) have concluded: "The problem is that not enough is being done currently to prepare aspiring or new faculty members for these different kinds of work and the various expectations that they are likely to confront" (p. 125). On the other hand, a few younger professors did tell of helpful graduate teaching assistant experiences. One recounted her assistantship time.

> I was a TA for a physiology class for pre-med and pre-vet. These were juniors and seniors, and the teacher who taught the class was really big on giving his TAs some autonomy to lead and teach the labs but he also provided a lot of feedback on, have you thought about this, why you are doing that that way, to make us think about why we were doing things.

For these faculty members, doctoral education seemed to ignore the stressors and realities of the classroom that many, if not most, of its candidates would be facing if they pursued teaching. In her discussion of professorial identity creation, Colbeck (2008) advised that the contradictions between the research role advocated in doctoral programs and the teaching role awaiting most doctoral students can create great stress; additionally, "Much research about faculty work assumes that these identities and the activities associated with them are distinct, mutually exclusive, and conflicting" (p. 11), which may or may not be true. Golde (2008) concurred that "There is considerable evidence that new faculty members are not prepared for the professional life they enter . . . . Doctoral students are expected to infer from years of observation how to be a faculty member" (p. 16-17).

From P-12 to higher education. Faculty who came from the P-12 system face different challenges. They are comfortable in the classroom environment but the college classroom is a new world. Learning a new kind of autonomy is the first task. One mentioned:

> Yes, to use the Yodaism, I had to unlearn what I had learned and I'm still in the process of that even four years into it. I find myself asking permission to do certain things . . . because I was so programmed in public ed. They tell you in P-12 to think outside the box but never ask you who put you in the box to begin with.

Autonomy extends to picking textbooks. A first-year professor moving from a long career in public education said

> I kind of botched that . . . Other [faculty] handed me books . . . I knew the author [of one of the books] from when I was in grad school . . . I ended up not asking students in these classes to get textbooks.

How many centers for teaching and learning have held workshops on selecting textbooks, yet it is one of the central tasks of college teaching? Related to choosing a textbook is construction of a syllabus, as a new professor said, "They [the syllabi] are fourteen pages long. . . . I am clearly calendar challenged." One assistant professor affirmed that his P-12 career had been invaluable in a specific way:

> I know when I made the transition from public ed to higher ed, if I made that transition and it was difficult for me as an instructor, that gives me at the same time a wealth of information about what students are facing when they transition to higher education so it's benefiting me in ways that some of my colleagues aren't benefited.

Professors coming from P-12 do not just face adult learners instead of minor learners; they face different ways of thinking about their discipline. To an extent, content takes precedence over pedagogy, and they find themselves having to spend most of their time in learning content in either a new way (more theoretical) or at a new level of difficulty. These challenges can cause anxiety.

> My colleagues know where to put boundaries, they have more experience with this population. . . . I thought I'm not smart enough to be doing this, and it's really different working with adults . . . . [I've thought] I don't know nearly enough about this job to do it. . . . I feel like I've gone back to school. . . I've been a practitioner of this but trying to explain it and make sure that I hit all the marks has been a process for me. . . . Holy cow, how did I get into this?

Coming from the professions. Four of the participants came from careers in other fields—engineering and health sciences. Their "real-life" experiences in preparing for and practicing their careers before teaching caused them to frame their instructional jobs somewhat differently. The former engineer spoke about a professor in his undergraduate experience who chose not to follow the traditional wisdom of encouraging students:

> He changed my life. He didn't intend to, but he did. He was the only one that I failed his class, one class in my whole undergrad, and it was him. . . It wasn't bad about failing. The class was just tough, he was tough. Even if I passed the class, the influence would have been the same. . . . He wasn't nice to students, he was very realistic. He wasn't trying to say, the world is ok, you're going to be ok, you'll be fine, just work hard. . . . And back in my head I said, I want to do that when I retire, teaching.

This statement raises the question of how much our favorite teachers influenced our own methodologies and practices, even without our knowing it or questioning it. Of course, we judged them to be good teachers *for us*, perhaps without regard to whether these professors were

good teachers *for other students*. A faculty member in the School of Education (and an AR team member) explains how this factor affects education majors.

> But they say, oh, anyone can teach, I've worked in camps, I've taught Sunday school or Vacation Bible school, and my favorite teacher in the third grade was Mr. So and So or Mrs. So and So. And they did these wonderful things that I want to do when I become a teacher. . . . There is a difference in being an effective teacher who improves students' learning and someone who engages students in activities and covers material or keeps them busy, but then when you measure pre- and post-test there's been no impact on student learning. You can get up there and lecture and cover material, but at the end of the semester, the end of the year, how much growth have we really seen?

The desire to teach is often sparked by memorable professors and teachers in our lives. The reality of the classroom demands a fresh and intensively reflective look at how that relationship may be affecting our classroom behaviors positively and negatively.

The other three faculty members coming from professional fields were in the health occupations. According to these interviews, teaching in the health professions is different in several ways. First, students face high stakes testing for licensing and certification when they graduate and expect the educational program to prepare them to pass a test so that they can practice. Second, the students expect traditional, content-driven teaching methods such as PowerPoint lectures to prepare them for the tests and tend to find nontraditional methods irrelevant to their purposes. Faculty members feel the pressure to cram a great deal of information into the classes. The students may not appreciate attempts to teach "differently"

than straight lecture. Unfortunately, the students' perception of what the licensing test requires may be faulty.

> But at the associate's degree level, and the caliber of students, they just want you to give them the answer, give me a question, give me the answer, and when I see it on the test I'll know it. The [licensing test] is requiring students to think, they give you case scenarios, and they ask they want you to answer questions based on those. It's not memorization like the students are conditioned to learn the material.

> They come into the classroom with preconceived ideas of what to expect. . . . And they want that information given to them and PowerPoint was the way, and anytime I [try] to deviate from that and make the experience more fulfilling or take the learning to a higher level, there was resistance. . .

This finding is not unique to students at SSC. Levett-Jones (2007), in questioning the value of self-directed learning in undergraduate nursing education, cites several studies showing that nursing students "favor direct, concrete, teacher-structured experiences and highly organized activities with clearly stated requirements and expectations" (p. 366). She goes on to state that the pedagogical conditions to creating truly self-directed learning experiences for nursing students "may well create discord within teachers who for decades have taught in didactic, controlling, hierarchical educational systems" (p. 336).

A third challenge to professors in health sciences programs is the need to collaborate to produce a whole professional and work together despite differences, whereas differences might push faculty in other disciplines apart.

> That's something to think about. There's an end product, it's a program, and we are creating a professional. In other disciplines they make it through your course, and they go to the next.

Fourth, these faculty members approximate the old idea of "master-apprentice" in their clinical settings. They also practice what Schön (1987) called "Reflection-in-action"—they must quickly assess situations and respond in constructive, tactful, artful ways for the betterment of the student and the continued credibility of the program in the eyes of patients and professionals at the hospital or other site. Students can be extremely anxious. One professor said:

> You have to know what to say to them and what not to. . . . And of course you learn to expect more and they gradually get used to it. They are really nervous out there their first semester, especially the first few weeks, sweat is pouring off of them, they go to a patient's room and they are shaking, and then by the end they know what to do.

Another related:

> That happens, and it's up to the instructor to intervene in a way to eliminate that distraction. In a way that will help the other students learn, but also, you're their mentor, they are looking at you for how to behave and act, so how you handle a situation, they're looking at that, they are learning. You are their role model.

Finally, professors in the health fields have a burden of continuing education and recertification of their own in order to continue their ability to practice *and* teach—a responsibility that may not be appreciated by a college's reward system and is funded by the

professor himself or herself. This falls into a formal category and may not truly be considered self-directed since it is necessary and not usually self-chosen in terms of topic. However, it is an area of faculty development that is overlooked in the overall recognition system of the college.

How do these professors, coming from the world of health practice, learn to teach? Because they are acculturated in their professions to attend training and orientations regularly, faculty development is part of the process. In fact, they expressed very positive attitudes toward CAE opportunities because of their expectation that continuing education is just a part of the process of being a professional. Informal learning and attendance at CAE events or training were cited as helpful and necessary. In terms of informal learning, one stated,

> I think over here it's been more learning on the fly, like water cooler, what do I need to include, what does [the profession] want for this, it has been on the fly and such a crazy pace. . . . But [our profession] is like that.

(Not) born in the USA. An interesting side benefit to this research into self-directed learning was to listen to the experiences and perceptions of faculty members who have immigrated to the United States. One of the participants was from South America, one from an elite university in Europe, and two from Asia. In adjusting to the role of college professor, they have had to adjust to the role in a new culture. In three cases, the professors had experienced undergraduate or graduate education in the U.S. and therefore had familiarity with the American educational system. They expressed their perceptions that American students view the professor-student relationship as more egalitarian and therefore less worthy of deference; American students see the value of education as primarily instrumental (getting a job or more

pay) instead of intrinsically valuable; and American students maintain the expectation that the learning experience was more the professor's job than the student's.

Self-directed learning for adapting to SSC students. Along with using self-directed learning to advance knowledge in their discipline, to master technology, and to adjust to the role of a college professor, faculty's comments in the interviews and focus groups tended to gravitate toward the subject of understanding and adapting instruction for the type of students they faced every day in the classroom—71% first-generation, from varied ethnicities, underprepared backgrounds, and lower socio-economic status.. Their concerns involved understanding the learning needs and strengths of their students, fathoming the "complicated" lives some of them lead, trying to compensate for deficiencies in the students' educational and/or cultural background, and finding and walking a fine line of appropriate rigor and appropriate accommodation.

Millennial students are a popular topic in faculty development. Although faculty recognize that the characteristics of Generation Y are relevant to their students, they also believe that SSC student body does not fit the standard Generation Y profile. Additionally, 26% of the students are 25 years of age or older, making the mean age almost 24 years and the median age 34, higher than in many colleges, especially the ones that the faculty members attended. Consequently, faculty questioned assumptions about the stereotypical college student.

The interviewed faculty expressed frustration and empathy about their students. Frustration relates to motivation (especially in general education classes) and deficiencies in background, which often combine to create passive students who do not understand the effort behind learning, the value of general education subjects, or the purpose of higher education in general. A common theme is that students see college as a career-enhancer rather than a life-

enhancer. Faculty evaluations of the student body could range from harsh to hopeful, using themselves as the point of comparison. A professor who teaches developmental studies said,

> We came to college because we like to learn . . . but the saddest thing I think about people now is they really don't like to learn. If some of them could they would hand us the money and let us hand them the diploma and they would be out of here, and what we have to teach them means little or nothing. I don't like it when people [outside speakers on teaching and learning] assume you can turn them loose and they'll all go do the right thing. Usually they are going to do nothing.

One English professor observed,

> There are days here that teaching at this institution feels like teaching thirteenth grade.

A mathematics professor stated,

> They want someone to feed the solution, and walk with them hand in hand. But it's hard with so many students, and also with how people's brains work so differently. There are students, who, no matter how hard I try, it's like we are talking in different language.

Faculty often mentioned that they could not assume anything about their students' prior knowledge. A health occupations professor says,

> They didn't know how to divide on a calculator. They had no clue how to do that, there's just a lot of things you assume they are going to know.

An English professor stated,

> I always assume they know nothing and we are starting from scratch.

A math professor who had taught at several other universities in a long career said

> You've got to realize that this is not a selective campus. Some places I have taught they would have gotten it on their own. It's a piece of cake. You can't make the assumptions here. It's not that they don't know it, they have the wrong idea. You have to get them to where they know nothing, in mathematics.

Although the faculty made observations about the students' lack of motivation in certain subject areas, they were also concerned about gaps in their background and intellectual struggles. A history professor noted that the learning demands of college are burdensome.

> Most of the students who come see me are struggling, that's the issue, these people in the surveys classes are overwhelmed by it, they haven't had to learn this much information.

If these statements seem critical, the faculty appeared more enthusiastic when the subject turns to the students who are earning bachelor's degrees in their subject. A reading education professor stated,

> When I do see them in the higher level courses, it's interesting because all of a sudden they are new people when they get in the higher level classes, and they realize, heh, this is not what I thought. And my responsibilities are not what I thought when I came in and they become new people.

Similarly, the college's high percentage of non-native speakers of English is a struggle for new professors. An education professor asked,

> I'm wondering if they do not understand something or is it a language barrier. And I don't want to be in a position to embarrass or offend, but I need to know, what part of this do you not understand.

A biology professor said,

> Well, the student I spoke about earlier who didn't make the grade in the Anatomy and Physiology course, honestly, her English ability held her back, literally. She spoke poor English and I'm sure her reading comprehension was affected. If she could have gotten that textbook in Spanish, she probably could have gotten a C instead of a D. But I don't know how to broach that.

Consequently, the faculty have to find their way through the needs of students. Faculty also expressed frustration about the complicated lives of their students. Their lives are complicated by jobs, children, caregiver status, and sometimes poor decisions in their pasts. The cultural background of most SSC students means that family comes first and takes priority over academic matters. One assistant professor in his early years of teaching said,

> When I came here I had had some experience teaching, I found that the students here, again, it was an adjustment because of all the demands they have on them.

In this environment, two phrases get repeated. The first is "You have to teach the students you have, not the ones you want;" The second has variants, but essentially speaks about

learning as a journey that the faculty is taking the students on, sometimes unwillingly, but one the faculty guides. As one biologist said,

> If you can get to where the students are, you can take them by the hand and bring them to where they need to be, but if you can't get to where the students are, you can't help them. If you don't know where I am coming from, you can't get me over to position A.

This metaphor is interesting because it speaks of the professor's responsibility to analyze the students' learning needs and deficiencies, but inherent in the metaphor is the assumption that the students lack self-efficacy. Similarly, a professor who teaches developmental reading and writing courses stated,

> Not to demean my students, but they don't know if I don't teach them. I come at it with the base that they don't know it. I don't assume they know it, I assume they don't know it. I think that's the difference in where you are.

In short, one of the first tasks—and yet an ongoing one—of the professors is to develop a realistic and fair assessment of their students. One biologist said it plainly.

> I don't mean it in an insulting way. We have to acknowledge it—there's a box for collecting food for students who are living in the dorms. If my students have to worry about how to feed themselves and their kids, the class is not the biggest thing. . . . My students are doing that and they are getting A's in my classes. And I think it's because of the personal relationships . . . . Their life is happening and I'm a sliver of it.

Only after the faculty have rethought their assumptions and expectations about the students' abilities can they go to the stage of adjusting their teaching practices. This, too, is an ongoing self-directed learning project. It is ongoing because the students change, and it is self-directed in this case because it takes a lot of trial and error and experimentation. The faculty did not express a confidence that faculty development sessions could give them a magic key for relating to "our kinds of students." Because of required ongoing, constant assessment of student learning, faculty at SSC cannot avoid evaluating their own performance and trying to change.

Adjusting to the type of students in an American, rural, open access college can be particularly challenging for professors from other countries. The professor from Europe remembered her early years at the institution.

> [Starting to teach] here was such a challenge because there are so many things that are different about the two educational environments . . . I definitely contacted a lot of colleagues . . . I read a few books . . . it was about the cultural differences in college . . . . It really helped me to understand the culture of American universities and how we need to change that . . . I asked for suggested readings, I read journals.

Methods of achieving self-directed learning outcomes. As these excerpts and analyses show, faculty at SSC do use self-directed learning a great deal to improve their instruction. From these data, what can we say about *how* they use self-directed learning to navigate these waters? They use reflective practice to some degree, informal and social learning, and some planned learning, much of that in isolation.

Reflective practice—and reflection-in-action. The former P-12 professionals were the most knowledgeable and articulate about reflective practice. They spoke at length about their

own methods for reflection, such as journaling through the first semester as a college professor, and finding reflective practice to be a way of learning more valuable than typical workshops. However, almost all the participants believed they had insufficient time for serious thinking about their teaching. The subject of reflective practice as expressed by these twenty interviewees warrants attention. Some were unfamiliar with the term and expressed an aversion to "educational jargon." One younger professor said, "I'm totally not that kind of person*"* Others explained their own methods for reflection, which focused on the instrumental level as opposed to the deeper, adaptive level. In other words, faculty regularly spent time analyzing the classroom experience rather than reflecting on their assumptions, attitudes, goals, and values around teaching. For example,

> I don't think I've ever questioned my basic foundation. I'm pretty much what you would call old school. I was lectured to a lot, and I lecture, not all the time . . . I have some nice tools to maintain the student interaction and all that kind of stuff, but I know what worked in terms of teaching me, so I incorporated what I saw from what I considered good professors and it seems to work for me.

This statement from a math professor echoed other faculty members.

> I think I do that a lot in the sense of regret of what you were doing as reflective. After every test when I am grading them I think, why did they not learn that, and then I start regretting that I didn't use enough examples, so they will not do so bad on that program. After every single test I start thinking about what I can do differently about an area of the questions.

The phrase, "what works, what doesn't work" or "what didn't work, what did" came up repeatedly. It became clear after several interviews that reflection was being defined, in practice, as focusing on the negative. This negative framing of the classroom life was a significant finding in this research. Reflection may be framed negatively because it often is motivated by a sense of deficit. It was as if reflection meant only problem-solving and that the classroom was defined as a place of deficits, even failure. Also, it was not clear to what extent reflective practice was seen as a learning process rather than a problem-solving process. Although some of the faculty could explain, when prompted, instances of a deeper level of reflection, these did not come as quickly to mind as times when they thought of reflection as figuring out why some instructional practice did not work. In the focus groups, they were asked about this proclivity to frame reflective practice negatively. They agreed that they did not look at positives or successes in the classroom as much as they reflected on seeming "failures" with the students. One professor in a focus group said, "It's like voodoo" when the class works well, and although the other focus group members laughed at the expression, they also appreciated its aptness.

