The Design and Implementation of a Center for Teaching and Learning at a Small, Regional College: A Case Study

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Leadership

in the Department of Leadership, Technology, and Workforce Development
of the Dewar College of Education and Human Services

May 2021

Stephanie B. Conner

M.A., Valdosta State University, 1996
B.A., Valdosta State University, 1994

This dissertation, "The Design and Implementation of a Center for Teaching and Learning at a Small, Regional College: A Case Study," by Stephanie B. Conner, is approved by:

Dissertation Committee Co-Chair

William F. Truby, Ph.D.
Associate Professor of Leadership, Technology, & Workforce Development

Dissertation Committee Co-Chair

John D. Lairsey, Ed.D.
Assistant Professor of Leadership, Technology, & Workforce Development

Researcher

Michael J. Bochenko, Ed.D.
Assistant Professor of Leadership, Technology, & Workforce Development

Associate Provost for Graduate Studies and Research

Becky K. da Cruz, Ph.D., J.D.
Professor of Criminal Justice

Defense Date

April 8, 2021

FAIR USE

DUPLICATION

I authorize the Head of Interlibrary Loan or the Head of Archives at the Odum Library at Valdosta State University to arrange for duplication of this dissertation for educational or scholarly purposes when so requested by a library user. The duplication shall be at the user's expense.

Signature 

I refuse permission for this dissertation to be duplicated in whole or in part.

Signature _____

ABSTRACT

Faculty at colleges and universities across the nation are under pressure to provide engaging classroom environments suited to a diverse student population in order to increase student retention. Faculty professional development is often supported by Centers for Teaching and Learning (CTL). Larger, well-funded schools have created CTLs with dedicated space and staff to administer faculty professional development programming to increase teaching effectiveness. Smaller, less well-funded schools are left to design and implement CTLs without necessary resources.

The purpose of this study was to explore the CTL design and implementation at one such regional school in Georgia. Using a case study methodology, the researcher interviewed six participants who were directly involved in the design and implementation process. Data analysis revealed four distinct themes: Support It but not Control It, the Bookcase in an Office, Check the Box, and Creative, Collaborative Space. The findings from this study revealed the challenges stakeholders faced in the development of a CTL. Analysis showed funding was the largest barrier to successful implementation but other barriers such as a perceived disconnect between faculty and administrative ideas hindered the process as well. Even with conflicts during implementation, the analysis showed participants were all willing and eager for a collaborative learning space created by faculty and supported by administration.

Findings from this study can benefit administrators, faculty, and staff at similar schools by revealing the experiences of the participants involved in the implementation process. Stakeholders at similar schools can use this study to determine and avoid common barriers and develop strategies to implement CTLs.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Throughout this process, there have been so many times when I wanted to give up, when I have doubted myself and my abilities. I want to thank Dr. William Truby, my dissertation chair for always believing in me and pushing me just that little bit more. Your kindness and encouragement have meant the world to me, and I humbly acknowledge just how far you've carried me during this time working together.

Next, I would like to thank the members of my committee, Dr. Michael Bochenko and Dr. John Lairsey. You stepped in and took on the challenge of guiding and encouraging me. You are greatly appreciated.

I would be remiss to not thank my brilliant work colleagues who never let me doubt their faith in me and who were always willing to offer suggestions, anecdotes, and laughter when I was at my lowest or most frustrated. I am beyond fortunate to work with such an amazing group of people. From that group, I need to give a few personal shout outs. Dr. Rebecca Sharpe, you are the one who got me into this in the first place. Sometimes I was grateful for it, and sometimes I wondered what I had gotten myself into. Always, though, I loved you for your support and gentle nudges and for your immense wisdom and patience. Dr. Lisa McNeal, every time I started to get discouraged, you propped me up. Thank you for sharing your time, your work, your advice, and your friendship. Dr. Jennifer Gray, just how many drafts did you read? When I say I could not have done this without you, I mean it. Thank you for always having time for me, for giving me great advice, and for quelling much of my anxiety.

To my Tuesday group—you know who you are, thank you. Bright spots during a pandemic are hard to find, but you have been my bright spots.

Thank you to the participants of my study, who not only took the time to meet with me but shared such personal insights into the CTL design process that it gave me a much better perspective on the challenges of moving forward change initiatives.

Last, I would like to thank my family. Mom, you have always supported and strengthened me. Dad, you helped me find levity when I was frustrated with the process. Nin, I could not ask for a more brilliant and creative sister. Isn't the youngest child supposed to look up to the oldest? Thank you for being my best friend. Most importantly, I thank my husband and two amazing children. Cole and Cam, you have watched your mom sit in front of her computer so many times and have been patient with me when I have not always been the most present. I could not be prouder of who you are and how you are leaving your mark on the world. Pace, how do you thank someone who has been your rock for thirty years? Just know that I appreciate so much all the times you have been patient and supportive when it has seemed I am only half listening to a conversation. You have had my back, and I will love you forever.

Chapter I

INTRODUCTION

I taught my first college course when I was 22 years old. I was a graduate student in an English Master's program, and I received a Teaching Assistantship to help with tuition. Up to that point, I had tutored students in the Writing Center, but I had no formal classroom experience and only my passion for my subject matter to guide me. I was assigned a mentor, but what I received was a syllabus, a copy of the course objectives, and advice not to spend more than five minutes grading a paper. That first year, I learned a great deal about what worked and what did not. To my surprise, I found I loved teaching, something I had never before considered as a career. Because I loved it, I wanted to become better at doing it, so I started observing what successful professors were doing in their classes and how students responded to certain styles of teaching. My teaching and learning development was informal and self-initiated.

I understood very early on that I wanted to work in higher education. My brief experience teaching middle and high school students at a private school shortly after I graduated with my Master's degree solidified my desire. Unlike K-12 educators, college educators are not required to undergo any professional teaching development before walking into a classroom. They are experts in their fields, but that does not always translate into good teaching. If the goal is delivering to students the best educational experience, emphasis should be placed on best practices for teaching and learning.

Many colleges and universities have created centers devoted to teaching and learning, offering faculty development opportunities to study and stay current on pedagogical practices. As someone who has participated in many voluntary professional teaching development opportunities, I see how my interest in teaching and learning best practices aligns with the mission of many college and university Centers for Teaching and Learning. I have observed first-hand the often ambivalent or even hostile reactions many faculty members exhibit when faced with teaching and learning development programs. Some of this hostility stems from a misconception of the role of teaching and learning centers.

Overview

Nationally, colleges and universities have been under pressure to increase student retention, progression, and graduation (Kuh, 2016). With mounting student debt and attrition as major points of interest for government officials, schools have been tasked with discovering ways to help students successfully complete their degree programs in the most efficient amount of time (Jones, 2015). Historically, Georgia schools received enrollment-based funding each year (State of Georgia Higher Education Funding Commission, 2012). However, many state governments have implemented incremental funding policies to encourage colleges and universities to use a reasonable graduation timeline (Jones, 2015). Administrators campus-wide have created programs designed to increase retention and progression numbers (Black, Terry, & Buhler, 2016). An area impacted by this movement is the college classroom. Colleges and universities are emphasizing the role of teaching and learning to promote sound pedagogical practices and target effective student learning outcomes (Black, et al., 2016).

Larger, well-funded institutions have created specific teaching and learning centers targeting professional teaching development, mentoring, and best practices. Researchers have shown that faculty who engage in teaching and learning professional development are more likely to create engaging academic environments and provide opportunities for deeper students learning, which leads to increased student satisfaction and learning outcomes (Gibbs & Coffey, 2000). Preparing faculty to meet the shifting attitudes and mindsets of new generations of students is a central role of teaching and learning centers on college campuses (Debowski, Stefani, Cohen, & Ho, 2012). For smaller, regional schools, faculty are still charged with developing effective learning environments; however, they often lack the resources of a major college or university. In the state of Georgia, colleges and universities that are part of the University System of Georgia (USG) have been mandated to develop offices or centers devoted to faculty development (USG Board of Regents Policy 8.3.14 Faculty Development). Many of these schools have begun to develop centers for teaching and learning but face significant challenges to successful implementation due to inadequate resources.

Statement of the Problem

Retention and progression are now entwined with the missions of colleges and universities throughout the nation. In 2016, national retention rates at public four-year institutions were around 65 percent, meaning 30 percent of students entering college did not progress past the first year (National collegiate retention and persistence-to-degree rates, 2016). The impacts of these low retention rates can be seen at colleges and universities both financially and in reputation (Brown, 2012). To reduce inefficiency at the institutional level, colleges and universities have placed more emphasis on programs

designed to retain students instead of simply focusing on recruitment (Black, et al., 2016). This is especially important in light of the shift in funding for public colleges and universities. The state of Georgia (following a growing national trend) has implemented a policy which provides incremental funding based on student retention and progression (State of Georgia Higher Education Funding Commission, 2012). Institutions now receive funding based on student attainment of 30, 60, and 90 credit hours. With shifting attitudes and financial implications, colleges and universities have begun focusing on programs designed to help students through their academic journeys (Black, et al., 2016).

As millennial students are working their way through college and entering the workforce, a new generation of students (Generation Z) is preparing for higher education. The shifting attitudes and mindsets of these generations has created unique challenges for faculty to adapt teaching styles and engagement in the classroom (Thomas & Srinivasan, 2016).

As more studies are conducted, we see a growing trend, moving away from traditional lecture to a more student-focused environment (Entwistle, Karagiannopoulou, & Ólafsdóttir, 2014). Preparing faculty to meet these changes is a central role of teaching and learning centers on college campuses (Debowski, et al., 2012). The traditional role of such centers is to provide resources and professional teaching development opportunities to learn how to implement more student-based activities in their courses, with an emphasis on first-year faculty development.

Entwistle, et al. (2014) examined how faculty can often face difficulty in adopting more effective teaching methods, citing underfunding, discrepancies in departmental policies, and institutional priorities (promotion is based on research instead of good

teaching). Teaching workloads, time constraints, administrative difficulties, and diminishing student academic level were all factors contributing to faculty motivation to engage with teaching and learning. Developing Centers for Teaching and Learning can be costly and challenging to establish on college campuses; however, these "program[s] that aim to describe and capture student learning and university teaching, in all their contemporary manifestations, should continue to be significant" (Case, 2015, p. 633).

Colleges and universities in Georgia are challenged to increase student retention and graduation rates as part of the Georgia Higher Education Plan (State of Georgia Higher Education Funding Commision, 2012). Small regional colleges have not been provided adequate resources and guidelines to implement a teaching and learning center to address the problem of student retention and graduate rates.

Purpose of the Study

A Center for Teaching and Learning should be focused on increasing faculty awareness of the impact of enhanced teaching and learning experiences on student success and providing opportunities for faculty to create more impactful learning environments, which are related to the push for retention and graduation in higher education (Debowski, et al., 2012). The purpose of this study was to reveal how a small, regional college in Georgia with inadequate resources implemented a teaching and learning center to increase student retention and graduation rates.

Conceptual Framework

In order to fully evaluate the CTL implementation strategy at a small, regional school in southeast Georgia, one must understand the issues pertaining to student retention and graduation and how those issues are connected to teaching and learning

practices. The conceptual framework for this study explored national and state-wide (Georgia) initiatives through the lens of student engagement/involvement theory and how student characteristics impact these initiatives. Essential to student characteristics and engagement is the emphasis on teaching and learning and the faculty role in student success. Faculty professional development is directly connected to teaching and learning best practices and is the fundamental mission of CTLs.

The theoretical framework used to tie the study together was grounded in transtheoretical model (TTM) of change made prevalent by Prochaska, DiClemente, and Norcross (1992). According to Prochaska, et al. (1992), change occurs in five distinct stages: *precontemplation*, *contemplation*, *preparation*, *action*, and *maintenance*. During the *precontemplation* stage, individuals have no intention to change and are often unaware of any problem. Often, there is external pressure to recognize the issues and commit to change (Prochaska, et al., 1992). *Contemplation* occurs when individuals realize a problem exists but are not yet ready to make a change. Often, individuals can become stuck in the contemplation stage as they consider how much effort is involved in the change process and how that effort balances with reward (Prochaska, et al., 1992). The *preparation* stage combines "intention and behavioral criteria" (Prochaska, et al., 1992, p. 1104). Although effective steps to change do not happen in the preparation stage, individuals do prepare to take action, usually beginning with small changes in behavior. *Action* is the most dynamic of the stages and requires a significant investment of time and energy in order to enact effective change (Prochaska, et al., 1992). Because there is a chance of relapse after the action stage, *maintenance* is necessary to keep individuals from sliding back into past behaviors. Prochaska, et al., (1992) stated,

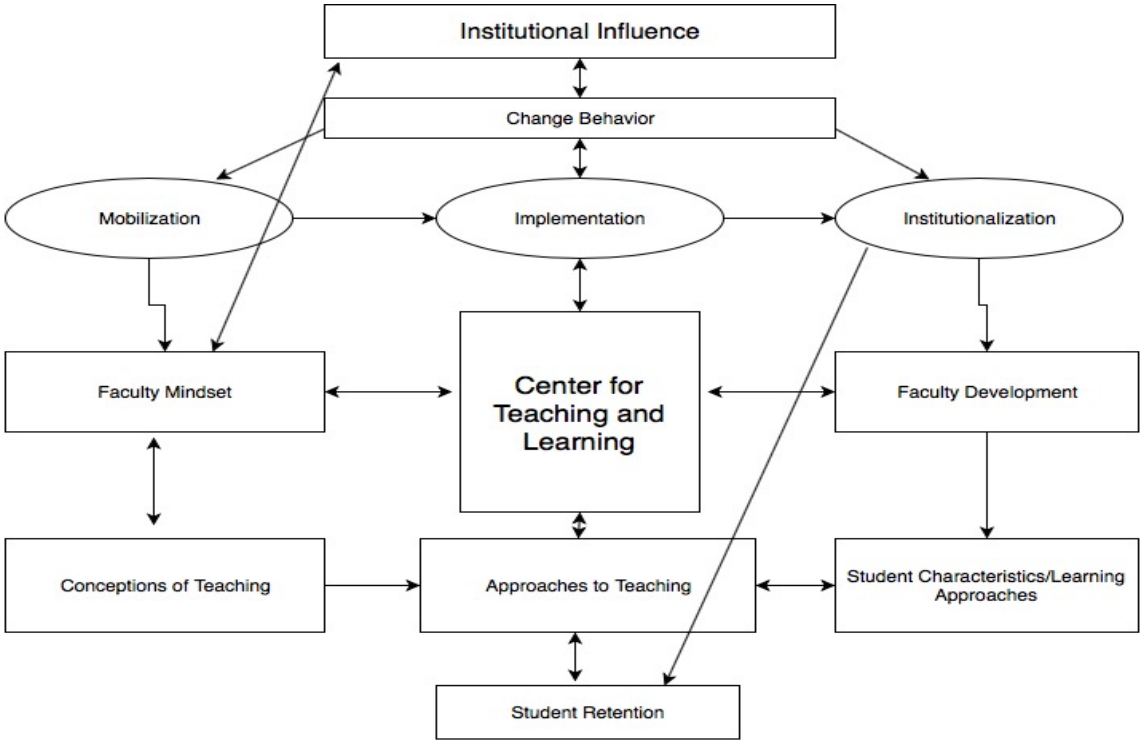
"stabilizing behavior change and avoiding relapse are the hallmarks of maintenance" (p. 1104).

While TTM has mostly been used for health behaviors, there is a precedent for using TTM in educational settings. Prochaska, Prochaska, and Levesque (2001) discussed the flexibility of TTM to organizational change. They stated the biggest impediment to organizational change is employee resistance, which occurs because leadership and employees are often in different stages of individual change. In order to enact substantive change without opposition, organization leaders, who are often in the action stage, must intervene and work with employees who are still in the precontemplation stage (Prochaska, et al, 2001). Clark (2013) laid the groundwork for using a TTM in higher education as a framework for analyzing interprofessional education by exploring how the stages of change such as precontemplation/contemplation, preparation, action, and maintenance can be used to promote development of collaborative programs. Clark focused on similar theoretical frameworks, such as those developed by Kezar and Elrod (2012) and how they have been adjusted to work in college settings. Kezar and Elrod (2012) adapted TTM to incorporate three distinct stages: *mobilization,* which mirrors the precontemplation/contemplation stages; *implementation,* which is similar to the TTM action stage; and *institutionalization*, which looks like the TTM maintenance stage. Each of these distinct stages align with faculty development and CTL literature. A fundamental part of successful CTL programming is enacting a change in faculty behavior and perceptions to teaching and learning concepts. Grounding the study in the TTM of change provided a solid framework for understanding the CTL development process as well as the barriers to

successful implementation, the strategies used to overcome the barriers, and the overall place of the CTL in the faculty mindset.

Figure 1

CTL and Faculty Development Model with Change Behavior



Note: Adapted from Light, et al. (2009)

Research Design

The research design was a qualitative descriptive case study. The qualitative approach was necessary because it allowed for richer interpretation of the data. The case study methodology was appropriate because the design and implementation of a Center for Teaching and Learning was part of a "bounded system" (Merriam, 2002, p.179). Not only was the case located in a particular space, but is also defined by a beginning point (inception) and ending point (successful implementation). In this case, the phenomenon

could not be studied outside its natural environment. Although Teaching and learning centers are prevalent in many colleges and universities, the exploration of the design and implementation of a CTL at a growing, regional school in southeast Georgia was its own unique experience. Therefore, the natural environment was necessary for examining the design and implementation process at this institution. The study was focused on contemporary events, which I could not control or manipulate.

Research Questions

The questions for this were designed to incorporate various viewpoints and data concerning the design and implementation process.

RQ 1 What were the life and career experiences of faculty at a small, regional college in Georgia prior to implementing a teaching and learning center to increase student retention and graduation rates?

RQ 2 What barriers did faculty at a small, regional college encounter in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

RQ 3 What strategies did faculty at a small, regional college use in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

Significance of Study

Colleges and universities in Georgia are challenged to increase student retention and graduation rates as part of the Georgia Higher Education Plan (State of Georgia, 2012). Small regional colleges have not been provided adequate resources needed to implement teaching and learning centers to address the problem of student retention and

graduate rates. The findings from this study of how an identified small, regional college implemented a teaching and learning center will benefit administrators, faculty and staff at other regional schools, both nationally and state wide, by revealing the experiences of those leading the effort to implement a teaching and learning center. Leaders may use this study to determine common barriers and to use similar strategies to implement their own teaching and learning centers.

Limitations

This study was limited by the exploration of one specific case of CTL implementation at a small, regional school. While this provided a necessary look at how a small, regional school approaches the barriers and strategies for implementation, it might be difficult to generalize to all schools of this size. Other anticipated limitations included the willingness of participants to honestly assess the process and their role in the implementation of a CTL. Some participants might have felt compelled to offer an overly positive view of the process or negatively portray the process based on personal associations with faculty development. Some participants might have had a greater understanding of the role of a CTL on campus while others might not have been interested in broadening their understandings of the CTL. Another possible limitation was researcher bias. As a member of the faculty, the researcher had her own experiences with faculty development and teaching and learning expectations. As someone who had observed, as a faculty member, different stages of the CTL development process, the researcher needed to put aside her own perceptions and be prepared for unexpected results from the data collection.

Terms

Center for Teaching and Learning (CTL): a specific term for a dedicated faculty teaching professional development space on college and university campuses. The research site in this study uses the term Center for Teaching and Learning to define this space.

Teaching and learning centers: a term used to signify a defined space on college and university campuses for the purpose of providing faculty development opportunities to increase instructor efficacy in the classroom. These centers focus on helping higher education faculty become better teachers so that students have a great chance at academic success.

Faculty development: a general term used to describe opportunities for faculty members to increase job-related skills. For the purposes of this study, faculty development will focus specifically on teaching and learning development.

Student retention: the retaining of college students from one semester to the next, progressing in a timely manner to graduation

Adult learners: students who are 25 years or older and who often have major life responsibilities as well as life experience when returning to school.

Non-traditional student: students who graduated from high school five years or more before enrolling in college and have not attended any other institute of higher learning.

Generation Z learners: students who were born between 1995-2015 and who make up the majority of incoming traditional college students.

Traditional student: students between the age of 18-22 who enroll in college directly from high school. These students are full-time attendees and do not have conflicting outside responsibilities (full-time jobs, families, etc.)

Complete College America: a national non-profit organization established in 2009 with purpose of increasing college student retention, progression, and graduation through a series of initiatives targeting advising, academic programming, and credit hours

Complete College Georgia: a Georgia state-wide initiative established in 2011 with the purpose of increasing college student retention, progression, and graduation through a series of initiatives targeting credit alignment, access, and effective teaching and learning

Higher Education Funding Commission: an advisory commission established by Governor Nathan Deal in 2012 to evaluate higher education funding in the state of Georgia to improve state outcomes in higher education and to provide recommendations to incentivize colleges and universities to focus on student retention and graduation

Fifteen to Finish: an initiative designed to accelerate the timeline to student graduation by pushing 15 credit hours per semester

Performance funding: an approach to motivating colleges and universities to increase retention, progression, and graduation rates through a tiered funding system based on student milestone credit hours acheived

Teaching and learning: refers to the area of faculty development centered on increasing instructor efficacy and student learning experiences

High Impact Practices (HIPS): educational practices designed to increase student retention and engagement

Summary

This chapter provided an overview of the study including the statement of the problem, purpose of the study, significance, research questions, and conceptual and theoretical framework and well as the significance, limitations of the study, and key terms. In Chapter 2, I will present a review of the literature that includes an examination of student retention efforts with a focus on teaching and learning as a significant factor in student success, teaching and learning practices, and information about the role of teaching and learning centers on college campuses. Chapter 3 includes the research design, methods, data collection, and analysis of the data.

Chapter II

REVIEW OF THE LITERATURE

Overview

The purpose of this chapter is to review the literature associated with professional teaching development in higher education, specifically related to the use of teaching and learning centers on college campuses. In the United States, the federal government has pushed for states to establish new standards for institutions who receive federal and state funding, tied directly to student retention, progression, and graduation. Historically, schools received funding based on the number of students enrolled each semester. Recently, many state governments have established an incremental funding policy. Georgia is one of many states to implement a performance-based funding measure, established in 2012 and later implemented in 2016 (State of Georgia Higher Education Funding Commission, 2012). The goal is no longer simply getting students in the door but to see those students progress to graduation within a reasonable timeline. As members of the Higher Education Funding Commission (2012) reported to Governor Nathan Deal:

> Georgia joins a growing number of states in sending a strong message to institutions, students and taxpayers alike that we will begin to measure our return on investment for the funds spent on public colleges and universities in terms of student access, progress and success. Moving from an enrollment driven formula to an outcomes-based formula is a commitment from the state to invest our resources in the results we want

> and to accomplish these results with clarity and predictability. (State of Georgia Higher Education Funding Commission, 2012)

Campus-wide, administrators have enacted policies to push for increases in retention and progression numbers. Student services such as academic advising, TRIO, which are federal programs designed to support disadvantaged students, and tutoring are some of the ways colleges are working to retain students. Along with these efforts, colleges and universities are highlighting teaching and learning as a factor in student success. Focus is on the college classroom and the role of faculty in successful retention efforts. With shifting attitudes and financial implications, colleges and universities are focusing on programs designed to help students through their academic journeys (Black, et al., 2016).

As millennial students have entered the workforce, a new generation of students (Generation Z) has entered institutions of higher education. The shifting attitudes and mindsets of these students create unique challenges for faculty to adapt teaching styles and engagement in the classroom. As more studies are conducted, there is a growing trend, moving away from traditional lecture to a more student-focused environment. Preparing faculty to meet these changes is a central role of teaching and learning centers on college campuses. The traditional role of such centers is to provide resources and professional teaching development opportunities to learn how to implement more student-based activities like facilitated group projects and integrated technology in their courses, with an emphasis on first-year faculty development.

The literature on teaching and learning emphasized many of the programs implemented on campuses with a focus on development of more student-centered

teaching such as flipped classrooms and interactive lectures, giving faculty access to materials, training, and mentoring to support moving away from lecture-based teaching methods while identifying how peer mentors can aid in professional teaching development. This review begins with a look at the current state of undergraduate student retention and progression both nationally and in the state of Georgia. Subsequently, there is a brief exploration of the characteristics of traditional (Generation Z) and non-traditional adult students and their impacts on teaching and learning in higher education. From there, the review examines the types of professional teaching development in higher education and the impacts on students and faculty. The review proceeds by looking at the challenges facing teaching and learning centers and how they influence faculty perceptions and teaching behaviors. Finally, there is a discussion of the theoretical framework, which will be used to address implications for the study and how the framework fits with the literature on teaching and learning in higher education.

Student Retention and Progression

Retention and progression are now entwined with the missions of colleges and universities throughout the nation. In 2016, national retention rates at public four-year institutions were around 65 percent, meaning 30 percent of students entering college did not progress past the first year (National collegiate retention rates, 2016). The impacts of low retention rates are felt at colleges and universities both financially and in reputation (Brown, 2012). To reduce inefficiency at the institutional level, colleges and universities placed more emphasis on programs designed to retain students instead of simply focusing on recruitment (Black, et al., 2016). This is especially important in light of the shift in funding for public colleges and universities. For example, college and universities in the

University System of Georgia are required to incorporate student retention initiatives into academic, social, and advising areas as part of the Complete College Georgia program (CCG). Other states such as Florida, Indiana, Massachusetts, and New Hampshire are also implementing programs such as intrusive advising, corequisite support, and guided pathways to support retention efforts (CCA).

Many issues can impact student retention and attrition including social, familial, and financial (Aljohani, 2016). Certain aspects of student attrition are beyond the control of faculty; however, academic dropout due to failure in the classroom as well as a sense of belonging in the academic realm do connect to faculty roles and teaching effectiveness. As Borgen and Borgen (2016) pointed out, academic success is one of the most significant predictors of college persistence. They opined that students often perceive the way they are taught and the process of learning as factors for their academic success and continuation in college programs.

While Tinto's (1993) model of student integration is often the most widely discussed when considering student retention, this model does not account for factors such as financial and background academic experience (Xu, 2017). Newer research has focused more on the institutional role of academic advising as well as the necessity for providing quality teaching. Studies such as those conducted by Ehrenberg and Zhang (2005) and Umbach and Wawrzynski (2005) stressed the importance of more educational oversight through more student engagement with experienced faculty, even in core classes. According to Kuh (2016), in 2007, the National Postsecondary Education Cooperative commissioned a group of papers to provide a comprehensive overview of the

problem with student persistence, which led them to identify the following threats to college completion:

1. "Academically underprepared for college-level work
2. First-generation college student
3. Gap between high school and college
4. 30+ hours working per week
5. Part-time enrollment
6. Single parent
7. Financially independent
8. Children at home" (p. 51)

While colleges and universities have little to no control over these external characteristics, they can be proactive by providing thorough support services for students once they become enrolled. Once a student begins classes, administration, staff, and faculty should focus on five important factors that can influence student persistence: psychological fit, academic and social support, involvement in productive activities, academic trajectory, and goal realization (Kuh, 2016).