One professor, who had tutored athletes at a D1 university during her doctoral work, shared how that experience taught her not to assume she knew her students based on surface characteristics. Another professor, teaching in the health sciences, stated:

> The word assumptions, there were a lot of things I assumed and you just can't. I have to remind myself, they [the students] are just not there. Their life is their life. They have their own reasons for doing things.

One example, however, of adaptive learning involving reflection was mentioned repeatedly by faculty members who participated in faculty learning communities on course

redesign and student engagement techniques. Faculty members were put in a position, through group interaction, to rethink their assumptions about the design of their courses. This experience mirrors what Garrison (1997) and Brookfield (1985) have claimed about self-directed learning: that although the learner exerts control in some choices, the construction of knowledge requires dialogue and collaboration with others to achieve the other necessary aspect of adult learning, critical thinking.

The word "reflection" was not used frequently by the faculty in this study. In some cases, they stated that reflection did not appeal to their learning styles. On the other hand, two stated that reflection was of more value to them than workshops or formal learning situations. What several of them did offer was that they found themselves needing to use "reflection-in-action" in the classroom environment, sometimes taking new approaches or rewriting lectures and lesson plans in the middle of the class due to the perception that students did not understand and needed something different. Being able to adjust and adapt quickly to students was valued by these faculty. As one nursing professor summed these ideas up,

> To me, [reflective practice] . . . is sort of reliving or rethinking something that has already been done, or a practice, and to evaluate it, break it down, to look at it critically, what worked, what didn't work, maybe different results based on a change in action, and the end result being able to learn from it, ways to do it differently. . . . I do it after every class. . . . But if something happens I am able to make a change, to change directions, if things are out of hand, I can't think of an example, sometimes things change in a situation.

The data pointed to a resistance to questioning assumptions or to changing ways of teaching to evidence-based methods. In fact, when the AR team reviewed the interview transcripts, one member observed this tendency as a good thing, showing her own bias:

> [The interview subjects] felt the pressure to do new gadgety things but they didn't. They seemed to settle on what worked in the classroom for them but didn't use the things that they thought were silly or unnecessary. They were [seen as] different, not a right way to do it. . . These three have pretty healthy attitudes toward it, they would look into the new things, and if they felt it was something interesting, they would use it.

Informal learning opportunities. **R**eflection as talk, however, was more valued by the faculty, and few felt that there was enough time for it. Informal learning from colleagues through sharing meals, book groups, and even the extensive course redesign initiative is prized by SSC faculty, according to these interviews and focus groups, but not readily available. Time crunch affected faculty informal learning a great deal. While some were able to go to lunch regularly with colleagues, others simply could not schedule these kinds of meeting due to their class responsibilities and other obligations. Others did not find willing colleagues. One stated,

> There are people who have taught decades longer than I have . . . but there's not really those opportunities [to learn from them].

Faculty members did attribute a great deal of their learning to either seeking out a colleague or group of colleagues who seemed effective in the classroom and amenable to helping others learn. However, this learning was truly self-directed, because formal mentoring of new

faculty is not universally practiced at the college, something noted by several interviewees and the AR team members as a problem. Informal learning was also frequently "just-in-time" learning; the faculty member sought out the information when needed, but not before.

For a great deal of what is needed to know to do their jobs, being proactive and planning for the learning was seen as unnecessary. For one reason, technology and policies changed so frequently that waiting until the information was needed made more sense. For another, formal learning opportunities were seen as ineffective (boring, time-consuming, poorly presented) and it was seen as easier to procrastinate. This tendency toward just-in-time learning was noted by many in this study, but not in positive terms. As an AR team member noted in her reading of the transcripts:

> One said, people don't feel psychologically safe here because they can't define what enough is and they are being asked to hit moving targets that are not well defined.

Further, one of the primary ways the faculty members learn was through experimentation. A young mathematics professor who is highly involved in teaching and learning activities on campus said

> It's been a lot of trial and error, I guess. Things that have worked and haven't worked. Things that worked for a while and then they don't. . . . That's been my experience with the clickers. It worked well for a few semesters and then I found that I wasn't getting the benefit from them and I found that I could do the same thing without the clickers and I didn't really need to spend the money for them.

Planned learning. As for self-directed learning about instructional practice that took place on a more proactive, planned level, faculty noted in the survey that they read journals and certain key books, especially those offered through book groups on campus; attended webinars, either from the governing board's office of professional development or from textbook publishers; occasionally attended conferences (either disciplinary or teaching-and-learning-oriented); and, of course, attended workshops and speakers sponsored by the Center for Academic Excellence. From the interviews, however, reviews on these workshops and speakers were mixed. Common comments were that the speakers "did not understand our type of students," "lectured at us but told us not to lecture," "came and went and had no follow-up," or were in other ways irrelevant. The persons interviewed for this study were for the most part among the more active attendees at CAE events, but not necessarily satisfied ones.

This is not to imply that the CAE is not valued; as a biologist said, support of the CAE showed the administration's commitment to the faculty's well-being and professional development. A mathematician said,

> I think if you only stay in math everybody is going to teach the same and you end up with the lecture, homework, lecture, homework kind of format everybody does. That's what we all learned from, the old school method of learning math was pretty much like that, so having outside influences helps with that.

A nursing professor explained the connection between self-directed learning and the CAE well:

> Yes, I seek out [CAE workshops]. They are organized ways [of learning]. But it's self-directed because I have to seek those out, and sign up, and attend. And I'm not just a

> lump on a log, I'm going to take it forward, even though I didn't generate that program, but me being there is very much, and what I do with it, is self-directed.

However, one of the key findings in this research is the tension the faculty feel between the college's rewards and motivational system—and its ambiguities—and the place of professional development. An assistant professor of biology explained:

> The expectation of professional development is not clear for us, we're told we need to do it, but does that mean going to two seminars a year, does that mean leading all these different things, it's still kind of unclear. Well, do enough of it. But what's enough?

Summary of Findings for Research Question 2

The quotations and analyses of the preceding pages are designed to support the following findings about Research Question 2:

1. Faculty at SSC used self-directed learning to learn about new or updated instructional and informational technology, how to adjust to the organizational policies and culture, how to adapt instruction of their discipline to the particular needs of the students, and to keep up with their discipline as much as possible.
2. Self-directed learning takes place through informal, even accidental, just-in-time means, utilizing some reflective practice: talk with colleagues, family, and friends; trial and error and experimentation; targeted reading and webinar attendance; and choices to attend formal workshops on- or off-campus.

3. Self-directed learning changes as the professor advances in his/her career. In the early years of college teaching, the faculty member tends to focus on the content involved in the specific classes he/she is assigned to teach.
4. Self-directed learning about these topics is constrained by
    a. A lack of understanding about college policies regarding tenure and promotion;
    b. A lack of time, due to other responsibilities and priorities;
    c. A sense that faculty learning is not fully appreciated by either the persons or policies that govern the college, either locally or statewide;
    d. A strong desire for the practical, effective, "what works in the classroom" kind of knowledge;
    e. Disciplinary constraints that might cause them not to value certain teaching methods or ways of thinking and being;
    f. Models of teachers in the past who were effective in their eyes; and
    g. Finally, a suspicion of learning theory that may lead them to depend on outmoded ideas about learning.
5. Faculty reach satisfaction levels, or assess, their self-directed learning by subjective judgments about what is effective in reaching student learning goals, what is timely and cost-efficient and fits their schedules, and what is interesting to them. Faculty development at SSC is autonomous; therefore, the faculty members choose the workshops to attend, they choose what they will use of them, and they decide when they have learned enough.

6. Self-directed learning for educational development at SSC is a private matter. Faculty may not mention their learning to colleagues or report it to superiors and may not even recognize it themselves. Therefore the faculty member may think he or she is the only one learning about a subject.
7. Currently extant models of self-directed learning do not fully explain the self-directed learning of faculty in this kind of context and are therefore insufficient. The models do not include the complexity of motivations for why the faculty choose to work in access institutions, the stressors of adaptation to a new environment, the processes through which the faculty go, and how they evaluate the success, value, and practicality of their own learning to improve instruction. Figure 6 in Chapter 6 is a model that seeks to address this deficiency, although more research could improve, strengthen, or modify that model.

As Cranton (1994) and others have noted, faculty development as a field lacks theoretical backing, and self-directed learning as part of faculty development is part of that gap. The situational variables to which the faculty have adapted themselves through their agreement to prolonged employment at this type of college exert a strong, perhaps primary influence on their self-directed learning, at least as strong as or stronger than their personal learning orientations, educational backgrounds, or desires. They exist in a constant tension between what they can do and what they want to do in terms of self-directed learning (as well as other issues).

The study's use of AI caused some core strengths to bubble to the top. The faculty's core strength is a deep commitment to good teaching, *as they define it*, and the good of the students, whom they often see as underprivileged, harried, and in need of guidance. When asked what their main contribution to the college was, some version of concern for students and their

learning was stated. This finding is the most important to the study and resounded over the negativity. At the same time, the faculty expressed a disinterest for educational theory and jargon; they want practical solutions and strategies for the classroom. The faculty also, in general, expressed a strong desire for more collaborative, cross-disciplinary meetings, spaces for informal learning as well as community building.

As we have seen in this section and will see in the Findings to Research Question 3, faculty at SSC are solid in their commitment to student success. They choose to devote their professional lives to an open access college, but that choice is not without negative consequences, which are related to answers to Research Question 3.

Findings for Research Question 3

Research Question 3 for this study is as follows: What is the relationship between self-directed learning processes of faculty to improve instruction and the larger higher education organization; specifically, how does the organizational culture affect the self-directed learning and how does the self-directed learning affect individual, group, culture, and system change?

Individual

Individual self-directed learning cannot be separated from motivational issues. The motivational theory supported by this study is Expectancy-Value Theory (EVT). Because educational development is almost completely autonomous for SSC faculty, specific activities are generally not mandated. Therefore, SSC provides a good environment for validating EVT. As experienced learners with at least one graduate degree, the faculty at SSC did not express any anxiety about their ability to learn what was required of them; their self-efficacy, or expectancy, about learning was strong. However, the four values of utility, cost, attainment and intrinsic enjoyment were experienced differently. For example, in terms of learning technology: all

considered learning technology to cost them something, usually time; those who engaged in learning instructional technology of their own volition did so because of utility, that is, meeting career goals of enhanced student learning; a few faculty mentioned enjoyment of learning technology for its own sake; however, attainment of a task to retain a consistent sense of self as competent, a good teacher, innovative, etc. also figured into the decision to learn technology. Therefore, intrinsic may have been the least important value but attainment and utility the most important, balanced by cost. The following statements about the faculty's learning of technology support that motivation was influenced by the context, time, utility, and attainment rather than innate desire.

> I don't have much patience especially when someone says, "It's not a problem, just play with it for a while." I don't respond well to playing with it, I want you to teach me this. It's not fun . . . . They go too fast . . . I do best with one-on-one.

> I don't have to go through a thousand papers (by using a student response system).

> I've seen technology as a way to facilitate better what I like to do because I am more paper and pencil. So it's something the students like and it is the way education is going, so I've sought that out as a necessary evil.

The four goals of self-directed learning that emerged in this study—for technology, adjustment to roles, understanding students, and deepening disciplinary knowledge—and the ways these goals were achieved emerged from this organizational context, from societal expectations, from higher education trends, and from individual traits. The self-directed learning

of SSC faculty was significantly constrained by their desire to achieve the mission of the college, which is student academic success that would lead to larger outcomes for students and the community.

Therefore, although self-directed learning may traditionally be presented as an autonomous, idiosyncratic, even self-focused activity, it is not so at SSC. While some faculty used self-directed learning in these subjects to also earn publication credits (by writing about these matters), for the most part their learning was focused on improving instruction. However, negatively, the faculty were constrained by stressors related to mismanaged change initiatives, unclearly communicated policies, and a sense that faculty work was devalued and unappreciated. Uncertainty, ambiguity, and discouragement were strongly expressed.

> I think if they had more interaction with us they would see that there is a difference between what my department does, what your department does, what education does, because we are not cookie cutter, and I know that their background leads them to think that we all fall into the mold of where they came from.

> [We need] strong leaders, with a shared philosophy that matches the institution's, and then matches the school. Mission and philosophy in line with the department and the school. And that would help the sense of community and working toward common goals.

> Someone has to advocate for us. I don't think anyone is advocating for us.

Since so many faculty expressed these kinds of negative views, they were asked as a follow-up about why they stayed. They mentioned liking the sense of making a difference with

the type of students who attend SSC (most often) and the working relationships with their colleagues. These findings about the relationship of self-directed learning about educational development to the institution—that even when it is not extrinsically rewarded, it is seen as valuable by the instructors--are in line with other research. Authors of the *HERI Research Brief* reported that despite the strongly and widely held belief of undergraduate faculty in the study that good teaching is not rewarded at their institutions, the faculty members "still report that good teaching is very important or essential to them personally" (McCrickerd, 2012, p. 57). This disconnect, which was also experienced by the instructors at SSC, is important to any possible institutional improvement in the future.

Group

At the group level, college faculty live in disciplinary worlds. One finding of this study, which corroborates other research, is that faculty spend the vast majority of their time in their disciplines, both intellectually and socially. Disciplines are not just "subjects" or geographical parts of the campus, but ways of thinking, knowledge construction, and experiencing the world, knowledge, students, and the institution. However, most faculty development for instructional delivery is "a-disciplinary." The unspoken message is that "what works in a history classroom will work in a geology classroom will work in a management classroom." If disciplines represent different epistemologies, is that "a-disciplinary" assumption valid? Is the attempt to do faculty development in a cross-disciplinary fashion productive, and if so, how and when? The data in this study are mixed on this point. The faculty wanted more formal learning experiences directly related to teaching their disciplines; however, they claimed to enjoy and value cross-disciplinary experiences. They also wanted more time and resources to address their own disciplinary learning.

System and Culture

In regard to system change, the fact that faculty engage in self-directed learning that is congruent with the college's mission means that the system can meet its goals. Conversely, if the college is to continue to meet its goals, it is dependent on the self-directed learning of its faculty. At the same time, for the system to remain technologically adept, to be responsive to its students, and to keep up to date with higher education trends, the faculty must continue to learn. This study revealed that much of the self-directed learning was oriented toward technical change rather than adaptive change (Heifetz, Grashow, & Linsky, 2009); the learning methods were pointed toward pragmatic purposes in the classroom rather than toward a deeper change in their assumptions about student learning and their teaching. The faculty could state times when they learned how to do something specific in the classroom but not when they rethought their whole approach. For the system to change, the faculty must embrace the full meaning of the collegial culture—one where faculty provide leadership in managing change and not just act as responders to change imposed from the outside (Bergquist and Pawlak, 2008). The faculty in this study expressed a desire for collegial culture and frustration with managerial culture, but whether they are ready for the challenges as well as the benefits of collegial culture is yet to be seen.

Survey data for RQ 3 in regard to system change. Through this case study research, SSC became aware of its own learning. It was brought to the forefront through the discourse of the research process, through being talked about in various places, and by being reported publicly. After interventions were put in place to enhance both recognition of learning and appreciation of faculty, a survey attempted to assess the impact of the interventions. This survey and its results are found in Appendix H. Fifty-three faculty members, or one-third, took the survey, and 47% of those were tenured. Specifically, the survey found that:

1. 51/53 faculty members (96.23%) were aware of the interventions to raise the level of appreciation for faculty at SSC.
2. Nine faculty members (17%) used the Self-Directed Learning Form for some purpose. However, many did not know about it despite its being distributed at the beginning of the semester.
3. Forty-four of fifty-three faculty members (83%) stated that they believed their supervisor appreciated their efforts to improve their instruction. When asked that question a year before, 61.5% of the faculty responded yes. However, only about 27% believed that the college's rewards system did—less than the percentage in the survey taken 14 months before. Here there were some scathing comments about the leadership and tenure/promotion system, which was not revised as promised.
4. In terms of the effectiveness of the interventions, 22.6% said that they felt more appreciated than they did a year before. Three mentioned in the comments that they felt the same level of appreciation, indicating a flaw in the question.
5. Respondents were asked how many CAE events they attended (a finding related to Research Question 1 as well). Twelve, or 24.53%, said they did not attend any, despite the numerous offerings; 35.84% said they attended 2-3 of them, and 11.32% of respondents attended six or more.

Another measurement of the interventions was the number of "Thank a Teacher" letters received: 270 over a 14-week period. The letters were sent to over 120 different faculty members. The survey asked about the faculty perception of the letters, and 14 out of 15 respondents were extremely positive, although one person took issue with the information provided on the letter.

A third measurement of the interventions was responses on the survey from those involved in the reflective practice sessions. Unfortunately, only four people responded to these questions. They were asked:

1. Were your goals in attending the group met? Please elaborate if you like.
2. Did you feel that the meetings were a "safe place" to discuss concerns? Why or why not?
3. Would you like to continue discussing the ideas in Parker Palmer's book in a similar fashion, and what suggestions would you have for future discussions/reflections?

The four respondents were unanimous in their agreement that the groups were safe places and that they felt comfortable sharing their feelings and frustrations in the groups. Their original motivation was their interest in sharing their feelings rather than discussing the book in depth; however, they offered some helpful ways to improve the discussion so that we might explore the book more. They also enjoyed hearing from colleagues and knowing their concerns were shared. Since the goal of the faculty mentoring sessions were to build relationships, appreciation, and mutual encouragement, they were deemed successful and the meetings will continue indefinitely, as long as faculty want to meet to talk about concerns. These sessions sought to emphasize reflection and questioning assumptions as well as addressing the emotional challenges of teaching. The need for a place that faculty can consider a holding environment seemed to be a finding of the first phases of data collection and these sessions seemed to address that need.