In 2009, Complete College America (CCA), a national non-profit, was initiated to address the growing problem with college retention and progression. Their singular mission is to provide an opportunity for equitable college degree completion and to "fix the systems that are putting obstacles in [students'] way" (CCA). According to their research, the national college completion rate has remained stagnant even though the number of students seeking a degree has doubled since 1970 (CCA). CCA identified

factors such as “low credit enrollment, poorly designed and delivered remedial education, overwhelming and unclear choices, and a system out of touch with the needs of students” as barriers to college success and completion (CCA). Nationally, only five percent of students graduate with an associate degree within two years, and only 19 percent graduate with a bachelor’s degree in four years (CCA). While the CCA was established in 2009, its mission continues today and has influenced retention efforts in 43 states and US territories (CCA).

In a speech at the University of Texas (Austin) in 2010, former President Barack Obama addressed the issue of higher education and graduation rates on the national level. He advocated for an increase of 8 million college graduates by the year 2020 as a necessary goal to put the United States back into the top rankings of global education (Obama, 2010). At the time of his speech, the US placed 12th in terms of college graduation rates, a fall from 1st place from the generation before (Obama, 2010). Obama considered a college educated populace essential for the economic growth of the country as the rates for unemployment for non-college graduates came close to doubling that of college graduates and “nearly eight in 10 new jobs will require workforce training or higher education by the end of the decade” (Obama, 2010). Not only did President Obama push for more affordable college options, but he stressed a rethinking of academic programming, to boost student achievement. He urged institutions to consider best practices and explore academic models to increase student retention and graduation (Obama, 2010).

Fifteen to Finish

Several different initiatives related to increasing graduation rates are part of the CCA program. "15 to Finish" encourages students to take 15 credit hours a semester (30 credit hours a year) as a way to complete programs in a timely manner. Attewell and Monaghan (2016) determined that students who take 15 credit hours during their first or second semesters, instead of the 12 credit hours required by many financial aid programs, have greater likelihood of graduating within a six-year time frame. According to the authors, the increase of credit hours and likelihood of graduation is connected to *academic momentum*, a term first used by Adelman in 1999 but further defined by Attwell and Monaghan (2014) as the "speed of progress towards a degree resulting from the rate of credit accumulation" (p. 684). They suggest several different reasons why academic momentum is tied to graduation completion. The first reason is the increased time students have to interact with professors in the academic environment (Attewell & Monoghan 2014). This engagement increases the connection to the program and campus in general, creating a stronger student-campus connection.

In Astin's (1985) framework for college student retention, he argued that students' learning experiences were a factor in retention and progression. If students were engaged with their academic environments, they were more likely to stay in school (Nora, et al., 2012). Rosensohn (2011) stated there must be a "genuine emphasis on the quality of undergraduate teaching and learning, because academic success and degree completion go hand in hand" (par. 19). Not only is it important to develop programs designed to aid students financially and socially, colleges and universities have recognized the need to focus on deep student learning and engagement at the classroom level (Buchholz & Wolstenholme, 2014; Entwistle, et al., 2014)

The second argument for academic momentum is the increase in student self-efficacy (Attwell and Monaghan 2014). Academic self-efficacy is related to how well a student believes he or she can perform in the academic setting (Han, Farruggia, & Moss, 2017). As students see increased completion of program requirements, they are likely to consider graduation as a viable goal, which increases the level of self-efficacy. Han et al. (2017) stated that students with a high degree of academic self-efficacy were more likely to consider obstacles more positively instead of viewing them as roadblocks to completion. Academic self-efficacy is also associated with more efficient time management, study skills, and collegiate engagement (D'Lima, Winsler, & Kitsantas, 2014; Clayton, Blumberg, & Auld, 2010).

For the final reason, Attwell and Monaghan (2014) conjectured that the increased work-load of a 15-credit hour semester would help students isolate and focus on academics rather than other activities (such as work or social engagements) that would otherwise distract from academic goals. This focus can have both completion and financial consequences. An extra year of college can often cost students as much as 70,000 dollars a year or more if residential housing is factored into the equation (Jones, 2015).

Although a 15-credit hour load has shown to help students reach graduation in a timely manner, it might not be the best possible solution for all students, especially adult learners. McClusky's Theory of Margin relates to the ratio between load and power for adult learners. Load refers to any factor that "dissipates energy" while power provides any element "which allows one to deal with the load" (Merriam, et al., 2007, p. 93). Full-time jobs, families, finances, and more can present challenges that contribute to the load.

On the other hand, access to resources, strong support systems, and financial flexibility create more power. In order to successfully navigate an adult learning environment, students must have a margin of power that exceeds the load. Students who are overwhelmed with outside responsibilities carry a larger load-to-power ratio and are more likely to suffer setbacks in their educations. In other words, there is very little margin for adjustment to new circumstances.

Although McClusky did address important aspects of when adult learning occurs, Merriam et al. (2007) argued that the theory does not relate to learning itself. In fact, they argue learning can occur even in high stress situations (when load exceeds power) and overloaded adults are just as capable of meaningful learning (p. 96). Merriam et al. (2007) highlighted the potential for learning itself to increase power, something not addressed by McClusky (p. 96).

Performance Funding

Historically, public colleges and universities received federal and state funding tied to enrollment numbers, usually counted during the first two weeks of a semester (Jones, 2015). While this funding process benefitted higher education institutions, it did little to challenge these campuses to prioritize student success and retention (Jones, 2015). Performance-based funding gained some traction in the 1990s but began to pick up momentum in more recent years. The concept centers on providing incentives tied to state appropriations to colleges and universities that increase student retention and graduation. In other words, funding is linked to "outputs" instead of "inputs" such as student enrollment (Hillman, et al., 2014). The most recent iteration of performance-based funding (dubbed Performance 2.0) focuses on both short-term and long-term goals

for student achievement (Hillman, et al., 2014). Colleges and universities are rewarded (at the state level) for achieving certain milestones in student progression. For example, if a student finishes 15 credit hours, the college will receive funding that milestone. The same holds true for completion of a "1-year certificate, associate's degree, or apprenticeship" (Hillman et al., 2014, p. 3). The goal of performance-based funding is rooted in changing the institutional narrative to a focus on accountability and performance.

Georgia began its own initiative in 2011 tied to the CCA model for meeting the challenge to increase graduation rates. Complete College Georgia's (CCG) main focus is to "improve student access to and graduation from institutions of higher education" by working collaboratively across institutions in both the University System of Georgia and the Technical College System of Georgia (CCG). It operates under five significant areas: "College Readiness, Improving Access & Completion for Underserved Students, Shortening the Time to Degree, Restructuring Instructional Delivery, and Transforming Remediation" (CCG). Each campus in the university and technical systems has developed specific plans to align with the overall state plan. One important component to each plan is a focus on "restructured instruction and learning though effective teaching and learning practices in traditional and online courses" (CCG).

(following a growing national trend) has implemented a policy which provides incremental funding based on student retention and progression (State of Georgia Higher Education Funding Commission, 2012).

Performance-based funding may be becoming more normalized, but questions remain as to the overall effectiveness of such funding measures. Issues surrounding

student retention and progression are often complex or beyond the control of colleges and universities (Hillman et al., 2014). As Hillman et al. (2014) explained, focus on short-term goals such as 1-year certificates can sometimes have a detrimental impact on more long-term goals such as associate's or bachelor's degree completion. Implementing programs to increase student success and goal completion can require a challenging financial and institutional burden. Performance-based funding requires significant investment, which is often not built into funding models (Hillman et al., 2014).

Impacts of Student Characteristics on Student Learning

Generation Z Students

The fall of 2017 marked the first major Generation Z influx as traditional college students. Generation Z represent the first generation who have always had Internet access, which means they have been connected globally unlike any generation before (Rothman, 2015). They are often called digital natives because they have always known technology and possess a natural technological savvy. Constant and instant information access has created unique Generation Z characteristics (Pew Research Center, 2014). Generation Z are not only technologically savvy, but they are also diverse, including a fast-growing biracial and multiracial population (Turner, 2015). Sexual orientation stigma has decreased; thus, Generation Z students may readily accept LBGTQ memberships (Turner, 2015).

Also, Generation Z children have experienced an increasingly violent world causing more financial stressors and threats (Turner, 2015). Generation Z students have expressed interest in careers that allow them to invest in transforming culture instead of simply working toward financial gain (Carter, 2018). They tend to be more cautious than

their millennial predecessor not only in social media use (Generation Z prefer applications that can allow for quick content deletion) but also in other risk-taking behaviors (Carter, 2018). They often mirror the cynicism of their parents (Generation X) and are often more financially conservative (Carter, 2018).

Generation Z have an almost emotional smartphone attachment, which has decreased their abilities to understand face-to-face conversation nuances and has increased their desire for gratification (Turner, 2015). Because of increased use of mobile devices, Generation Z students are able to communicate with each more quickly and through multiple media (Carter, 2018). According to Carter (2018), not only are Generation Z students messaging each other, they are doing so while navigating more and more applications through their mobile devices.

Innate technological abilities have caused many to believe Generation Z to be better multitaskers. However, multitasking should increase productivity. Instead, Generation Z have excelled at "task switching," the ability to quickly switch tasks (Thomas & Srinivasan, 2016). Constant technology exposure has limited Generation Z's focusing abilities, causing eight-second attention spans (Thomas & Srinivasan, 2016). Mehmet (2013) argued digital natives exhibit more Continuous Partial Attention (CPA) characteristics, which include the need to have constant connection while never having a singular task focus. Multitasking can provide benefits and some focused interaction, but CPA causes higher stress levels and an artificial situational view. Digital natives have abandoned effective multitasking and now have CPA struggles, posing social interaction and learning opportunity challenges (Mehmet, 2013).

Generation Z process information differently. They appreciate learning visually, kinesthetically, and segmentally; however, they resist auditory learning, which decreases traditional lecture and discussion learning success (Thomas & Srinivasan, 2016). Generation Z students often carry multiple technological devices daily, providing faculty the opportunity to use more interactive exercises, particularly gaming (like the dynamic quizzing program Kahoot) and social media-based assignments (Shatto & Erwin, 2016). Rothman (2015) suggested using adult learning strategies to teach Generation Z students to connect classroom learning and students' experiences. These students want to understand why things happen and to experience deeper learning (Thomas & Srinivasan, 2016). They collaborate naturally, appreciate peer interactions, and enjoy multiple-source instant feedback (Thacker, 2016).

Digital natives' technological savvy can be harnessed to create effective learning environments. However, continual and instant information access can impact digital literacy (Neumann, 2016). Often digital natives will conduct surface level research, choosing the first results they find. They also face an information overload and have difficulty discerning credible sources (Neumann, 2016). Faculty teaching digital natives will need to address information literacy, including overcoming apathy regarding course reading material, teaching how to cite sources properly, recognizing source credibility, and avoiding plagiarism (Neumann, 2016).

Generation Z students do not value their phones simply for communication. While many professors see phone use as a disconnect or disengagement from the learning material, students often see them as a way to take notes on course content. They are a "lifeline" to information and connectivity as well as a means to increase kinesthetic and

visual learning (Cameron & Pagnattaro, 2017). Because of this, Generation Z students expect a certain degree of digital literacy from their professors. They expect faculty to have knowledge of technology and digital learning platforms beyond rudimentary skills (Swaznen, 2018).

In some ways, Generation Z students share characteristics with adult learners. They want the learning to be relevant and practical and "have limited patience for theory and research that seem unrelated to the working world" (Rosebery-McKibbin, 2017, p. 37). Therefore, it is important for faculty to communicate real-world applications of the course content and provide numerous examples of how the work is used in a career setting (Roseberry-McKibbin, 2017).

Adult Learners

Higher education faculty are not only teaching up-and-coming traditional students. They must also understand how to reach the many adult learners who are returning to college for both personal and career goals. Knowles et al. (2015) argued, the trend in understanding adult learning has been fairly recent. However, recent surveys suggest that adults 25 years or older will make up the largest increase in college enrollment through 2020 (Gast, 2013). This increase in adult learners creates a need to further study how adults learn. Knowles et al. (2015) stated that adults want to be satisfied by learning that speaks to their experiences and interests. Motivation is perhaps the most significant difference between education for children and adults. Merriam, et al., (2007) explained that society has moved toward informational instead of industrial, which motivates a need for "profound changes" in structure" (p. 18). Access to an overwhelming abundance of information is creating a shift in expectations for work flow

and productivity. Because of the fast-paced increase and change in technology, more adults are enrolling in learning environments in order to stay current and relevant in their fields. While technology has led to the elimination of many jobs, it has also led to the creation of new tech-related careers. Many adults need to gain new skills for a changing job market.

Technology has also changed the way in which information is presented. Online learning platforms and electronic databases are making it easier for adults to learn in environments more sympathetic to their schedules. This accessibility means that educators must work to help adult learners navigate technology and the vast amount of information available and teach them how to discern quality from quantity (Merriam et al., 2007). As leaders in educational fields, it is important to provide necessary training and materials, so everyone feels comfortable with technology and learning platforms.

While children are primarily motivated by grades and other rewards, adults are motivated by a desire to understand the material and discover relevance to their life experiences. Knowles et al. (2015) focused on experience as a "rich resource" for adult educators (p. 22). They emphasized the importance of problem-solving and group discussions (among other activities) over "transmittal techniques" (p. 45). Learning tends to go deeper and last longer. Adult learners typically fall under one of Houle's typologies: goal-oriented, activity-oriented, and learning-oriented (Merriam, et al., 2007).

Most adults come into a learning environment with clearly defined goals, and the more they can understand the relevance of what they are learning, the more likely they are to thrive in the environment. This relevance helps adult learners to define the personal nature of their learning (Knowles et al., 2015). Knowles et al. (2015) reasoned

that if adults desire to be self-directing, the instructors must shift to a student-based model. They must move away from simply delivering knowledge and how the learner adapts to the knowledge. Instead, instructors should look at the learning process as one of mutual engagement (Knowles et al., 2015). However, they also consider quality of instruction as a key motivating factor (Sogunro, 2015). Other motivating factors include relevance and pragmatism (Sogunro, 2015). If adults do not see how they can practically apply knowledge to their own experience and needs, they will not engage with the material, especially if they consider it to be "abstract, dry, and simply theoretical" (Sogunro, 2015, p. 29). Historically, as Knowles et al. (2015) stated, instructors primarily transmitted content and controlled knowledge through testing. Moving from being a teacher to a facilitator is one of the core principles for instructors of adults. This shift, however, can often be challenging.

Because most adult learners tend to be self-directing, instructors must move away from the mindset of a "content planner and transmitter" and become focused on "relationship building, needs assessment, involvement of students in planning, linking students to resources, and encouraging student initiative" (Knowles et al., 2015, p. 247). According to Knowles et al., although facilitation seems to be less formal than traditional teaching, it actually requires a great deal of attention and skill. Facilitators must be ever mindful of individual and group dynamics.

Perhaps the biggest obstacle to transitioning from teacher to facilitator is recognizing when each approach is appropriate. Although many adult students are self-directing, some are still easing back into their educations and want the comfort of a traditional classroom space.

Because adults are often balancing work, family, and school, a flexible classroom environment is essential for continued learning (Murray & Mitchell, 2013). Murray and Mitchell defined the adult learning environment as containing levels of "freedom and automony" as well as flexible scheduling and learning approaches (Murray & Mitchell, 2013, p. 113). Because self-directedness and autonomy are important motivating factors for adult learners, they "should be encouraged as much as possible to be responsible for their own learning" (Sogunro, 2015, p. 31).

Classroom management, whether brick and mortar or online, must be reflective and adaptive in response to students' engagement and understanding of material (Speed, Bradley, & Garland, 2015). Knowles et al. (2015) believed "experience is the richest resource for adults' learning" and must therefore be considered in the design and implementation of the learning environment. If instructors use students' own experience, motivation, and "existing knowledge" to inform the learning environment, they will see a fundamental shift in student engagement and educational investment (Knowles et al., p. 244).

Much has been written about memory and learning, especially the differences in young and adult students. Merriam et al. (2007) defined the differences between cognitive learning (mental processes) and neurobiological learning (brain behavior) and how these functions impact knowledge retention. Adults seek to understand information beyond rote memorization. They assert a deeper level of thinking about material because the outcomes/rewards differ from younger students. In other words, adults desire to apply knowledge to real-world situations and experiences. While younger students are

focused on grades and individual assignments, adult learners want to find connections between what they learn and how to use it accordingly.

The implication of this desire is a changing view of evaluation in adult learning environments. Some possible ideas for evaluating adult learners stem from the self-directed nature of the students. Merriam et al. (2007) suggested that adult educators should give learners the primary control of the learning process. They discussed three goals tied to the philosophy of self-directed learning: enhancing "the ability of adult learners to be self-directing", fostering transformational learning, and promoting "emancipatory learning and social action" (p. 107). Sogunro (2015) explained that self-directedness is a significant motivating factor in adult learning and that adult students that responsibility for learning should fall to adult students as much as possible (p. 31).

Self-directed learning can promote responsibility and potential for growth, ideas that are connected to humanistic philosophy (Merriam et al., 2007). Students who are engaged in the process are more motivated and experience "more meaningful learning" (Sogunro, 2015, p. 29). Allowing students an opportunity to help develop more relevant lesson plans also gives them a sense of ownership of their education, a concept Knowles et al. (2015) consider an important part of self-directed learning. Sogunro (2015) suggested, relationship building among adult learners increases motivation outside of simply receiving information from the instructor.

Chen (2014) recommended an approach using reflective practices centered on a personalized theme, which allows students to reflect on what they know and why. The reflection also allows to students to gauge what they are learning and how it changes their preconceived ideas. To this reflection is added thorough, critical self-assessment.

Essentially, course material and evaluation are customized to the student's experience. Chen (2014) explained that instructors must remove barriers that might hinder adult learners as self-directed. Removing such barriers creates a more personal investment for adult education.

Teaching and Learning in Higher Education

Teaching and learning research focuses on best practices for faculty in higher education and how those practices are communicated to faculty. Ramsden's (1993) framework is founded on the principles of good teaching, which stem from an openness to change, trying to discover the most effective methods for presenting information. Faculty who engage in teaching and learning professional development are more likely to create engaging academic environments and provide opportunities for deeper students learning, which leads to increased student satisfaction and learning outcomes (Gibbs & Coffey, 2000). Because students are changing (Millennial and Generation Z characteristics) instructors must be willing to adapt to changing learning needs (Neumann, 2016). Chickering and Gamson (1999) presented seven principles for good practices in higher education, which include (among others) creating an active learning environment and an understanding of varying learning methodologies. With the increasing competitiveness in institutions of higher learning, it is imperative to increase teaching quality in line with student learning and outcomes (Drew & Klopper, 2014). McKee and Tew (2013) referred to this as the "digital divide" and stated that twenty-first century students are not necessarily primed to receive instruction through a traditional, lecture-based system, and, therefore, might not connect with the learning in a meaningful way.

A primary concept for teaching and learning is the move from teacher (or lecture) based learning to student-based learning (Buchholz & Wolstenholme, 2014; Entwistle, et al., 2014). A growing trend in research shows the effectiveness of student-based teaching, leading to a deeper level of learning and increased student satisfaction and outcomes (Gibbs & Coffey, 2004). Gibbs and Coffey (2004) illustrated that students in a student-based course are more likely to have a deeper approach to learning and "have superior learning outcomes, particularly in terms of understanding and developing new and more sophisticated conceptions of the subject" (p. 89). Entwistle, et al. (2014) explained the foundational shift in learning from transferring information to "active conceptual development" (p. 29). Their studies explored "interactions between students, teachers, and institutional contexts" (p. 29) with the results showing a positive reaction to deeper, student-based teaching as opposed to surface learning as well as the importance for students to have a clear understanding of teacher expectations and the necessity of teaching as a way to engage students in exploring subjects through their own curiosity (Entwistle, et al., 2014).

The perception of good teaching was closely related to the methodological approach used in classrooms (Kember & Kwan, 2000). Lecturers who valued a "deeper" learning in their students tended to adopt a student-centered environment while lecturers who considered understanding content as the mark of good teaching tended to create a more teacher-centered course (Kember & Kwan, 2000). Fundamental changes in teaching and learning can only come from a shift in perceptions of good teaching (Kember & Kwan, 2000).

Tormey (2014) questioned the continued use of the deep/surface framework in teaching and learning in higher education and its function in research and professional development, arguing that the model is prone to oversimplification and empirical weakness, leading to possible prevention of more effective models for teaching and learning. One critcism of the framework is that it only supports two (seemingly opposed) teaching/learning approaches while failing to account for differences in disciplines. Also, research conducted on the framework has weak or non-existent empirical validity, nor has the framework sufficiently adapted to current theory.

Fillion (2015), however, argued for the impact of "mindful engagement" on study in higher education, highlighting the lack of engagement between teachers and students, particularly because of the shifting mindset in education. Professors will offer courses because of contract obligations, and students take said courses because of degree requirements. This approach does not lend itself to thoughtful study of material. Learning objectives and outcomes do not "sufficiently consider the subjective" or create atmospheres that allow both students and professors to engage in a mutual exploration of knowledge. Fillion (2015) suggested that emphasis should not be fixed only on outcomes but also a paradigm shift in creating enthusiasm for the learning environment. With the push for retention and graduation in higher education, student-centered teaching could be an important factor in success.

Types of Faculty Development

Professional teaching development in higher education is often a contentious subject. Various methods are employed to aid faculty in creating meaningful learning experiences. Teaching skills, student learning, teaching conceptions, and methods are all

discussed as viable means of assessing and building professional teaching development programs (Gibbs & Coffey, 2000). However, questions abound as to the most impactful methods of teaching development. Although professional development trainers may operate under a common goal and within a common framework, they are often at odds as to what constitutes effective training and what such professional development should look like. Many trainers focused on the concept of moving away from a teacher-centered instructional method, which "shifts from a focus on content" to a student-centered approach, with a "focus on learning outcomes and teaching effectiveness in terms of student learning" (Gibbs & Coffey, 2000, p. 36). Clegg (2009) discussed the emergence of academic development as a legitimate research field but also the sometimes divide between theoretical ideology and practice in higher education institutions. There is also a lack of substantive research about gender, race, and other factors in determining academic development.

According to Huston and Weaver (2008), peer coaching creates a space where faculty can work beneficially "to improve or expand their approaches to teaching" (p. 5). Mentoring by experienced faculty is a strong component of teaching and learning development in colleges and universities. Such mentoring often provides "considerable benefit" to teaching development from the peer sessions (Carroll & O'Loughlin, 2014, p. 449). The mentoring system relies on appropriate and meaningful feedback, and not every program is successful with implementation. Promotion of academic development by institutions (support for Centers for Teaching and Learning, for example) is a key factor in the success of such a program (Carroll & O'Loughlin, 2014).

In their extensive studies on the impacts of teaching and learning in higher education, Entwistle, et al. (2014) found a positive reaction to deeper, student-based teaching as opposed to surface learning. However, Entwistle, McCune, and Hounsell (2002) related that work pressures, limited resources, and the differences between subjects (as well as those between students and lecturers), make it difficult to draw definitive conclusions about teaching best practices without further research. Tied to this is the perception of teaching and learning professional development among first-year and veteran faculty members. Dunkin (1990) explored disparities among many lecturers who were resentful of first-year teaching responsibilities as they often conflicted with the opportunity for research, leading to the question of teaching importance in research institutions. Helping faculty to create these deeper learning experiences while alleviating resentment is a primary goal of CTLs and one of the most important reasons for their presence at higher learning institutions. Practices such as a focus on student-centered learning and professional learning communities are becoming pervasive in colleges and universities. Programs centered on student thinking "should help teachers learn how to elicit and interpret students' ideas, examine student work, and use what they learn. . . to inform their instructional decisions" (Whitcomb, Borko, & Liston, 2009, p. 3). Professional learning communities are effective when collaboration is focused, relaxed, and collegial in order to provide space for reflection on teaching and learning (Whitcomb, Borko, & Liston, 2009). Professional development programs must be sustainable to have any lasting impact. The integration of the programs must be feasible for a specific setting.

High Impact Practices

Professional development for faculty is at the forefront for instituting high impact practices (HIPS). Institutional support is important to encourage faculty to innovate within the classroom and adopt HIPS for student engagement and persistence. According to the Association of American Colleges and Universities, active learning is an essential part of a modern college education. Lessons should be designed to promote evidence-based learning through HIPS, which are necessary for competing in today's rapidly changing workforce.

This focus on using HIPS to engage and promote student success has created a need to invest deliberately in faculty training and development (McNair & Albertine, 2012). In order for the practices to have the right impact on students, they must be performed and implemented with quality and care. This cannot easily happen without the proper professional development programs in place to help faculty understand and focus on HIPS (Kuh, 2008). Not only do HIPS improve student learning and success, but they can also provide a more equitable approach to education in which often underserved students can access high quality instruction (McNair & Albertine, 2012).

HIPS must be implemented with care and precision. Not every program will work in every setting. Colleges and universities must be aware of their student populations and offer HIPS that cater to their specific learning needs and to the overall culture of the institution (McNair & Albertine, 2012). McNair and Albertine (2012) stated that identifying these specific needs increases the success of the HIPS. According to McNair and Albertine, one of the key components of successful innovation and

implementation of HIPS is providing "professional development opportunities for *all* faculty (full-time and part-time) to introduce them to high-impact practices, assessment, and course design" (p. 5).

These HIPS can include "first-year seminars, tech-rich learning communities, collaborative projects, undergraduate research, global/diversity learning, service-learning, practicums, and internships" (White, 2018). The issue with promoting HIPS at the college level is often the lack of funding or investment (both financial and time-wise) by higher education institutions. HIPS can provide students with deeper learning experiences and opportunities for increasing communication (written and oral) skills both inside the classroom and within the community (White, 2018; Bresciani, 2015).