Summary of Findings for Research Question 3

Research Question 3 focused on system change, with the following findings overall:

1. The action research process interventions succeeded in raising awareness of cultural

conflicts, of faculty needs for appreciation, of self-directed learning, and faculty commitment to teaching and learning.

2. The system-side research brought attention to strengths and deficits in the CAE and contributed to program planning.
3. The interventions allowed a holding environment for discussion of emotional challenges in teaching, in both the AR team and the reflective sessions about *The Courage to Teach*. The study as a whole involved well over 50% of the faculty in providing information that would foster organizational learning.
4. However, the interventions did not succeed in addressing some of the larger institutional questions. Permanent leadership is in flux and issues that were troubling faculty still need to be addressed (pay, ambiguity about expectations, tenure and promotion policy). Faculty governance through the Senate and committee structures will continue to need attention.

In conclusion, the faculty did understand its own self-directed learning and its relationship to the college as a whole, but there remains much work to improve the health of the organization and resolve the conflicts between managerial and collegial cultural ideals.

Findings for Research Question 4

Research Question 4 involves how the AR team learned, specifically through its use of AI. Exit interviews with the team were rich in data. Probably because of the closeness that had come from the common experiences over eighteen months, the AR team members expressed very similar views in the exit interviews, often repeating each other unknowingly. They were asked about the learning in regard to the organization, colleagues, themselves, faculty development, group processes, action research and research in general. They were also asked if

they felt safe in the meetings, and all of them stated they did; if they had suggestions for the facilitation efforts, and they had none, except that one female member thought we needed more male members. Finally, they were asked about the group's outcomes and their views about the future of the college.

Data from Exit Interviews

The AR team members agreed that the uncovering of how devalued the faculty felt and the efforts related to increasing their sense of appreciation were the most fulfilling and important to them personally. They were surprised by how low the morale was but at the same time said, "I didn't know other people felt like I do." This seems to imply a confession: "I felt really badly about the institution but wouldn't want to admit it until I knew others felt that way." In that sense, the AR team was healing, or at least relieving.

The research and the focus of the questions helped them to see the depth of what their colleagues were doing as teachers and (to a lesser degree) scholars, and they were impressed and encouraged by that knowledge. Additionally, despite their sense that too much change is imposed from without and that it is becoming increasingly hard to keep up with it, they wanted to see more change from within: they would like to see some graduate degrees offered by the college, they would like to see changes in faculty development, and they would like to see cultural changes (although they differed on the specifics).

In reference to faculty development, the AR team members were in agreement that discipline-specific workshops were needed and that "one-size-fits-all" approaches do not work. The instructional technologist in the group expressed that he really had an awakening that faculty do not need to use technology to be a good teacher. He stated that he would in the future respect faculty he worked with in terms of their strengths and desires in technology, but he remained

committed to giving them the resources they needed. Because of the strong belief that faculty needed educational development in their own disciplines, the AR team members were not entirely sure that the CAE met their or other faculty's needs at this time. One suggested that more peer-to-peer development and grassroots efforts should be facilitated.

The AR team members, except for one, were unfamiliar with social sciences research, qualitative data collection, action research, and AI, so they stated they had not only learned about the methodology but gained an appreciation for colleagues who use these kinds of methodologies. One mentioned that he had never thought about research as a collaborative effort through group processes but he now sees the value of it. They were not adamant about the subject, but they were not sure that the AI worked out as it was designed. Although they felt very positive about the experience of the group, they were more keenly aware of the organizational culture and climate problems. One member, an historian, used the word "dysfunctional," but pondered,

> I can't figure out if we are different or if it's a higher ed thing. The system and the policies seem odd to me, but maybe that's everywhere. I guess, I don't talk to people at other institutions, and I talk to friends from grad school, but they don't have the same issues we have, maybe it's typical for our type of institution, open access.

This was not an off-hand comment. The sense that SSC is somehow "different" from other colleges, "unique," permeates the faculty. This perception may stem from the fact that it is a different environment from what the faculty members themselves experienced in college.

Perhaps it is unique, but the attitude leads to a resistance to answers from the outsider or from outsiders.

Finally, the AR team members were reluctant to say what they learned about themselves. One said it did cause her to think more deeply about her own self-development by knowing what others were doing. Some expressed an examination of their own teaching practices. The librarian said that he changed his approach to faculty. They were more likely to say that they met people and were confronted with ideas and realities on campus that they had not acknowledged before the meetings. Life on campus and in general is busy and filled with distractions, and there are rarely spaces to engage with issues of organizational dynamics and learning unless one is intentional about it. They were able to do that in the AR meetings.

Summary of Findings for Research Question 4

The rich data from the exit interviews helped answer the question of what and how the members of the AR team learned through the action research and AI process, with the findings summarized below.

1. The AR team members learned they were not alone in their perceptions of the college; they learned about research methodologies, concerns, and knowledge construction in other disciplines; they learned how faculty perceive educational development; they examined their own self-directed learning; they learned about the different types of academic cultures, and they re-examined some of their own teaching practices and assumptions.
2. In terms of how the members learned, some of it was through reading the transcripts of the interviews and the survey results; some through the reading material they were given and the inventory about college cultures; and some through reflection.

3. However, their main method of learning was the sometimes messy, loud, conflict-confronting, participatory action research method and the positive-emphasizing AI method. Through those methods they were expected to listen to and confront the positive and negative aspects of the data, make meaning of it, learn a new methodology, move toward designing interventions, take into account and consider viewpoints that did not match their pre-AR project assumptions.

In reflecting on the findings of this action research case study using Appreciative Inquiry, I recognize that the study overall was limited in three ways. Although rich, its data gathering is bounded by time and context; although data was collected rigorously to ensure trustworthiness, the findings and conclusions have limited application in some higher education settings. It is also limited by researcher subjectivity. However, an argument could be made that use of AI was also a limitation due to preconceptions about the setting that did not hold true throughout the case.

As Conclusion 4 in Chapter 6 will elaborate, AI contributed to the discourse of the AR team but was insufficient as an inquiry method. Additionally, the members were able to focus well and produce results when there was a technical challenge, such as creating a survey or brainstorming intervention ideas, but they stumbled when the subject was changed to classic AI prompts or when deeper adaptive thinking was needed, such as questioning their assumptions about faculty development needs or dealing with the messiness of conflict in the AR team process. Typical committee work in a workplace or higher education setting does center on technical challenges. However, they did attempt to understand the culture of the college at a deeper level, so they were not so much incapable as unused to the practice. AI's focus on positivity did not open doors sufficiently to investigate all sides of issues.

Conclusion

The hundreds of pages of transcripts and notes derived from the eighteen months of triangulated data collection from over fifty percent of SSC's faculty yielded multiple findings for each of the four research questions in this study. Chapter 6 will constitute conclusions relevant to the overall purpose of the study and the effect of the AI process at SSC as well as recommendations for going forward for theory and practice.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

This case study utilizing Appreciative Inquiry (AI) sought to understand the self-directed educational development of faculty at a particular open access public college and the relationship between that learning and the college's larger context. It involved four research questions that investigated specific individual learning of faculty to improve their instructional approaches, the impact of that learning on the system and the system on the learning. In Chapter 5, the findings of the various data collection methods were recounted. This chapter will summarize those findings and detail four conclusions based on those findings. It will make implications for the field of faculty development in higher education, further research in self-directed learning, and the use of AI.

Summary of Study

Four research questions were posed for this case study and multiple findings were uncovered in reference to each question, leading to four major conclusions.

Research Question 1

What are the professional development practices for improving instructional delivery used by faculty at Southeastern State College (SSC) over the last three years? Faculty at SSC have engaged in a variety of practices to learn to improve their teaching. They used formal learning to some extent when it is available, but a majority of faculty are not regular and active attendees at Center for Academic Excellence (CAE) trainings or workshops. Some faculty did

not consider continued training in instructional delivery to be necessary for them, although many faculty appreciate the efforts of the CAE in general. They find some topics of interest (dealing with certain student demographics and improving classroom management) and not others (American with Disabilities Act policy); as such, their interests lean toward the practical rather than theoretical. Faculty are not specifically mandated to attend CAE programming. Low funding for conference travel for personal learning rather than institutional representation makes attendance at disciplinary and teaching and learning conferences very difficult. Faculty in the health sciences report attending training to keep up their certification to continue practicing in that field. Faculty supplement the formal opportunities with self-directed activities.

Research Question 2

To what extent and in what ways do faculty members at this college engage in self-directed learning and informal learning processes (in groups or alone) related to their position? Faculty report a substantial amount of self-directed learning because they do not perceive the formal instructional supports to be in place or well-funded and because they prefer to learn in solitude and/or in a self-directed manner. Due to constraints on their time and other resources and due to fairly constant changes in policies, content, student needs, and technology, much of their self-directed learning could be termed "just-in-time" or "as needed." The faculty do not often plan long-term self-directed learning projects and therefore do not typically set goals for them or evaluate the projects at the time of performance evaluations with department heads.

The faculty report four major themes or goals for their self-directed learning: instructional and administratively required technology, help with adjusting to their roles as a college professor, help with adjusting to the instructional needs of the students in this open access environment, and continued learning in their discipline. They engage in self-directed

learning through viewing webinars, personal reading of books and journals, incidental or purposeful informal discussions with colleagues, and reflective practice. Reflective practice tends to be framed negatively (focusing on deficits) and seen as finding a solution to a specific learning or classroom issue rather than questioning of assumption and values.

Because a good amount of the self-directed learning is "as needed," faculty usually do not report or document their self-directed learning in a formal way and often do not even recognize it. In terms of assessing their learning, they assess it in terms of two criteria: cost-benefit (especially time spent in the self-directed learning project) and efficacy in improving student learning outcomes or classroom management. The faculty in this study did not express any concern about self-efficacy about learning, only that some topics held inherent interest for them (such as using iPads in class) while others did not (constructivist learning methods). As such, their use of self-directed learning corroborates the Expectancy-Value Theory of motivation. The self-directed learning of this faculty appeared to be supportive of the mission of the institution and focused on optimizing student learning.

Research Question 3

What is the relationship between self-directed learning processes of faculty to improve instruction and the larger higher education organization; specifically, how does the organizational culture affect the self-directed learning and how does the self-directed learning affect individual, group, culture, and system change? The faculty's self-directed learning and the organization policies, recognition system, mission, and culture of SSC are closely tied and interdependent, in both positive and negative ways. The faculty use self-directed and other means of personal learning to enhance student learning and success. They express a strong commitment to student learning of their discipline and to the well-being of students in an access

institution, although they express frustration with the students' lack of preparedness. They recognize that good teaching and visible service are the primary ways that they will advance under the current rewards system in a teaching college, although the tenure and promotion system is uncertain.

The faculty have freedom to decide how they will approach their educational development, but their self-directed learning in terms of instructional improvement is bounded by the constraints of the context. They spend time using self-directed learning to negotiate the constraints and support the goals of the context as well, so the process is cyclical. On the negative side, although faculty engage in a great deal of self-directed learning, prior to this study they have not documented assessment of it. They perceived no direct connection between self-directed learning and the reward or recognition system of the college, a situation that the interventions in this action research study sought to draw attention to and address. For a combination of reasons, the faculty expressed a strong sense that their work was not appreciated by the college. These reasons included the public relations emphasis, long-term pay stagnation, communication from the administration, and lack of travel monies.

Research Question 4

How does the AR team learn together, using Appreciative Inquiry (AI) to investigate the status of faculty development at Southeastern State College, design an intervention, and study the intervention? AI was chosen because it was seen to focus on strength of the organization and to inquire thoroughly into organizational life. Although the use of AI in this action research study did not meet all the hoped-for expectations in terms of in-depth inquiry and improving morale, it did have positive outcomes for the AR members. AI did result in affirmation of positive attributes of the faculty and did contribute to the interventions. Individual members of

the AR team recognized the "impressive work" of their colleagues in a new way, and they grew in their understanding of the teaching practices and needs of faculty in other disciplines. Some flaws emerged in the process, but the use of AI was not completely invalid.

In their exit interviews, AR team members confirmed that organization and individual learning took place in the AR team in the following ways. They learned that other faculty members shared their concerns about the organization, were very committed to student learning, and were using innovative processes to enhance student learning. They learned about the collaborative method of action research. They participated in the co-construction of knowledge about the organization and interventions to help it function better at the same time they were perceiving it; their co-construction meant that they could move around the "elephant" and perceive different parts of it. This learning took place through confrontation with new viewpoints from colleagues.

Conclusions and Discussions

This action research case study about the self-directed learning of faculty in an open access college resulted in four key conclusions. These are discussed below and placed in the context of the college's setting and the literature on faculty development, self-directed learning, Appreciative Inquiry methodology, and organization learning.

Conclusion 1: The motivation, subjects, methods and assessment for faculty self-directed learning to improve instruction are influenced by the constraints of the college and higher educational context and feed back into and support the goals of the context. Faculty self-directed learning to improve instruction is motivated by a combination of externally based rewards (primarily, professional advancement and peer recognition) and internally based benefits (primarily a sincere desire for student success). Expectancy-Value Theory and

McClusky's Theory of Margin explain the interplay of motivation and action for this faculty's self-directed learning.

Conclusion 1 operates in both the positive and negative realm. Just as the mission of the college influences the self-directed learning practices of the faculty, organizational ambiguity greatly affects faculty learning in a negative manner. Likewise, their perception of students' learning needs influences the faculty members' choices in self-directed learning. Other learning demands, job requirements, and change overload can cause the faculty to focus on short-term goals in their self-directed learning.

Expectancy-Value Theory of motivation was seen to operate in this case study (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000). Faculty engaged in self-directed learning when they viewed the subject to be learned as valuable to them and the learning to be achievable with a minimum of effort. Faculty in this study expressed adherence to the four factors that Wigfield and Eccles proposed to determine value: utility (relationship of the task to current and future goals), cost (what the faculty member had to give up, usually time), intrinsic (enjoyment), and attainment (importance of doing the task well). The strongest factor was utility, especially in regard to learning technology. Faculty were very conscious of time constraints involved in learning technology and weighed them against the value for student learning and the importance of their self-schema as a competent professor. Enjoyment usually came in fourth as a factor, although some faculty enjoyed the self-directed learning processes more than others did.

In reference to this conclusion and Conclusion 2, the findings of this study closely followed those of Lohman (2000), Davey and Tatnall (2007), Hoekstra and Korthagen (2007), and Richter, Kunter, Klusmann, Lüdtke, and Baumert (2011) in terms of the constraints upon learning, dependence on collegial connections for learning, and changes in emphases of learning

throughout the span of the faculty member's career. In regard to the latter, this study and Richter et al. (2011) indicate that self-directed learning does not diminish just because of length of career or tenure status. Also, a connection could be drawn between a faculty member's epistemological knowledge and/or beliefs and his or her resistance to faculty development as well as self-directed learning, as seen in studies by Harteiss, Gruber, and Hertramph (2010) and Boden et al. (2006).

Additionally, the faculty in this study operated as adult learners in a professional context, i.e., higher education, that is making increasing demands both in terms of the organizational system and the expectations of the professional as a whole. McClusky's (1970) theory of load, power, and margin in adult learning is visualized in this case. According to McClusky, adult learners are trying to balance the complexities of life, and approach learning with a certain level of power (based on social supports and internal psychological and motivational resources). Learning in the midst of life's complexities exerts load--"the self and social demands required to maintain a minimal level of autonomy" (p. 27), either internal or external on the adults, and when power exceeds load, the learner has margin to meet those demands. Hiemstra (1993) explains external load as "tasks involved in normal life requirements (such as family, work, and community and internal load as "life expectancies developed by people (such as aspirations, desires, and future expectations)" (p. 42). When load exceeds power, according to McClusky, there will not be the degree of margin necessary for learning. The faculty at SSC consistently expressed the equivalent to a dearth of margin in their lives because of increasing personal, contextual, and professional demands, which made learning both about their discipline and pedagogy an ongoing struggle. The system should recognize this condition and address it.

Conclusion 2: Self-directed learning occurs through several methods including informal learning. Formal educational development opportunities are self-chosen and appreciated, but often insufficient, needing to be supplemented and completed by self-directed methods.

Knowles, Holton, and Swanson (2005) stated "The adult learns because he expects to use or apply the knowledge and skill directly in order to achieve something" (p. 52). In the study, the self-directed learning was not often recognized as occurring, even by the learners themselves. Livingstone (2000) stated that "adult learning is like an iceberg; mostly invisible on the surface and immense in its submerged informal aspects" (p. 499). The faculty in this study used self-directed learning and informal learning processes for practical and outwardly directed purposes. They used self-directed processes such as independent and just-in-time reading, informal discussions with selected colleagues, experimentation with new methods of teaching, and to a lesser extent, reflective practices.

This study corroborated earlier studies of methods of learning and added the element of assessment or satisfaction with the learning in this context. The self-directed learning was deemed appropriate and complete when it resulted in efficient learning management, achievement of student learning outcomes, ease, and convenience. Formal learning through CAE workshops did not meet the learning goals by themselves, and faculty members found they had to depend on themselves even when they preferred not to do so. They also depended on seeking out colleagues or support staff whom they deemed knowledgeable. College educators of the future will find themselves increasingly in this position: supplementing formal opportunities with self-directed ones to achieve lifelong learning as higher education learning and business models evolve (Sledge & Fishman, 2014).