White (2018) explained that even though HIPS are necessary for student engagement and workforce development, many colleges and universities struggle to implement such practices due to budgetary constraints. Nationally, colleges and universities have been mandated not only to increase student retention and graduation but to also ensure a highly skilled graduate population for workforce entry. These mandates can often follow on the heels of tuition freezes, cuts to programming, and increased course caps, which serve as a detriment to quality instruction (White, 2018). In a study conducted by Alvarez, et al. (2017), the researchers found that the learning environment directly impacted the extent of student engagement and success in the course. In the case of this particular study, students worked in teams and reported "having gained higher order thinking skills, work-related competencies, group skills, and self-directed learning skills" (p. 140).

Because the challenge in higher education to produce students who possess critical thinking skills and job-ready qualifications for the 21st century workforce is part of a broad national conversation, the need for faculty awareness and training in teaching methodologies that promote these concepts is of significant value. Alvarez, et al. (2017) also identified teaching strategies as a component of student engagement and higher-level thinking. Incorporating group related activities, clearly defining goals and expectations, giving prompt feedback, and shifting from a lecture-oriented delivery mode to a student-centered were all clear indicators of students perceived learning and increased outcomes (Alvarez, et al., 2017)

First-Year Faculty Experience

New faculty members often have diverse backgrounds and varying degrees of experience; however, they generally have felt underprepared to meet institutional teaching expectations (Stupnisky, et al., 2015). Nicholls (2005) focused on new lecturers and their perceptions of teaching practices in relation to the changing nature of higher education and expectations. As more and more focus is placed on quality learning, new lecturers can often be confused by classroom expectations, considering, as the author stated, the "assessment of teaching quality centered on the quality of student learning, with no model of good teaching being offered" (p. 613). Nicholls concluded that new lecturers base much of the teaching and learning frameworks on that which is rewarded by the university structure. Most of the knowledge of teaching is derived "on the job" instead of through significant professional development. Many do not equate quality teaching with scholarship. Again, helping faculty to bridge the gap between teaching and scholarship is a primary function of a teaching and learning center.

Barlow (2007) conducted a study of 17 new lecturers at the University of Brighton, which explored teaching, interactions with students and colleagues, research opportunities, and induction. The most beneficial information was on the teaching experiences of new faculty. The study showed that new faculty guidance and structure from seasoned colleagues with a balance to create their own teaching framework. An emphasis was placed on faculty mentoring and the importance of creating a professional development system to aid new faculty in becoming more effective teachers. Dolly (1998) used Rosch and Reich's (1996) conceptual model for professional development for first-year faculty, identifying four stages: pre-arrival, encounter, adaption, and commitment. The findings of the study illustrated the importance of discussions of socialization among faculty, development of relationship skills for faculty members, peer mentoring relationships, and transitional programs for new faculty members. As teaching and learning centers traditionally work with first-year faculty to mentor and provide professional teaching development programs, it is important to understand the first-year faculty experience and employ best practices for development services.

While it is important to focus on the needs of first-year faculty, professional development programs should also keep other faculty in mind while developing programming. Huston and Weaver (2008) argued that mid-career and experienced faculty are often overlooked for professional development opportunities although there exists an essential need to address experienced faculty concerns about teaching and learning. While they often have a more nuanced grasp of teaching strategies than their more junior colleagues, they can still struggle with integrating new technology, managing larger course loads and caps, and instructing students they consider to be underprepared

for the course work (Huston & Weaver, 2008). Because most faculty development programs are geared to more inexperienced faculty members, experienced or senior faculty are less likely to engage or participate in professional development opportunities (Huston & Weaver, 2008).

Teaching and Learning Centers

At over 50 years old, the Center for Research on Learning and Teaching at the University of Michigan in Ann Arbor is not only one of the first such CTLs but also the one longest in operation (Kaplan & Cook, 2011). Kaplan and Cook (2011) explained that teaching and learning centers are a "relatively new part of the administrative structure in academe; most have been established in the period from 1990-2010" (p. 1).

While CTLs do appear at liberal arts institutions, community colleges, and specialized schools, the bulk of the centers are part of research-oriented colleges and universities (Kaplan & Cook, 2011). It is important to note that CTLs need to fit the institutional structure and culture and must differ in prioritizing teaching faculty development goals (Kaplan and Cook, 2011; Sorcinelli & Austin, 2006).

CTLs were created as a response to public criticism of higher education, especially in regard to student learning outcomes and success (Austin & Sorcinelli, 2013; Kaplan & Cook, 2011). The purpose of these centers has been to provide meaningful professional development for faculty in the area of teaching effectiveness and excellence (Kaplan & Cook, 2011).

Austin and Sorcinelli (2013) found that while the majority of teaching and learning centers followed a similar model of traditional teaching and learning

professional development opportunities, a need exists to explore new partnerships and varied models for a more visionary approach to faculty development.

Although there are a large number of teaching and learning centers across a variety of institutions, they exist within five basic structural organizations (Lee, 2010). The first of these structures is a "single, centralized teaching and learning center," which operate as a single entity on college or universities campuses and are common in research and comprehensive institutions (Lee, 2010). Single, centralized centers can have a program director, often pulled from the faculty ranks, who reports to the Provost or Academic Affairs (Lee, 2010). The next structure relies on an individual faculty member who may or may not have a physical space. This structure is most commonly found at smaller colleges (Lee, 2010). While many successful CTLs have developed from this model, Lee (2010) noted that some campuses come to identify faculty development with single individual director so much so that if the faculty member were to leave, the college would find it difficult to sustain the faculty development program.

The third type of structure is an advisory committee supporting faculty development. These are often found on in liberal arts and community colleges and operate without a director or centralized space (Lee, 2010). Similarly, clearinghouse models that offer various programs usually situated at community colleges (Sorcinelli, et al., 2006). The final structure is found in system-wide offices such as in the state of Georgia. These systems provide support for individual campuses through coordinated and centralized resources (Lee, 2010). While institutional context is a necessary consideration, Lee (2010) noted that teaching learning centers can develop from a variety

of initiatives, ranging from system-wide to a push from faculty or administration for the continued focus teaching and learning excellence.

Challenges in Teaching and Learning Centers

Challenges faced within the institutional culture are due often to the lack of training for faculty members as well as heavy workloads and lack of reward for quality teaching. Student assessment also plays a role. Studies have shown that students base course reviews on grades instead of the nature of the learning (Riddell & Haigh, 2015). The changing nature of higher education accountability is a more consumer-driven environment, with performance as a "benchmark" for establishing policies and practices. Auditing and general evaluation can often lead to "disaffection and alienation from teaching," which can affect the quality of the learning environment (Blackmore, 2009). Entwistle, Karagiannopoulou, and Ólafsdóttir (2014) examined how faculty can often face difficulty in adopting more effective teaching methods, citing underfunding, discrepancies in departmental policies, and institutional priorities (promotion is based on research instead of good teaching). Teaching workloads, time constraints, administrative difficulties, and diminishing student academic level were all factors contributing to faculty motivation to engage with teaching and learning.

Faculty members often cite a focus on teaching instead of research as a detriment to their careers (Scott & Scott, 2016). Case (2015) argued the need for more "contemporary perspectives on teaching and learning," especially in relation to student-centered learning since complete focus on students in the learning environment can lead to a more business model mindset in which faculty seek to "make sure that students are 'satisfied' customers" (p. 630). Clegg (2009) discussed the emergence of academic

development as a legitimate research field but also the divide between theoretical ideology and practice in higher education institutions. According to Forgie, et al. (2018), CTL administrators agreed that faculty and administrative emphasis of research over teaching was a significant challenge to CTL missions although some did acknowledge a growing shift toward a greater valuing of effective teaching, especially as a factor of performance evaluation. In many institutions, research is prioritized over teaching as a part of the tenure and promotion process. This prioritization can often lead to a perception that good teaching is less valued by administration. Forgie, et al. (2018) explained that many directors saw few examples of faculty promotions as the result of effective teaching, but many could give examples of bad teaching as the cause for not being promoted. In order for CTLs to maximize their effectiveness, teaching and research should hold equal weight in the evaluation process.

Because faculty are often overloaded and tasked with teaching, scholarship, and service, time can present a significant challenge for using a CTL. It takes time to develop new teaching methods and programming, which many faculty do not have. Along with time, fear might also be a factor in resisting new teaching methodologies. Forgie, et al. (2018) explained that the "underlying fear of failure, or the fear of being penalized for failing with a new teaching technique or technologies" can keep faculty away from using a CTL (p. 7). Another concern is that the CTL at some institutions is shifting from a developmental to an evaluative role. As more CTL directors are being asked to weigh in on faculty teaching as part of the tenure/promotion process, the "safety" of the CTL is at risk. Fewer faculty will feel comfortable approaching the CTL for help (Forgie, et al., 2018). However, the evaluative role could also increase the use of CTL programming as

more faculty will work to improve their teaching in order to receive high evaluations (Forgie, et al., 2018).

Also of concern was getting faculty in the door, which was impacted by visibility on campus and credibility of services offered (Forgie, et al., 2018). CTL directors often walk a precarious line between faculty and administrative roles. Too often, though, logistical factors of directing a CTL can push directors away from the classroom and fully into administration. This shift can cause a rift between faculty and the CTL. The more distance from the classroom, the greater the loss of credibility (Forgie, et al., 2018). Sorcinelli (2002) acknowledged that the best position for the CTL is neutrally centered between faculty and administration, offering support to both. Just as maintaining the credibility of the CTLs mission is an important challenge, so too is making the center highly visible on campus. They are often perceived by faculty as being distant from the daily needs of the campus and not as easily accessible. Sorcinelli (2002) argued that CTLs need a definitive space on campus, which is large enough for both "individual consultations and group seminars" (p. 7). Faculty often link ease of access and visibility to administrative investment in teaching and learning (Forgie, et al., 2018).

CTLs are steadily increasing their roles on campus; however, budgets continue to remain stagnant. In many cases, budgets are enough to cover salaries and benefits for the few permanent positions (Forgie, et al., 2018). Honan, Westmoreland, and Tew (2013) stated that investing in faculty development is essential for creating more effective teachers. This investment should not be seen as a negative. In contrast, they explained, "expenditures for professional development of the faculty should lead to transformed learning outcomes" (p. 40). Effective teaching and learning can provide great benefit to

an institution in the form of student retention and graduation rates. On the other hand, a lack of investment in teaching and learning development can stagnate a college campus and create a culture devoid of educational innovation. As Honan, et al. (2013) pointed out, "An institution cannot afford not to promote and achieve faculty development" (p. 43). Without definitive funding from institutions, CTLs can have difficulty in creating the most dynamic programming. Sorcinelli (2002) emphasized the competitive nature of faculty teaching development programs and the "considerable" amount of time it takes to seek out and write grants (p. 17).

There has existed a significant need to provide effective and dedicated support outside of professional development workshops to faculty engaging in innovative teaching strategies such as converting to a student-centered course. In a study conducted by May, et al. (2011), the researchers discovered a disconnect between what faculty learned in professional development workshops and how they applied that knowledge to their classrooms. Although faculty reported satisfaction with professional development workshops, video observations revealed that a majority were still using a lecture-based design in their classes (May, et al., 2011). May et al. (2011) argued that in addition to workshops, an "on-site network of support" (p. 557) as well as "direct practice and feedback" on student-centered learning (p. 557). Teaching and learning centers have the capacity to provide this support and collaboration.

How the program is administered is important for faculty buy-in. If they deem the program as something forced or punitive, they could potential react negatively. If, however, the content and program are deemed "trustworthy," the faculty will react more positively. Faculty involvement in creation of the program is imperative for a successful

center (Smith & Gadbury-Amyot, 2014). Facilitators are instrumental in the success of any professional teaching development and must work to create a desire on the part of faculty to engage in the deeper level of learning necessary for change to occur. For any program to be successful, the education research community must be involved in order to create the most effective professional development agendas (Borko, 2004). Blackmore (2009) suggested that, with the continued development of teaching and learning centers, evaluations need to be centered in "intellectual traditions," which focus on "professional and not managerial accountability" with a clear goal of increasing teaching quality (p. 870). Whatever the approach, "program[s] that aim to describe and capture student learning and university teaching, in all their contemporary manifestations, should continue to be significant" (Case, 2015, p. 633).

As Sorcinelli (2002) noted, one of the most important considerations for CTL development and sustainability is understanding the individual institutional climate and culture. While certain aspects of CTLs are universal, one size does not fit all for specific best practices. College and universities have unique goals and challenges, the CTLs need to operate within these frameworks in order to maximize their effectiveness (Sorcinelli, 2002).

Most CTL directors agreed that it was important to maintain a close connection with faculty on campus, eschewing a fully administrative function. Too much administration would appear as dictating changes instead of building "the culture around teaching and learning" (Forgie, et al., 2018, p. 8). Sorcinelli (2002) explained that administrative support and participation is of vital importance to the success of a CTL. If faculty cannot see, through budgeting, visibility, and reward, how administration

demonstrates support for the CTL mission, they are less likely to use the center's services.

Advisory committees can also be a beneficial part of CTL performance. Sorcinelli (2002) recommended a committee consisting of a diverse group of faculty from different disciplines, genders, races, and faculty rank. Faculty, along with key administration, should work closely together with the CTL director and staff to promote sound practices and increased faculty ownership of the center's programming because smaller committees can be easier to navigate and are generally more productive than large committees (Sorcinelli, 2002). Sorcinelli continued that faculty are often the best motivators for other faculty. Centers can provide opportunities for faculty to learn from each other and have conversations about good teaching. Word of mouth and positive response from faculty who use the CTL can increase traffic and overall faculty commitment to the CTL.

Theoretical Framework

The literature covering CTLs and the challenges the centers face pointed to a need to address institutional culture and climate when developing faculty development programming, essentially enacting organizational change in the college or university. Organizational change theory has become a widely accepted framework for understanding how organizations enact systematic change. Often though, organizational change theories are more conceptual than empirical (Procheska, Procheska, & Levesque, 2001). Part of the issue with organizational change is that inherent principles of psychology are ignored, creating a greater likelihood that the change will not be successful (Procheska, et al., 2001). For this reason, the Transtheoretical Model of

Change (TTM) provides a more generous framework for use outside of behavioral change and into organizational change (Procheska, et al., 2001). Although TTM was originally designed for individual behavioral changes, it can be and has been adapted to extend to groups of people through targeted interactions (Procheska, et al., 2001).

Transtheoretical Model of Change

TTM was made prevalent by Procheska, DiClemente, and Norcross (1992) and was designed to study behavioral changes in individuals. According to Procheska et al. (1992), change occurs in five distinct stages: *precontemplation, contemplation, preparation, action, and maintenance.* During each stage, certain processes of change happen as individuals come to terms with the need to change and progress to the steps taken to enact change. Change does not often follow a linear pattern; instead, individuals can create more of a spiral as they shift back and forth into various change stages (Procheska, et al., 1992).

Precontemplation. In the precontemplation stage of TTM, individuals are not contemplating a change in behavior or taking any action to change. Many times, people in the precontemplation stage do not recognize a problem exists (LaMorte, 2018). Often, individuals underestimate the positives of change while emphasizing the negatives, what Procheska et al. refer to as *decisional balance.* In the precontemplation stage, the decisional balance is skewed toward the negative. In other words, the pros of change are outweighed by the negative (Procheska, et al., 2001). Individuals can be defensive as pressure to change mounts from outside sources (Stages of change). As individuals prepare to move from precontemplation to contemplation, they progress from *dramatic relief* (expressions of feelings, which can either be related to fear of change or excitement

for change to happen), and *consciousness raising* (increasing awareness of problem and potential solutions).

Contemplation. In the contemplation stage of TTM, individuals begin to recognize the problem and the need for change. However, they are not ready to begin the change process, most likely because they are considering the balance between change effort and the reward for that effort (Procheska, et al., 1992). Again, *decisional balance* plays a role in the contemplation stage as individuals weigh the pros and cons of changing behavior, essentially making a "risk-reward analysis" (Gold, 2018). Procheska, et al. (1992) stated that individuals in the contemplation phase were more "open to consciousness-raising" and to re-evaluating the benefits of change to their social and work environments (p. 1109). Contemplation, though, can be a lengthy stage, and many individuals get stuck here (Procheska, et al., 1992). Often a majority of individuals in organizations are in the precontemplation/contemplation stage, which can dramatically affect change initiatives if the majority of participants are not yet ready to act (Procheska, et al., 2001). If forced to move too quickly from precontemplation/contemplation, participants are likely to view the change are forced or in a negative light (Procheska et al., 2001).

Preparation. In the preparation stage, individuals commit to a change, usually in a short period of time (Clark, 2013; Procheska, et al., 2001) and are aware that change will positively influence their lives (LaMorte, 2018). When applying TTM to organizational change, the preparation stage most often involves working collaboratively to bring about change (Clark, 2013). During preparation, there is also an assessment of

potential problems and risks associated with change, which can guide a more comprehensive action plan (Gold, 2018).

Action. Action occurs when individuals begin to "modify their behavior, experiences, or environment" (Procheska, et al., 1992). According to Procheska, et al. (1992), this is the stage that shows the most recognizable move toward change and receive the most attention. It is important to note, however, that *action* can sometimes be taken for change, which can lead to poor follow-through in order to implement lasting and meaningful change (Procheska, et al., 1992). Employee resistance is at the forefront of organizational change failure (Procheska, et al., 2001). Organization leaders and administrators can spend considerable time on change initiatives in an insulated environment, but when they reach the action stage and are ready to roll out new initiatives, they are often dealing with participants/employees who have not had the same amount of time to adapt to the idea of change. They are not prepared for the action stage, which can lead to a failure to adopt the change (Procheska, et al., 2001; Clark, 2013).

Maintenance. When individuals have taken action to change, it is a continual process to prevent relapsing into problem behavior (Procheska, et al., 1992). Instead of a static state, the maintenance stage incorporates environmental modification, relationship building, and management reinforcement in order to enact change as a long-term goal (Clark, 2013). In organizational change, this is the stage where intrinsic and extrinsic reward systems are established to reinforce commitment to long-term change (Procheska, et al., 2001).

TTM in Higher Education

While TTM was established to understand behavioral change in individuals, it has become more prevalent in organizational change theory and has found a place in the study of change in higher education. Clark (2013) stated that there was a need to understand individuals and groups before organizational change can be effective. Clark (2013) applied TTM to the development of collaborative programs on college and university campuses by examining group change process during the stages of *precontemplation/contemplation* (expressing feelings and self-evaluation), *preparation* (working collaboratively with teams), *action* (increasing understanding of issue), and *maintenance* (creating space for change through a reward system). Kezar and Elrod (2012) took this further by establishing a three-stage model for institutional change: *mobilization, implementation*, and *institutionalization.*

Mobilization. During mobilization, Kezar and Elrod (2012) explained that organizations prepare for change through the following measures:

- Consciousness-raising—increasing awareness of the need for change
- Creating a shared vision
- Building support through meaningful conversation and understanding
- Gathering strong leadership and action-oriented teams

It is at this stage that challenges to the institutional culture, policy, and practices occur (Kezar & Elrod, 2012). The authors stated that any type of institutional change is impossible if faculty do not have a clear understanding of the issue; therefore, discussions to increase awareness are imperative. In the case of CTL development, fear, time constraints, overwork, and a lack of understanding of how CTLs fit into evaluation can impact how faculty understand CTLs (Forgie et al, 2018). Mobilization includes

articulating clear goals, which participants have a stake in creating, as well as commissioning change agents to "connect the goals to the institutional vision, mission, and strategic plan" (Kezar & Elrod, 2012, p. 20). Finally, Kezar and Elrod (2012) recommended recruiting supportive faculty to initiate change in the mobilization phase as a lead-in to implementation. Recruiting a strong leader is an essential element in implementing a change initiative. The leader is instrumental in motivating faculty and staff to support the change as well as building relationships and bringing a strong team on board. The leader can often work through opposition with collaborative experiences. However, too much focus on the individual can be detrimental if the sole leader moves on to another campus or retires. The goal of the change leader is to build a cohesive team (Clark, 2013). During mobilization, stakeholders work to articulate the need for change and the positive implications of enacting change while gathering support and making a strong commitment to the change process (Clark, 2013).

Implementation. The second stage of Kezar and Elrod's (2012) change model is implementation, which focuses on the necessary infrastructure needed for the change in addition the support systems including visible and meaningful incentives to change. During implementation, reform is supported by process, policies, and resources. Key to implementation success are trust and altruism, which are foundational for substantive change. According to Clark (2013), "Trust involves elements of vulnerability and risk-taking" (p. 46). This is especially important because faculty can sometimes find it difficult to transition from teacher to learner (Clark, 2013). Smith and Gadbury-Amyot (2014) established that faculty must be involved in the implementation process of faculty development and must find the system trustworthy in order for teaching and learning

programs to be successful. Collaboration during the implementation stage should support learning and build strong relationships (Clark, 2013). Kezar and Elrod (2012) described resources as a significant factor in implementation. The authors stated that lack of resources could hinder change initiatives, especially when departments are already fighting a constant battle with funding. Both extrinsic and intrinsic factors can affect resources. External factors such as mandates can push organizations and individuals into change at an accelerated pace, but if the resources cannot match the goal, the initiative could suffer (Clark, 2013). Kezar and Elrod (2012) argued that incentives were a necessary part of implementing change; without them, change is slow to occur, if at all. According to the authors, incentives can include reduced teaching loads, facilities, and other support systems.

Institutionalization. Institutionalization is often difficult to assess but remains a significant factor in the change process. Akin to the maintenance stage in the TTM, institutionalization is a dynamic stage in which the change becomes part of institutional culture, and the "system if stabilized" (Clark, 2013). Kezar and Elrod (2012) discussed the two most important factors for this stage: integration and legitimization. The authors noted that integration involved the change becoming part of the cultural values within the organization while legitimization decreased the suspicion surrounding change and alleviated the idea of change as a "threat" to stakeholders (p. 24).

Barriers to institutional change can take the form of faculty resistance, an aversion to taking risks, and and lack of incentives and resources. According to Kezar and Elrod (2012), organizations must be deliberate and persistent in overcoming these barriers.

Overcoming faculty reticence and creating a visible presence on campuses supported by administration is a vital component of a successful CTL. Without, CTLs will have difficulty in forwarding teaching and learning best practices designed to increase student learning and success. Change is a necessary process on college campuses, and the implementation of a CTL is one form that change can take. As Forgie (2018) noted, changing institutional culture surrounding CTLs can be challenging, especially when faculty sometimes associate CTL use with risk of failure and a potential threat to career. Using TTM, and more specifically, Kezar and Elrod's approach to institutional change, will help ground this study in a strong and appropriate theoretical framework to discover how a small, regional school in southeast Georgia implemented a CTL.

Summary

This chapter reviewed the literature associated with CTL implementation by exploring student retention, student characteristics, teaching and learning, faculty development, and CTL roles and challenges. The chapter also provided an overview of the theoretical framework that will be used in the study. The following chapter reviews the methodology associated within this dissertation study including the research site, participants, and data collection and analysis procedures.

Chapter III

METHODOLOGY

The purpose of this study was to understand how a small, regional school in southeast Georgia implemented a Center for Teaching and Learning in order to increase student retention and graduation.

This chapter will include the methods and procedures used for data collection, including the research design, research questions, participants, and research site. Included as well will be explanation of data collection methods, analysis methods, and validity and reliability.

Research Design

According to Ary et al., (2014) qualitative research "seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting" (p. 447). Unlike quantitative research, which is guided by the principles of the scientific method, qualitative research believes that the study of social sciences is inherently different from the natural and physical sciences and must, therefore, be approached from a different framework, one that does not seek to reduce human behavior to a set of variables "in the same manner as physical reality" (Ary et al., 2014, p. 447). Because the focus of this study is on understanding how a small, regional college in Georgia implemented a Center for Teaching and Learning, a descriptive case study approach was used. This methodology was appropriate because the study was focused on a "bounded system" that was located within a specific space and determined by a defined

beginning and ending (Merriam, 2002, p.179). While CTLs are prevalent on college and university campuses, the particular focus of how a small, regional school designed and implemented its own CTL presented a unique opportunity for exploration, which was only achieved in its natural environment. The researcher could, in no way, manipulate or control the environment, which focused on contemporary events.

Research Questions

The questions for this were designed to incorporate various viewpoints and data concerning the design and implementation process.

RQ 1 What were the life and career experiences of faculty at a small, regional college in Georgia prior to implementing a teaching and learning center to increase student retention and graduation rates?

RQ 2 What barriers did faculty at a small, regional college encounter in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

RQ 3 What strategies did faculty at a small, regional college use in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

Research Site

The site of the research study was a small, four-year regional college in Georgia. The enrollment of the institution is steadily growing and is now over 3500, with a diverse population of traditional, non-traditional, veteran, and Dual-Enrollment students attending mainly from the surrounding five counties but expanding into a more national and global field. The college serves students from rural backgrounds and first-generation

college students. The college has just over 100 faculty members in three schools: the School of Arts and Sciences, the School of Education, Health Sciences, and Nursing, and the School of Business and Public Management.

Group and Participant Selection

Purposeful sampling was used for this qualitative case study. According to Ary et al. (2014), qualitative research most often uses purposeful sampling in which researchers use their own experience to select participants based on a determined set of characteristics and traits and who are most essential to understanding the subject or setting. Random sampling would not have worked for this study because it was necessary to choose participants who had direct knowledge of or who played a role in the design and implementation of the CTL. In this study, 6 stakeholders were interviewed. In order to avoid any undue researcher influence, I did not conduct any interviews with those who are my subordinates.

The participants of the study were as follows:

- The Members of the Faculty Development Committee during the inception of and original design of the Center for Teaching and Learning

The Faculty Development Committee is a standing Faculty Senate Committee and is made of up faculty members from each of the schools and departments on the campus. The committee was tasked by administration to develop the original plan for the Center for Teaching and Learning. Standing committee appointments are usually two-year appointments, so I interviewed the faculty members who served on the committee from 2016-2018 and who had tenure and were most likely to offer an unvarnished look at the process. I conducted two interviews.

- Members of the Faculty Senate

Because the Faculty Development Committee is a standing committee of the Faculty Senate, the senate was responsible for approving the committee's plan for the Center for Teaching and Learning. In an effort to receive the most unvarnished view of the senate's efforts, I interviewed members with tenure as they were the most likely to offer the clearest look at senate discussions and decisions. I conducted two interviews.

- Members of the college administration who oversaw the implementation process and worked with faculty on development.

The most essential administrative interview was be with the Vice President for Faculty Affairs because she has been the key administrator responsible for Center for Teaching and Learning oversight. I also interviewed the Director of e-Learning, who has been an integral part of creating an online space for the CTL.