Conclusion 3: To the extent that faculty autonomy can be preserved and faculty learning can be supported in a collegial culture, self-directed learning can thrive; to the extent that a managerial culture, which focuses solely on student outcomes, is preserved, faculty learning may be overlooked as an auxiliary but not primary part of meeting that cultural goal.

The emphasis of Conclusion 3 is to fuse the evidence about the academic culture at SSC with self-directed learning. Bergquist and Pawlak (2008) delineated six academic cultures based on the values, emphases, assumptions, and missions of each. Collegial values faculty governance, disciplinary learning, and traditional university structures. Managerial values bureaucratic processes in pursuit of student success. Developmental values learning of every member of the institution. Advocacy values goals related to social justice and often involves negotiation with unionized faculty. Virtual culture values global, digital, online learning and access. Tangible culture values tradition, place, and the stability of the physical campus.

Bergquist and Pawlak (2008) acknowledged that "each institution will have its own polarities" (p. 247) in regard to these cultures and that "a greater appreciation of all six academic cultures will increase one's understanding of one's own institution" (p. 247). The polarity in place at SSC was collegial and managerial, where faculty and bureaucracy conflict as do traditional faculty roles (and respect) and emphasis on student learning outcomes (and graduation). Bergquist and Pawlak also stated, "The stronger one of the cultures is in each pairing, the stronger the other will be in opposition" (p. 247). The previously mentioned quotation from one of the AR team members (who had been an elementary school principal for many years) applies here, "I have found that if you don't feed the teachers, they will eat the students." Student success can become such a focus that the needs of the faculty to achieve that success are overlooked, with unhealthy results. SSC, and other access institutions, should find a

way to navigate their conflicting cultures to support faculty autonomy in learning and student learning for retention and graduation.

The logic model in Figure 6 was formulated to incorporate the findings of Research Questions 1-3 and Conclusions 1-3. It shows that the self-directed learning is both aided and impeded by certain external and internal factors; the self-directed learning feeds back into the system, benefiting its purpose, and therefore creates a loop; the learning is both formal and informal; it has short- and long-term outcomes; and its motivation is best understood by Expectancy-Value Theory. The relative size of the boxes around "Faculty Member's Perception of the System" and "Faculty Member's Discipline" indicate their greater influence.

However, one of the overriding characteristics of SSC's context, as discussed in Chapter 1, was its uncertainty. Inconsistencies in leadership, continuous policy and programming change, unresolved professional advancement issues, and pay inequity influenced faculty learning in terms of motivation and assessment. The model in Figure 6 incorporates the uncertainty found in SSC in terms of the faculty's perception of the system and the academic culture. These are portrayed as primary and basic influences, not just secondary contributing ones. The polarity of the conflicting academic cultures in place at SSC—managerial and collegial—also contributes the uncertainty and sense of ambiguity. While it is unlikely that the cultural conflict will change anytime soon, it would be valuable for members of the system to recognize it so that one of the "elephants in the room" can be discussed more openly and solutions for navigating the cultural conflict found.

Conclusion 3 has wider application in higher education than this particular case. The systemic issues at SSC mirror those in other access institution, especially, because of how faculty are trained and how they identify primarily with their discipline (Jarvis-Selinger, Collins, &

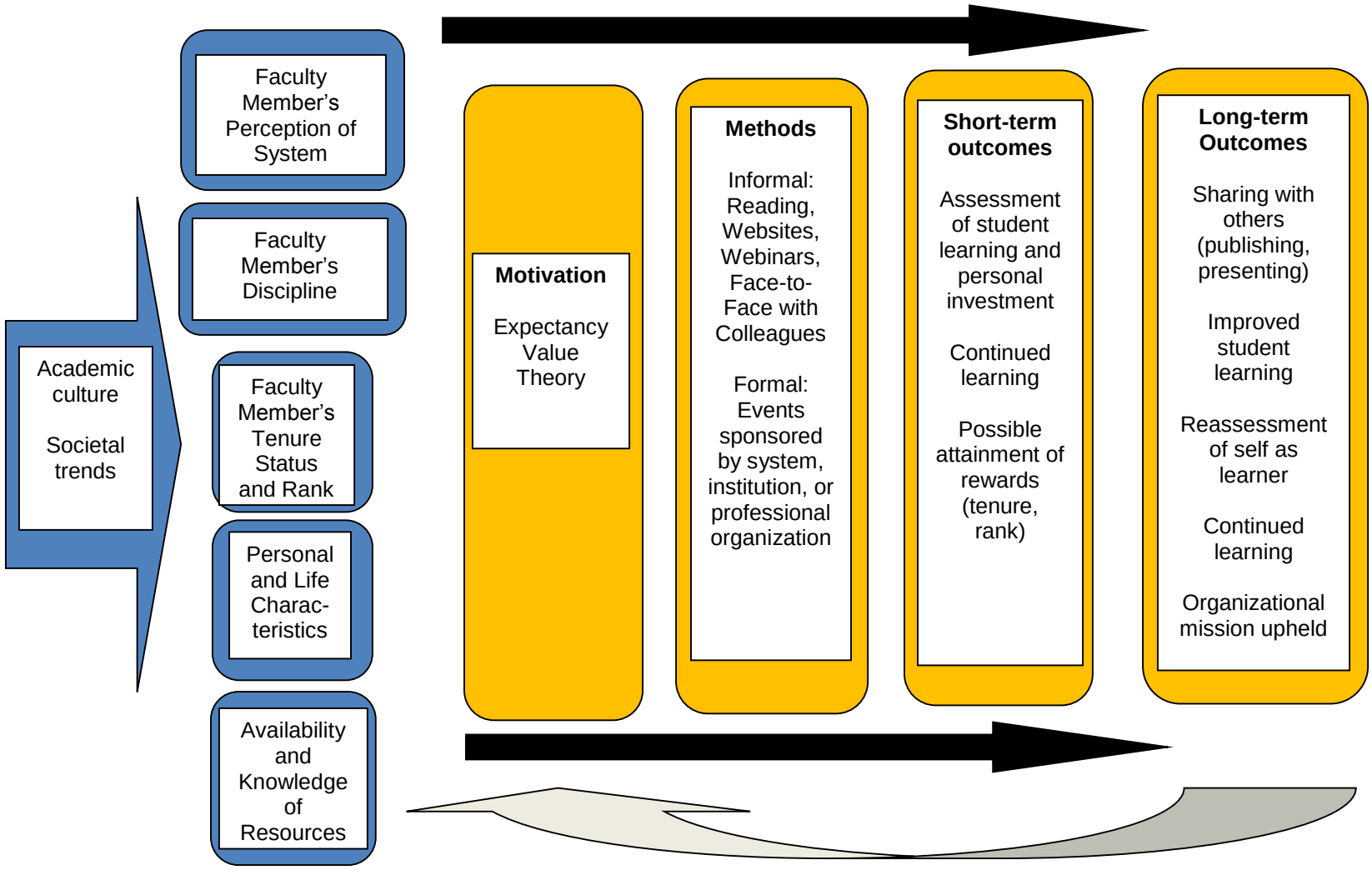

Figure 6. Self-directed learning logic model.

Pratt, 2007). The discipline provides a safe place, a place of loyalty, when the institution does not reward loyalty in the professor's eyes. As the AR team member stated, "I have found that when you don't feed the teachers, they eat the students." While this was not literally going on at SSC—the faculty were strong in their commitment to students—their loyalty and respect for the institution and its demands waned due to the systemic problems mentioned above. Figure 6 shows a feedback loop, that self-directed learning of faculty contributes back to the institution that is supported the learning, but when the learning is not supported and/or is impeded by systemic constraints, the feedback loop cannot be completed and "learning anemia" can set in, weakening the system.

Conclusion 4: Use of Appreciative Inquiry should take place after data collection is done to ensure the conditions are ripe for this positive psychology approach. AI is a tool, perhaps for initiation of a study, which should be used in conjunction with other inquiry tools because its focus on positivity may mask deeper contextual issues. AI can extract organizational strengths but is less appropriate in an institution under disruption or duress.

Certain conditions should be in place before adopting AI as a method that will bring positive change to an organization. It may have value as a way to move attitudes, but negative organizational conditions can pull it back despite the facilitator's efforts. AI may not be able by itself to escape the pull of low morale. On the other hand, AI was successful at validating that the espoused core values of the faculty matched the stated mission of the college. Dematteo and Reeves (2011) documented this same tendency for AI to be both strengthening and unrealistic. Their research focused on its use with health care workers in Canada. "By turning our research lens on AI we came to more fully understand the power of its message of empowerment while

exposing the illusions and limitations of popular, psychologically-based approaches to social and organizational change" (p. 208). AI is best used in an institution that, as Walker and Carr-Stewart (2004) stated, is experiencing optimal performance in terms of human, economic, and organizational aspects.

Preliminary research should be done on a system before AI is applied in order to prove that the system is ready for inquiry that emphasizes strengths with a view toward change. Because AI is designed to *not* be problem- or deficit-oriented, problems cannot be so obvious that the organization members are asked to ignore reality or to set aside their critical thinking skills. Additionally, the persons using AI in this study, all of whom have graduate degrees and work in a higher education organization where critical thinking is prized, may be predisposed to be skeptical of the AI process because of a general skepticism about methods used in business to effect change or methods that focus on positivity. Faculty resistance to change is well documented (Tagg, 2012; McCrickerd, 2012; Kezar, 2011). Additionally, they may have perceived it (although this was not expressed) as a method of intentionally or unintentionally glossing over or masking negative realities.

Therefore, it remains to be seen whether AI is really an inquiry tool for constructing a new social reality in an organization or a tool for a prescriptive organizational change. In the introduction the fable of the blind men studying the elephant was invoked to emphasize positionality. However, the study's conceptual framework is built on constructionism. The people studying an organization are constructing it at the same time they are perceiving it. AI can be a way or an entry point to constructing new social reality under certain conditions. Although further research is needed to confirm it, AI's emphases may not only mask the

negatives in an organization but also impede the ability to deal with the messiness of adaptive challenges and of action research.

Implications and Recommendations

Based on the findings to the four research questions and the four conclusions, the following implications and recommendations are drawn. They relate to self-directed learning theory, faculty development as a subfield of adult education, action research, and further research. Table 10 shows how the empirical findings from this study compare with those of earlier studies on the same subjects (from Table 2).

Implications for Self-Directed Learning Theory

Self-directed learning theory continues to be a field of inquiry in adult education, but the long-held assumptions should be rethought in light of empirical studies and constructivist and postmodern theories. This study indicates that self-directed learning is not necessarily self-focused or egocentric (that is, only for personal psychological, intellectual, social, or monetary gain), that it is highly influenced by contextual as well as internal constraints (abilities of the learner), and that assessment of the learning should be part of any model or theory of self-directed learning. Furthermore, the data indicated that the well-educated may engage in self-directed learning differently from the less well-educated, largely because of their comfort and success with learning and their knowledge of the learning process and how to access resources.

This study did not focus on or draw specific conclusions about informal learning theory, where social interaction is central to the learning process. However, informal learning was part of the self-directed processes, so an additional topic of research in adult education would be the relationship between informal and self-directed learning. In addition, Brookfield's (1985) contention that "self-directed learning" may be a misnomer, especially in light of social

Table 10

Empirical Finding Table Comparison to Study's Findings

Authors	**Date**	**Purpose**	**Sample**	**Methodology**	**Results**	**Concurrence**
Informal Learning in Faculty Development						
Lohman	2000	" to develop a deeper under-standing of the types of environmental influences that inhibit public school teachers from engaging in informal learning."	N = 22 (all had at least three years' experience and the 22 represented all levels)	Each teacher was interviewed for 1-1.5 hours in a semistructured format. This took place over a six-month period. Schools were also visited to understand the settings. Data were analyzed in a complex, three-stage process taking into account the particular school as well as methods of learning.	Four themes emerged that inhibited the teachers' informal learning: lack of time, lack of proximity to resources; lack of meaningful rewards; and limited decision-making power in school management.	Concur. Faculty in this study, although in higher education expressed the same inhibiting factors, which contributed to a strong sense of ambivalence and uncertainty exerting a negative effect on self-directed and informal learning.
Davey and Tatnall	2007	To examine the lifelong informal learning of information systems academics	N = 36	Academics were interviewed using the almost all the same questions	Only 10% of these professors engaged in formal learning but all valued self-directed informal	Concur, and supplement. Far more than 10% used formal CAE events, but self-

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
		in relation to their normal work.		used in the Livingstone study.	learning, especially from the Internet, talking to colleagues, and attending conference sessions	directed and informal learning constituted more of their workplace learning.
Livingstone	2000	To understand the informal learning practices of Canadians in contrast to formal education and in connection to paid vs. unpaid employment	N = 1562	Telephone survey asking about involvement in formal and informal learning and paid employment, unpaid volunteer work, and household work.	High levels of involvement in informal learning at both work and on their personal time; "adult learning is like an iceberg; mostly invisible on the surface and immense in its submerged informal aspects" (p. 499).	Did not measure directly
Hoekstra and Korthagen	2011	To address the lack of knowledge about what kind of teacher learning occurs in the absence of any (formal) facilitation for learning	N = 32; secondary teachers in Netherlands with five years' experience; voluntary	Students of teachers were asked to rate student behaviors; teachers were given surveys about their own beliefs and values about self-regulated (directed) learning; and teachers reported six times in a year on a learning activity.	The findings show that experienced teachers who are not supported by any type of professional development trajectory vary a lot in the extent to which they change in conceptions and behavior regarding the reform and also in the direction of this change.	Concur. Study found faculty (although in higher education) used self-directed learning to different degrees and depended on it more than formal events.

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
Richter, Kunter, Klusmann, Lüdtke, Baumert	2011	To understand the patterns of teachers in taking up informal learning over their careers	N = 1939 (Germany)	Survey with questions about their last two years' formal training and informal collaborations and reading	There are clear differences in how teachers pursue professional development over the span of their careers, but it doesn't diminish. "Alternatively, it can be hypothesized that self-directed learning is more attractive to older teachers, who therefore choose professional literature as their means for learning" (p. 124).	Concur. New faculty addressed different concerns in their self-directed learning (e.g., curriculum development for new courses) than veteran instructors (keeping up with technology)
Theory: Self-Directed Learning						
Lounsbury et al.	2009	to understand the validity of self-directed learning as a personality trait	N > 2100 high school, middle school, and college students	Administered a battery of tests (such as the Myers-Briggs and the NEO-Big Five inventory, among others) and the Gugielmino instrument, and looked at grade	"The richness of the self-directed learning construct and its broad nomothetic span [Messick, 1989] can be seen in its multiple, significant correlations with so many different personality, interest,	Did not measure directly

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
				point average and ACT scores.	and ability measures" (p. 417).	
Tough	1979	To understand the learning projects (which consist of several "episodes") of adults which they take on and manage by themselves.	N = 70	In-depth questions about the choices about content, management, assessment, time, and help that adults use as they take on projects to learn.	Tough produced a wealth of useful data about a wide variety of practices and choices within these self-directed learning experiences, and analyzed it carefully but clearly.	Concur, but expanded. This study showed different processes and outcomes for learning, but these participants were more likely to learn "just in time," and this study was about workplace, not avocational, learning.
Manning et al.	1987	To understand the self-directed learning practices of physicians who are given an opportunity to "contract" to do self-directed learning rather than attend traditional continuing education	N = 102	Followed behaviors of 102 physicians through this program; Malcolm Knowles is one of co-authors	The authors were pleased and saw this kind of independent programming as an alternative to traditional (at the time) professional continuing education for doctors and as a part of recertification.	Did not concur; faculty chose self-directed learning for reasons other than a formal contracting process
Minott		To chronicle his own self-directed learning in regard to teaching a	N = 1	Reflective practice	The self-direction takes the form of reflection, primarily, on how to approach a	Did not concur; faculty use reflection less than other methods

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
		particular group of students at his institution			new and diverse group of students without adequate background	
Harteiss, Gruber, and Hertramph	2010	To understand the relationship between the epistemic complexity of adult learners and their e-learning activity	N= 256 (German workers)	Researchers had the subjects take a survey, the Epistemic Belief Inventory, with additional questions on the workers' amount and quality of e-learning on the job	The findings indicate that epistemic beliefs impact the quality rather than the amount of professional e-learning. The conclusions offer new impulses for the study of knowledge management.	Concurred, indirectly. Disciplinary epistemologies were often cited as influences on self-directed learning practices (such as subjects) and changing instructional practices.
Boden, Smartt, Franklin-Guy, and Scudder	2006	To investigate the relation-ships between demographic variables, learner epistemological beliefs, and self-directedness among traditional students, older undergrads, and grad students	N=578	Using the Schommer Epistemological Questionnaire, the Self-directed Learning Readiness Scale, and an instrument to gather demographic and educational data, a regression analysis and other statistical tests were done on the data.	The findings showed that students become more self-directed as they progress in class standing and age and as their beliefs concerning fixed ability, simple knowledge, and certain knowledge become more sophisticated.	Concurred indirectly. Professors adapt to learning on their own as needed, when other supports are not in place; attitudes toward educational theory and differing epistemologies are relevant to self-directed learning practices and subjects.

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
Quinney, Smith Galbraith	2010	To examine the Technology Challenge program used at a university and evaluate them in terms of the andragogy and self-directed learning theory	N=175 university staff	Tracking participants in the Challenge through their accumulation of points (from various tasks related to exploring Web 2.0 technologies) and a survey at the end	The Challenge was deemed a positive and practical way to meld self-directed learning with a game. One hundred percent reported that they would be willing to participate in another.	Did not measure
Impact of Faculty Development						
Ebert-May et al.	2011	To investigate the extent to which faculty used learner-centered approaches to teaching after attending intense workshops.	N = 190	Faculty were surveyed but also filmed and evaluated in their classes in the semester after their workshops.	While 89% self-reported that they used learner-centered methods, a videotape analysis of their classroom actions revealed that 75% used lecture-based, teacher-centered methods.	Did not measure faculty teaching directly; however, evidence showed resistance to change in practice
Hines	2009	To understand how mature faculty development centers assess their practices	N = 33 (developers)	One-to-one telephone surveys about how developers assessed their practices.	Found that 100% of developers used satisfaction surveys; few used any objective verification that faculty used the knowledge; self-reports dominated.	Did not measure

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
Hubball and Poole	2006	To see the connection between theory and practice in the scholarship of teaching and learning by utilizing a certificate program	N = 24	Action research; mixed methods; faculty participated in a learning community about scholarship of teaching and learning to create a portfolio of work to be awarded.	Authors considered the program successful and the participants achieved more in their teaching afterward	Did not measure
Furco and Moely	2012	To understand the impact of faculty learning communities on faculty acceptance of service learning initiatives across different campuses and faculty.	N = 152 (complete data sets retrieved)	Survey on attitudes about the value of service learning courses to students and community given before and after the learning communities.	"Participants showed highly significant increases from the beginning to the end of the seminar in their responses to all five FS-LAS scales" (p. 141).	Concur; faculty indicated learning communities as meaningful learning experiences
Mälkki, K., & Lindblom-Ylänne	2012	To understand whether university teachers really make the jump from reflective practice to action in their teaching	N = 76	In-depth interviews, semistructured, about their beliefs, espoused theories, and practices and reflections on the reasons for the disconnects (even if professors were not aware of the disconnects).	Faculty expressed interesting reasons for their not using their espoused theories in their actual teaching; the departments didn't allow it; the structure of knowledge in their disciplines did not allow it; lack of time; personal insecurities;	Concur, either directly or indirectly. Faculty in this study also expressed varying degrees of interest in questioning assumptions, educational theory, and changing practice to fit espoused beliefs, citing time, discipline, and type of student.

Authors	Date	Purpose	Sample	Methodology	Results	Concurrence
					lack of resources or knowledge.	
Butler, Lauscher, Jarvis-Selinger, & Beckingham,	2004	To understand how a group of secondary teachers collaborate and regulate their own learning about a new instructional method designed to increase student self-regulation in learning.	N = 10 in each year of study (some overlap)	Collaborative inquiry with teachers; somewhat like AR; interviews for data collection	They were concerned with whether the teachers would continue the use of the teaching strategy and continue their own self-learning after the study when the researchers were less involved. They were also examining a community of practice model for professional development.	Did not measure directly, but would be relevant for later investigation

constructionist theory, seems to be supported by this study. One might ask, if context influences self-directed learning, and knowledge is constructed with others, how self-directed can learning be, ultimately? Another concern that should be addressed by both the field of self-directed learning and the one discussed next, faculty development, is the relationship between epistemology and self-directed educational development. Many faculty in this study expressed a disinterest toward educational theory and understanding other discipline's epistemologies, yet the AR team also expressed that being faced with these differences was a learning experience.

Finally, since faculty self-directed learning is essentially workplace learning, the connection between self-directed learning in all its complexity, learning to improve job and career performance, and the strengthening of the learning organization is another area of future research (Ellinger, 2004). The context of higher education has its idiosyncrasies as a workplace, but it still is a place where individuals work.

Implications for the Field of Faculty Development

This study provides fresh and actionable knowledge for the field of faculty development. First, faculty developers should start their program planning from a position of what their constituent faculties are pursuing from a self-directed standpoint rather than from a position of what is trendy, what is mandated from higher levels of governance, and what is the developer's specialty. This study and many others support the conclusion that faculty are resistant to educational trends for the sake of keeping up with education trends. Secondly, faculty developers should try to avoid approaching their programming from deficit models. Faculty do not want to hear what they are doing wrong and how they need to be fixed. Yes, some will come with problems and issues they want answers for, but that is not the same as being told they are "doing it wrong." Third, every faculty development center, especially in open access

environments, should provide mentoring for new faculty and even for older faculty, recognizing that adjustment to the role of college professor and diverse students requires much of faculty.

Fourth, faculty developers should rethink their assumptions about technology training. Even though faculty developers would espouse a constructivist view of learning, when it comes to technology training, the banking model or transmission mode prevails. Not everyone has the same interest, aptitude, or style for learning technology. Although not as efficient, one-on-one or small group training by individuals who actually use the technology for teaching might be an improvement. Supports after the training are needed as well. Above all, administrators and trainers need to see that learning and using new technologies is not a technical change, but an adaptive one.

Fifth, faculty developers should provide "holding environments." The model advocated by Peter Felten in *Transformative Conversations* (2013) is a start and was the guide for one of the interventions in this study. A holding environment should not be seen as a gripe session where confidentiality is protected, but a safe place. In one of the sessions, a young sociology professor reflected on the self-disclosures of her students in a course in victimology; without breaking confidentiality, this allowed her to vent and express some of her own stress from reading the students' difficult stories. The same faculty member, in another meeting, shared how she was being accused and insulted by a student in her office. With whom else would she share this?

Sixth, faculty developers must recognize the well-documented resistance of faculty to "educationalese" and start to determine strategies to overcome that resistance. Practical tips are good, but professional educators should understand how adults learn and be well taught in the available knowledge and theory about learning. They should be able to articulate why their

preferred method of teaching—whether it is straight lecture, "clickers," "flipping the classroom," collaborative learning, etc.—is empirically and theoretically valid, not just the "flavor of the month" or "what we always do in our discipline." This resistance to educational theory is documented in many studies; McCrickerd (2012) states that its origins may have to do with faculty self-identity, self-protection, and early disciplinary training, but it also is related to their view of teaching as a talent instead of a skill and their locus of control. Heifetz, Grashow, and Linsky (2009) reminded readers that while we commonly state that people resist change, it is really loss that they resist. Tagg (2012) agreed, citing research on loss aversion and risk to point to how change is framed for faculty. Therefore, what is the faculty member giving up or losing through changes in instructional practice that faculty development desires? It is incumbent on faculty developers to understand these questions before invoking faculty members' deficiencies alone as reasons for changing instructional practice.

Faculty developers should also recognize the disciplinary worlds that faculty inhabit. In my own experience and in this research, this failure to recognize different epistemologies and ways of doing knowledge is a gap in faculty development. Faculty, for better or worse, are resistant to any "one-size-fits-all" approach, whether it has to do with pedagogy, recognition, or research. Most faculty developers themselves have been trained in a particular discipline. It may be true that there is no difference between "flipping" a literature class and "flipping" an anatomy class, but the faculty come to the sessions with a preconception that there is a difference, and that preconception should be acknowledged and examined.

As a last recommendation, faculty developers should attempt to use the same pedagogical methods with the faculty that they advocate using with the students. At multiple times throughout this study a faculty member stated something like this: "CAE brings in a speaker,

who spends two hours lecturing to us about why we shouldn't lecture to students." One professor in the study, a biologist, stated that she attended a workshop on flipped classrooms, where the class time is to be used in collaborative and interactive learning, and the speaker lectured the whole time. "Why don't we flip this workshop?" she asked. Indeed. No credibility is gained, nor motivation aroused, by inconsistency between message and practice.

It may be, as some scholars in the field assert, that real change in faculty learning in terms of educational development will not take place until the current generation of senior faculty retires and is replaced by younger faculty. This, as McCrickerd (2012) stated, is "testament to the perception that getting faculty members to change current practice is difficult to achieve" (p. 57). While not optimistic, this realistic view also demands that higher education become serious about training its doctoral candidates for teaching positions as well as research.

Recommendations about Action Research

The members of my AR team, save one, were unfamiliar with action research. They may have heard of it but did not know how it works. Action research has been used in faculty development (Kember & McKay, 1996) but should be used more. Its focus on context, actionable knowledge, and democratic communicative processes with rigorous data collection makes it a promising companion to studies in the Scholarship of Teaching and Learning. Case study approaches specifically allow professors and developers to tell their stories in full.

However, AI fails to meet the test of rigorous research methodology. One implication of this study is that AI can be appreciative or inquiry, but not both, not in a fully rigorous and robust way. It is a method for engaging members in finding strengths in an organization, and as such assumes there are strengths that need to be discovered or uncovered, that is, that are not currently known. If something is already known, inquiry is not necessary; therefore, the

discussion of positives becomes a persuasive tool rather than real inquiry or research, or worse, an exercise in redundancy. Secondly, this study seems to confirm what Zandee and Cooperrider (2008) stated, that critical voices may be silenced in the use of AI, although that was rarely the case in this study. Additionally, persons trained in critical thinking may be intellectually immune to appeals to think positively and look at strengths when reality of weaknesses is affecting their everyday lives. As mentioned in the findings, AI did not cause the AR team members to escape the "gravitational pull" of low morale. True inquiry about a context's constraints would have to precede the decision that AI would be a viable tool for that context.

Recommendations about Further Research

The faculty in this study learned constantly on their own and by their own initiation. In terms of self-directed learning theory, more empirical studies into the self-directed learning of specific populations and professional groups, into self-directed learning throughout and within the context of the whole lifespan, and into assessment and satisfaction with self-directed learning are warranted. I believe some of the assumptions about self-directed learning need to be challenged, especially in light of constructivism and social learning theories.

This study was originally prompted by my own reflections on the question of assessment in faculty development. As Hines (2009) found, assessment of faculty development centers is limited and still largely focused on attendance and satisfaction surveys. Making the leap from faculty development programming to improved student learning is difficult due to the number of intervening factors, but it is not impossible. A starting point might be to assess faculty learning, either through action research or through more traditional qualitative methods. Researchers in P-12 and in medical education (schools of dentistry, medicine, nursing, pharmacy, and optometry) do a much better job of assessing faculty development than traditional higher education. In light

of increased accountability and tightened budget, faculty developers need to be able to explain their impact and their return on investment through rigorous assessment procedures.

Self-directed learning would benefit from a connection to the work of Kegan (1983) and associates, who take the work of Piaget into adult levels in their research about levels of consciousness (Kegan & Leahy, 2009). In the field of higher education research, further work should be done in the preparation of doctoral students for the actualities of academic careers in undergraduate institutions. Some graduate schools are making strides in that direction, but some still acculturate their doctoral students that the goal is a position in a research university. While that is an excellent goal and of course a necessary dimension of doctoral education, it is somewhat unrealistic to expect that most doctoral graduates will attain it. Finally, further research is warranted to understand the roots of this bent toward self-criticism and problem-orientation, its short- and long-term outcomes on the motivation and attitudes of professors, and if it is more universal than the higher education environment.

Final Thoughts

In Chapter 4, an AR team member is quoted, "I have learned that when you don't feed the teachers they eat the students." I walk away from this project convinced that faculty development in its fullest form entails the responsibility of the institution to support the work of the faculty to teach and serve students. I trust that this work will lead to further research into how faculty learn and further helpful changes to meet the mission of higher education.

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APPENDICES

APPENDIX A

IRB APPROVAL

Mon 5/6/2013 9:10 PM

Chris Joseph <cjoseph@uga.edu>

Re: IRB Approval- Sandmann/Tucker

To Barbara Graham Tucker

Cc Lorilee R Sandmann

PROJECT NUMBER: 2013-10905-0
TITLE OF STUDY: Understanding and recognizing...
PRINCIPAL INVESTIGATOR: Dr. Sandmann
NOTE: Please send Dalton State permission to the Human Subjects Office directly, not to me.

Dear Barbara,
The University of Georgia Institutional Review Board (IRB) has approved the above-titled human research application that was reviewed by the Exempt 2 review procedure. You may now begin this study. Your approval packet will be sent by campus mail.

Please be reminded that any changes to this research proposal can only be initiated after review and approval by the IRB (except when necessary to eliminate apparent immediate hazards to the research participant). Any adverse events or unanticipated problems must be reported to the IRB immediately. The principal investigator is also responsible for maintaining all applicable protocol records (regardless of media type) for at least three (3) years after completion of the study (i.e., copy of approved protocol, raw data, amendments, correspondence, and other pertinent documents). Any HIPAA-related research documents must be retained for a minimum of six (6) years. You are requested to notify the Human Subjects Office if your study is completed or terminated.

Good luck with this study, and please feel free to contact us if you have any questions. Please use the IRB project number and title in all communications regarding this study.

Best,

Chris A. Joseph, Ph.D.
Department of Anthropology
University of Georgia
Athens, GA 30602

cjoseph@uga.edu

The University of Georgia

Phone 706-542-3199

Office of the Vice President for Research
Institutional Review Board

Fax 706-542-3660

APPROVAL OF PROTOCOL

October 9, 2014

Dear Lorilee Sandmann:

On 10/9/2014, the IRB reviewed the following submission:

Type of Review:	Modification
Title of Study:	Understanding and Recognizing Self-Directed Learning in College Faculty in an Open-Access Public College
Investigator:	Lorilee Sandmann
IRB ID:	MOD00001010
Funding:	None
Grant ID:	None

The IRB approved the protocol from 10/9/2014.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103).

Sincerely,

Larry Nackerud, Ph.D.
University of Georgia
Institutional Review Board Chairperson

629 Boyd Graduate Studies Research Center • Athens, Georgia 30602-7411
An Equal Opportunity/Affirmative Action Institution

APPENDIX B

INTERVIEW PROTOCOL

Interview Questions

1. How do you feel about, perceive, or respond to these instructional behaviors?
    a) PowerPoint
    b) Case studies
    c) YouTube and other popular video sites
    d) Using social media
    e) Being asked to "reflect" and question your assumption and beliefs
    f) Having the students examine their metacognition practices
2. I would like you to think about a peak experience in regard to your teaching experience, either here or at another institution. Describe a time or incident when you were very proud of the work you do.
3. Since you have been through an undergraduate experience and at least one graduate experience, I'd like you to talk about your experiences as a learner in those settings. What practices did your professors use that helped you learn? (not that were quirky or memorable, but helped you learn the concepts of the class). What did professors do that did not help your learning? What strategies did you learn to use that helped you be successful?
4. Can you give examples of what you do to help your students with "learning to learn"?
5. Do you ever talk to your students about why and how you teach—for example, why you are teaching the class the way you do, or why an assignment is structured a certain way? Or how you think about, prepare, or improve your own teaching?

6. Do you ever talk to your students about your own learning methods, especially your own learning methods about teaching and facilitating learning? Do you ever talk to them about conferences about your discipline or on teaching and learning that you have attended?
7. I'm going to ask you some question about reflective practice. What does reflective practice mean to you? What do you know about it? To what extent do you engage in reflective practice about your discipline and your course teaching? What I mean by reflective practice can be anything from thinking deeply about your behavior and the response of the students in the classroom, analyzing it, and revising your approach for the next time, or it can be something more time-intensive such as writing, talking with others, or following a reflective model or taxonomy.
8. Describe what you do that you would classify as "self-directed learning" in your professional life. By "self-directed learning" I mean undertaking learning projects of any length that you choose, partially design, and assess (decide are successful). These do not have to be by yourself or without helps from others.
9. Informal learning is a term used by educators to mean learning outside of any formal, structured, and/or mandated course or training. Do you see yourself engaging in informal learning about your work as a teacher and professor? How?
10. If the colleges were to offer the opportunity to earn a certificate(s) on teaching or particular aspects of teaching, and these could translate into tenure and promotion value, would you be interested? What do you think should be included or required in such a certificate type of program?
11. How would you respond to online faculty development opportunities?

12. Without being humble, what do you most value about

    a) Yourself and the way you do your work? What unique skills and gifts do you bring to this organization?

    b) Your work?

    c) Your department?

    d) This organization and its larger contribution to "society"?

13. What can the college do to motivate, reward, and recognize your faculty development efforts?

14. How do you respond to the concept of being an inspiring teacher? What does that mean to you? Do you think it's realistic? Is it possible?

15. If you had a magic wand and could have any three wishes granted to heighten the health and vitality of this organization, what would they be?

APPENDIX C

SURVEY OF FACULTY USE OF CAE AND SELF-DIRECTED LEARNING PROCESSES

Page 1: As part of a participatory action research project on faculty development, we would like your responses to the following questions. Your responses will help the Action Research team to understand more about faculty responses to faculty development and your own methods of self-development as a faculty member. The information will also be shared with the Center for Academic Excellence.

The survey has been piloted and should take you between five and ten minutes to complete. A completion bar is provided at the top of the screen. Several of the questions are optional, but we would definitely like your input. The required questions are marked with a red asterisk.

In this survey, you will be asked about your involvement in, interests in, and response to faculty development programs and issues. The last question will ask you if you would be willing to participate in a focus group and/or interview about faculty development to help the researchers get more in-depth answers and understanding for these questions and other matters related to faculty development.

Except for that last question, the answers will be anonymous and the responses aggregated.

Page 2:
Below is a list of <u>some</u> of the faculty development events at [redacted] State in the past three years. Indicate your response to the information provided in the activity.