Research Relationships

I have been a full-time faculty member at the research site since 2013, and before that, I worked as an adjunct starting in 2009. I am very familiar with the setting and the people on campus. Through work on various committees, I have gotten to know most of the faculty members and administration. I participate in campus activities and share research and ideas with colleagues. As Chair of the Advising Committee, I worked closely with the Chair of the Faculty Senate and was able to form positive relationships. I have a good working relationship with the Assistant Vice President for Academic Planning, Assessment & Faculty Engagement. She has been helpful in providing information and access to materials from the planning committee. She agreed to let me interview her about the college's designs for the Center for Teaching and Learning and

has been willing to let me observe Faculty Development meetings. I think this helped me with arranging other interviews and gaining access to other necessary information and observation opportunities. Because I know my colleagues well, I was careful to plan my interview questions and observations in order to avoid any researcher bias or concern that participants would only tell me what I wanted to hear.

I believe I was well-received by colleagues and administrators. I needed to be alert to inadvertently influencing any interview responses based on my working relationships with others at the college. I was diligent in designing questions to avoid such influence and was aware of my subjectivity as I conducted interviews and observations. I did not see my relationships with participants as impacting my research negatively. Power and status differences were not problematic when conducting interviews. I did not have any authority to compel people to participate nor did participants have to be concerned about negative consequences to their involvement. If anything, the power and status differences were skewed toward the people I interviewed.

I assured the interview participants that their participation was completely confidential and that their names will not appear in any reports or documents. It was important to maintain trust throughout the research process.

Data Collection

I conducted 90 minute interviews with participants, which as Seidman (2003) explained eliminated both the "clock-watching" of hour long interviews, and the "too long" attitude towards two hour interviews. For a case study, Yin (2009) recommended using an in-depth approach to allow participants to relay facts as well as opinions and insights. I conducted follow-up interviews if any additional questions presented

themselves during analysis. For the follow-up interviews, I used what Yin (2009) described as focused interview, which took place over a shorter period of time but allowed for a more specific line of questioning. To provide further means of analysis, I studied archived documents about the center's development including minutes from Faculty Development Committee and Senate meetings pertaining to the CTL and past surveys collected by the college to gauge faculty interest.

I saught Institutional Review Board (IRB) approval from both Valdosta State University and the research site before beginning any interviews/data collection (see Appendix A, p. 168). The study followed the guidelines pertaining to work with human subjects in the United States Department of Health and Human Services Code of Federal Regulations.

Instruments

According to Seidman (2013), interviews are not a means to answer questions or "test hypotheses," because these concepts focus on the interviewer. Instead, interviews are about "understanding the lived experience of other people" (p. 9). Good interviews operate under the assumptions that stories have meaning. The interviewer must put aside "ego" and concentrate of the value of what the participant says. In this study, I wanted to ask open-ended questions and allow the participants to tell their own stories, which can often lead to more substantive information. Many of these questions emerged as the interviews unfolded. Much of the study was focused on social aspects of learning as well as attitudes toward change, communication factors, and relationships among the participants. When interviewing members of the Faculty Development Committee, Faculty Senate, and Administrators, I also asked questions related to the design and

implementation process. Perhaps the most important thing to remember as an interviewer was to listen instead of talk as Seidman (2013) stated "the hardest work for many interviewers is to keep quiet and listen actively" (p. 81). The interviews I conducted were originally to take place on the campus where I work, but the pandemic forced us to change venues to a virtual meeting format. Because the interviews were with people I know and work with, I found a good balance of objectivity and distance when interviewing.

Consent for Participation in the Study

For the interview process, I read an informed consent statement to participants and gained verbal consent before proceeding. Participants in this study were only identified by the researcher and names of participants and institutions were not used in the presentation of findings. Participation in the study posed minimal risk to participants.

Data Analysis Procedures

The interviews with participants were transcribed and coded for any evident themes. Seidman (2013) recommended transcribing and analyzing for follow-up questions while avoiding in-depth analysis until all of the interviews are done. This keeps the researcher from "imposing meaning" from one interview to the next (Seidman, 2013, p. 116). As Merriam (2002) suggested I made extensive notes immediately after the interviews in order to understand what information I learned. This reflection and note taking allowed me to "establish a context for making sense of the interview later" (p. 384). Observation analysis was conducted through coding of field notes, which included any memos or personal experiences, for apparent themes (and how these themes connected to the interviews). I took time to reflect and memo after each observation in

order to "guarantee the data obtained will be useful, reliable, and authentic" (Merriam, 2007, p. 384). Analyzing data was the most difficult part of case study development (Yin, 2009). In order to work through the data analysis, I developed a general strategy based on the theoretical concepts of the TTM and organizational theory in higher education. From there, I used a *time-series* analytic technique to explore the changes to the Center for Teaching and Learning as well as faculty and administrator perspectives throughout the implementation process.

Validity and Trustworthiness

The idea of validity and reliability in qualitative research is connected to the rigorous nature of the research. Validity and reliability in qualitative research cannot be measured in the same way as in quantitative research. That does not mean, however, that it is not still a significant part of a qualitative study. Qualitative research can yield rich and descriptive rewards and must maintain rigor through careful data collection and analysis as well as trustworthiness and credibility through careful reflection and interpretation of study results. According to Patton (2002), qualitative researchers must present credibility through the use of various methods for validity purposes. Researchers can establish credibility by checking transcripts for similarities, member checking (going back to participants to ensure accuracy), peer reviewing, and reflexivity. Credibility in a qualitative study is dependent on the researcher (Thomas & Magilvy, 2011).

Credibility was established using triangulation by analyzing interviews, observations, and historical documents. I used member checks by providing interview transcripts to participants and allowing them to provide feedback to ensure accuracy.

Transferability was be addressed through rich descriptions and detailed explanations of settings and participants.

Ethical considerations should be a focus in all educational research. Qualitative research has its own set of inherent issues that should be addressed. These issues include the types of information obtained (researchers must decide where their main responsibility lies), the researcher/participant relationship (researchers can often be regarded as friends, which can lead to participant vulnerability), anonymity and confidentiality (researchers must maintain confidentiality—anonymity can be more challenging because most researchers know the participants), reciprocity (giving back to participants by sharing reports, ideas, or advice), and permission to conduct the study (must receive IRB approval before conducting research) (Ary et al., 2014). As a researcher, I strove to meet all ethical considerations during the course of my study by receiving IRB approval (see Appendix A, p. 168), maintaining the anonymity of participants, keeping participants informed and comfortable with the interview process, and allowing them an opportunity to express any level of discomfort or dissatisfaction at any point in the process.

Summary

The purpose of this qualitative case study was to understand how a small, regional college in southeast Georgia implemented a CTL. In this chapter, I have outlined the methodology that will be used for this study, including the research design, research questions, participants, data collection and analysis, and methods for establishing validity and credibility. In Chapter 4, I will present the results of my study followed by a discussion of the results in Chapter 5.

Chapter IV

FINDINGS

As an effort to increase student success, colleges and universities are highlighting teaching and learning among faculty. Focus is on the college classroom and the role of faculty in successful retention efforts. With shifting attitudes and financial implications, colleges and universities are focusing on programs designed to help students through their academic journeys (Black, et al., 2016). The central role of Centers for Teaching and Learning (CTL) on college campuses has been to provide meaningful professional development for faculty in the area of teaching effectiveness and excellence (Kaplan & Cook, 2011). However, CTLs can face numerous challenges, especially at smaller and less well-funded colleges. The researcher examined the design and implementation of a CTL at a small, regional college in Georgia. The research was guided by the following questions:

RQ 1 What were the life and career experiences of faculty at a small, regional college in Georgia prior to implementing a teaching and learning center to increase student retention and graduation rates?

RQ 2 What barriers did faculty at a small, regional college encounter in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

RQ 3 What strategies did faculty at a small, regional college use in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

Data for this study were collected through interviewing of members of the college who were part of the design and implementation process. In this chapter, the researcher uses in-depth narrative profiles to provide contextual background information on each of the participants and their role in the design and implementation of a CTL at their respective institution.

Background of Participants

The researcher interviewed four faculty members and two administrators at the research site who were involved in the early conversations and eventual design and development of a CTL. The participants include members of the Faculty Senate, Faculty Development Committee, and the administration. They have each been employed by their current institution for at least five years and had direct involvement with the CTL. The profiles include some personal background information, previous professional teaching and learning development experiences, and experiences and attitudes connected to the design and implementation of the CTL, including conversations about barriers to successful implementation and strategies to overcome the barriers.

Narrative Profiles

Ann (Faculty Senate*)*

My interview with Ann looked very different from what we originally intended. Our initial plans were to conduct the interview in person, perhaps in my on-campus office or hers. Instead, COVID-19 challenged us to rethink the interview space. We agreed to

talk using FaceTime video, which allowed us to still be able to interact face-to-face, albeit in a virtual space. In many ways, this made it a more relaxed environment as Ann was in her home office, and I was in mine. Ann's home office is located in a sunny room decorated with a calming color scheme of sea blues and grays. She seemed completely at ease in her space. During our conversation, her dog wandered in and out of the computer frame, adding to the more casual mood. As my dogs were also in evidence (lounging lazily in chairs behind me), this gave us an immediate connection of space. Because we have both become used to virtual meetings since our move to remote work in March 2020, the FaceTime "setting" for our interview did not seem awkward or uncomfortable. Ann was eager to participate in our interview, and I was encouraged to see or hear no reluctance on her part to answer any of the interview questions. Before we began the interview, she granted her verbal informed consent, and I assured her that I would provide her with copies of the transcript in order to ensure the accuracy of our conversations. We began by discussing her teaching experience in higher education. Ann described it as giving me "a little tour" of her teaching background, which made me interested to learn of the various stops along the way.

Teaching was not originally on Ann's career path. She mentioned she had recently found some journals from her elementary school days, and the only two jobs she ever considered, even at that age, were lawyer or writer. She planned to be a lawyer because of her interest in debate in high school. "I even got 'Lawyer 2 Be' as a license plate for my car." She was president of her college's Pre-Law Society. However, when Ann was in college and preparing to go to law school, she realized it was not the right fit for her. The experience taught her what she did and did not want to do. Frustrated at her

future prospects, Ann said her advisor encouraged her to stay where she was and complete her Master's degree in English.

During her second year in the program, she worked as a Teaching Assistant and realized that "I really liked this whole teaching thing." She genuinely enjoyed talking to people about their writing. "I realized that if I was to take the Teaching Assistantship and focus on the teaching of writing that I would be able to do that as a whole profession, and that felt good." Ann began her higher education teaching career in 1995 as a graduate teaching assistant. During that time, she was not only teaching classes but also taking classes on how to teach at the collegiate level. For a year, she did supervised teaching and professional development at the same time, which she considered very helpful. She understood she enjoyed teaching and it was a good fit in a way that law would not have been. After her Master's degree, she wandered for a time, working in a department store (and wondering how her graduate degree had led her to hanging up discarded clothes in dressing rooms) and eventually taking a part-time job at a university she believed hired her for her computer lab experience. There, she worked with a program called Daedalus for a year before moving on. Her experience from that point has carried her from Virginia to North Carolina (where she completed her Ph.D.) to Texas and finally to Georgia.

When I asked Ann to consider what was at the root of her teaching philosophy, she immediately responded, "It's got to be the student voice finding a way to its reader, and everything I do is about that transformational process of figuring out what a person wants to say and making it as clear as possible for a reader to understand that." Ann's heart for teaching is evident in the passion that resonates from her voice when she talks about that

transformational process for writers. Much of her student population has often been discouraged in their writing, and Ann works to help them discover the importance of their voice in written communication. Kindness, she understands, is at the root of constructive conversations about writing and the teaching of writing. Ann's scholarship often focuses on teaching methodologies and how best to serve students in the class room. Her enthusiasm for quality teaching has made her a well-respected colleague who is considered a mentor by many of her associates.

As Ann had mentioned her previous professional development experience as a graduate student, it was easy to steer the conversation in that direction. She explained although some of her experience was focused on effective writing instruction, "it also crossed into issues of teaching and learning . . . I would say most of those professional development opportunities were about trying to get into the perspective of the student." One particular activity she remembered was an optional session on designing assignments from a student lens. It was not prescriptive but instead sparked a conversation about best practices. Ann described how most of her professional development work came via her PhD and some at the department level. It was not really until she moved into the University System of Georgia that her professional development became something more "college-wide". For Ann, most of these development opportunities were positive, mainly because they were optional and also "applicable and relevant" to what she was working on, so she "was eager to go to them."

Not all of her experiences were positive, though. Mandatory training often felt "insulting is not the right word, but it sort of implied that they know more than I did, or you had to go, and a lot of the times the stuff didn't even apply to what I was doing.

There was no effort to make it apply. There was no discussion about why it was important." Ann also referred to this type of training as "surveillance." She said she felt like she was being spoken to like a child "and that a parent was telling me for my own good." When I asked her to define "they" in her earlier statements, the ones who felt like they knew better than her, she responded, with no hesitation, "those administrator types that don't teach classes, or they might teach one class, and they're completely out of touch with the actual work that happens."

She cited a negative example as being some of the mandatory training required by the USG:

> It's the same damn training every year, right? I mean, I already know what the scenario is going to be . . . It's a great example of what you don't want a professional development activity to be. I mean if the purpose is to teach people about a concept, get them to think about something, get them to reflect, give them information that's necessary, then why am I taking this course over and over?

The negative experiences, Ann explained, come from standardization of the activities, something that is not relevant or personalized to individual needs. When I asked her about her specific experiences with teaching and learning development at any of her previous institutions, she stated that outside of the Writing Center, faculty believed "that anything that had to do with pedagogical improvements or discussions were for the education department, and [faculty] don't talk about those things. [Faculty] are content experts." She was not even aware of any type of Center for Teaching and Learning, and these were large universities with big budgets.

As we moved the conversation into the Center for Teaching and Learning at her current institution, Ann became even more animated. Her own ideas about a CTL are evident. She offered, "I think, ideally, one ought to be a joyous and luxurious place of thinking, collaborating, talking, doing all the work we seem to never have time to do, and creating a formalized space for that work to happen." She stressed the importance of collaboration. "It's not just that I need a resource, but I want you in my space. I want you in my head voluntarily. I want to know that these are options that I could take, and I would want that to be encouraged." As we talked about these ideas, I wondered if they translated into the CTL at this particular college. She responded with a shake of her head and elaborated, "It does in that there is a 'established Center for Teaching and Learning,' which is, to my knowledge, a bookcase in someone's office." She continued:

> [It's] an online repository, a bookcase in someone's office, maybe a launch week session that is sponsored by the interim director of teaching and learning, who has recruited the lucky folks to do a workshop in the name of the CTL, but to me, our CTL is a checked box of 'Yes, state office, we have a CTL. It's in name only'. People don't pay much attention to it.

I asked her to consider the biggest challenge in creating a CTL at this particular college. Her response landed not as much on size and resources, but more on how the center, in particular the director, is perceived:

> I think number one is that people view it as an administrative position, and we already have a lot of administrative bloat at our college, so the idea of

> introducing another one, especially at a time when people are having to teach overloads, it doesn't sit well.

Although the CTL was a mandate by the USG, the college created an initial survey to gauge faculty responses to the idea of a CTL and then created sub-committees through the Faculty Development committee to work on a proposal for what the center should look like at the college. This proposal was then voted on by the Faculty Senate.

As a member of the Faculty Senate, Ann was a voting senator at the time of the initial CTL proposal. I asked her how the conversations in the senate progressed from the initial proposal to the end of the process. She reflected:

> It was one of those announcements—the system office is making us do this . . . It wasn't that luxurious idea of what is your view of it. If that happened in the subcommittee group, I didn't hear about it. I certainly didn't know about it. So, my construction of the concept was: 'Daddy's telling us we have to do it, and here's the recommendation, senators. What do you think?'

Some faculty felt the center would be something punitive. Ann said, "I think there was also a concern that the CTL could also be viewed as a punishment, like, that somebody that got a low score on their annual evaluation. You've got to go there." She remembers someone saying, "Oh, is that where we go when we get in trouble?"

Most alarming for the Faculty Senate was the description of duties for the CTL Director. "We were horrified that this teaching expert, the guru, the teaching guru, would be only teaching one class a year, and we kind of thought the duties were all over the place," Ann commented. She pointed out one of the duties was related to "[analyzing]

data related to retention, pass rates, student progression." Ann's frustration was evident in her voice as she continued, "Is this an institutional mandated, you know, position, or is this a luxurious thinking space? I mean, this is very administrative sounding." This frustration also factored into the Senate mindset when asked to review the first CTL proposal. When the first draft went through, "you know, people got mad," Ann said.

> They got mad for a variety of reasons, but the people who received the recommendation were mad because it just felt like another thing being taken away in terms of workload and resources, and the people who wrote the recommendation got made because they were just trying to get done with it and get it through to check a box for the system office. It was not organic.

When the initial proposal for the CTL was voted on in the Faculty Senate, it did not pass. According to Ann:

> I think that the majority of the people in the Senate when this first came through just wanted to never see the CTL ever again on this campus. They wanted to strike it down because resource wise, it was not possible. There was a lot of resentment toward being told they had to do it.

After the proposal was sent back to the Faculty Development Committee for revision, it eventually passed. Ann said that the main changes involved the role of the CTL director. The position changed from the director teaching only one class a year, to carrying a 50/50 load. For Ann, "People really like that because that equated to four classes a year and it doesn't feel hypocritical to be talking about excellent teaching and learning when you're only teaching one class a year." Even with the changes, Ann still

feels that the proposal passed because the Senate was forced into it by the system office. "I believe if we were not forced to do this, that we would not have anything that we call a CTL on our campus."

I asked Ann whether or not she thought the faculty support the CTL, and she answered that her belief is that most faculty do not know it exists on campus:

> Think about some of the professional development activities on campus . . . they're not associated with the CTL. There's no space, there's no entity that I associated with the CTL on our campus, so in terms of support, I don't even know.

Part of the problem, she explained, is that "it's not part of the culture. It's not engrained on campus, and it's a really sad thing it's not." She thought because the faculty is teaching focused, people should be getting excited about a CTL initiative. Instead, she observed, "The way it's designed—all this numeric stuff, all this retention data—it doesn't feel authentic."

In terms of what strategies the college could implement in developing the current CTL, Ann emphasized the importance of faculty involvement in the process. She referred to this as "collective loud voices." She spoke aspirationally about what would happen without a mandate:

> I keep going back to the idea of organic. But that's how some of these things happen where somebody's just really good at something, and they tend to be leading a group, or there becomes an overwhelming interest in a concept on campus, and it's through that interest and request and talk and

> collaboration and mashing together of all [that] where a CTL could come out organically.

What she described in terms of the current CTL is something inauthentic. She stated that in her role as senator, she has not had anyone bring up the CTL in terms of offering solutions or options.

Toward the end of our interview, I asked Ann what she thinks needs to happen for the CTL to be widely accepted by the faculty. Her response was centered in creating the right culture and gaining strong support from administration who are willing to put in the necessary resources. She suggested that college should focus on:

> making it into an actual center whether that's online or in person; clearly defining what it is; having a dedicated leader, a professional in that particular field, who can help faculty understand what the center is and why it's a valuable element for faculty.

She continued that getting faculty to buy in is "difficult from the top down. You want the faculty member to reach out to the CTL." She reiterated earlier comments that the center, in it's current state, feels more like an "us versus them" scenario, with "us" being faculty and "them" being administration.

As we wound down the interview, Ann told me she enjoyed our session because it gave her the space to talk and think about the CTL, especially the structural elements. She commented on the number of times she used the word "they" and thought it would be an interesting word count, "probably mind-blowing," she said. "There's a real separation." I thanked her for her participation, and we spent several minutes discussing other subjects like teaching in the time of COVID and how our dogs have made remote

working so much more enjoyable. It was a fitting way to circle back to the beginning of our interview.

Franklin (Faculty Senate)

When Franklin and I "met" for our interview, it was a little over a month into fall semester, with the faculty adjusting to the new normal of socially-distanced classrooms and teaching in masks. We conducted our meeting virtually, with Franklin in his on-campus office and me in my home office. He had gotten to the office early to prepare for his morning face-to-face class. We talked for a little while about the adjustment back to being on campus after moving classes to online in the spring and the toll the extra workload had taken on faculty. As we moved the conversation into discussing the Center for Teaching and Learning, I read Franklin the Informed Consent statement and assured him I would give him a pseudonym in my dissertation in order to protect his privacy. He responded that even though there had been "controversy" over the CTL, he was "happy to talk about it."

I asked Franklin about his experience in higher education and how that has shaped his thoughts on teaching and learning. Franklin started teaching as an adjunct in 2005 and continued to teach throughout his graduate program at his Ph.D. institution. After finishing his Ph.D., he taught as an adjunct at a community college until he was hired full time at his current institution in 2012. He expressed a little shock when he realized he had been in the classroom for 15 years. "It was kind of a freak out moment," he said, "when I was talking to my students the other day and realized that." For him, his experience is rooted in teaching history but also in giving feedback on student writing, which he incorporates into his classroom pedagogy.

Franklin had a good foundation when he started teaching. His graduate university had an intensive four-credit hour seminar in teaching college history, which was taught by a history professor. In that seminar, he had to create sample lectures, syllabi, and assignments, essentially developing a teaching portfolio. He considered it a very useful class even though "the person teaching it did not really have, you know, a specific background in [teaching and learning]." At another college, the CTL offered a program for graduate students called Atlas, which provided compensation for participation. The semester-long class was taught by teaching and learning and pedagogy experts, which was a different approach to teaching than he had previously received. There was a lot about writing, learning outcomes, and thinking about learning outcomes and doing stuff related to Bloom's taxonomy and really thinking a lot about assessment and how to be intentional with assessment . . . it was more professionalized. So, I got these different approaches where you had the older professor who's 'Here, this is what I do, and this works' and then the kind of more professional side of things, so those were both really helpful in different ways.

When I pointed out that his experiences with professional development sounded mainly positive, he mostly agreed. He explained, "I think there's a lot of variation with quality but also with approach. [My experiences] were very useful." Conferences in his field have also been enlightening. He stated he's been to several sessions focused on the teaching of history, which he enjoyed. When he got his current job, he already felt comfortable about assessment and learning outcomes, so he didn't really feel compelled to participate in the professional development seminars on offer at the beginning of every semester. "I honestly have not been to any of those probably in like 3 or 4 years. Do I

just stop going at some point because, you know, what are you really going to hear new?" He has had negative experiences that he considers to be a waste of his time because of the lack of professionalism or information on offer.

We discussed how sometimes, professional development opportunities, or even conference sessions, can be based too much on the theoretical. Franklin argued, "We're in the trenches, and so sometimes you get these people that teach one semester, one course a year, and they write this theoretical stuff, and you're like, 'Dude, I'm teaching for me. I need the practical stuff.'" On the other side, though, he stated that the best way to learn things is "just talking with other professors about their experiences . . . You don't always need an expert; you just need a bunch of faculty in a room, and you can learn a lot from each other."

Franklin mentioned earlier that he had experience with the CTL at the community college where he taught prior to his current position, so I asked him if he had any recollections of a center at his Ph.D. university. According to him, the university did have a CTL, which was responsible for training new faculty and graduate students; however, the History department decided to withdraw from the center and take over their own training and development of graduate students because the professors in the department thought the CTL did a terrible job. He said friends in other graduate programs would tell him, "I have no idea what I'm doing. The training was useless." Part of the problem, Franklin believes, is often, the types of programs offered at CTLs are not discipline specific. "I mean," he says, "you're not going to teach chemistry the same way you teach history."

At the community college, Franklin said the CTL took the role more seriously. New faculty were given reduced course loads in order to work with the CTL, and other participants were monetarily compensated. At his graduate institution, a much larger university, Franklin thinks the size hindered the mission. "You have these huge universities, and you have these bureaucracies that just grow, and it becomes pretty useless to people."

I asked Franklin to talk about how the conversation about creating a CTL at his current institution started and how he became involved. I was interested to hear his perspective on the process and whether or not it changed over time. In the beginning, he explained that professional development for faculty "was very top down, and it was kind of an administrator just saying, 'You're going to do this,' so I think there was some discussion there. The first time I was exposed to the idea of a formal CTL here was when I was in the Senate, and there was a resolution to create a CTL." Sometimes, he said, the Senate would get resolutions and have to figure out where they came from, which was the case with the CTL. He remembers, "There was a lot of opposition to it because a lot of people felt it was too big. It was too administrative. There was a fear this was another top-down sort of thing where an administrator was going to be hired to tell us how to teach." The resolution was defeated quickly and easily. The senators felt like the proposal should come up from faculty. It needed to be smaller.

The idea for the CTL did not disappear, though. When Franklin became the Senate Chair, he floated the idea of writing a CTL proposal to the Faculty Development Committee, which, he said, had lost its original charge of managing faculty travel funding. According to Franklin, "The committee had nothing to do, and so I went to the

committee and I was like, 'Hey, you know, here's the CTL idea. This came up and got defeated, but I think the system says we have to have one, so why don't we figure it out?' And they really ran with it and did a ton of work." Franklin said the committee came up with wonderful ideas and even brought in the system coordinator for all of the good CTLs in the state.

What happened next, in his words, was "unfortunate." The committee wrote "the Cadillac of proposals," which included a yearly budget of $30,000 to $40,000. Franklin felt from the start that it would be doomed in the Senate. They had already rejected a proposal that was "too much." He knew "it certainly wasn't going to fly with administration." The Senate ended up passing a much more scaled down version of the proposal, attaching the original as aspirational. The goal, he said, was to start small and build slowly from there. Inevitably, this upset some of the members of the Faculty Development Committee. Franklin remembers "going to one of their meetings and trying to smooth things over, and there wasn't really good communication between the Senate and that committee. I know there were hurt feelings, but that's sort of going to happen."

After the Senate passed the scaled-back proposal, Franklin said administrators began to look for someone to run the CTL. The search, at least in the beginning, was internal. However, no one applied for the position. Franklin thought part of the reason "is that people, the committee, were upset that their idea was not endorsed. And then I think also people were upset with the Provost at the time because he was extremely controversial. People didn't want to work with him." Franklin believed there were people who would have been a good fit for the position. He had even considered applying at one point, but other obligations held him back. He said, "I really thought that

was a good chance to create something here, and I was kind of disappointed that nobody applied for it." Eventually, a search committee was formed to conduct an outside search for a CTL director, but it was dissolved with little fanfare. "It just went away," Franklin stated. "I think that credit line got cancelled."

I asked Franklin what he saw as the intended role of the CTL at the college, he responded he'd like to see something similar to what was offered at the community college where he taught previously. "I would like to see a first-year learning community. I think asking for a course release is probably not going to happen here, but maybe taking all of the service requirements away from first-year professors and putting them into some intentional professional development led by a director." He wants to see a focus on helping adjunct faculty. "They get totally ignored by this institution. They teach a lot of classes, and if you want the teaching to improve, and you want the outcomes to improve, and we care about retention so much, you can't continue to ignore a huge group of people." Franklin talked about the importance of connecting professors with other professors because "that's the best model for this type of stuff, learning from each other; here's what works well, and here's what didn't work."

Franklin thinks resources are the largest barrier to creating and operating a CTL on campus, especially now that the pandemic has caused such a disruption in budgeting. He commented on faculty overloads and raised course caps and didn't see how administration would be open to granting a faculty member a course release to take over directing the CTL. "How do you get an administration to put money toward something when they don't want to put money toward anything? Someone has to be really

motivated to want to do something, but you also need administrative support because I think faculty will buy-in if it's from the bottom up."

Right now, he doesn't think there is faculty buy-in, mainly built on skepticism. "There's this fear that administration is going to try and tell us how to teach or that they want to give us more work, another thing, another expectation. 'Why didn't you do any professional development? We're going to ding you on your annual evaluation,' so it's a real fear that it's going to be another thing we have to do." If it were to come from faculty, though, Franklin thinks there would be a different mindset, more support. He cited ongoing learning communities around campus, and we discussed how impactful those experiences are for faculty who participate (both Franklin and I are members of different learning communities). "There are people doing these things already," he said.

I asked if he thought most faculty were aware that the college had a CTL, and he replied in the negative. "Most people probably don't know we have anything like this because we really don't. We have something on paper, and I know we have a few things going on, but I would really love to see someone get a course release to set this up and do it right, and that means from the ground up." Currently, the CTL is being run by an administrator, and Franklin doesn't believe that the right approach. "As long as you have an administrator in charge of the CTL, people are going to be opposed to it. If you get a faculty member who people respect and like and put them in charge, I think you're going to have a different attitude from the faculty."

Franklin took us back to our earlier conversations about the CTL proposal process in the Senate. He knew the Senate would not support another administrative initiative or something that was too large. A real issue was how to define the director position. The

initial proposal was for a two to three course release. The Senate was adamant that the director should not be an administrator, but giving a faculty member more than one course release sounded counter-intuitive. "Then what are you doing? You're going to take the best faculty member out of their classroom, and then, at that point, you're just an administrator." There was a real fear of administrative bloat and the loss of faculty autonomy.

As we were talking about administration, I asked Franklin if he thought the administration supported the CTL, which is a question somewhat complicated by the fact that an administrator is the default director right now. He responded, "I don't know. I don't know what this administration thinks. They're opaque. They don't seem to really want to communicate. The sense I get from them is more, 'Here's what I want you to do' and less 'What do you think about this?' I have no idea what they think." Franklin was adamant the CTL cannot function in any sort of punitive capacity, or it will fail. The worst possible approach, he said, would be to tie it to evaluations of any sort or to make it compulsory. Instead, it should be about faculty empowerment. At the end of the day, for Franklin, it all came down to having the CTL be a faculty-led initiative instead of an administrative mandate.

As we wound down our interview, Franklin was reflective on his time as Senate Chair. He explained, "It was emotionally difficult and a real learning process. Some people were really upset with me. They blamed me for the CTL proposal, and I tried to learn from that and realized I should have been more involved in the process and expressed to them to the importance of getting faculty buy-in. Ultimately, people were upset because they felt like they were creating this great thing, which they were, but it

didn't have Senate support." He believed there was a breakdown in communication between the Senate and Faculty Development Committee and a disconnect between aspirational ideas and feasibility, which led to the frustration that followed. It's something he still thinks about, and he hasn't given up on the idea that the CTL could be a valuable campus asset with the right faculty leader and with strong faculty input.

We ended the interview with some talk about our families and how we've been coping with pandemic parenting. I thanked Franklin for his time and insight and wished him luck in his teaching and scholarship during the semester. We signed off of our virtual meeting in time for Franklin to don his face mask and head to his morning class.

Eliot (Faculty Development Committee)

When I reached out to Eliot about participating in my dissertation study, he was happy to help. Although we originally planned to meet in person for our interview, we ultimately decided to meet virtually through FaceTime over the summer due to COVID-19 restrictions. As Eliot was already experienced in online instruction, and we both had navigated the shift to remote work in the spring, the virtual meeting space, though not ideal, was comfortable enough for our purposes. Eliot has a dedicated home office, with bookshelves lining the wall, and the kind of full desk only an academic could love. In many ways, it mirrors his office at the college, which immediately set the tone for the meeting. As someone with an "office" in a small nook off of my kitchen, I admit to being just a tad envious of his set up. After greetings and a brief talk about how our summer semesters were progressing, I read him the verbal consent form, and he agreed to participate in the interview

We opened by discussing Eliot's experience in higher education, spanning the last 25 years. He began his career as an academic librarian (he has a Masters degree in Library Science with a specialization in Academic Librarianship and Bibliographic Instruction), which was his "first exposure to pedagogy in particular." He has been teaching English courses at the collegiate level since 2000 and is now a tenured Associate Professor of English at his current institution where he has been for the last ten years. Eliot's experience with teaching and learning professional development is long and varied, beginning as a librarian and following into a "course in college teaching" during his Master's program (at a very respected university in the Northeast). This course was offered by the university's Center for Teaching and Learning (CTL), which was, at the time, "a very large operation." His experience in the program was positive overall. Since that time, Eliot has participated in a wide variety of workshops and seminars focused on various aspects of teaching and learning including those on assessment, curriculum, CTL retreats and more. In fact, it was Eliot's extensive experience in the realm of teaching and learning professional development that made him an ideal participant for this study. While his experience with professional development has been mainly positive, there have been moments that stand out for different reasons. For example, Eliot once attended a teaching portfolio workshop at his graduate institution, "and the first words out of the presenter's mouth were, 'We can't really tell you what a teaching portfolio is, but we'll tell you when we recognize it.'" Years later, at a state-wide conference on teaching and learning:

> The ice-breaker activity was when a person who was a CTL director stood up in front of the room and said, 'Alright, to start off, introduce yourself

> and let's go around the room and talk about what your pet peeve is regarding faculty,' and this really bothered me because everyone in the room began their careers as tenure-line faculty.

"Look," Eliot explained. "Working with my colleagues has been positive," but sometimes there is a disconnect between teaching and learning professional development and those doing the teaching. He continued:

> So, a workshop is great, but there seems to be an intellectual mismatch sometimes between CTL and faculty . . . There's often a feeling among folks who work in CTL that faculty need to be fixed as if we were puppies and that the CTL can fix what's wrong with Higher Ed, and that's faculty.

Eliot's experience with CTLs before coming to his current institution was an interesting mix of pedagogy and instructional technology. At one school, the CTL was centered on more pedagogical and philosophical output that was "all very cerebral." He stated, "You would go to a workshop. Maybe you would do a course in college teaching like I had done, which was a ten-week, in person one hour a week thing, and then you go away." At another school, he worked for the first time with an instructional technologist with a dedicated studio. "It was much less theoretical . . . and more directed toward . . . 'how do you video your classes? What do you do?'" These two approaches were in his mind when he came to work for his current institution.

Eliot knew:

> there had to be a union between the stuff that matters to you and me as rank and file faculty members for our professional development and career

> advancement and the stuff—what I call the non-bricks and mortar—of how do I actually get the video online so that students can use it.

According to Eliot, things like COVID-19 really highlight the idea that teaching and learning is tied to logistical things like learning management systems and technology. His concern, though, is that CTLs are moving too much away from their historic mission, which was, in his experience, more about developing as a teacher. Instead, he believes that CTLs "have now morphed into part of the neo-liberal response to the state university or the neo-liberalism of the corporate university." The questions CTLs now ask are related to:

> How can we constantly improve our faculty to get more out of them? How can we make them more efficient? Isn't it cool that we buy all of these tools so that faculty can upload their materials so that if they cease to breathe because of complications of COVID-19, their course can continue with a new facilitator.

Eliot's knowledge of CTLs, both in his graduate programs and at the state level, was a significant factor for his involvement with the development of a CTL at his current college. He served not only on the Faculty Development Committee, which had the initial charge to propose the CTL, but he also served as the CTL Regent's Advisory Council representative for the college. Talks about developing a CTL at the college first began during the 2015/2016 academic year, partly because of a system-wide push to develop a formal CTL program. Eliot remembers "that the process kind of took some stutter steps because of a change in administration." It wasn't until the spring of 2017

that the Faculty Development Committee formally submitted a proposal to create a CTL at the college. He mentioned:

> It's important to note that the version of the prospectus submitted by the Faculty Development Committee is not the version that was voted on by the senate. My understanding is that the senate chair revised the recommendation that the senate voted on at the time.

When he was eventually shown the position description for the CTL director after the revised proposal passed the senate, he stated:

> not one member of the Faculty Development Committee who had just spent over a year writing the CTL position, not one member of the FDC was willing to put their name in the hat for what came out, not one. We had devoted over a year of our lives getting this ready, and when it finally came down, not one person was willing to direct the CTL under those terms.

In many respects, Eliot felt as though the administration at the time was looking to get something for nothing from the eventual director in terms of course reassignments and workload.

When I asked Eliot what he considered to be the biggest challenge in creating a CTL for the college, he replied with "Capital 'R' resources," which he considered to be the biggest stumbling block when the Faculty Development Committee was drafting their original CTL plan. He noted the USG Policy Manual had lines about every institution spending one percent of the operating budget on faculty development. "We weren't coming anywhere close to that. We weren't coming anywhere close to that at all." He

made a point that the Faculty Development Committee were adamant about the CTL having a dedicated director with course reassignments and strong funding. Instead, he said the administration at the time opposed course reassignments and "wanted something for nothing and that is what we got with the CTL." The lack of funding allowed for no dedicated space, either, partly because of space premiums on campus and partly because "there was no space committee, or if there was, decisions about space were decided before space was assigned."

Eliot's passion for teaching and learning development was evidenced by both his enthusiasm for the subject and his frustrations with the process. He said:

> I love CTL work, and I think that's what was so hard about what happened to the CTL. [The Faculty Development Committee] actually had the USG head of faculty development and scholarship of teaching and learning travel down from Athens, and she met with us. She worked with us. She talked with us about how to build a community and do these things, and what we have here is a workshop so we can check the box. We're going to tick the box and say that our faculty has been improved.

This frustration with the process led us to discussing what he believed to be the intended role of a CTL at the college. "At its best," he responded, "CTLs celebrate and enrich the learning experience for faculty and are sites of enthusiasm." His most enriching development opportunities have been about building a community with other faculty in a shared space of experience, having rewarding conversations about what is working and what is not.

Eliot's early work on the CTL was largely positive. He was part of an ad-hoc committee that started the initial conversations about development before it became part of the Faculty Development Committee charge. From the outset, everyone on the ad hoc committee agreed that the CTL had to be driven by the faculty. A top down approach, according to Eliot, just would not work. They knew a mandate for a CTL would be coming from the BOR and had access to a system-wide document with three phases of CTL development. Once the work transitioned from the ad hoc committee to the Faculty Development Committee, Eliot thought they had a good head start on the work. He explained, "When we started to look at the requirements, we said, 'Hey, wait a minute. We are already doing half of the stuff in phase two.' It was exciting to us that we already had things in place for phase two."

At one point, the head of faculty development for the USG system office attended a Faculty Development Committee meeting and approved the plan. Also in attendance was the chair of the Faculty Senate, which at the time, Eliot considered a good thing because the senate was in the loop about the CTL work being done. The committee worked on the proposal during the spring semester and submitted a PDF version of the recommendation to the senate, something Eliot did not think would be problematic in light of the system approval of the plan. Instead, what came back was not what was submitted. "The short version is that what happened at the day was that the recommendation got scaled back dramatically and almost everything we had written got relegated to a recommendation for future development as time and resources permitted." According to Eliot, the senate chair had revised the document before it went through the

senate vote. "The watered down version of the CTL that you are familiar with is what we were left with."

Eliot believes a glaring difference exists between the CTL that was approved and what the Faculty Development Committee proposed. "I think," he said, "that what we wanted was something transformative, and what we got was something transactional." This, in part, is part of what makes it difficult to get faculty buy-in to support the CTL. His answer when I asked him if faculty supported the CTL was a definitive, "No." Part of this disconnect is also due to the lack of marketing. "No one ever went to the faculty and said 'What can the CTL do for you? How can the CTL help?' It's always, 'We're offering a workshop, and you all ought to take this because of some undefined reason." Eliot opined that there does not seem to be a defined shared space for faculty collaboration and learning, sharing ideas that work. These things, he said, don't have to cost a lot of money, but there does have to be an investment in the culture of teaching and learning.

This investment in the institutional culture of teaching and learning has to be supported by administration, not just institutionally, but system-wide. Eliot related that the interim director of the CTL does seem to care about the center, but further up the line, actions are felt more clearly than words. One of those actions was the removal, by the Board of Regents, of the one percent budget requirement for faculty development, leaving it up to individual schools to determine funding for the CTL. Eliot recalled:

> That was the thing that happened that was so destructive. There was a mechanism for funding the CTL, and once that mechanism went away, there were other things to pay for. We have a CTL in name only . . . with

> a little bit of a budget to run book clubs . . . things that easily fit on a spreadsheet.

In terms of strategies that have aided implementation of a CTL, Eliot was clear:

> I don't see an implementation strategy at all. To me, that would suggest we have a goal in mind, and I don't mean to by cynical . . . but I don't see that we have an idea about what the CTL is to become. Where is the website? Where is the mission statement for the CTL? Where are those attributes of a transformative initiative? We have a CTL in the way the United States has a COVID response.

As to overcoming challenges, Eliot spoke of "visibility and integration in the pedagogical library." CTLs, he explained, should be transformative for not only the faculty teaching ("that's the Center for Teaching part") but also for the students. "If you think of the CTL as the Center for *Teaching* and *Learning*, it presents an opportunity to transform," and that, he remarked, can be a subversive idea.

Two things were evident throughout my interview with Eliot: his obvious love of teaching and his wealth of knowledge and experience with CTLs. For over two hours, our conversation never stalled in any way. If pauses occurred, they were for quiet thought and reflection before responding. As we wound down our discussion (Eliot had a meeting to attend), I thanked Eliot for his willingness to participate in my project and for his continued good humor and hard work in such an important field of study.

Justine (Faculty Development)

When Justine and I met for our interview, it was through FaceTime. Normally, Justine and I have robust conversations in the hallways or in our on-campus offices, but

due to COVID, we had to navigate through technology. Justine was on her phone, propped comfortably on her couch with her dog nearby and wearing a T-shirt that said, "You can lead a human to knowledge, but you can't make him think." We had a good laugh about it and other funny shirts that had been making the rounds during quarantine. We spent some time talking about how we had been adjusting to teaching during a pandemic, especially with her move to completely online classes. Justine has always been most comfortable teaching face-to-face and has never considered herself an online professor. Her classes are often full of impromptu discussion and lively participation, so the more structured environment of online learning has been a challenge. Justine has a contagious laugh and a willingness to speak her mind that often gets right to the point of issues, especially those that involve the faculty, which is one reason I was interested in her perspective on the development of the Center for Teaching and Learning. I read her the informed consent document, and she agreed to participate in the interview.

We began by discussing her teaching background. Justine received her Ph.D. from a Florida university and then taught in south Florida for two years before teaching at a private university for another six. After that, she took a break from the university and moved back to her hometown to work with horses and do some tutoring. She did this for a while until her sister said, "You're getting too old to work with horses. Why don't you go see if the local college has any openings?" Justine was able take a part-time position at her current institution and was able to transition into a tenure-track position after several years. She is now a full, tenured professor. Teaching seems to be in her blood. She said, "I've been teaching all my life. I'd not only taught [in my discipline], I taught horseback riding before I went off to college and after I came back here. I did a whole lot

of thinking about theory and how to teach and about how people learn and what kinds of things you have to say to get your point across."

As much as Justine has dedicated herself to the craft of teaching, she, in many ways, did not have the patience for formalized teaching and learning professional development. When I asked about her previous experiences with professional development activities, her first reaction was to ask me a question (a tactic she often uses in her own classroom). "What do you mean by teaching and learning professional development," she queried. "Do you mean if I've gone to workshops, if I've written papers or anything like that? No, I've nothing. The only thing I've been exposed to are some of the workshops that we had at school, and you know what most of those have been like even before you came. I have no formal experience." Unlike the other participants in this study, Justine did not do any type of teacher training or development through her graduate program, but instead developed her own teaching philosophy through her personal experiences. I wondered if there was a particular reason why she would not want to participate in more formal programs. Justine replied:

> The first few years, I had to go to these workshops on how to teach and how to do this and how to do that, and I was just appalled. I'd say bored, but I was just appalled because I'd been teaching all my life, and then I would go to these workshops, and it was bullshit, just complete bullshit. Some guy up there who had never been in a classroom trying to tell me how to teach. You know, I wanted to learn something, but it's hard to learn from somebody who's reading from a script who hasn't ever been in the classroom and doesn't know anything.

She continued:

> The thing is, I had more experience teaching than any of the people who were trying to show me that, but my experience had been teaching you have to think about your subject; you have to thinking about your discipline; you have to think about why you're doing what you're doing. If you can't do that, you're not a very good teacher. The people who were doing the workshops at the orientations were people who had never been in the classroom and were trying to read off a script, and it was beyond boring. It was insulting. Just write down arrogance.

At this point in the conversation, Justine led us naturally to the discussion of the CTL on campus. She talked about her committee work when the CTL was first advanced. "Some of us got really excited," she said:

> What we wanted to do was have a repository of people taping lectures or people writing out lectures, so you could go to this video library or go to this center and find out information about Plato from somebody who taught Plato. Or if we wanted to talk about some concept in chemistry, we could go and find a lecture that had been taped by faculty who teach chemistry, and we could learn from how that related to whatever we wanted to get across. That would be the CTL. That would be the repository. It would be your colleagues having conversations or doing lectures or working out a problem together.

Justine stated, though, that these were just conversations between several faculty in the beginning and that they had not worked out all of the details. She claimed:

> It's hard to have something like that without turning it into having a big bureaucracy and hire someone to come in and run it. Once education administration gets involved, you might as well kiss it goodbye. What you're going to have is a whole lot of bureaucracy, and you're lucky if you get any information.

I asked Justine if she had any previous experience with CTLs at any of her former institutions. She responded that she did not, which she claimed "might just be arrogance on my part." She talked about how her own experience with teaching has been a self-reflective process. "It's been lifelong, and I've had some good experiences, and I've had some bad experiences, and I've thought a lot about how to teach and what kinds of things are good and what kinds of things are bad." For Justine, it's not a matter of formalized training, more a matter of "absorbing it into your soul as it were." She explained, "I mean, it's hard to teach. You can give instruction, just go in and 'Here are some notes,' right? You can talk about it, but you can't talk about it from experience."

When it comes to creating a CTL at her institution, Justine said the number one challenge would be to get rid of the bureaucracy. She said:

> That's what happened. It got taken over by people who had good ideas, but it was all about the bureaucracy and not about the teaching. Yes, you've got to have the leadership and organization. I understand that, but you have to remember why you want the CTL in the first place.

Before Justine's time on the Faculty Development Committee, she was part of an ad hoc group who met to discuss initial plans for the CTL. They were very excited about the idea of creating the type of repository of knowledge created by faculty and for faculty.

They wanted to build a space that inspired learning and engagement that faculty could translate into their own classrooms. What happened, though, is the aspirational ideas did not match with the proposal that came out of those conversations. "We wanted a place where we could be creative and could enjoy popping into lectures and asking for advice, and instead, what was written up was so much more like following a strict regimen." She explained, "I think we were given the reality when we had the pipe dream."

Justine and I talked about what she feared for the CTL. She said:

> If you're going to have a CTL, you have to be really, really careful not to limit it like any other committee or any other bureaucratic thing. It has to be something where we could share the excitement of our disciplines with our colleagues, and we could share in their excitement.

When I asked her if she thought the CTL on campus was supported by faculty, she responded, "Well, when it got to be so institutionalized, I lost interest in it. That sounds weird, but there is a fine line between doing what we were talking about and being much more formalized and institutionalized. There's definitely a problem with visibility." Along with visibility, Justine explained, "Faculty are only going to be enthusiastic about the CTL if you let the faculty run with it. They have to feel like they have ownership of it because we're the ones who need to know about learning."

In terms of administrative support, Justine considers it necessary to run the CTL. They are needed for the nuts and bolts of organization and function, but it has to be a faculty-led initiative. Without that buy-in, it will just be another administrative initiative imposed on an already overloaded faculty. She explained:

> I think you got a sense that I was involved in it one time and excited about the idea and not about the administration of it. The groups who were first talking about it were too far apart to make it work. So, the thing is that anytime you formalize something—if you're going to have a video library or whatever you're going to do you have to have some administration you have to have some oversight, you've got to have some organization but the less intrusion you can have and the more faculty interaction and engagement you have, the better it will be.

Justine and I ended our interview much the same way we began, telling stories of our online teaching exploits and sharing anecdotes about our canine companions. I thanked her for her time and wished her all the best as she continued to navigate the new waters of becoming an online instructor by necessity.

Julia (Administration)

When Julia and I met for our interview, it was during a rare break in her usually tightly packed schedule. Even while working from home, Julia is in high demand. She has a link to book a virtual appointment with her embedded in her email, and she is meticulously organized. We met through video conference instead of in person due to COVID restrictions. Both of us were in our home offices, which presented a definite change from our previous meetings in her office in the campus administration building. Although meeting through a computer presents certain challenges, this particular change in venue was beneficial in its own way. The atmosphere was more relaxed, and Julia and I were able to talk more freely without the trappings of administration all around us. I expressed my appreciation that she took the time to meet with me. We had previously

discussed my dissertation study, and Julia had been helpful in providing information and documentation, but I was looking forward to hearing from her directly about her experiences and challenges with creating a Center for Teaching and Learning (CTL) at her institution. After reading Julia the informed consent document and getting her verbal agreement to participate, we jumped right into the CTL conversation.

We started the interview with Julia's background in teaching. Her experience began fresh out of her bachelor's program where she taught courses at her graduate degree institution. She continued to teach throughout her time as a graduate student. In many cases, graduate students work as Teaching Assistants to other professors, but Julia was given her own course because of her experience and her background with taking a number of education courses as an undergraduate. She shared stories about sometimes being younger than some of the students in her classes. When she left her graduate institution, she began in a faculty role at her current college. Several years ago, she moved into an administrative position overseeing faculty affairs, which is housed under the office of Academic Affairs, but her mind has never been far from the classroom. Her dedication to strong teaching is evident in her willingness to take on the role of the interim CTL director even though that was not an original part of her administrative position.

This interest in teaching and learning stems, in part, from her own learning experiences as a student. She explained, "I had really bad experiences when I was in K-12, mainly from my teachers. Here's an interesting story. My fifth grade teacher called me stupid." As Julia went through school, she would do her homework on the bus or in class while the teacher was lecturing. "I was really checked out," she said. "I just didn't

have anybody really engage me." During her time as a graduate student, she realized that mathematic students "fall into two categories: either they don't see where the material they are expected to learn is applicable to their lives, or they aren't confident in their ability to succeed." This realization formed the framework for her own teaching strategies she continues to use today. She builds engagement through using the Transparency in Teaching and Learning (TiLT) method and through Service-Learning projects that show students real world applications for what they learn. She also uses real-time feedback and reflection exercises to build student confidence. Most recently, she's been applying gamefication to her classes to create agency and motivation.

In terms of her professional development experience, it was not much to start with. When she was given her class to teach as a graduate student, she "had a week-long orientation in the afternoons on teaching, and that was my experience as well as my own prep for class." In her final year of her graduate program she participated in a national program called Preparing Future Faculty. While Julia expected the program to be centered on pedagogy, instead "it was more so how to apply to get jobs and how to write your teaching statement and things like that." When she came to her current institution, she did new faculty orientation "that was essentially just three hours with Academic Affairs folks and another three or four hours with Human Resources, but with the AA folks, it was all about policy and the things we had to do like grades, but none of it was pedagogy."

After teaching for around six years, Julia participated in a national organization called the Mathematical Association of America and their NEXT project, which is centered on new experiences in teaching. She stated:

> That was the first time I actually had something where it was talking about teaching and the first time I actually had something where it was talking about teaching and learning and professional development and ways to reach your students. After that, I went to a few conferences a year and had workshops and dove into different ideas.

Her current college would offer small professional development opportunities during Launch week (the week of meetings before the start of a semester). At first, the sessions were mandatory, but when attendance was no longer required, no one participated.

In 2014, when Julia was the Faculty Senate Chair Elect, there was an opportunity to apply for a gran from the USG to develop a Center for Teaching and Learning on campus. "So, the Faculty Senate Chair and I wrote the mini grant and submitted it, and we got funded. It was like a thousand dollars. Really, that was it. There was enough, mostly, for travel and to get some books to start a CTL library." The next year, while Julia was the Faculty Senate Chair, she delegated the Faculty Development Committee to take the lead with the CTL, even sending a member to the state Regents Advisory Committee (CTLRAC) as a representative, even though the school did not have an official CTL as of yet. She remembered the failed proposal the Faculty Development Committee submitted to the Senate:

> It didn't get passed. [The senators] didn't like it, so the Faculty Development Committee submitted a new version of it, and then the Senate made quite a few adjustments. It passed, but it was quite different than the original version, so it was like two years of just trying to get faculty on board.

In terms of the USG mandate for developing a CTL, the reality was not as cut and dried. According to Julia, "We're supposed to have something for faculty development, and we have a CTLRAC representative, so implicitly, you could say that, yes, we're supposed to have the CTL, but it's not as clear." When I asked her what she considered the role of the CTL on the campus to be, she explained, "It's multifaceted. It should be a big part of new faculty orientation. We have new faculty coming in with a myriad of different levels of experiences, but they're all new to our college, and they haven't seen our particular group of students." She wants to see the CTL offer a variety of programming for all faculty like learning communities and book groups. She said, "We get ideas from others when they're talking about how they might apply information and what they're doing." It's a melding of theory and practice.

Julia's response when I asked her about the biggest challenge for creating a CTL at her campus was all too familiar: resources, especially funding. She remembered when the search for a director was internal, no one applied because "it's a lot of work to start something and only get one course release." After a change of administration, there seemed, at least for a while, to be more of a desire to push forward with the CTL development. There was even talk to have the CTL director become an administrative position, teaching only one to two courses a year. Julia explained:

> So, we got it on the priority list, but it just didn't make it. There's not enough on the budget priority list by the end of the year to get funded. It's been on the list every year since then. So, that was 2017, and just last week I did my presentation to get it on the priority list again this year, so

> this would be my fourth time, and it never makes it high enough up on the list to get funded.