Speaker/Event	I was not a faculty member at [redacted] then	I found this program very useful	I found this program some-what useful	I did not find this program useful	I do not remember this program
1. Faculty Retreat Breakout Sessions (August 9, 2013)					
2. [redacted] Tenure and Promotion Notebooks (August 30, 2013)					
3. [redacted] Using Turnitin (August 27/28, 2013)					
4. [redacted] Brain-Based Learning (May 3, 2013)					
5. Fourth Annual [redacted] [redacted] Conference on College Teaching and Learning (March 15, 2013					
6. [redacted] Retaining Students (February 1, 2013)					
7. MOOCS for the Rest of Us, January 22, 2013					
8. [redacted] Race, Gender, and Culture in the Classroom, November 16					

9. [redacted] Dealing with Difficult Student Behavior, October 19, 2012					
10. [redacted] Inverting or Flipping the Classroom for Improved Student Success, September 21, 2012					
11. [redacted] Helping High School Students Transition to College, August 8, 2012					
12. Technology Training Sessions provided by [redacted] (for example, [redacted] workshops)					
13. Third Annual [redacted] Conference on College Teaching and Learning, March 2012					
14. Book Group: *Student Engagement Techniques* (2012-2013 Academic Year)					
15. Book Group: *Developing Learner-Centered Teaching* (2011-2012 Academic Year Course Redesign)					
16. Second Annual [redacted] Conference on College Teaching and Learning, March 2011					
17. Book Group: *Academically Adrift* (2011-2012 Academic Year)					
18. Book Group: *Creating Significant Learning Experiences* by Dee Fink (2010-2012 Academic Year)					
19. Speaker [redacted] December 2010					
20. Speaker [redacted], October 2010					

Page 3: What subjects or topics would you like to hear presentations or workshops on? Please check all that apply.

Classroom management and performance
- Ensuring classroom civility
- Better lecturing techniques
- Scaffolding assignments for students
- Better public speaking skills (for example, vocal technique)
- Using learning communities in the classroom
- Using case studies effectively
- Team-based learning

Course Design and Redesign issues
- Assessment
- Designing online and blended courses
- Writing across the curriculum
- Oral communication across the curriculum
- Authentic assessment (real-world assessment)

Service learning
Flipped classrooms
Teaching upper division classes, students, or capstone courses

Higher Education issues
The future of higher education policy
University of Georgia/Board of Regents policies
Leadership and leadership development
Americans with Disabilities Act policy

Adult Learning
Reflective practice and teaching reflective practice
Educational theory
Student intellectual and emotional development
Learning styles
Brain-based learning
Ways to do research on teaching and learning in the classroom (Scholarship of Teaching and Learning)
Teaching students with disabilities

Technology
Use of [redacted]
Use of [redacted] (basic understanding)
Use of [redacted] (for improved teaching)
Presentational software
Using social media effectively in the classroom

Others: Please suggest topics.

Page 4:
Do you read books about college teaching outside of Center for Academic Excellence-sponsored events?

Yes
No

Optional: If you answered yes, please provide some examples of titles or authors that you have read.

Do you read journal articles specifically about college teaching (in general or in your discipline)?

Yes
No

Optional: If you answered yes, please provide some examples of journals you have read or subjects that you have read about in journals.

Do you consult websites about college teaching (in general or in your discipline)?

Yes
No

Optional: If you answered yes, can you provide some titles or examples?

Do you attend webinars about college teaching (in general or in your discipline) sponsored by the [redacted]

Yes
No

Optional: If you answered yes, can you provide some titles or examples?

Do you attend webinars sponsored by organizations outside of [redacted], such as those offered by textbook companies or professional organizations?

Yes
No

Optional: Optional: If you answered yes, can you provide some titles or examples?

Do you watch videos about college teaching on your own time?

Yes
No

Have you ever participated in a MOOC (Massive Open Online Course) on college teaching?
Yes
No
Unfamiliar with those

Optional: If you answered yes, can you provide some titles or examples?

Page 5:

Have you ever presented at a teaching and learning conference?

Yes
No

Do you read [redacted] the online publication that the Center for Academic Excellence publishes?

Yes

No

Sometimes

If yes or sometimes, how would you rate its helpfulness to you?

Very helpful
Somewhat helpful
Not really helpful

Would you be interested in more training and activities for faculty development offered online, such as through webinars, blogs or wikis, or a course in Desire2Learn?

Yes

No

Perhaps

Page 6:

How much time per week would you say that you think reflectively about your strategies for teaching your content?

None
0-1 hour
1-2 hours
2-3 hours
More than 3 hours

How much time per week would you say that you discuss your teaching practice with other people, such as colleagues, family, or friends?

None
0-1 hour
1-2 hours
2-3 hours
More than 3 hours

After you attend a faculty development event, such as a presentation by an outside speaker, what do you do afterward? Answer all that apply.

Put the handouts in a folder for later review

Discard the handouts.

Pass the handouts along to a colleague

Discuss the handouts or material with colleagues

Reflect, write, journal, or blog about the ideas in the presentation

Try to take at least one of the ideas from the presentation and use it in my classroom in the very near future (such as that semester).

Think about ways to use at least one of the ideas in a future class.

Does not apply because I rarely if ever attend the Center for Academic Excellence or other faculty development events.

Page 7

Do you believe your personal efforts at faculty development are adequately recognized by your supervisor?

- Yes
- Somewhat
- No
- Not sure/No opinion

Do you believe your personal efforts at faculty development are adequately recognized by the tenure and promotion system of the college?

- Yes
- Somewhat
- No
- Not sure/No opinion

What keeps you from participating in faculty development programs, whether sponsored by the Center for Academic Excellence or offered off-campus? Answer all that apply

- Time limitations
- Lack of funding
- Other competing commitments
- The times and places at which the programs are scheduled
- The topics do not interest me
- I do not feel a need to participate
- This question does not apply to me because I attend multiple activities during the academic year

If you would like, please answer these four related questions. (These are optional, but your input is appreciated)

How can the annual report system be changed to improve its recognition of your personal efforts

at faculty development?

(Fill in the space box)

What do you think the college could do to motivate all faculty to be more involved in Center for

Academic Excellence programs?

(Fill in the space box)

What recognition would motivate you to participate more in faculty development efforts, either

on- or off-campus? (Fill in the space box)

Page 8

General Information

What is your status?

Lecturer/Instructor

Assistant Professor

Associate Professor

Professor

How long have you been teaching at [redacted] College?

0-3 years

3-10 years

10-20 years

30 or more years

How long have you been teaching (at any level)?

0-3 years

3-10 years

10-20 years

30 or more years

Do you have tenure?

Yes
No
Not tenure track

General Disciplinary Area:
Professional Studies (Business, Health Careers, Nursing, Education, Social Work)
Liberal Arts (Social Sciences, Communication, Fine Arts, English, Reading)
Mathematics, Technical Studies, Natural Sciences

One more page!

Page 8

The Action Research Team would like to talk with individual faculty members about their own efforts at faculty development and their ideas about faculty development in general and at [redacted] State. Would you be willing to participate in an interview or focus group about your views on faculty development in general and at [redacted] College? If so, please type your name in the appropriate box below and you will be contacted by the Action Research Team.

One-on-one Interview (box for name)

Focus Group (box for name)

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS SURVEY!

APPENDIX D

FOCUS GROUP QUESTIONS

Focus Group Questions for Self-Selected Full-time Faculty Members

1. How do you feel about, perceive, or respond to these instructional behaviors? (This is sort of an ice-breaker question but also has value for the rest of the session.)
    a. PowerPoint
    b. Case studies
    c. YouTube and other popular video sites
    d. Using social media
    e. Being asked to "reflect" and question your assumption and beliefs
    f. Authentic assessment (I will define this as "being assigned projects, speeches, etc. that will be viewed and used outside of class; for example, giving presentations to a local elementary school).
    g. Having the students examine their metacognition practices
2. Thinking back on your own undergraduate and graduate experiences, what practices did your professors use that helped you learn? (not that were quirky or memorable, but helped you learn the concepts of the class)
3. Thinking back on your own undergraduate and graduate experiences, what practices did you swear never to use when you taught? (because they were so ineffective and counterproductive)
4. Can you give examples of what you do to help your students with "learning to learn"?
5. Do you ever talk to your students about why and how you teach—for example, why you are teaching the class the way you do, or why an assignment is structure a certain way? Or how you think about, prepare, or improve your own teaching?

6. Do you ever talk to your students about your own learning methods, especially your own learning methods about teaching and facilitating learning? Do you ever talk to them about conferences about your discipline or on teaching and learning that you have attended?
7. What does reflective practice mean to you? What do you know about it?
8. Describe what you do that you would classify as "self-directed learning" in your personal and professional life? (I would explain the concept a little bit at this point if they are unsure.)
9. To what extent do you engage in reflective practice about your discipline and your course teaching?
10. What does "Scholarship of Teaching and Learning" mean to you?
11. What can the college do to motivate, reward, and recognize your faculty development efforts?
12. If the colleges were to offer the opportunity to earn a certificate(s) on teaching or particular aspects of teaching, and these could translate into tenure and promotion value, would you be interested? For example, the certificate could be "Master Teacher" or "Master Teacher in Online Course Development."
13. What do you think should be included or required in such a certificate type of program?
14. How would you respond to online faculty development opportunities?

APPENDIX E

THANK A TEACHER LETTER FORM

From: pat <noreply@jotform.com>
Sent: Tuesday, August 12, 2014 11:55 AM
To: Barbara G. Tucker
Subject: Notifier 1

JotForm

Question	Answer
Do you wish to remain anonymous?	Yes
Classification (e.g. Sophomore)	Graduated
First Name	[redacted]
Last Name	[redacted]
Your Email Address	[redacted]
Major/Department	Aa
Instructor's First Name	Test
Instructor's Last Name	Test
Course Title (e.g. English Composition)	Test
Semester and Year (e.g. Spring 2014)	Test
Directions: Please write your thank you note to your teacher here:	Hi Barbara...this just a test email...

APPENDIX F

SELF-DIRECTED LEARNING FORM

Form for Faculty Documenting Self-Directed Learning

Name____Barbara G. Tucker_____Academic Year__2014-2015

Project Title____Learning to Use MAC computers, specifically for epublishing_____

Type: Travel ☐

Technology ☒

Enhanced and focused reading in field ☐

Coursework

CEUs ☐

Credit courses ☐

Community-based project ☐

Other (explain) _____

Rationale___I teach ePublishing and one of the primary venues is ibooks. Apple has a robust program for creating these interactive electronic books. I have had no experience with Apple computers and it's about time I did. What convinced me of this was attending [redacted] in March, where a presenter showed how [redacted] College is getting away with traditional textbooks in its freshmen year. Every freshmen is buying an iPad and it will have the textbooks, created by the professors on the MAC authoring tool, installed on the iPads. Textbook companies, such as McGraw-Hill, are creating digital-only textbooks.

Proposed Time Frame/Stages to Complete Project__First, purchasing a MAC book pro sometime in August or September. Second, learning to use its functions for basic word

processing, etc. Then learning to use the Authoring program by midterm so I can use it in ePublishing class. While I would like to write an ibook textbook, right now that is too ambitious.

Outcomes/Deliverables _Lecture/lesson in ePublishing class on creating iPads
_____

_____

Resources Needed_I am purchasing the Mac Book myself. The college does not support Macs.
_____

_____

Comments by Department Chair _____

_____

_____

_____

Faculty Member's Signature _____Date_____

Assessment:

Below give a complete description of how you completed your self-directed learning project that was planned at the beginning of this evaluation cycle.

_____

_____

_____

_____

Evidence of completion:_____

_____

Please attached needed evidence of completion.

APPENDIX G

SURVEY OF FACULTY AWARENESS AND ATTITUDES TOWARD INTERVENTIONS

Survey (to be distributed electronically).

Thank you for your willingness to take this short survey. The purpose of this survey is to gauge the response of faculty members to a number of initiatives that have taken place in the last six months. These findings will also be used to complete a doctoral research project for the person who sent the email containing the link.

There is minimal or no psychological or emotional risk involved in this survey. In completing this survey, you are consenting to the use of the results. All responses are anonymous. The one demographic question at the end is **not** for identification purposes. You are free to click out of this survey at any time. It should take less than five minutes to complete.

If you have any questions about this survey, its intentions, and its uses, please contact Barbara Tucker in the [redacted]

1. Have you been aware of any events or initiatives in the last six months to enhance the appreciation of faculty at SSC?

   Yes No

[redacted]Have you noticed the Faculty Recognition section in the [redacted]

   Yes No

3. Have you heard about the letters sent to faculty from the “Thank a Teacher” link on the [redacted] website?

   Yes No

4. If you received one (or more) of those letters, do you have any comments to make about it? (Box here for comments)

5. At the beginning of the academic year (or earlier) the faculty set goals. A form was distributed at that time to help you document your goals about self-directed learning to improve your instructional delivery. Are you aware of that form?

   Yes No

6. Did you use that form when you submitted your goals?

   Yes No

7. Did you use it for any other purpose?

Yes No

8. If yes, what was that purpose? (Box here for comments)

9. Do you believe that your efforts to learn to improve your instructional delivery are appreciated by your supervisor?

   Yes No

   If you would like to explain your answer, please do so here. (Box for comments)

10. Do you believe that your efforts to learn to improve your instructional delivery are appreciated by the rewards system of the college?

    Yes No

    If you would like to explain your answer, please do so here. (Box for comments)

11. Did you participate in any of [redacted] events during Fall Semester? Indicate the number that you can recall attending.

    0 1 2-3 4-5 6 or more

12. Do you feel more appreciated in your work here than you did twelve to fifteen months ago?

    Yes No Does not apply because I was not employed here then

13. If you do, please explain why (what causes you to feel this way) and/or how (in what ways do you feel more appreciated). (Box here for comments)

Thank you!

APPENDIX H

SAMPLE AGENDA FOR FACULTY REFLECTIVE SESSIONS

Notes for first Coffee and Conversations/August 21 and 25

Theme: Why?

Introductions all around

Goals of group:

- Reflection on what it means to be a professor/instructor/teacher at [redacted]
- Relationship outside of silo
- Being heard
- Mentoring in the widest sense

Rules

- What happens in the group stays in the group.
- Listen. Affirm. Challenge gently.
- Avoid as much as possible giving advice, especially technical advice (problem-solving) both in the group and outside, UNLESS asked for.

What are the best and worst points of last nine-eleven days of teaching?

What about your discipline called you to it? (It chose you, not just you chose it). Why are you passionate about it, how did you get to that passion?

What challenges do you find in teaching your discipline?

What do you want to talk about in the future?

APPENDIX I

PROTOCOL FOR EXIT INTERVIEWS WITH AR TEAM

Interview Protocol
Exit Interviews, AR Team Members

What have you learned about the organization?

What have you learned about your colleagues?

What have you learned about research/action research/Appreciative Inquiry?

What have you learned about teaching and learning?

What have you learned about group processes?

What have you learned about faculty development at SSC?

What have you learned about self-directed learning?

What have you learned about yourself and your place in this organization?

How do you view the future of the organization going forward?

How do you view what we accomplished in the AR team?

Did you feel safe in the meetings, that your confidentiality was protected?

What would like to see changed about faculty development here?

Do you have any suggestions for me as a facilitator?

Any other comments or suggestions?

APPENDIX J

SAMPLE OF CODING OF INTERVIEWS

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
Reflective Practice	Knowledge of it	Yes		"I guess it means looking back on your experience and deciding what went well, what didn't go well, and how can you make changes for the future."	3000	199
				I think of it as learning from your own successes and failures, that's where I go with it. Something I do when we have to set our goals for the year, I got this form from [my office mate]where you can summarize your semester in a kind of short way, the classes you taught, here's your average in the evaluations, it's really simple but what I've decided to add this semester is a short narrative about every class I've taught . . . Give it six weeks and it will be gone from my mind."	13001	432
		No		"I will tell you honestly I had never heard of that pair of words in that way before . . and that's what I figured, that surely this s a label for something that is relatively common . . . in terms of reflecting on one's beliefs and practices, I think scientists are more open to questioning our assumptions an beliefs than just about any other group of people. Because we are task oriented and we use the scientific method . . . it has to be data [supported] because as soon as somebody says, well, I believe this way, we'll say, show us your data.",	10000	122ff
	Attitude toward it	Positive		"I attempt to be a reflective practitioner and I realize that sometimes I do that exceptionally well and other times I could do it better but at least I have that awareness"	5001	265

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				"We don't foster a sense of reflective practice anyway because we don't offer time to do that. We are a four-year college that has a community college attitude in many regards"	5001	1093
				"If you are a reflective practitioner and you're really good at what you do, you don't have to create some false sense of being in touch or with it . . .You don't have to gimmick it up for students"	5001	901
				"Reflection has so many what ifs . . . there's always a sense of reseeding and restructuring things"	5001	436
				Reflection can't stop at the grieving process	5001	413
				"I can't be successful in leading them to those types of discoveries if I am not making them myself."	5001	493
			Mandated?	"I don't guess I have to say that reflection should be mandated because our accrediting body is mandating it. . . .I think it's something we can use, it's something we would have to print out and copy [into our tenure and promotion files]"	7000	167
		Negative	Not enough time	"When I think of RP, which I must say I don't get to do enough of that."	5001	156
			As regret	I think I do that a lot in the sense of regret of what you were doing as reflective. After every test when I am grading them I think, why did they not learn that, and then I start regretting that I didn't use enough examples, so they will not do so bad on that program. After every single test I start thinking about what I can do differently about an area of the questions	15000	344
			Not framed positively	If you gave 11 or 12 problems on the test and then they get two or three wrong I think about what I	15000	361

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				didn't do that they got those wrongs, I don't even think about the ones they got right, just the ones I didn't do well on.		
			Just educational jargon	I am turned off by the term, and if you had asked me a slightly different question, do you go back and think about what you did, and what you are going to do next, or for a scientist, do you analysis your teaching."	12001	649
			Not personality	"I'm totally not that kind of person [to analyze class and say, this worked, this didn't, etc."]	11001	205
		Challenges	People don't want to critically reflective	"We just don't have the time or we don't make the time to do [RP]	5001	204
				Unfortunately I think it's the sad reality of where most people desire to be they don't want to critically reflect on much of what they do, or why did I make that decision.	5001	221
				"Part of [lack of RP] is an inability to reflect and I think part of that is when it's tied to your work performance in particularly and it becomes something mandated and tedious and it's work.	5001	233
			Not done by many	"To be proactive ahead is hard enough but then to reflect and think about the past and how that connects to the future, not a habit most people like to get into"	5001	252
				"[Work] tends to drift into personal time"	8001	84
				"If there is a taxonomy of reflection, I would wonder if it differs across disciplines"	5001	538