We discussed the importance of administrative support for the CTL and how challenging it can be with a different administration coming on board each year. Julia described administrative support as "critical to getting the position established." Even at the system level, the support is necessary. She stated:

> There are a number of things each year that I go to as the CTL representative like a momentum year summit every year. They also have a mindset summit each year, and they want CTL representatives there. So, there are just a lot of things where a CTL person is needed to move forward administrative goals and initiatives both at the college and the university system.

She said she believes the current administration is supportive, but with much tighter budget constraints, especially due to COVID, there is not much room for funding. The support does not only have to come from administration but also from faculty, who will be the group using the CTL. I asked Julia if she thought the faculty supported the CTL, and she answered:

> It's essentially me and my bookcase. I mean, there's not a lot to support. I know there was a lot of resistance when we were first putting it together because people saw it as something that would cause more work for them or something they would be sent to if they were doing poorly. So punitive, yeah. Neither of those is what a CTL is supposed to be.

As the de facto CTL director, Julia has worked in small ways to add programming, but she is not sure faculty realize development opportunities are there that were not there before. She agreed most faculty are even aware the the campus has a CTL. "It's on paper, right? I joke with people that it's me and my bookcase, and that's really it. I would like it to be more than what it is, but there's only so much time in the day." Julia hopes the CTL will continue to grow and to one day have a designated director. She said, "I've tried to make this happen, but I can't invent free time. I've got too many other responsibilities on my plate that I can't do everything. It's very minimal what I'm able to do." In terms of strategies she thinks could make the CTL more viable, she said the college is making strides in the right direction. In 2019, the Faculty Development Committee updated their bylaws to include being an advisory body to the CTL. Once the college can put the pandemic behind it, Julia is hopeful that committee can begin to work with faculty to prioritize the type of professional development programming they most want. She would love to see a dedicated space for the CTL in the same way Service-Learning has a space:

> Honestly, I can see a CTL big picture where you have things like E-Learning and Service-Learning falling under the larger umbrella for teaching and learning, and that would help sort of centralize some things, and we could work together on programming.

The CTL, in Julia's eyes, needs to be a place for outreach and support for faculty who are "stuck banging their heads on the wall, coming up with ideas to get students to engage in their courses" or who need more formal training in pedagogy.

Julia's position at the college gives her an interesting insight into the role teaching and learning plays in a variety of aspects on campus. Her background and experience as faculty member with a strong interest in pedagogy and teaching strategies is coupled with her administrative role over the past few years. She essentially championed the CTL through its early stages of development to its continued struggle to find funding and a foothold among faculty. I asked if we would even be having our conversation about CTL development if she had not taken on the role of default CTL director and made it part of her job, she responded, "No, I don't think so."

As we wound down the interview, I thanked Julia for her time as I knew she had several more meetings that day. We talked briefly about the challenges of working and teaching from home and our hope we would soon be able to turn a corner in the pandemic. Julia offered to help if I needed any additional information or resources for my study. Our time together was one of the shorter interviews I have done during the data collection process of my dissertation, but her ideas and insight provided a unique and informative perspective of the CTL development process.

Megan (Administrator)

When Megan and I sat down for our interview it was socially distanced through Google Meet, a popular virtual meeting site with which we were both familiar. Our transition to remote work due to COVID-19 and Megan's experience with e-learning made it so we were both comfortable with the technology and so less awkward talking to each other through our computers. Megan was in her home office, which is decorated in a relaxing seaside theme. Her cats occasionally made appearances during our session and seemed curious as to what was happening. I apologized in advance for any interruptions

by my dogs and explained that while spending more time with them has been one of the benefits of working from home, they can sometimes be more vocal officemates. Megan laughed and said she completely understood. Beginning our time together discussing our animals and the benefits and drawbacks of remote working helped to create a more relaxed and comfortable environment.

We began our interview with me reading Megan the informed consent statement, and she readily agreed to participate. I was happy to note she looked and sounded eager to share her experiences and contribute to my research. We led off with a discussion of her experience in higher education. When I asked her to describe what it was like, she responded, "My experience in higher education may be a little different from some of your other participants because I have never taught full time, but I have been teaching since, I think it was 2008." She continued to explain that her role "has been more related to faculty development and instructional technology, but teaching has been a part of what I do." One of the main reasons for wanting to teach in addition to her administrative duties, outside of enjoyment, is that she wanted to be able to understand how technology is being used and implemented in the classroom and how students are responding to that. "It's one thing to teach a workshop about the gradebook and just be theoretical . . . but it's a much different workshop if you teach and say, 'You know, I've used the gradebook setup this way, but it was confusing to my students.' I've switched it based on feedback from my students." She said that when she took on her administrative position at her current institution, she was told:

> Teaching was definitely something that was important, and they wanted administrators to do because it really did bring them in touch with the

> students, especially for someone like me. I don't need to be the geek and make sure things work behind the scenes. I need to understand how the tools work from a pedagogical point of view, and I can't do that very well unless I use them myself with my students.

As we moved into her experience with teaching and learning professional development, Megan responded she thought of her life as "three chunks . . . the Alabama phase, the North Carolina phase, and the Georgia phase." Although each institution where she landed was very different, she always had a role in faculty development. She reflected:

> It started out in a very small way, but it wasn't officially a part of my job. Because I provided the tech support for the technology, I gradually realized—listen, I need to be with the faculty more. I need to be there from the beginning.

Her first true experience with intensive professional development experience dates back to the early 2000s. She got to work with three faculty members to develop the first three online courses. "So, it wasn't just just how do you build a quiz, or how do you prep a video. We really had to go through the whole process, and that was very meaningful to me. I'm still Facebook friends with these three faculty."

Megan shared that at her current institution, she carried the model of both quick, focused "workshops or webinars" coupled with longer, more intensive trainings Megan likes to call 'teaching academies' instead of institutes "because institute sounds too corporate and formal." For her, "the most rewarding teaching academy that [she] worked on" happened at her current institution. She explained:

> I actually called on a colleague who I used to work with, and she is an expert in teaching. She taught in the school of education, and we basically planned a whole week together teaching faculty how to teach hybrid. And, it was just a very generative, wonderful, I'll call it institute or academy. And then afterwards people had to write up the plan for the course. But, just to collaborate with a peer from another institution and bring that expertise [here] . . . that was just a very rewarding experience, and it just was very just uplifting and encouraging.

When I said I could hear from her voice that her experiences sounded very positive, not only in facilitating but also participating, she agreed. This does not mean, however, all of her experiences were positive. She cited one example in particular as being negative because "it was forced on me by a former provost. The timing was horrible. It literally started the day after graduation." Megan explained that once a spring semester wraps up, most people need a chance to regroup and recharge, but she was told the development activity had to happen in the seven-day timeframe between spring semester grade deadlines and the start of Maymester. "It was an initiative by another department, and we were basically told to join in, yet I wasn't given complete control, so that was a little difficult to navigate, you know?" Another problem she noted was the faculty in that department were required to attend the training. "I'm not a fan of that model. I've always been of the model of you need to be encouraged and suggested, but when people are forced to do something, often there's not a good outcome."

In addition to the timeframe and the mandatory nature of the training, the parameters of the training changed at the last minute. Instead of only addressing one department specifically, Megan was told the training was open to everyone. She stated:

> You know, one of the number one things, whether you're writing or teaching, is audience . . . a workshop for nursing faculty would be very different. If I was designing a workshop or teaching academy for a broad-based interdisciplinary, it would be different as well.

Perhaps most frustrating was the administrator who mandated the training did not show up. Megan explained:

> there was not participation but the edict to do it, you know, and the lack of communication and cooperation, and the timing and all that kind of stuff. But yeah, once he made that decision, he didn't have any part in it besides maybe taking credit for it.

Even with all of the last minute mandates and lack of support, Megan was still able to create a positive experience for those who participated, but she still lamented the lack of opportunity to plan for something more organic and audience-based, something where she could have had time to address the questions: "who are the learners, and what do they need to be able to do."

Earlier in our conversation, Megan mentioned some joint projects with teaching and learning center-like entities at her other institutions. Her first institution had a center for problem-based learning, which worked with high impact practices and was grant funded. When the grant expired, there was interest in growing the original center into a CTL. She said people wrote proposals, but it took seven or eight years before it finally

came to fruition. However, it never seemed to become a fully functioning, independent entity. When Megan emailed a full-time professor friend of hers who had been named the director, she asked him where the center was located, and he responded, "Oh, Megan. I am the center." We talked about how this scenario mirrored her understanding of the CTL at her current institution. She said, if someone asked to see the CTL, "it's a shelf of books in [an administrator's] office."

I asked about how she was originally brought into the conversation about implementing a CTL at her current workplace, and she responded that some people wanted to do a "sort of survey at Launch about what a CTL would look like, and because I was helping with other things at launch, I volunteered to help compile the data and write some things up." She remembered a group of people were interested in forming a committee about it:

> That's what we do; we form committees, and I was even thinking about some of the players, and I remember one or two meetings. I remember one we went to at, I think it was [a local restaurant], and we had some good conversations over lunch, but you know at that point, I think there were disagreements with administration and struggles with administration. They wanted to make it a full-time job, but then there were arguments on the Faculty Senate side like how many classes should this person be released from, and then it got bogged down in a lot of administration issues.

At one point, the initiative did seem to be taking off as administration seemed poised to post the position for director of the CTL. Megan was asked to be on the search

committee but asked to be excused as the position (as it was written at the time) was one she might have been interested in applying for. The search never got off the ground, though. Megan believed it had something to do with a change in administration and a lack of funding for the position, "so there ended up at least being sort of a budget line to buy some books and to do some faculty book groups and learning communities." Megan remembered the University System of Georgia, at one point, sent some people to lead some workshops about starting a CTL, and she was asked to partner with this group. The result was the creation of "some book clubs and some faculty learning communities. So, it began with some conversation, but there have been a lot of stops and starts."

Megan thought a combination of both internal (faculty and the Faculty Development Committee) and external influences (system-wide) factored into trying to get the CTL off the ground:

> I think we leveraged . . . the USG wants us to do this, but I think if the internal forces, you know the internal people in the conversation hadn't kept pushing it and pushing it forward, we wouldn't have what we have now.

Right now, an upper administrator is the interim director of the CTL, something Megan thought, "they just basically tacked onto her duties . . . and the flip side of that is that [administration] can say, 'Oh, we're just going to add that as someone's job. It's not going to be a full-time job." When I asked her if the college has met the USG mandate for creating a CTL, she said:

> They can say we've checked the box, and there is a very small budget line and we have improved, but I think especially now, with everything going

> on with the COVID 19 crisis . . . it hasn't been a priority, but they can check a box and say we have it. We're having book groups. We have FLCs. Yeah, we have a little more than we had, but there is a long way to go.

In terms of being aspirational, Megan would like to see the CTL evolve into something that supports faculty through all different career phases, "not just for the early career and new people, but that you really approach it through the early career, mid-career, and senior career." She believed the center should maintain distance between the help they provide and any evaluation of faculty teaching, "which could really help [faculty] grow." Having a dedicated space would be beneficial as well, as it would point to the center being a priority for administration, something Megan stated was essential to have faculty buy-in. "There's something when people think something is important and it gets woven into the culture." Even if the funding were not available for a dedicated physical space, Megan remarked that there are ways administration could show their support through recognition and low-expense activities. "Until the upper and mid administration say it's a priority, it's not going to become a priority." As someone who is considered both administration and faculty, Megan's perspective is unique, especially when considering the role administration should play in running the CTL. She commented, "I don't want this to sound like double-speak. They need to support it, but they also need to back off . . . and not control it."

As far as what needs to happen for the CTL to grow on campus, Megan acknowledges more funding will need to be made available. "At a certain point you need some funding and a shift in this attitude that we have. From what I understand, the

budget line for books and materials is roughly $500.00 . . . and that $500.00 is to spend on what, a hundred full-time faculty? What, about five dollars per faculty? That makes me angry. [The faculty] are worth more than five dollars. Put that in your dissertation." According to Megan, that lack of funding and prioritization are significant reasons why most faculty are unaware of the CTL and what it offers. Small strategies, though, could make a difference. She said:

> Smaller things that cost less money—it could be dinner, recognizing someone in the public arena, faculty bios on the website. Again, it comes back to how you can do things to show someone that you're supported and valued that don't cost money.

When we reached the end of my questions, I asked Megan if she had anything else to add. She responded, "I think this work is very important. You can't have a college without the faculty and the students and the books. That's what I want to add." I thanked her for spending her time with me and for being so forthright in her responses. We spent the last few minutes of our time together talking about our own challenges and success with shifting to online learning in the spring and discussing our ideas for the fall term.

Summary

This chapter presented the background information and narrative profiles of the six participants of this study. The narratives highlighted their professional backgrounds, roles in the development of the CTL, and attitudes toward the process. In Chapter V, the researcher will discuss these finding and the themes that emerged from the data collected during the study.

Chapter V

RESULTS

The purpose of the study was to explore the design and implementation of a Center for Teaching and Learning (CTL) at a growing, regional college with limited resources. The researcher used purposeful sampling to interview members of the Faculty Senate, Faculty Development Committee, and administration who were involved in the design and implementation process. The researcher used a qualitative case study design because the study was focused on contemporary events in a "bounded system" located within a specific space and determined by a defined beginning and ending (Merriam, 2007, p. 179). The exploration of how a small, regional college designed and implemented a CTL could only be achieved by studying the events in the natural environment. The researcher was not able to control or manipulate the environment. Chapter IV provided in-depth narrative profiles of participants based on focused interviews with interview questions constructed to help the researcher understand the design and implementation process and the participants' experiences as part of the process. This follow-up chapter will include a discussion of the themes that presented during an extensive study of the participant interviews. The research questions that guided the study are as follows:

RQ 1: What were the life and career experiences of faculty at a small, regional college in Georgia prior to implementing a teaching and learning center to increase student retention and graduation rates?

RQ 2: What barriers did faculty at a small, regional college encounter in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

RQ 3: What strategies did faculty at a small, regional college use in their efforts to implement a teaching and learning center to increase student retention and graduation rates?

A cross-case analysis revealed major themes presented in the majority of participant interviews. These themes included Support It but not Control It, the Bookcase in an Office, Check the Box, and Creative, Collaborative Space.

Support It but not Control It

A recurrent theme was the concern among participants that the CTL development was too controlled by administration. Most of the faculty already felt like the administration was forcing too many initiatives disconnected from the day-to-day teaching and learning that happened in the classrooms. Many participants spoke of being afraid the CTL would become just another one those initiatives. Franklin stated, "There was a lot of opposition to [the CTL] because a lot of people believed it was too big. It was too administrative. There was a fear this was another top-down sort of thing where an administrator was going to be hired to tell us how to teach." Justine explained:

> It's hard to have something like that without turning it into having a big bureaucracy and hire someone to come in and run it. Once education administration gets involved, you might as well kiss it goodbye. What you're going to have is a whole lot of bureaucracy, and you're lucky if you get any information.

Other participants discussed how the view of administration in control of the CTL presented a barrier to faculty buy-in and CTL success. Ann said:

> I think number one is that people view it as an administrative position, and we already have a lot of administrative bloat at our college, so the idea of introducing another one, especially at a time when people are having to teach overloads, it doesn't sit well.

According to Kezar and Elrod (2012), in order to mobilize a successful teaching and learning program, administration must articulate clear goals that are created with strong faculty input. The authors stated if faculty do not have an understanding of the need for change, such as the creation of a CTL, discussions to increase awareness are imperative. Forgie, et al. (2018) argued too much administration would appear as dictating changes instead of building "the culture around teaching and learning" (p. 8).

Many of the participants recognized the need for administration to be distanced from the running of the CTL. Franklin stated, "As long as you have an administrator in charge of the CTL, people are going to be opposed to it." As Forgie, et al. (2018) explained, loss of credibility can occur the more distant CTL administration is from the classroom. Megan recognized there was a disconnect between administrative and faculty goals. From her perspective and experience, she saw:

> Disagreements with administration and struggles with administration. They wanted to make it a full-time job, but then there were arguments on the Faculty Senate side like how many classes should this person be released from, and then it got bogged down in a lot of administration issues.

Eliot described the disconnect between CTL administration and faculty as "an intellectual mismatch sometimes between CTL and faculty . . . There's often a feeling among folks who work in CTL that faculty need to be fixed as if we were puppies and that the CTL can fix what's wrong with Higher Ed, and that's faculty." According to many of the participants, this disconnect can lead to an invisible barrier between administration and faculty, even if the goals are more closely aligned than is obvious to each and can create an "us vs. them" mentality, a feeling among participants that faculty and administration were on opposing sides of the CTL initiative. Sorcinelli (2002) explained that CTL directors are in a liminal space between faculty and administrative roles. Often the logistical factors of running a CTL keep directors out of the classroom and in the administrative space, which can cause a rift with faculty.

When the proposal for the CTL came through the Faculty Senate, Ann said they were "horrified that this teaching expert, the guru, the teaching guru, would be only teaching one class a year, and we kind of thought the duties were all over the place" and the duties were "[analyzing] data related to retention, pass rates, student progression." She wondered, "Is this an institutional mandated, you know, position, or is this a luxurious thinking space? I mean, this is very administrative sounding." Franklin discussed the role of the director in developing the school's CTL. The Senate was in agreement that the director should come from faculty ranks and should not be an administrator. For him, giving the director more than one course release was not in the best interest of the faculty. He said, "Then what are you doing? You're going to take the best faculty member out of their classroom, and then at that point, you're just an administrator."

Justine discussed how the CTL needed to stay grounded in what faculty originally envisioned for the space. She said, "We wanted a place where we could be creative and could enjoy popping into lectures and asking for advice, and instead, what was written up was so much more like following a strict regimen." When developing a CTL, Blackmore (2009) stated they should be centered in "intellectual traditions" and "professional and not managerial accountability" (p. 870). As Justine explained, "You have to remember why you want the CTL in the first place." Ann thought that much of the mandatory professional development she was required to attend made her feel like "I was being spoken to like child and that a parent was telling me for my own good." She remembered most of those sessions being led by "those administrator types that don't teach classes, or they might teach one class, and they're completely out of touch with the actual work that happens." Eliot saw evidence of the "us vs. them" rift between faculty and administration when he attended a state-wide conference of teaching and learning. He recounted:

> The ice-breaker activity was when a person who was a CTL director stood up in front of the room and said, 'Alright, to start off, introduce yourself and let's go around the room and talk about what your pet peeve is regarding faculty,' and this really bothered me because everyone in the room began their careers as tenure-line faculty.

Justine had her own negative experiences with professional development and recalled being irritated by some of the professional development workshops before the implementation of the CTL, mainly because they were being run by administrators. She stated:

> The thing is, I had more experience teaching than any of the people who were trying to show me [teaching techniques] . . . The people who were doing the workshops at the orientations were people who had never been in the classroom and were trying to read off a script, and it was beyond boring. It was insulting. Just write down arrogance.

These experiences contributed to the fear the CTL would follow in the same direction, with administration setting the tone for how it was to be run. There seemed to be very little buy-in from faculty, who felt disengaged from the process when aspirational ideas were turned into something more bureaucratic. According to Justine, "I think we were given the reality when we had the pipe dream."

In order for a successful implementation of any faculty development program, including CTLs, Smith and Gadbury-Amyot (2014) argued faculty must not only trust the plan and the process but also be involved in implementation process. Clark (2013) stated collaboration during the implementation stage was a key factor on supporting learning and building strong relationships. Although faculty were part of the design and implementation process for the CTL through the Senate and Faculty Development Committee, they still were frustrated and often resentful the mandate for the CTL was not an organic process nor did the end result seem to meet the needs of most faculty. Eliot explained it as "we wanted something transformative, and what we got was something transactional." He noticed, "No one ever went to the faculty and said, 'What can the CTL do for you? How can the CTL help?' It's always, 'We're offering a workshop, and you all ought to take this because of some undefined reason."

When Ann received the initial CTL proposal as part of the Faculty Senate, she remembered:

> It was one of those announcements—the system office is making us do this . . . It wasn't that luxurious idea of what is your view of it. If that happened in the subcommittee group, I didn't hear about it. I certainly didn't know about it. So, my construction of the concept was: 'Daddy's telling us we have to do it, and here's the recommendation, senators. What do you think?'

The fear of too much administrative control also translated into a fear of the CTL being used as a means to punish faculty. Forgie, et al. (2018) explained that fear, time constraints, overwork, and a lack of understanding of how CTLs fit into evaluations can negatively impact faculty perception of what CTLs offer. Ann stated, "I think there was also a concern that the CTL could also be viewed as a punishment, like that somebody got a low score on their annual evaluation. You've got to go there." She recalled another faculty member saying, "Oh, is that where we go when we get into trouble?" Franklin believed the perception was "more work, another thing, another expectation. 'Why didn't you do any professional development? We're going to ding you on your annual evaluation.'" From an administrative standpoint, Julia understood there was reticence of the part of faculty. She said:

> I know there was a lot of resistance when we were first putting it together because people saw it as something that would cause more work for them or something they would be sent to if they were doing poorly. So punitive, yeah. Neither of those is what a CTL is supposed to be.

Franklin considered the worst possible approach to the CTL would be to tie it to evaluations of any sort. He believed the initiative would fail if it functioned in any sort of punitive capacity. Changing the institutional culture and perception of CTLs can often be challenging according to Forgie, et al. (2018). These challenges can arise from faculty association of CTL use as something that could potentially, negatively impact their careers or bring with it the stigma of failure. Kezar and Elrod (2012) stated faculty resistance, aversion to risk-taking, and a lack of resources and incentives are all barriers to creating change, but these barriers can be overcome by legitimizing the program, which can decrease the idea of change as a "threat" to stakeholders.

Participants overwhelmingly saw the CTL as something that should be a faculty-led initiative. Ann talked about the importance of faculty involvement in the process, which she referred to as "collective, loud voices." She reflected:

> I keep going back to the idea of organic. But that's how some of these things happen where somebody's just really good at something, and they tend to be leading a group, or there becomes an overwhelming interest in a concept on campus, and it's through that interest and request and talk and collaboration and mashing together of all [that] where a CTL could come out organically.

Franklin mentioned the faculty senators defeated the initial CTL proposal not only because the CTL needed to be smaller but the proposal should come up from faculty. Instead of being run by an administrator, "if you get a faculty member who people respect and like and put them in charge, I think you're going to have a different attitude from the faculty." Justine spoke about being initially excited about the idea of creating

the type of repository of knowledge created "by faculty for faculty." She and the ad hoc group who discussed the early CTL plans wanted to build something that would foster engagement and inspiration that faculty could translate into stronger teaching in their own classrooms. She pointed out, "faculty are only going to be enthusiastic about the CTL if you let the faculty run with it."

Faculty-led did not mean complete disconnection from administration. Justine, for example, believed administrative support necessary in order to manage the logistics of the CTL. Franklin stated, "Someone has to be really motivated to want to do something, but you also need administrative support because I think faculty will buy-in if it's from the bottom up." Megan recognized administrative support was essential for creating faculty buy-in. She said, "Until the upper and mid administration say it's a priority, it's not going to be a priority." Julia considered it "critical to getting the position established." She explained that administrative support needs to come even at the system level. She stated:

> There are a number of things each year that I go to as the CTL representative like a momentum year summit every year. They also have a mindset summit each year, and they want CTL representatives there. So, there are just a lot of things where a CTL person is needed to move forward administrative goals and initiatives both at the college and the university system.

Ann, Eliot, and Megan each talked about the need to create an institutionalized culture around teaching and learning. Ann felt "it's not part of the culture. It's not engrained on campus, and it's a really sad thing that it's not" because with a teaching-

focused faculty, there should be more excitement about a CTL initiative. Eliot suggested an investment in the culture of teaching and learning did not have to cost a lot of money but there needed to be that defined space for faculty collaboration and learning. Megan mentioned there were ways for administration to support teaching and learning through recognition and low-expense activities. She said, "There's something when people think something is important and it gets woven into the culture." Kezar and Elrod (2012) stated consciousness raising (increasing awareness for the need for change) and challenges to the institutional culture, policy, and practices occur during the mobilization stage of the change process. This is when change agents "connect goals to the institutional vision, mission, and strategic plan" (p. 20).

As Sorcinelli (2002) acknowledged, the best position for the CTL is neutrally centered between faculty and administration, offering support to both. Too much administration would appear as dictating changes instead of building "the culture around teaching and learning" (Forgie, et al., 2018, p. 8). Sorcinelli (2002) explained administrative support and participation is of vital importance to the success of a CTL. As an administrator herself, Megan commented, "I don't want this to sound like double-speak. [Administration] need to support it, but they also need to back off . . . and not control it."

Bookcase in an Office

Many of the participants acknowledged that the current iteration of the CTL on campus is not a visible presence on campus. Instead of a dedicated space easily recognized by faculty, it is confined to a shelf of books in the de facto CTL director's office. The lack of a defined office and recognition on campus stems largely from a lack

of resources and inconsistent messaging from about the importance of the CTL. According to participants, the largest barrier to successfully implementing a CTL came down to resources. For some, it was a matter of funding. Franklin argued in a time of budgetary leanness, with faculty overloads and raised course caps, it would be difficult for administration to grant a faculty member a course release for directing the CTL. He said, "How do you get an administration to put money toward something when they don't want to put money toward anything?" When asked about challenges to CTL development, Eliot replied, "Capital 'R' resources." Actions taken by the school and system, negatively impacted the funding for the CTL. He explained that a one-percent budget requirement for faculty development at each institution was removed at the system level, leaving it up to the schools to determine funding. He stated, "That was the thing that happened that was so destructive. There was a mechanism for funding the CTL, and once that mechanism went away, there were other things to pay for."

Julia, acting as the de facto director of the CTL, recognized there was not much room for funding, something she's been hard pressed to find over the years. In terms of hiring a dedicated director, she said she has struggled with getting the director line in the annual budget. Megan was vocal about the need for more funding. She stated:

> At a certain point you need some funding and a shift in this attitude that we have. From what I understand, the budget line for books and materials is roughly $500.00 . . . and that $500.00 is to spend on what, a hundred full-time faculty? What, about five dollars per faculty? That makes me angry.