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				"There are many people who can get a PhD and never really think about the process of teaching and what it's about, and if you're not able to do that, and you're not able to think about it, what good are you doing?"	5001	506
			RP looks different to different people	That's something I would say that people wouldn't see this as reflective practice but that's how my mind has to work out some of those issues."	12000	214
			RP might not fit the textbook models	"If you take RP out of the literature and start looking at it through a different lens that sometimes doesn't gel with what we're taught in formal learning environments that critical reflection must look like"	5001	514
	Use of it	How	Question-ing assumption	"I don't think it's too much to question basic assumptions about the educational process. It's maybe not enough"	5001	482
				The word assumptions, there were a lot of things I assumed and you just can't. I have to remind myself, they are just not there. Their life is their life. They have their own reasons for doing things	14001	613
				I don't think I've ever questioned my basic foundation. I'm pretty much what you would call old school. I was lectured to a lot, and I lecture, not all the time and I've got some things to say about that later, I have some nice tools to maintain the student interaction and all that kind of stuff, but I know what worked in terms of teaching me, so I incorporated what I saw from what I considered good professors and it seems to work for me."	10000	239

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				thinking about the sequence of the classes and question would it make sense to teach this particular course before this one, would they be better getting this information first in this course and then later on. . . . but you are so pressed for time to get so much material in a certain sequence.	19000	223
				"There's a lot [of reflection around] writing student learning outcomes. Again, mandated but it's been incredibly helpful. I wrote a final exam yesterday in 20 minutes . .. because I wrote it as I was designing the course [and student learning outcomes.)"	7000	
				I feel like it's kind of hard when you go in to a new class you know nothing about these people, and that's why it's so important for me to get to know my students because they are all coming from different places and if I'm not careful I'll just make blanket assumptions about all of them. . . . I find, that when I know that you are the single mom doing X, Y, and Z, it doesn't mean I'm going to make the class easier for you, it helps me to know why you are so exhausted every time you come into my class.	13001	554
				"it [RP] has not changed my teaching much . . . I'm not going to hold on to something and teach them something that is incorrect based on current data . .. From time to time I've changed my statements and changed my examples a little bit. Not the big conceptual stuff but the little details"	10000	155
				"It (rethinking approach to teaching) happens all the time. I'm teaching literary theory in the spring, and	7000	236

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				that's the sort of thing that ought to be Socratic seminar, but I think I am going to have to figure out a way to incorporate more lecture and walk the students through it . . because the material is so much more difficult."		
				That was the whole purpose of that course redesign because it was about moving from lecture to activity-based learning . .. I do that [RP], it's kind of a personality trait, I base decisions on that. . . .	12001	
				The main criticism I got on my student evaluations [for a ethics of science class] was that it was too much work for two hours, and I thought about it and said yes, it is a two-hour course, and did I really care if they had read all this stuff about ethics and theory and the science. They are going to the sciences from the classes but what I care about is them asking themselves these ethical questions and coming to their own understanding of ethics and what it means. . . because it's not for my benefit, it's for the other students' benefits"	12001	553
			Learning to do so	And I think my experience with the athletes has helped me a lot with that. I started working with the athletes at _____ starting in 2004. . . and it evidently takes a certain personality where you're not intimidated or star struck, and I could work with the football players and they were like the guys I grew up with, so I was like, OK, let's do this. And so, you really have to evaluate your assumptions about people, because the assumptions are, you're dumb	13001	611

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				because you're a football player. . . . your assumptions have to change rapidly if you're going to be any help to them because you realize all these guys are not the same, they are individual people, and we've got to treat them like individuals that just happen to do this thing. so working with those guys made it easier to walk into a room full of people that were completely different from what I was, and say, just because you are part of this group or you speak this language, that does not mean you are X, Y, and Z.		
			Question-ing practice	In a diversity class, a student wanted a free-for-all asking questions "first I said, no way . . but then I thought about it . . and [an alternative] worked. For some reason, it worked, and they were enthralled and I had them. And they are really starting to embrace the concepts and the ideas, . . and how can you gain understanding if you always are afraid to ask the questions because you're afraid if they are going to be offensive or not."	3000	237ff
				that is something I often reflect on, when I'm leaving a lecture and thinking oh, boy, that didn't go well, there's too much stuff right now, too many details, I'm losing students, or I couldn't think of anything to ask them, I need to write down some questions so I'm not thinking on the fly.	20000	434
				Since I came to SSC I've redone my world history class and then I recently redid my US history class. I felt like the course had become a bit stagnant and	20000	100

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				what I wanted them to learn and what we had time for in class wasn't matching up. I felt like I just needed to redo it. A lot of my notes from my world history class I had written, parts of them, years ago when I was a grad student and teaching as an adjunct, and I felt that I needed to reassess, and I had a better handle on everything that was out there and what I wanted the students to accomplish and I just wanted to redo that approach.		
				[New math curriculum] involved a lot of thought and discussion about how the cocurricular should work.	17001	231
				Sort of reliving or rethinking something that has already been done, or a practice, and to evaluate it, break it down, to look at it critically, what worked, what didn't work, maybe different results based on a change in action, and the end result being able to learn from it, ways to do it differently. Because there's more than one right way to do something, so you might come up with three or four scenarios and all would be equally right, and each one would give you a different result, and one of those results are necessarily better than the other, but a way to look at that. . . I do it after every class. . I'm so immersed in the class; it's hard to cue in. But if something happens I am able to make a change, to change directions, if things are out of hand, I can't think of an example, sometimes things change in a situation	15000	455
				I do that, usually after every class period or every clinical experience, I sit and think about what went	16000	667

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				well, what didn't go well, how could I have gotten that point across better to the student, have I handled that situation well, and that comes from my days as a nurse midwife, because I had to process what that patient said to me, and how I interacted with that patient and what I missed in terms of a diagnosis, and I think that comes from days as a nurse midwife, too, I always did that reflection. I don't ever teach the same class the same way		
			Using RP but using different jargon/ frame	That's the dilemma, the tension I feel with the moving to a more participatory classroom because I can't not tell them about so and so . . .I have to ask, what can I leave out by adding this in . . .How much are they getting out of these examples, I enjoy it but what are they getting out of them, if I can leave that off then we can do this. That is what's so great about teaching, I guess, the reflective practice, it's the ability to be creative"	12001	597
				I am always questioning why we are doing what we are doing and how we are doing what we are doing."	12001	434
			Example of Reflection in action, quickly, not long process; takes response-bility and is	"When I first designed this course, even when we changed the textbook . . . I am really familiar with the material. I know the students will be mostly freshmen, and I know the target, I know they hate speech, and that there are certain things they are going to struggle with. . . So I tell my students it will be the same instructor, same syllabus, for all my sessions, but. . Once it gets started I may adjust different things [in each section]. That is what I call	11001	215

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
			flexible so that different sections follow different plans as necessary	reflection. If after a speech some of them haven't done really what I expected, I'm thinking maybe it's not just the students, maybe it's something I have done, so I will change something."		
				[I change] in the middle of class. I am very good at judging their nonverbal reactions, and my mind goes very fast, I just switch it at a really good time. . . I don't think much when I'm driving . . . when I am at home and grading their works, I might think of changing, but in the class I am more likely to change."	11001	281
				"If I don't do it [change and be flexible to students in the middle of class] the students will forget their questions, and I will forget, and we will lose that moment of passion, and they might think it's fun at the time but eventually they will hate that we missed the learning"	11001	309
				"I've done that [questioning paradigm of practice] in English 1101. Because I taught it for years to prepare the students to pass the Regents [a state mandated essay-writing test], and then one day the Regents was gone, and I said, what am I going to do now? . . . they wrote nine or ten or eleven essays . . . they were timed [in class] . . . the first term after that I really didn't change a lot. . . but . . .it hit me that you can't	9000	205

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				stay the same if the focus is shifted. . . then I really became concerned and started questioning myself . . . [due to other instructors' expectations of students]		
			Power of habit, fear of change (where does it come from)	I remember . . .the first time I let them write an essay in 1101 outside of class, and I thought lightning was going to come through window and strike me and the secret police would come and take me away, and nothing happened. . . I was teaching without teaching the patterns, and . . . after that I moved into teaching the patterns."	9000	277
			Ambiguity from reflection and change	"It bothers me, it's not that we need to be so strict, but it seems like everybody is doing everything. . . I wish we could have more of a set . . .guidelines as to what we do. . . . We lost two of our pillars of assessment, I think our writing went to hell in a hand basket because now you have nothing to make people teach certain issues or concerns."	9000	313
				"I reflect on everything I do and how it works. . . Our assessments at the end of the semester, as in WEAVE, that is a kind of reflective practice . . . If you don't reflect on it, what good is it You just keep doing it without reason or purpose."	4000	80ff
				"Some things I've done have worked wonderfully the next class it doesn't work and I have to completely rethink what we're going to do"	3000	266
				"[When I talk about reflection] I am not talking about what I did well in that class, I do that, but for me reflection is a much deeper thing.. . this is kind of a lonely thing you do. I would like t see everybody do	6000	116

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				that within their own discipline. Every discipline has its own structure. So many people are on the first floor and they don't know what's in the basement. . . . If you're going to teach, not everyone out there is going to intuitively have it, so you have to go down to the basement."		
			Question-ing self	"It falls to me not to make that assumption and I don't know why I've made it because I wouldn't make that assumption in my regular classroom"		
			Analysis of classroom experience	"I often put pen to paper and say what went well, what didn't go well, what could I do differently."	2000	p. 3
				Tweaking, all the times, major shifts, not much. . . my student evaluations have always been exceptionally high, so I figure I must be doing something right. Don't rock the boat kind of thing."	10000	259
				"One of the beneficial things that involved with the aspects of teaching . . . you have a chance to almost hit a reset button every semester. Because . . . every semester even though you're teaching the same class you aren't teaching the same group of students. . . you're constantly reassessing your schedule . . .	5001	160ff
				I tried, based on one of the workshops, trying to make one of my classes more self-directed, and I got the lowest evals in that class of any of the courses I teach, because they want us to do it and spoon-feed them, that's how they want us to do it, I even had one girl put on the comment, I am paying him to tech this class not for me to teach it. . . ., I felt like they were	19000	595

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				prepared to do something like that, and they were supposed to research, and they were supposed to meet with me one on one to show me what they had done so far, show me note cards, you know, I held their hand, but they were real resistant to that. That is one I did a lot of reflecting on, that maybe during the first year I didn't give them enough feedback along the way, and started meeting with them more frequently, to discuss now did you think about doing this		
				When I say I lecture, it's interactive, it's not just me going on and on and doing nothing with the students. I ask . . .is everybody with me . . .Other times I'll stop midsentence . . . and just wait for them to finish the sentence to tell me that they've read . . . on the first day of class I tell them this is going to be an interactive class, and I want to make it as unintimidating as possible, so it's perfectly fine to be wrong . . I'm not going to ridicule you, and you can ask whatever question you want. It's very important for them to feel free to ask questions. If I don't know, I'll say I don't know. . . .there are times when I will stop and I will not go again until somebody says something right wrong."	10000	277ff
				I am high energy. You mentioned being comfortable in your own skin, I'm in the right profession because I am extremely comfort in the classroom.	10000	326
				When I think of reflective practice I think of reflecting on what you have done, and saying this	9000	174

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				went right, this went wrong, what could I have done, what was out of my control, what was in my control that I could have done differently . . . I think we all do that, because as soon as you walk out of the classroom you are bombarded with thinking about the less you just taught, what went right, what went wrong."		
				"I really think the expanded assessment we are doing for SACS has actually helped. We have to fill in those boxes [in WEAVE] with something, so it might as well be something useful. If you put the reflection in there, not only have you done [it], you can look at it the next time you can see what you were thinking and it will be there next semester when you need to look at it and see what worked and what didn't work. . . .This kind of assessment builds on itself."	7000	128
				It's always a matter of reassessing and just strategizing for the class in real time and real practice.	5001	190
				I don't . . Journal about it, but I do things like, I give the little questionnaire about the new things I've done and ask did they like them, use them, etc. So I look at student data.	12001	439
			Student interaction	"I am using reflection to deal with different personality types and group dynamics"	2000	p. 3
			Creativity	"At Google they get an hour a day to sit and think, that's where creative ideas come from"	2000	p. 9
				"My faculty development comes from taking things and reflecting on them and thinking on them until I	6000	78

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				can say, ah!" And the reflection would dictate the pedagogy. So, a lot of the things to me are irrelevant, whether to use PowerPoint or not. I'm low tech and I'm not saying that because I'm proud of it or ashamed of it, it's just reality."		
				"Here's another reflective practice thing, I get a daily newsletter from the Chronicle of Higher Ed called Wired Campus, and its short articles about technological innovations, new developments, and I read about those daily, a lot about MOOCS . . . That would have been self-directed [digital humanities related things], nobody around here knows anything about it."	7000	525
		Methodology for reflection	Writing	"I keep a journal, and I try and write in it . . . sometimes it doesn't come out [reflectively]". . . It's fascinating to go back and red what I've written, particularly about being unsure."	1000	204ff
				I keep a little notes file on my computer in the course where I write down things that didn't work and things that did work. I try to do it during the semester but sometimes I end up doing it at the end, or during breaks, like after a test, students didn't do as well on the test for one reason or another, something didn't work well, I go in and make a note of it to change later, so, that's really the main thing I do. . . it started when I started teaching upper division classes, because when I started I was teaching the same class every two years, by the time I got around to teaching it again, I didn't remember, I didn't make the changes	20000	68

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				until the class began again, so having written it down I was able to make those changes when I taught it again.		
				I do some writing. I think a lot. I think through things, self, kind of go inside myself. . . You sometimes have to do that [bracketing]. It can get in the way, I have to remind myself, and constantly keep myself in check, it's so hard, sometimes it's easier than others but on the whole it's difficult. But suspending those values when it comes to teaching, it's going to come through in some form or fashion, but it's being able to channel that, but knowing how to suspend certain things and what's knowing what's appropriate and allowable, but it's going to come through, you're not a robot.	14001	574
				"I write some things out but most of what I write out happens on the calendars . .. it's constantly going back and reshuffling and restructuring and saying. . so it's reflective of a writing process but it's more a movability of things"	5001	317
				I write myself notes and stick them in the notebook where I am working on the class so that when I get back to it I can remember; I have a notebook for every class	16000	956
				"I just happen to learn better in writing than in talking to myself. It's the kinesthetic, just getting it out and puling that thread until I get it all out and I can look at it objectively. . . .I make sure I don't do	2000	p. 4-5

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				that again, and I do these things in my personal and professional life."		
			Talking	"I'll ask someone in the hallway, how would you deal with this? Sometimes it more griping but sometimes more pointed, that's reflective to me, too."	2000	
				"A lot of my reflection is talking to my husband, who is also a teacher. He teaches math and science so it's a little different . . .He discovered Socratic first and showed it to me. I helped him with the LMS . . We spend a lot of time doing that . .. because that's what we spend all day doing."	7000	186
				"Sometimes in the talking it out I think what we grieve or say about our students not being receptive to something or I just had a really bad teaching day and cry on a colleague's shoulder, I think that's reflective practice"	5001	278
				"I had a class, it was like pulling teeth, I counted, eighteen guys, I asked a male colleague because I wanted to hear what he thought."	2000	P. 4
			Private thought	"For me I'm constantly turning and churning ideas in my head and if you're a teacher at any level, and you're passionate about it, and it's what you're called to do, it's a habit that you have. I don't want to say you're always on stage . . . "	5001	301
				"I have a 45-minute commute.. . sometimes it's spent on reflective practice, each direction.. . . Remember, oh, there's the thing. I often home and immediately send myself an email. I am so iPad dependent now. It is also really really good at voice to text, . . . but I	7000	248, 261

Main Theme	Subtopic	Sub-subtopic	Related Thought or Value Expression	Verbatim Quotation from Faculty Member	Faculty ID Code	Line on trans-cript
				can't tell you how many times I've pulled into my driveway and pulled it out and pushed the text button and told it a couple of things. I'm think I am pretty much technology dependent at this point. I'm able to get ideas down on that very quickly."		
				"I would say running is very meditative; it's a good time to process. I come up with some very good class ideas. I tend not to listen to music for that reason. . . I love to have that, I love to have time to decide how many activities. . . I definitely don't have enough time for that."	8001	51ff