Honan, et al. (2013) stated that creating effective teachers means investing in faculty development, which can lead to increased student retention and graduation rates. Whereas, not investing in the development of teaching and learning can foment stagnation and stifle innovative pedagogy. The authors explained, "expenditures for professional development of the faculty should lead to transformed learning outcomes" (p. 40). Without this funding, CTLs face challenges in creating dynamic programming. Outside funding is often hard to come by. Sorcinelli (2002) pointed out that it takes a "considerable amount of time to seek out and write grants, which are often extremely competitive (p. 17). In other words, "[a]n institution cannot afford not to promote and achieve faculty development" (Honan, et al., 2013, p. 43).

The lack of funding has made it especially difficult for the CTL at the research site to find the necessary foothold on campus and among the faculty. At the moment, there is no space dedicated to the CTL, which causes problems with visibility. Several participants pointed out the CTL seems to exist in name only, and most faculty are unaware of its existence. Julia, the administrator running the CTL stated, "It's on paper, right? I joke with people that it's me and my bookcase, and that's really it. I would like it to be more than what it is, but there's only so much time in the day." When I asked Megan about faculty awareness of the CTL, she responded, "It's a shelf of books in [the administrator's] office." Ann mirrored this sentiment when asked about the CTL and said, "It's, to my knowledge, a bookcase in someone's office." Franklin acknowledged:

> Most [faculty] probably don't know we have anything like this because we really don't. We have something on paper, and I know we have a few

things going on, but I would really love to see someone get a course release to set this up and do it right, and that means from the ground up. Justine responded, "Well, when it got to be so institutionalized, I lost interest in it. That sounds weird, but there is a fine line between doing what we were talking about and being much more formalized and institutionalized. There's definitely a problem with visibility."

Visibility is a key component of a successful CTL. According to Forgie, et al. (2018), ease of access and visibility signal administrative support to faculty. Lack of visibility, they state, can often impact getting faculty in the door and decrease the credibility of services offered. Sorcinelli (2002) explained that faculty are less likely to use a CTL's services if they cannot readily see administrative support for the CTL mission through budgeting, visibility, and reward. Kezar and Elrod (2012) described resources as a significant factor in program implementation. The authors stated that as departments are already fighting a constant battle with funding, lack of resources could slow or even stall the process.

Part of having the ability to overcome issues with visibility means having clear leadership involved with the CTL. Articulating the duties of the CTL director and recruiting the right person was one of the main challenges in creating the CTL at the research site. Many of the participants recalled debates among the Faculty Senate, Faculty Development Committee, and administration as to how to best fill the director position. Eliot said the Faculty Development Committee was "adamant" that the CTL have a dedicated director with course reassignments and strong funding. Ann and the

Faculty Senate were concerned about the number of administrative duties entailed in the job description.

Franklin was disappointed when the initial internal search for a director was fruitless. He knew there were faculty who would have done a great job in the position. He thought, though, "The [Faculty Development Committee] were upset that their idea was not endorsed." He said, "I really thought it was a good chance to create something here, and I was kind of disappointed that nobody applied for it." From the administrative perspective, funding was the major obstacle in finding a permanent CTL director. Megan stated:

> I think there were disagreements with administration and struggles with administration. They wanted to make it a full-time job, but then there were arguments on the Faculty Senate side like how many classes should this person be released from, and then it got bogged down.

Julia remembered when no one applied for the internal search and said, "It's a lot of work to start something and only get one course release." She explained that at one point, administration talked about having the CTL director become an administrative position, teaching only one or two courses a year, but the funding never happened. Julia said:

> So, we got it on the priority list, but it just didn't make it. There's not enough on the budget priority list by the end of the year to get funded. It's been on the list every year since then. So, that was 2017, and just last week I did my presentation to get it on the priority list again this year, so

> this would be my fourth time, and it never makes it high enough up on the list to get funded.

Clark (2013) stated that in any change initiative, recruiting a strong leader was essential for success. The leader is the motivating factor for faculty to build relationships and create a strong team. Sorcinelli (2002) recommended that CTL directors work closely with administration and faculty to increase faculty ownership of the center's programming. Good leaders can, as Clark (2013) explained, help work through opposition and create collaborative experiences. While a strong leader is an important part of the change process, it is important to not create a program based solely on one individual, which could be detrimental if that leader moves or retires. Lee (2010) noted that when some campuses fully associate faculty development with a single, individual director, if the faculty member were to leave, sustaining the faculty development program would prove difficult. Clark (2013) instead suggested that the goal of a change leader is to build a center around a cohesive team.

In the end, Julia took on the role of administering the CTL at the research site. Eliot acknowledged Juila does care about the center, but, as Megan stated, "[Administration] just basically tacked onto her duties," something she thinks could create the sense that a full-time position is unnecessary. Julia has in essence championed the CTL through its different stages and through the challenge of creating faculty buy-in. Her response of, "No, I don't think so" when asked about whether we would be having any conversations at all about the CTL right now if she had not taken on the extra duties rang true, especially as Ann stated:

> I think that the majority of the people in the Senate when this first came through just wanted to never see the CTL ever again on this campus. They wanted to strike it down because resource wise, it was not possible. There was a lot of resentment toward being told they had to do it.

Julia would like to see the CTL continue to grow under the leadership of a dedicated director. She explained, "I've tried to make this happen, but I can't invent free time. I've got too many other responsibilities on my plate that I can't do everything. It's minimal what I'm able to do."

As the CTL initiative was put into place, even in a limited capacity, many of the participants reflected that instead of being a dynamic and visible program, it seemed more like the research site was able to simply satisfy a mandate by creating something that "checked the box."

Check the Box

Teaching and learning centers can develop from a wide variety of initiatives, including system-wide mandates as well as internal pushes from faculty (Lee, 2010). Julia explained in terms of the USG mandate for developing the CTL, the reality was "we're supposed to have something for faculty development, and we have a CTLRAC [Center for Teaching and Learning Regent's Advisory Conmitte] representative, so implicitly, you could say that, yes, we're supposed to have the CTL, but it's not as clear."

Clark (2013) stated that external factors such as mandates can push organizations and individuals into change at an accelerated pace, but resources have to be able to match the initiative. Many of the participants spoke about the implementation of the CTL as "checking a box" in order to satisfy state-wide system mandates. Ann said:

> [It's] an online repository, a bookcase in someone's office, maybe a Launch Week session that is sponsored by our interim director of teaching and learning, who has recruited the lucky folks to do a workshop in the name of the CTL, but to me, our CTL is a checked box of 'Yes, state office, we have a CTL. It's in name only'. People don't pay much attention to it.

Franklin mentioned,"We have something on paper" mirroring Julia's comment of "It's on paper, right?" Eliot responded "What we have here is a workshop so we can check the box. We're going to tick the box and say that our faculty has been improved." Megan explained:

> I think we leveraged . . . the USG wants us to do this, but I think if the internal forces, you know the internal people in the conversation hadn't kept pushing it and pushing it forward, we wouldn't have what we have now.

She continued:

> They can say we've checked the box, and there is a very small budget line, and we have improved, but I think . . . it hasn't been a priority, but they can check a box and say we have it. We're having book groups. We have FLCs (Faculty Learning Communities). Yeah, we have a little more than we had, but there is a long way to go.

Austin and Sorcinelli (2013) and Kaplan and Cook (2011) noted that in order for CTLs to be successful, they need to prioritize faculty development goals and structure to best fit the institutional climate and culture as well as the budgetary constraints. In other

words, one size does not fit all for every CTL. Sorcinelli (2002) explained that consideration of individual institution needs was one of the most important in developing a sustainable program. Faculty buy-in and trust in the program is an essential component. Lack of the CTL visibility among faculty, lack of funding, and lack of clear administrative support for the CTL initiative through focused resources and marketing were all considered by the participants as barriers to the successful implementation of the CTL at the research site. Many of the participants involved became frustrated with the process, either because of feeling forced into creating a center due to outside mandates or because of gaps between aspirational goals and realistic culture and budget constraints. This frustration, however, did not mean that participants were completely against the idea of what a CTL could offer. Each participant discussed interest in how professional development, when done the right way, could positively impact the campus and offered strategies for overcoming the barriers to success.

Creative, Collaborative Space

According to Whitcomb, Borko, and Liston (2009), professional development programs are most effective when they provide space for collaboration and reflection on teaching and learning in a relaxed, focused, and collegial space. Space can be defined in different ways. Ideally, the CTL should be a physical space where faculty can gather and exchange ideas. However, funding might not always allow for the creating of a dedicated, physical space. Space then becomes more of an abstract concept. Any gathering of faculty to share experiences of good teaching can be considered a space. When implementing change, such as creating a CTL, Clark (2013) pointed out that collaboration is necessary to support learning and build strong relationships. When

thinking in terms of what the CTL in its best iteration could do for faculty, almost all of the participants mentioned collaboration and the importance of working and learning with other faculty. Ann thought without a mandate, the CTL could have happened organically and allowed for a more relaxed and voluntary environment for collaborative learning. She stated, "I want you in my space. I want you in my head voluntarily. I want to know that these are options that I could take, and I would want that to be encouraged,"

Franklin believed the best way to learn things is "just talking with other professors about their experiences . . . You don't always need an expert; you just need a bunch of faculty in a room, and you can learn a lot from each other . . . That's the best model for this type of stuff, learning from each other; here's what works well, and here's what didn't work."

He still thought with the right faculty leader and strong faculty input, the CTL could be a valuable campus asset. Eliot explained, "At its best, CTLs celebrate and enrich the learning experience for faculty and are sites of enthusiasm." He spoke about the CTL needing to build community with other faculty in a shared space of experience, which would lead to rewarding conversations about teaching best practices among the very people who are doing the teaching. Justine described her vision for the CTL as being a vast repository of knowledge shared among her colleagues. She said, "That would be the CTL. That would be the repository. It would be your colleagues having conversations or doing lectures or working out a problem together." Huston and Weaver (2008) referred to this type of mentoring and collaboration as a strong component for teaching and learning development and an opportunity to create a space where faculty can "improve or expand their approaches to teaching" (p. 5).

As administrators, Julia and Megan thought of role of CTL as providing support for faculty. Julia explained the CTL as "multifaceted." She believed it should "be a big part of new faculty orientation" because, she stated, "We have new faculty coming in with a myriad of different levels of experiences, but they're all new to our college, and they haven't seen our particular group of students." Weaver, et al. (2015) explained because of varying backgrounds and experience, most new faculty felt underprepared to meet institutional teaching requirements. Nichols (2005) noted that many new faculty are learning to teach "on the job." Only one of the faculty members who were interviewed mentioned the CTL as a place for first-year faculty training. Franklin responded:

> I would like to see a first-year learning community. I think asking for a course release is probably not going to happen here, but maybe taking all of the service requirements away from first-year professors and putting them into some intentional professional development led by a director.

Even then, however, Barlow (2007) stated the most beneficial guidance for new faculty came through working with and being mentored by seasoned colleagues as a way for new faculty to develop their own teaching frameworks.

Megan wanted to see the CTL grow into something that supports faculty through all different career phases, "not just for the early career and new people, but that you really approach it though the early, mid-career, and senior career." Huston and Weaver (2008) argued for an essential need to address experienced faculty concerns about teaching and learning, which are often overlooked when it comes to professional development opportunities. Even with a stronger grasp of teaching strategies, these faculty sometimes consider themselves underprepared to meet the challenges of new

technology, increasing course loads, and a changing student population (Huston and Weaver, 2008). They are, however, more likely to disengage from professional development opportunities if they do not find the programming relevant to their own experiences (Huston and Weaver, 2008).

Julia would like the CTL to offer programming for all faculty, such as Faculty Learning Communities and book groups. She recognized collaboration as important and, "We get ideas from others when they're talking about how they might apply information and what they're doing." The CTL could provide support for faculty who are "stuck banging their heads on the wall, coming up with ideas to get students to engage in their courses." These types of programs are necessary to help faculty innovate in the classroom with the use of High Impact Practices (HIPS). McNair and Albertine (2012) stated, "Professional development opportunities for *all* faculty (full-time and part-time)" were needed to "introduce [faculty] to high-impact practices, assessment, and course design" (p. 5). Eliot explained that CTLs should be transformative for not only faculty teaching but also for students. He said, "If you think of the CTL as the Center for *Teaching and Learning*, it presents an opportunity to transform."

The participants talked of the need for a dedicated space for the CTL, something beyond name only. Sorcinelli (2002) stated in order to increase and maintain visibility among faculty, the CTL needed a dedicated space large enough for individual and collaborative work. This space not only creates an opportunity for collaboration but also signals an administrative investment in teaching and learning (Forgie, et al., 2018). Eliot suggested there needed to be a defined, shared space for faculty collaboration and learning, for sharing ideas that work. Ann, in comparison, thought "Ideally, [a CTL]

ought to be a joyous and luxurious place of thinking, collaborating, talking, doing all the work we never have time to do, and creating a formalized space for that work to happen." Justine "wanted a place where we could be creative and could enjoy popping into lectures and asking for advice."

Julia would like to see a dedicated space in the same way Service-Learning on campus has a space. Aspirationally, she said:

> Honestly, I can see a CTL big picture where you have things like E-Learning and Service-Learning falling under the larger umbrella for teaching and learning, and that would help sort of centralize some things, and we could work together on programming.

Megan acknowledged funding might hinder the ability to create the type of physical space many of the participants would appreciate. She did, however, remark that administration can still show support for the CTL though low-expense activities. She said:

> Smaller things that cost less money—it could be dinner, recognizing someone in the public arena, faculty bios on the website. Again, it comes back to how you can do things to show someone that you're supported and valued that don't cost money.

Creating a visible space with an articulated focus is part of stabilizing the system during the institutionalization of the change process (Clark, 2013) because it creates integration and legitimization of the program (Kezar and Elrod, 2012). As part of this integration and legitimization, Ann suggested the CTL:

> [should be] an actual center whether that's online or in person; clearly defining what it is; having a dedicated leader, a professional in that particular field, who can help faculty understand what the center is and why it's a valuable element for faculty.

Ultimately, the participants were positive about what the CTL could offer the campus and faculty if approached in the right manner. While they acknowledged the barriers to successful implementation, namely with funding and the sense it was a forced initiative, they each offered ideas as to how to create a more faculty-focused, faculty-lead program, drawing from their own career experiences with professional development and years of teaching knowledge and classroom engagement.

Summary

This chapter discussed themes present in the in-depth narrative profiles of the participants found in Chapter IV. These five themes, Support It but not Control It, Bookcase in an Office, Check the Box, and Creative, Collaborative Space, provided the researcher insight into the research questions and connected to the literature surrounding CTL development and the study's theoretical framework dealing with the mobilization, implementation, and institutionalization of change initiatives in higher education. Chapter VI will explore the conclusions made from the study as well as the limitations of the research study and implications for further research.

Chapter VI

DISCUSSION AND CONCLUSION

Faculty at colleges and universities across the nation are under increasing pressure to provide engaging and dynamic classroom environments suited to a diverse population of students in a push to increase student retention and graduation. Professional development for faculty should be grounded in pedagogical best practices and is often supported on college and university campuses by Centers for Teaching and Learning (CTL). Larger and well-funded schools have created CTLs with dedicated space and staff, including directors, to administer professional development programming for faculty to increase their teaching effectiveness. However, not all colleges have the necessary resources to develop this level of CTL programming. Often, smaller, less well-funded schools are left to figure out how to design and implement CTLs without necessary tangible resources.

The purpose of this study was to explore the CTL design and implementation process at one such regional school in Georgia. The findings from this study revealed the challenges stakeholders faced in the development of a CTL and can potentially benefit administrators, faculty, and staff at similar schools, both nationally and state-wide, by revealing the lived experiences of the participants involved in the implementation process. Stakeholders at similar schools can use this study to determine and avoid common barriers and develop strategies to implement their own CTLs. This chapter will provide a summary and discussion of the research questions, implications of the research,

limitations to the study, recommendations for future research, and a concluding statement about the lessons learned in the course of the study.

Research Questions: Summary Discussion

Analysis of Chapter V provided an in-depth look at participants' experiences in designing and implementing a CTL at the research site. The participants were open and forthcoming about their role in the development of the CTL as well as how their career experiences with teaching and learning professional development factored into their understanding of and perception of how a CTL should be situated on their campus. The early sections of the participant interviews gave me insight into RQ: 1 What were the life and career experiences of faculty at a small, regional college in Georgia prior to implementing a teaching and learning center to increase student retention and graduation? The participants of the research study were faculty and administration directly involved in the design and implementation of a CTL at the research site. The participants were members of the Faculty Senate, members of the Faculty Development Committee, and key administrators connected to the development process.

With the exception of the two administrators, the participants had all worked at the research site for at least ten years. Four of the six participants (Ann, Franklin, Eliot, and Justine) serve in a faculty role while two (Julia and Megan) are in administrative positions. It is interesting to note both of Julia and Megan have teaching experience. Julia served in a faculty role before moving to administration, and Megan often teaches one course a semester in addition to her administrative duties. So, all of the participants have experience in the classroom and with teaching and learning professional development.

When exploring career experiences, the participants focused on their own professional development activities. One of the interesting things to come out of the participant interviews was their own experiences with faculty professional development. Out of all of the participants, only one, Justine, did not have any experience with teaching and learning professional development as part of a graduate school experience. For Ann, teaching was not on the radar until she realized her original goal of law school was not a good fit. While she worked on her Master's degree, she worked as a Teaching Assistant and learned she "liked this whole teaching thing." Ann's first experiences with professional development were in graduate school when she took classes on how to teach at the collegiate level and did a year of supervised teaching and professional development at the same time. Ann reflected on these experiences a positive learning moments because although most of her early professional development was centered in writing instruction, "it also crossed into issues of teaching and learning . . . I would say most of those professional development opportunities were about trying to get into the perspective of the student."

Franklin had a strong foundation with teaching and learning professional development as a graduate student. He participated in both a discipline-specific seminar on teaching college history and then later a semester-long course focused on pedagogy, with training in learning outcomes, assessments, and Bloom's taxonomy. This helped because, as Franklin said, "I got these different approaches where you had the older professor who's 'Here, this is what I do, and this works,' and then the kind of more professional side of things, so those were both really helpful in different ways." Eliot, too, took a "course in college teaching" during his Master's program, which was offered

by the university's CTL and was, overall, a positive experience. Some activities during his graduate years were not as fruitful such as the time he attended a teaching portfolio workshop in graduate school, "and the first words out of the presenter's mouth were, 'We can't really tell you what a teaching portfolio is, but we'll tell you when we recognize it.'"

Julia, in contrast, did not get much in the way of teaching professional development as part of her graduate teaching experience. She recalled she "had a week-long orientation in teaching, and that was my experience as well as my own prep for class." During graduate school, she did participate in a national program called Preparing Future Faculty; however, "it was more so about how to apply to get jobs and how to write your teaching statement and things like that" instead of focused on pedagogy like she had expected. It was not until she had been teaching for six years that she found a real connection to teaching and learning professional development through her participation in NEXT project designed by the Mathematical Association of America. It was then that she engaged in professional development designed to reach students.

The outliers among the participants in terms of graduate-level professional development were Megan and Justine. Megan's background in instructional design and technology allowed that while she did engage with professional development with faculty, she was the one presenting the information, which "related to faculty development and instructional technology." Unlike the rest of the faculty participants, Justine did not have any formal teacher training as a graduate student, nor did she feel it was necessary. Her teaching methodology and philosophy were bred from her own experiences and "thinking" about her subject. She said, "You have to think about your

discipline; you have to think about what you're doing." She told me she had no patience for formalized or institutionalized teaching and learning professional development.

When talking to the participants, I was aware of how these early, mostly positive, experiences with teaching and learning professional development seemed to exacerbate some of the frustration they had with later professional development activities, especially once the participants had been teaching for a while. Ann referred to some of the mandatory training she was required to attend as "insulting" and "the stuff didn't even apply to what I was doing" while Justine called mandatory activities "bullshit" and it was "hard to learn from someone who is reading from a script." Eliot saw the mission of CTLs and professional development moving away from the original idea of "developing the teacher" and into efficiency models. Once he was comfortable at his current institution, Franklin stopped attending any of the professional development activities offered by the school, stating, "I honestly haven't been to any of those in probably like three to four years" because "what are you really going to hear new?"

The participants' career-long experiences with professional development directly connected to their perceptions about CTL development at the research site and how it should function in the campus space. This understanding of effective professional development as opposed to forced or data driven presented insight into RQ 2: What barriers did faculty at a small, regional college encounter in their efforts to implement a teaching and learning center to increase student retention and graduation rates? In the analysis of data in Chapter V, several themes emerged that connected to challenges in creating a CTL at the research site. One barrier was the disconnect some of the participants saw between administrative and faculty goals for the CTL. Many saw the

initiative as another "top down" approach with little to no opportunity for faculty to buy into the importance of the CTL. As Clark (2013) explained, with a top-down approach, faculty will often see initiatives as the "idea du jour" and then "hunker down" and wait it out without action "until the next one comes along" (p. 47).

Perhaps the most obvious barrier to successful implementation was the lack of funding for the CTL. Julia, in her administrative role, saw first hand how often the budget line for the CTL, especially the director position would fall through each year. During our interview, she said, "Just last week I did my presentation to get it on the priority list this year, so this would be my fourth time, and it never makes it high enough up on the list to get funded." The lack of funding has left the CTL with no dedicated space and no full-time director, something that contributes to another barrier: visibility.

The participants responded that most of the faculty were unaware that the CTL existed on campus. As several of the participants noted, the CTL in its current state is a "bookcase in an office," something that meets the criteria for a CTL mandate by "checking a box" without offering a fully developed program. Without visibility on campus, faculty are less likely to use the CTL services and are more likely to distrust the credibility of the program (Forgie, et al., 2018). According to Sorcinelli (2002), visibility directly connects to how faculty see and understand administrative support of the CTL, something that factors into their willingness to use such a program's services.

Just as they encountered barriers to the successful implementation of the CTL, the participants also offered strategies they believed would help stakeholders overcome those challenges, which ties into RQ 3: What strategies did faculty at a small, regional college use in their efforts to implement a teaching and learning center to increase student

retention and graduation rates? At the forefront of these strategies was the belief that faculty should lead the direction of the CTL development. Most importantly, the CTL needed to be a space where faculty could work collaboratively and bring together ideas to discuss real-world engagement challenges drawing on the collective experience of faculty. For example, Franklin believed, "you don't always need an expert; you just need a bunch of faculty in a room, and you can learn a lot from each other." Ann echoed this thought with her own ideas about how a relaxed and creative space for collaboration would be "luxurious" and let faculty get into each other's heads voluntarily. She said, "Ideally, [a CTL] ought to be a joyous and luxurious place of thinking, collaborating, talking, doing all the work we never have time to do, and creating a formalized space for that to happen."

All acknowledeged the lack of funding was problematic but not something that would be resolved any time soon, especially in such lean times with faculty teaching overloads and taking on even more service work. However, as Megan stated, there are things adminstration can do to support the mission of the CTL and make it more visible to faculty by doing smaller things such as dinners and recognition in the public arean. These things, she said, "show someone that you're supported and valued [and] don't cost money." Clearly defining the role of the CTL is essential in creating buy in. Most of the participants would enjoy seeing a dedicated space for the CTL; however, even if it is an online respository, the program should be fully articulated with "a dedicated leader, a professional in that particular field, who can help faculty understand what the center is and why it's a valuable element for faculty" (Ann). At the end of the day, the CTL has to

come from the minds and experiences of the people who have devoted their careers to teaching and learning in the classroom.

Implications

Initiatives connected to student success often fly at faculty with little to no warning. Implementing a program for faculty professional development is no different. As a faculty member myself, I have witnessed administrators introduce fully-fledged initiatives during meetings without a clear explanation of need. In many cases, faculty are in what Procheska, et al. (1992) refer to as the *precontemplation* or *contemplation* stage of change in the Transtheoretical Model of Change (TTM). Often, they do not recognize a problem exists (*precontemplation*) or they recognize a problem exists or the need for change but are not ready to begin the change process (*contemplation*). Procheska et al. (2001) argued most individuals in an organization are in one of these two stages and will view any change initiative negatively if forced to move too quickly without being properly prepared. Administrators working independently from faculty on change initiatives in an insulated environment have often moved through the *preparation* stage of change (balancing potential problems and risks) and into the *action* stage in which they roll out new initiatives to faculty who have not yet had the time to adapt to the idea of change (Clark, 2013; Procheska, et al., 2001).

One of the largest barriers to the implementation of the CTL at the research site was the feeling among participants that the initiative was mandated in a way that did not give faculty a true voice in the design and development process. Participants spoke about feeling "forced" or the process was not "organic." Clark (2013) explained, "Top-down" approaches to change initiatives were often common in the higher education setting and

although participants, like faculty, will move forward with implementation because of external factors such as mandates, "they may not be truly committed to the values or vision that has been articulated" (p. 47). As Ann stated in her experience with the CTL at the research site, "There was no discussion of why it was important" and "Daddy's telling us we have to do it, and here's the recommendation, senators. What do you think?"

Understanding the significance of stages of change is essential for campus stakeholders during the development of initiatives such as a CTL. During Kezar and Elrod's (2012) *mobilization* stage, stakeholders must do the following: recognize the need for change, promote understanding, acknowledge the positives, and make a commitment to change (p. 45). At the research site, the participants thought faculty had a very different understanding of the CTL and what it offered, with many participants relaying the faculty fear it would become either punitive or evaluative instead of collaborative. The process, it seemed, had stemmed from a need to satisfy a mandate other than through naturally evolving conversations with faculty about the reason for the CTL and how it could have long-term benefits on student success and classroom engagement. Kezar and Elrod (2012) explained that faculty who understand support change are "necessary groundwork for the implementation phase" (p. 20).

Without enough discussion between administrators and faculty about the importance of any change initiative, buy in will be impacted, and buy in is what ultimately leads to what Procheska et al. (2001) and Clark (2013) called the *maintenance* stage and Kezar and Elrod (2012) referred to as *institutionalization*. In these stages, the change initiative has not only been adopted but has become embedded in the

organizational culture. Buy in can often occur in small increments and should be recognized by stakeholders as positive progression. Strong leadership from among the faculty ranks is one way to promote this progress. Clark (2013) stated, "key individuals can carry forward a collaborative initiative . . . and can encourage others to overcome passive and active resistance to change and remove organizational obstacles to progress" (p. 45). The participants in the study all talked about the need for a motivated faculty director but could not find the balance between teaching and administration.

What is important to note is none of the participants of the study were against the idea of the CTL. In fact, each had clearly articulated ideas for what a CTL could and should do on the campus. There was a genuine interest in creating strong programming to promote the type of teaching and learning geared toward student engagement and success. This programming, though, needed to be faculty led and faculty focused. The participants understood and even welcomed administrative support for the CTL development. Justine considered it necessary for the "nuts and bolts" of running the center. Megan, Eliot, and Julia all agreed administrative support needed to take the tangible form of funding.