APPENDIX K

OUTLINE OF TOPICS AND SUBTOPICS

2. Motivation to change teaching practice
    2.1. Student Needs
        2.1.1. Sense of failing students
        2.1.2. Pressure from other instructors
        2.1.3. Disciplinary constraints
        2.1.4. Pure choice
        2.1.5. No Choice
    2.2. Lack of motivation to change teaching practice
        2.2.1. Heavy content, high stakes nature of testing
        2.2.2. Time
        2.2.3. Risk
3. Self-directed learning
    3.1. Knowing when learning is "enough"
    3.2. Outcomes of self-directed learning
    3.3. Technology
        3.3.1. Motivational factors in learning technology
            3.3.1.1. Limits
            3.3.1.2. Time
            3.3.1.3. Desire
        3.3.2. Personal "theory" they use behind use of technology
        3.3.3. Where does pressure come from to learn technology
        3.3.4. What technology learned and why
            3.3.4.1. PowerPoint
                3.3.4.1.1. To post lecture notes ahead of time
                3.3.4.1.2. To provide skeleton to class
                3.3.4.1.3. Organizational tool rather than content provider
            3.3.4.2. Online homework systems
            3.3.4.3. iClickers
            3.3.4.4. Prezi
            3.3.4.5. iPads
            3.3.4.6. GeorgiaView (learning management system)
            3.3.4.7. Digital humanities
            3.3.4.8. MOOC
            3.3.4.9. SPSS
            3.3.4.10. Online tutorial programs
            3.3.4.11. Distance learning
            3.3.4.12. Website construction
            3.3.4.13. Wolfram-Alpha
            3.3.4.14. Video clips online
                3.3.4.14.1. Purpose: to break up class
                3.3.4.14.2. Purpose: relevant material
                3.3.4.14.3. Negatives: wrong motivation, need upkeep, student response
                    3.3.4.14.3.1. Not related to class, wastes class time

        3.3.5. What tech they would like to learn and use and why
            3.3.5.1. Skype for office hours

3.3.5.2. Text messaging apps
3.3.5.3. Hybrid (blended) classes
3.3.6. Method for learning technology
3.3.6.1. Encouraged by colleague, informal
3.3.6.2. Started with one idea and grows
3.3.7. Obstacles/challenges to learning
3.3.7.1. Fear
3.3.7.2. Lack of access to in-depth training
3.3.7.3. Need to be self-directed with learning technology
3.3.8. Use of social media
3.3.8.1. Fear/anxiety
3.3.8.2. Attempted and failed
3.3.8.3. No interest
3.3.8.4. Original interest, now embracing
3.3.8.5. Possible interest
3.4. Adjusting to role of college teacher
3.4.1. Those straight from doctoral program
3.4.1.1. Not ready for social aspects
3.4.1.2. Not prepared to teach in doctoral work
3.4.1.2.1. Teaching learning support
3.4.1.2.2. Unclear/Unrealistic expectations
3.4.2. Those from other cultures
3.4.2.1. Family issues
3.4.2.2. Loss of home culture connection
3.4.2.3. American system differences
3.4.2.4. Different educational values
3.4.2.5. Assertiveness of American students
3.4.2.6. Language issues
3.4.2.7. Sense of not being heard
3.4.3. Those coming from public education (P-12)
3.4.3.1. Time management differences
3.4.3.2. Motivational factors (tenure vs. money)
3.4.3.3. Different expectations and rules
3.4.3.4. Different relationship with students
3.4.3.5. Still in transition
3.4.3.6. Anxiety about failure
3.4.3.7. How learning to adjust
3.4.3.8. New challenges: constructing syllabus, picking textbooks; writing lectures; advising
3.4.3.9. Adjusting to fellow faculty and administrators: politics between departments, practitioners vs. researchers, superiority of some disciplines over others; learning personal boundaries
3.4.3.10. Resolution of anxiety
3.4.4. Those from professional fields (nursing, engineering)
3.4.4.1. Sense of starting career over
3.4.4.2. Different kind of collaborating

3.4.4.3. New terminology
3.4.5. Adjusting to teaching load
3.4.6. Learning to use frequent assessment
3.4.7. Adjusting to the culture of the college
3.4.7.1. Differing perceptions of what teaching and lecture is
3.4.8. Learning administrative functions
4. Self-directed Learning
4.1. Adjusting to students at this institution
4.1.1. "Our kind of students"
4.1.1.1. Acceptance of reality
4.1.1.1.1. Student expectations
4.1.1.1.2. Different values of professors and students
4.1.1.1.3. Understanding their intellectual struggles
4.1.2. Methods
4.1.2.1. Developing empathy
4.1.2.2. Re-assessing assumptions
4.1.2.3. Need for explicitness about assignments
4.1.2.4. Recognizing variety in students' knowledge
4.1.2.5. Not reducing rigor
4.1.2.6. Not basing on own experience
4.1.2.7. Learning about millennials
4.1.2.8. More frequent assessment
4.1.2.9. Surveying students
4.1.2.10. Informal learning—discussions with colleagues
4.1.3. Relating to students
4.1.3.1. Positive
4.1.3.1.1. Building trust
4.1.3.1.2. Using social media
4.1.3.2. Negative
4.1.3.2.1. Cultural differences
4.1.4. Dealing with ESL students
4.1.5. Dealing with First Generation Students
5. Self-directed learning
5.1. Disciplinary Content
5.1.1. Pressure with new courses
5.1.2. First few years of teaching focus on content over method
6. Self-directed learning (general)
6.1. Methodology for it
6.1.1. Reflective Journal
6.1.2. Reading
6.2. Desire for autonomy in learning
6.3. Motivation for self-directed learning
7. Informal Learning
7.1. With whom
7.1.1. Departmental colleagues with similar backgrounds
7.1.2. Departmental colleagues with deficiencies in technology knowledge

- 7.1.3. Colleagues in close proximity
- 7.1.4. Females asking males
- 7.1.5. Cross disciplinary
- 7.1.6. Colleagues at other schools
- 7.1.7. Younger faculty
- 7.1.8. Students

7.2. What
- 7.2.1. Giving each other syllabi
- 7.2.2. Tenure and promotion policies

7.3. When
- 7.3.1. Course redesign learning community
- 7.3.2. Lunch

7.4. Outcomes

7.5. Issues

8. Magic Wand Question (AI)
   - 8.1. Improved community on campus
   - 8.2. Smaller survey classes in discipline
   - 8.3. Support for travel
   - 8.4. Improved communication methods
   - 8.5. Website
   - 8.6. Mission change
     - 8.6.1. to university status
     - 8.6.2. Inclusion of arts
     - 8.6.3. Higher admission standards
   - 8.7. Administrators
     - 8.7.1. More visible
     - 8.7.2. To understand faculty needs
     - 8.7.3. Advocacy at BOR
     - 8.7.4. Leadership more aggressive
     - 8.7.5. Better motivational strategies
     - 8.7.6. Listen
   - 8.8. Identity of professors
   - 8.9. Time
   - 8.10. Attitudinal change in faculty
   - 8.11. Money
   - 8.12. Student organizations
   - 8.13. Policies and procedures and institutional information more accessible
   - 8.14. Incentives to publish
   - 8.15. Parking
   - 8.16. Buildings too cold
   - 8.17. Relationship with town
   - 8.18. Better orientation for faculty
9. Do you feel appreciated and attitudes for staying
   - 9.1. Perception of positive impact on students
   - 9.2. Perception of negative
     - 9.2.1. No public recognition

9.2.2. Fatigue
10. Learning styles/metacognition discussions with students
10.1. Their own
10.2. Students
10.2.1. Students' lack of knowledge about their own learning
10.2.2. Students' lack of knowledge about the nature of learning
10.2.3. Specific cases
10.2.3.1. First Year experience class
10.2.3.2. Preservice teachers
10.2.3.3. Being quirky
10.2.3.4. Explaining why something is done in classroom
10.2.3.5. Freshmen
10.2.3.6. Nontraditional students
11. Attitudes toward Center for Academic Excellence Events
11.1. Motivations for going
11.1.1. To support Self-directed learning
11.2. Positive Outcomes
11.3. Negative outcomes
11.3.1. Questioning their value
11.3.2. Disagreement with philosophy
11.3.3. Resistance to mandated events
11.3.4. Resistance to educational theory
11.3.5. Resistance to outside speakers
11.3.5.1. Money, leave
11.3.5.2. Don't understand our context and students
11.3.6. Poor presentations
11.3.7. Prefer personal choice for learning
11.3.8. Scheduling inconvenient
11.4. What desired
11.4.1. Weekly discussion groups
11.4.2. Cross disciplinary
11.4.3. Time for courses in field
11.4.4. Tied to mission
11.4.5. Practical programs
11.5. Issue of faculty motivation and CAE
11.5.1. Faculty must be self-motivated
11.5.2. Sense of inequity among faculty
11.6. Recognition of faculty development efforts
11.6.1. From students
11.6.2. From colleagues
11.6.3. From supervisors
12. Tenure and Promotion/Evaluation Issues
12.1. Lack of knowledge about them
12.2. Changes in the process
12.3. Concerns/Criticisms
12.3.1. Departmental Differences in requirements

12.3.2. Meaning of the process, not checking boxes
13. Reflective practice
13.1. Knowledge of Reflective Practice
13.2. Attitude toward it
13.2.1. Positive
13.2.2. Negative
13.2.2.1. Educational jargon
13.2.2.2. Mandated
13.2.2.3. Not enough time
13.2.2.4. Seen as regret, problem-solving, blaming
13.2.2.5. Not a personal strength or trait
13.2.3. Challenges
13.2.3.1. Lack of desire
13.2.3.2. Looks different to different people
13.2.4. Use of it
13.2.4.1. Questioning assumptions
13.2.4.2. Learning to question
13.2.4.3. Questioning practice
13.2.4.4. Using different terminology to frame it
13.2.4.5. Reflection in action example
13.2.4.6. Power of habit in teaching
13.2.4.7. Ambiguity from reflection and change
13.2.4.8. Questioning self
13.2.4.9. Analysis of classroom experience
13.2.4.10. To analyze student interaction
13.2.4.11. To expand creativity
13.2.5. Methodology for reflection
13.2.5.1. Writing
13.2.5.2. Talking with others
13.2.5.3. Private, quiet thought
13.3. Use of Reflective Practice with students
13.3.1. For themselves
13.3.1.1. Preservice teachers
13.3.1.2. On paper writing or exams
13.3.1.3. Challenges
13.3.1.4. Successes from reflection
13.3.2. Student Reflection on their learning
13.3.3. For purposes of instructor improvement
13.3.3.1. Performance in classroom
13.3.3.2. For understanding student
13.3.3.3. For research purposes or learning
14. Paths to teaching
14.1. Family
14.1.1. Children
14.1.2. Siblings
14.1.3. Parents

14.1.4. Upbringing, cultural values
14.2. Mentor
14.3. Other
14.3.1. Traumatic learning experience as a child
14.3.2. Experiencing the college environment for the first time
14.3.3. Graduate school
14.3.4. After a career elsewhere
14.3.5. Desiring not to do research
15. Use of other teaching methods
15.1. Case studies
15.1.1. Students write them
15.1.2. Teachers used prepared ones
15.2. Use of ambiguity
15.3. Lab experiences
15.4. Flipped classroom
15.4.1. Success
15.4.2. Nonsuccess
15.5. Activities
15.6. Confrontation
15.7. Assessment
15.8. Backward design of classes
15.9. Emergent processes
15.10. Lecturing
16. Peak Experience as teacher
16.1. With students elsewhere
16.1.1. Advocacy paying off
16.2. With student here
16.3. After the fact recognition
16.4. Student evaluations
17. Critical remarks and concerns
17.1. Lack of desire for excellence in peers
17.2. Lack of diversity
17.3. Lack of critical reflection
17.4. Administrators
17.5. Program and curricular issues
17.6. Lack of mentoring and faculty orientation processes
17.7. Poor advertising
17.8. Lack of time
17.9. Lack of accountability
17.10. Losing faculty due to pay issues
17.11. Cultural communication norms in institution
17.11.1. Outspokenness not seen as healthy
17.11.2. Indirect, negative, passive aggressive communication
18. Inspiring teachers of the past
18.1. Same subject as respondent teaches
18.2. Different subject from what respondent teaches

APPENDIX L

FOCUS GROUP CODING

Focus group Tuesday Feb 4

DATA	Code	Code #	Theme
1. My question: whether do you think faculty development in a disciplinary or cross disciplinary.			Cross disciplinary learning. This is part of the answer to RQ3
2.			
3. I enjoy going to workshops with other people and learning from them, there are techniques you can use across disciplines. But if I go to a TL conference I will probably go to more of those in my discipline. That's how I meet everyone on campus, and network.	Mixed	11030	Going to cross disciplinary ones allow for socializing and meeting people, technology, and big new ideas, whereas in-discipline ones may be more useful to specific teaching tasks That's how I meet everyone on campus, and network.
4.			
5. That's the best way too	Mixed	11030	
6.			
7. I think in some ways you need both, to learn what others are doing in your own discipline and be exposed to what other disciplines are doing. I like both.	Mixed	11030	
8.			
9. Me: The course redesign was effective for a lot of people.			
10.			
11. There is some benefit to T&L because it's more likely that things will get done if more people are involved, but I didn't get anything out of the course redesigns that I could use in my classes.	Negative – prefers in the discipline	11020	Agrees both are needed; sometimes it's just a practical matter for the CAE to reach enough people. This professor is pretty adamant that his discipline defines all for him;

DATA	Code	Code #	Theme
			others are not as much, show a larger cross-disciplinary interest.
12. I talk to other history professors who know our students and our environment. Gives consistency within the disciplines. What others are doing is different and interesting, but not applicable to history in a way that would benefit the students. Both are needed.	Mixed,both needed	11050	
13. ME: Should CAE develop disciplinary things?			
14.			
15. That's a departmental responsibility.		11080	
16.			
17. Talk about Marina's book group.			
18.			
19. A lot of people talk about our type of student. This is what we got vs. we could do better. Wanting to become a university, higher standards.			Our perceptions of our students, our TYPE of student
20.			
21. We need to recognize who they are, but they must be challenged to aspire otherwise doing a disservice. I have seen both to the extreme, inflating grades, or standards too high and fail everybody. .	Attitude toward students unpreparedness	15060	
22. There's a happy medium of recognizing who they are and challenging and helping them get there. As a small college we can help that more		17030	
23. The role of the college is to meet the needs of these types of students, who have to stay near home or can't get into universities. We get students who are unprepared but realize it's valuable. Do we need to dumb down, no, I need to challenge them. They	Response to student unpreparedness	15060	

DATA	Code	Code #	Theme
may go on to somewhere else. There shouldn't be an excuse for not challenging them.			
24. The students know which teachers are hard or not.		17050	
25.			
26. I feel like a much better teacher than I was at XX University	Teaching them is challenging	15070	
27. you have to go down to the basics, for me in terms of development it's been amazing, and we are teaching them a whole lot more than the subject.		15080	
28. At the same time I would like to see the college progress, if the area needs it. We are a local college serving the local needs and it won't be until the BOR sees us needing masters programs.		19010	
29. Education is a big equalizer, and that's why we are bothering.	Provide opportunity	17060	

APPENDIX M

SAMPLE REPORT, HYPERRESEARCH

Case Code Frequency Source

Manga access 2 Transcription of October 22 AR Meeting.docx
Source Material:
or a librarian it's giving people access to resources.

BD: Yes, access.

Manga access 2 Transcription of October 22 AR Meeting.docx
Source Material:
even if they come here, first generation,

Manga action research explanation 2 Transcription of October 22 AR Meeting.docx
Source Material:
One of the professors who has worked with labor unions, she questions its use because it's often used to hide real problems,

Manga action research explanation 2 transcriptAug2013ARteammeeting.txt
Source Material:
let me find your fake names. Comments on empty pages. [redacted] is Dee Dee Palmer. You are Yvonne Long, etc. These are very generic names, but not identified by anything but gender. My advisor is very particular which I'm glad.

Manga ambiguity 18 Action team meeting August 8.txt
Source Material:
One said, people don't feel psychologically safe here because they can't define what enough is and they are being asked to hit moving targets that are not well defined. They know it's out there.

SM: I don't know what the target is, with all these standards.

OG: That's what I'm saying.

SB: There's the SACS target, the [redacted] target, the [redacted] target

JM: If turned down for P &T, you know it wasn't enough.

Manga ambiguity 18 Action team meeting August 8.txt
Source Material:
All of us are trying to improve to one or the other type of activity on campus, we don't know how to decide or determine how much is enough. There is not measurement or achievement, if you are good enough and you can say you are safe to have a holiday. You feel like you have to do more and more, when can you stop, you have to search for new things to put o the goals.

Manga ambiguity 18 Action team meeting August 8.txt
Source Material:

IT's like the dog chasing the tail and not catching it, we have more and more to do and are appreciated less,

Manga ambiguity 18 transcriptAug2013ARteammeeting.txt
Source Material:
eah, that's essentially what I was told from the deans and from Dr. [redacted] XXX from the [redacted] that now, in terms of professional development it would have to more documented, more reflection. You know, people in English write a lot, they can write a novel ,but people in other disciplines don't, that's not the way they think

Manga ambiguity 18 transcriptAug2013ARteammeeting.txt
Source Material:
t's my understanding that the people who are going up this year are under the old system and the old standards and the people who go up next year will be under the new standards—but that could change.

[redacted]: What was the change last year? People went up for tenure and promotion after four years, but they changed that again? I think they put something up and then it had to be taken down?

[redacted]: Someone from the [redacted] came and announced new [redacted] policies and that was the point at which they stopped in the spring and started over again. We need to go from this point forward.

Manga ambiguity 18 transcriptAug2013ARteammeeting.txt
Source Material:
The line keeps changing. A lot of people are saying "I didn't have to do that much," and the younger faculty are terrified—what do I have to do to get tenure and promotion..

Manga ambiguity 18 transcriptAug2013ARteammeeting.txt
Source Material:
It's not consistent. The lines keep changing.

[redacted]: The criteria is nebulous, what is it?

Manga appreciative inquiry explained 11 Transcription of October 22 AR Meeting.docx
Source Material:
One of the professors questions its use because it's often used to hide real problems,

Manga appreciative inquiry explained 11 Transcription of October 22 AR Meeting.docx
Source Material:
One of the professors who has worked with labor unions, she questions its use because it's often used to hide real problems,

Manga appreciative inquiry explained 11 Transcription of September 27.docx