Clark (2013) referred to these as "tangible and practical resources—such as release time and assistance in addressing institutional barriers" (p. 47). At the research site, the tangible resources were hard to find and hindered a robust design of the CTL. While the Faculty Development Committee initially proposed a CTL with a dedicated space and director, the Faculty Senate knew the $30,000 to $40,000 annual budget to run the CTL would not be accepted by administration. Julia discussed the struggles with funding and how difficult it was to get the funding for the CTL director on the budget

priority list each year. Part of this challenge stemmed from the USG elimination of the one percent mandate for faculty development funding, leaving funding for professional development up to each individual institution. Clark, though, explained support from senior administrators can also take the form of recognition of the value of the work and the alignment of programming to the institutional goals and mission. Clark called this level of commitment "walking the talk" (p. 47).

Far from being against the idea of a CTL and professional development, participants instead showed enthusiasm when asked for aspirational ideas of what the CTL could offer. Overwhelmingly, the participants discussed their desire to collaborate with their colleagues in a shared, creative space. They were eager to learn from each other and share experiences of what was working and not working in their classrooms, what Justine referred to as a "repository of knowledge" and Ann called "a luxurious thinking space." This time for thinking and collaborating is part of what Procheska (2001) identified as the *preparation* stage of change and can lead to a more effective and cohesive action plan when implementing a change initiative.

Study Limitations

After reviewing the research study, I identified three limitations: administrative turnover, researcher bias, and institutional uniqueness. One of the limitations for the research study was the turnover of upper administration during the design and implementation of the CTL at the research site. Although the current de facto CTL director was involved in the process from the beginning, the upper administration, both at the President and Provost level, changed multiple times since the initial conversations about the CTL. During one such turnover, the mechanism in place to fund professional

development activities on campus was dissolved. This turnover in upper administration as well as the dissolution of funding could have potentially impacted how the participants viewed administrative support and the role of administration in the creation of the CTL. The study size was small, with participants directly involved in the CTL design and implementation process and not the larger campus population of faculty and administration. Because of the nature of the study, all of the participants were exposed to the same issues at the same institution in the design and implementation process, which could be a potential area of bias.

In addition, I was a direct participant in some of the professional development programming developed by the CTL and, therefore, admitted to potential bias about the running of the CTL and its professional development activities. However, the I was not aware of the behind the scenes conversations and conflict, especially between the Faculty Senate and Faculty Development Committee, involved in the design and implementation process and learned through the study that there were many ideas and challenges in the process that were not evident to the faculty at large. Another implication is this study reflects the participant perceptions of the CTL design and implementation process at one regional institution in the southeast with limited resources. While this study provided a necessary look at how a small, regional school dealt with barriers and developed strategies for implementation, these results might not be applicable to larger, more well-funded colleges and universities, which would make generalizing the results more challenging. It could, however, be replicated at schools in other parts of the country that are similar in size and funding as the research site.

Recommendations for Future Studies

While the single case study methodology, made up of participants from faculty and administration involved in the CTL development process, was an effective approach to exploring in process in depth, the study does provide opportunities to expand the research. After carefully studying the research participants' interviews and coding for theme, the researcher suggests the following ideas for further research to increase knowledge in the area of CTL design and implementation:

Trust relationships between administration and faculty

The Support It but not Control It theme which presented in the analysis of participant interviews highlighted an "us vs. them" relationship between faculty and administration, which in some ways, hindered the CTL development process, even when the goals seemed to align. Clark (2013) argued that trust is an essential component in creating any type of institutional change around learning. I would recommend a broad study exploring how faculty undergoing change initiatives on campus perceive and trust administration and how that trust impacts the change process.

Survey of faculty knowledge of CTLs

This study was limited to the lived experiences of participants involved in the design and implementation of a CTL at a small, regional college, which provided insight in the challenges faced during the development process. When participants were asked about faculty support for the CTL, most responded that faculty either did not even know about the CTL or had misconceptions about the role it played on campus. Therefore, for a future study, I would recommend a larger, quantitative survey across multiple campuses gauging faculty knowledge and perceptions of CTLs and their role on college campuses.

Pandemic Pedagogy and the role of the CTL

An entirely unexpected and world-altering event took place during the course of conducting this research study as I was well into the data collection phase. The COVID-19 pandemic caused a complete shift to online learning throughout higher education institutions across the country. This dramatic shift forced many instructors who taught only face-to-face to, in a very short time, become adept at teaching online. A future study could examine the role of the CTL in times of pedagogical uncertainty and how faculty perceive professional development activities provided by the CTL when undergoing dramatic shifts in teaching delivery formats such as online and hybrid.

Conclusion

When I first began this study, it stemmed from my interest in becoming a more effective college teacher and my own experiences with teaching and learning professional development. I was curious to know how a center specifically designed for faculty professional development to increase student engagement and success in the classroom was not only designed and implemented on a college campus with limited resources but also how it was perceived by both faculty and administration. However, what I discovered was a fascinating yet often frustrating look at conflicts among stakeholders who, though seemingly at cross-purposes, were ultimately working toward the same goal.

One of the lessons I learned from this study is for any real change initiative to move into something that becomes embedded into the institutional culture, all of the stakeholders must move through the change process consistently and collaboratively. The results of the study were telling: when one group of stakeholders is moving at a faster pace through the stages of change, such as upper administrators working with

system-wide leaders in an environment isolated from faculty, it can cause conflict, confusion, and often resentment, which could, and often does, obstruct the potential of programs like the CTL. Administrators must also exercise caution when introducing new initiatives, especially during a time of extreme austerity measures in which faculty often feel as if they are asked to do more and be more without tangible support. Faculty, including those who participated in the study, often teach overloads and are expected to maintain a high degree of scholarship and service in addition to their teaching roles. The CTL should not be viewed as another expectation placed on faculty but should be instead, as Eliot stated, a place that "celebrate[s] and enrich[es] the learning experience for faculty and are sites of enthusiasm."

The study supported the idea that faculty at the research site were not opposed to change or to teaching and learning professional development. As evidenced by the Creative, Collaborative Space theme in Chapter V, participants longed for the opportunity to collaborate with their colleagues to learn from each and grow as instructors. For the participants, it was never about not wanting a CTL but more about how the mandate to create the CTL was presented. Again, this reluctance or resentment to the CTL development stemmed more from not having the time or voice to understand fully the reasoning behind the CTL or to think organically and collaboratively about the development process. As Smith and Gadbury-Amyot (2014) explained, in order for faculty to trust an initiative program such as those involving faculty development, they must be largely involved in the implementation process. The development of the program must go beyond the idea of simply "checking a box" as noted by the participant

responses in Chapter V. Instead, there must be a clear commitment to embed teaching and learning into the institutional culture.

Stakeholders at schools similar to the study site that struggle with tangible resources can learn from the experiences of the participants in this research study. Collaboration is key, and keeping faculty and administration on the same page during the implementation process can go a long way to overcoming faculty reticence and resistance. There has to be a solid foundation for building trust in the process, which begins with clearly articulating the need and importance of the initiative. Developing a CTL should not be a top-down approach, building strictly from an outside mandate. For substantial buy in, administration cannot work in a silo, moving swiftly from *precontemplation* to *action*. They need to invite faculty to journey through the process with them. This means creating time and space for faculty to work collaboratively in a way that best creates valuable conversations and tools to engage in pedagogical best practices tied to student success.

In my final analysis, as I consider the findings, the review of the literature, and my own experiences, I believe when CTLs are successful, word spreads. Regional schools such as the one in this study, can build up to that level of success by starting slowly. The CTL director should spend time with the people who will be using the CTL to guage need and interest. Instead of coming in strong and using generic programming, the director should build programming based on the unique needs of the faculty and the challenges they face in the classroom. Only after the director builds trust relationships with the stakeholders can the CTL become part of the institutional culture. Getting

everybody into the same stage of the change process might make the CTL become more than just a “bookcase in an office.”

REFERENCES

Aljohani, O. (2016). A Comprehensive review of the major studies and theoretical models of student retention in higher education. *Higher Education Studies*, *6*(2), 1–18. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1092026&site=eds-live&scope=site

Alvarez-Bell, R. M., Wirtz, D., & Bian, H. (2017). Identifying keys to success in innovative teaching: Student engagement and instructional practices as predictors of student learning in a course using a team-based learning approach. *Teaching & Learning Inquiry*, *5*(2), 128–146.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). Introduction to research in education (9th ed.). Belmont, CA: Wadsworth. ISBN: 978-1133596745

Astin, A. W. (1985). Involvement: The cornerstone of excellence. *Change*, *17*(4), 35-39. https://doi.org/10.1080/00091383.1985.9940532

Attewell, P., & Monaghan, D. (2016). How many credits should an undergraduate take? *Research in Higher Education*, *57*(6), 682. https://doi.org/10.1007/s11162-015-9401-z

Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching & Learning*, *2013*(133), 85. https://doi.org/10.1002/tl.20048

Barlow, J. & Antoniou, M. (2007). Room for improvement: The experiences of new lecturers in higher education. *Innovations in Education and Teaching International, 44*(1), 67-77.

Black, A., Terry, N., & Buhler, T. (2016). The impact of specialized courses on student retention as part of the freshman experience. *Academy of Educational Leadership Journal*, *20*(1), 85-92. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=44&sid=ae53d49d-507e-4bd9-956b-59cfde287ca0%40sessionmgr104

Blackmore, J. (2009). Academic pedagogies, quality logics and performative universities: Evaluating teaching and what students want. *Studies in Higher Education*, *34*(8), 857-872. doi:10.1080/03075070902898664

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15. http://www.jstor.org.proxygsu-bru1.galileo.usg.edu/stable/pdf/3699979.pdf

Borgen, S., & Borgen, N. (2016). Student retention in higher education: Folk high schools and educational decisions. *Higher Education (00181560)*, *71*(4), 505–523. https://doi.org/10.1007/s10734-015-9921-7

Bresciani, M. J. (2015). The neuroscience of learning and development and its implications for inquiry. *Journal of Student Affairs Inquiry, 1*(1)*,* 1-11. https://vcsa.ucsd.edu/assessment/coalition/april-6_bresciani_the_neurosciene_of_learning_implications_for_inquiry.pdf

Brown, J. L. (2012). Developing a freshman orientation survey to improve student retention within a college. *College Student Journal, 46*(4), 834-851. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=7&sid=4b5b6e69-e2bb-4c5e-9235-988b557dcf61%40sessionmgr102

Buchholz, A., & Wolstenholme, J. (2014). Educational leadership in teaching excellence: The University of Guelph EnLITE Program. *Collected Essays On Learning and Teaching*, *7*(1), 26-31. https://files.eric.ed.gov/fulltext/EJ1060214.pdf

Cameron, E. A., & Pagnattaro, M. A. (2017). Beyond millennials: Engaging Generation Z in business law classes. *Journal of Legal Studies Education*, *34*(2), 317–324. https://doi.org/10.1111/jlse.12064

Carroll, C., & O'Loughlin, D. (2014). Peer observation of teaching: enhancing academic engagement for new participants. *Innovations In Education & Teaching International*, *51*(4), 446-456.

Carter, T. (2018). Preparing Generation Z for the teaching profession. *SRATE Journal*, *27*(1), 1–8.

Case, J. M. (2015). Emergent interactions: rethinking the relationship between teaching and learning. *Teaching in Higher Education*, *20*(6), 625–635. https://doi-org.proxygsu-bru1.galileo.usg.edu/10.1080/13562517.2015.1052787

Chen, J. C. (2014). Teaching nontraditional adult students: Adult learning theories in practice. *Teaching in Higher Education*, *19*(4), 406-418.

Chickering, A. W., & Gamson, Z. F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Teaching & Learning*, *1999*(80), 75. http://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=d395f0a1-3824-4654-a097-96382d763c6c%40sessionmgr4008&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=9367062&db=tfh

Clark, P. G. (2013). Toward a transtheoretical model of interprofessional education: stages, processes and forces supporting institutional change. *Journal of Interprofessional Care*, *27*(1), 43–49. https://doi.org/10.3109/13561820.2012.730074

Clayton, K., Blumberg, F., & Auld, D. P. (2010). The relationship between motivation, learning strategies and choice of environment whether traditional or including an online component. *British Journal of Educational Technology*, *41*(3), 349–364. https://doi.org/10.1111/j.1467-8535.2009.00993.x

Clegg, S. (2009). Forms of knowing and academic development practice. *Studies in Higher Education*, *34*(4), 403-416. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=12&sid=ae53d49d-507e-4bd9-956b-59cfde287ca0%40sessionmgr104

Complete College America. (2021). https://completecollege.org/our-work/

Debowski, S., Stefani, L., Cohen, M. W., & Ho, A. (2012). Sustaining and championing teaching and learning: In good times or bad. In W. Buskist, M. A. Sudairy, & J. E. Groccia (Eds.), *Handbook of College and University Teaching: A Global Perspective* (pp. 125-142). http://web.a.ebscohost.com.proxygsu-bru1.galileo.usg.edu/ehost/ebookviewer/ebook/bmxlYmtfXzQ3NDQ1OF9fQU41?sid=415dbcf6-55ac-4efb-9967-066653eb3577@sessionmgr4008&vid=0&format=EB&lpid=lp_251&rid=0

D'Lima, G. M., Winsler, A., & Kitsantas, A. (2014). Ethnic and gender differences in first-year college students' goal orientation, self-efficacy, and extrinsic and

intrinsic motivation. *Journal of Educational Research*, *107*(5), 341–356. https://doi.org/10.1080/00220671.2013.823366

Dolly, J. P. (1998). *The Induction and Socialization of New Faculty: The Role of the Professional Development School*.

Drew, S., & Klopper, C. (2014). Evaluating faculty pedagogic practices to inform strategic academic professional development: a case of cases. *Higher Education*, *67*(3), 349-367. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=15&sid=ae53d49d-507e-4bd9-956b-59cfde287ca0%40sessionmgr104

Dunkin, M. J. (1990). The induction of academic staff to a university: Processes and products. *Higher Education*, *20*(1). 47. http://www.jstor.org.proxygsu-bru1.galileo.usg.edu/stable/pdf/3447429.pdf

Entwistle, N., Karagiannopoulou, E., & Ólafsdóttir, A. (2014). Different perspectives and levels of analysis in research into university learning and teaching. *Psychology of Education Review*, *38*(2), 28-33. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=20&sid=ae53d49d-507e-4bd9-956b-59cfde287ca0%40sessionmgr104

Entwistle, N., McCune, V. & Hounsell, J. (2002) Approaches to studying and perceptions of teaching–learning environments: concepts, inventories and preliminary findings, *ETL Project Occasional Paper no. 1*. html:/www.ed.ac.uk/etl/publications

Ehrenberg, R. G. & Zhang, L. (2005). The changing nature of faculty employment [Electronic version]. In R. Clark & J. Ma, (Eds.), *Recruitment, retention and*

retirement in higher education: Building and managing the faculty of the future (pp. 32-52).

Fillion, R. (2015). The first cycle of study: Teaching and learning at cross purposes? *Canadian Journal of Higher Education*, *45*(1), 136-147. https://search-proquest-com.proxygsu-bru1.galileo.usg.edu/docview/1680240775?accountid=9761

Forgie, S. E., Yonge, O., & Luth, R. (2018). Centres for teaching and learning across Canada: What's going on? *Canadian Journal for the Scholarship of Teaching and Learning, 9*(1).

Gast, A. (2013). Current trends in adult degree programs: How public universities respond to the needs of adult learners. *New Directions for Adult & Continuing Education*, *2013*(140), 17-25.

Gibbs, G., & Coffey, M. (2000). Training to teach in higher education: A research agenda. *Teacher Development, 4*(1), 31-44. https://doi.org/10.1080/13664530000200103

Gibbs, G., & Coffey, M. (2004). The implications of training of university teachers on their teaching skills, their approach to teaching, and the approach to learning of their students. *Learning and Teaching in Higher Education, 5*(1), 87-100. http://reforma.fen.uchile.cl/Papers/Teaching%20Skills%20-%20Gibbs,%20Coffey.pdf

Gold, M. S. (2018). Stages of change. *PsychCentral.* https://psychcentral.com/lib/stages-of-change/

Han, C., Farruggia, S. P., & Moss, T. P. (2017). Effects of academic mindsets on college students' achievement and retention. *Journal of College Student*

Development, *58*(8), 1119–1134. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1163866&site=eds-live&scope=site

Hillman, N. W., Tandberg, D. A., & Gross, J. P. K. (2014). Performance funding in higher education: Do financial incentives impact college completions? *Journal of Higher Education*, *85*(6), 826–857. https://doi.org/10.1353/jhe.2014.0031

Honan, J. P., Westmoreland, A., & Tew, W. M. (2013). Creating a culture of appreciation for faculty development. *New Directions for Teaching & Learning*, *2013*(133), 33. https://doi.org/10.1002/tl.20044

Huston, T., & Weaver, C. L. (2008). Peer coaching: Professional development for experienced faculty. *Innovative Higher Education*, *33*(1), 5–20. https://doi.org/10.1007/s10755-007-9061-9

Jones, S. (2015). The game changers: Strategies to boost college completion and close attainment gaps. *Change*, *47*(2), 24–29. https://doi.org/10.1080/00091383.2015.1018085

Kaplan, M., & Cook, C. E. (2011). *Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference* (1st ed). Sterling, Va: Stylus Publishing. http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=440859&site=eds-live&scope=site

Kember, D. & Kwan, K. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional Science, 28*(5/6), 469-490.

https://search-proquest-com.proxygsu-bru1.galileo.usg.edu/docview/740299985?accountid=9761

Kezar, A., & Elrod, S. (2012). Facilitating interdisciplinary learning: Lessons from Project Kaleidoscope. *Change*, *44*(1), 16–25. https://doi.org/10.1080/00091383.2012.635999

Knowles, M., Holton, E., & Swanson, R. (2015). *The Adult Learner*. Abingdon: Routledge.

Kuh, George D. (2008). "High-impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp.

Kuh, G. D. (2016). Making learning meaningful: Engaging students in ways that matter to them. *New Directions for Teaching & Learning*, *2016*(145), 49. https://doi.org/10.1002/tl.20174

LaMorte, W. W. (2018). The transtheoretical model (stages of change). *Boston University School of Public Health.* http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories6.html

Lee, V. S. (2010). Program types and prototypes. *A guide to faculty development*, *2*, 21-33.

Light, G., Calkins, S., Luna, M., & Drane, D. (2009). Assessing the impact of a year-long faculty development program on faculty approaches to teaching. *International Journal of Teaching and Learning in Higher Education*, *20*(2), 168–181. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ864334&site=eds-live&scope=site

May, D.E., Derting, T. L., Hodder, J., Momsen, J. L., Long, T. M., Jardeleza, S. E. (2011). What we say is not what we do: Effective evaluation of faculty professional development programs. *Bioscience, 61(*7), 550-558. https://doi.org/10.1525/bio.2011.61.7.9.

McKee, C. W., & Tew, W. M. (2013). Setting the stage for teaching and learning in American higher education: Making the case for faculty development. *New Directions for Teaching & Learning*, *2013*(133), 3-14.

McNair, T. B., & Albertine, S. (2012). Seeking high-quality, high-impact learning: The imperative of faculty development and curricular intentionality. *Peer Review*, *14*(3), 4–5. http://search.ebscohost.com/login.aspx?direct=true&db=mlf&AN=EIS83742463&site=eds-live&scope=site

Mehmet, F. (2013). Multitasking or continuous partial attention: A critical bottleneck for digital natives. *The Turkish Online Journal of Distance Education, 14*(1), 266-272. http://files.eric.ed.gov/fulltext/EJ1006265.pdf

Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide.* (3rd ed.). San Francisco: CA: John Wiley & Sons.

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis.* San Francisco. Jossey-Bass.

Murray, S., & Mitchell, J. (2013). The "double-edged wword" of the adult learning environment. *Australian Journal of Adult Learning*, *53*(1), 111-128.

National collegiate retention and persistence-to-degree rates. (2016). *ACT.* https://www.ruffalonl.com/documents/shared/Papers_and_Research/ACT_Data/ACT_2016.pdf

Neumann, C. (2016). Teaching digital natives: Promoting information literacy and addressing instructional challenges. *Reading Improvement*, *53*(3), 101-106. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=10&sid=fdda2189-c14e-4d53-8700-b53772444188%40sessionmgr102

Nicholls, G. (2005). New lecturers' constructions of learning, teaching and research in higher education. *Studies in Higher Education*, *30*(5), 611–625. https://doi.org/10.1080/03075070500249328

Nora, A., Oseguera, L., Mortenson, T., Mina, L., Morrison, L., Silverman, L., & Ramí. (2012). *College student retention: Formula for student success*. Lanham: Rowman & Littlefield Publishers.

Obama, B. (2010, August 9). Remarks by the president on higher education and the economy at the University of Texas at Austin. https://obamawhitehouse.archives.gov/the-press-office/2010/08/09/remarks-president-higher-education-and-economy-university-texas-austin

Patton, M. Q. (2002) *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks: Sage Publications.

Pew Research Center. (2014). *Millennials in adulthood: Detached from institutions, networked with friends.* http://www.pewsociatrends.org/2014/03/07/millenials-in-aldulthood/

Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, *47*(9), 1102–1114. https://doi.org/10.1037/0003-066X.47.9.1102

Procheska, J. M., Procheska, J. O., & Levesque, A. (2001). A Transtheoretical approach to changing organizations. *Administration & Policy in Mental Health*, *28*(4), 247. http://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.00012041.200128040.00001&site=eds-live&scope=site

Ramsden, P. (1993). Theories of learning and teaching and the practice of excellence in higher education. *Higher Education Research and Development, 12*(1), 87-97. https://doi.org/10.1080/0729436930120108

Riddell, J., & Haigh, C. A. (2015). Preaching what we practice: How institutional culture supports quality teaching. *Journal of Eastern Townships Studies / Revue D'études Des Cantons-De-L'est (JETS/RECE)*, *44*(1), 15-33. http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=9331038e-bdce-458c-a20e-965ee929699d%40sessionmgr4006

Rosch, T.a., Reich, J.N. The enculturation of new faculty in higher education: A comparative investigation of three academic departments. *Res High Educ* **37,** 115–131 (1996). https://doi.org/10.1007/BF01680044

Rosebery-McKibbin, C. (2017). Generation Z rising. *ASHA Leader*, *22*(12), 36–38. https://doi.org/10.1044/leader.AE.22122017.36

Rosensohn, S. (2011). Sixty percent of all college freshmen do not graduate in four years. *College Planning Partnerships*. http://www.satprepct.com/sixty- percent-of-all-college-freshmen-do-not-graduate-in-four-years

Rothman D. (2015). A tsunami of learners called Generation Z. *Public Safety: A State of Mind 1*(1), 1-5. http://mdle.net/journal.htm

Scott, D. E., & Scott, S. (2016). Leadership for quality university teaching. *Educational Management Administration & Leadership*, *44*(3), 511-531. doi:10.1177/1741143214549970

Seidman, I. (2013). *Interviewing as qualitative research* (4th ed.). New York: Teachers College.

Shatto, B., & Erwin, K. (2016). Moving on from millennials: Preparing for generation Z. *The Journal of Continuing Education in Nursing, 47*(6), 253-254. http://dx.doi.org/10.3928/00220124-20160518-05

Smith, D. B., & Gadbury-Amyot, C. C. (2014). Process evaluation of a teaching and learning centre at a research university. *Assessment & Evaluation in Higher Education*, *39*(4), 427-442. https://doi.org/10.1080/02602938.2013.845646

Sogunro, O. A. (2015). Motivating factors for adult learners in higher education. *International Journal of Higher Education*, *4*(1), 22-37.

Sorcinelli, M.D., (2002). Ten principles of good practice in creating and sustaining teaching and learning centers. *Selected Works of Mary Deane Sorcinelli.* https://works.bepress.com/marydeane_sorcinelli/17/

Sorcinelli, M.D., & Austin, A.E. (2006). Developing faculty for new roles and changing expectations. *Effective Practices for Academic Leaders, 1*(11), 1-15. http://www.lib.uwaterloo.ca/edocs/documents/EFFECTIVE_PRACTICES_JOURNALS/STYLUS_SPEP_1_11/STYLUS_SPEP_1_11/1GW080L9N3TKKCA1.pdf

Speed, S. A., Bradley, E., & Garland, K. V. (2015). Teaching adult learner characteristics and facilitation strategies through simulation-based practice. *Journal of Educational Technology Systems*, *44*(2), 203-229.

Stages of change. *Virginia Tech Continuing and Professional Education.* http://www.cpe.vt.edu/gttc/presentations/8eStagesofChange.pdf

State of Georgia Higher Education Funding Commission. (2012). *Report to Governor Deal.* https://gov.georgia.gov/sites/gov.georgia.gov/files/related_files/press_release/Recommendations%20of%20the%20Higher%20Education%20Funding%20Commission.pdf

Stupnisky, R. H., Weaver-Hightower, M. B., & Kartoshkina, Y. (2015). Exploring and testing the predictors of new faculty success: A mixed methods study. *Studies in Higher Education*, *40*(2), 368–390.

Swanzen, R. (2018). Facing the generation chasm: The parenting and teaching of Generations Y and Z. *International Journal of Child, Youth & Family Studies*, *9*(2), 125–150.

Thacker, D. (2016). Preparing your sales course for Generation Z. *Business Education Innovation Journal*, *8*(2), 198-204. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=15&sid=fdda2189-c14e-4d53-8700-b53772444188%40sessionmgr102

Thomas, E. and Magilvy, J.K. (2011), Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing*, 16: 151-155. https://doi.org/10.1111/j.1744-6155.2011.00283.x

Thomas, Y. & Srinivasan, R. (2016). Emerging shifts in learning paradigms: From millennials to the digital natives. *International Journal of Applied Engineering Research, 11*(5), 3616-3618. https://www.ripublication.com/ijaer16/ijaerv11n5_105.pdf

Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition. Second Edition*.

Tormey, R. (2014). The centre cannot hold: Untangling two different trajectories of the 'approaches to learning' framework. *Teaching In Higher Education*, *19*(1), 1-12.

Turner, A. (2015). Generation Z: Technology and social interest. *Journal of Individual Psychology*, *71*(2), 103-113. http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=18&sid=fdda2189-c14e-4d53-8700-b53772444188%40sessionmgr102

Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, *46*(2), 153–184. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ735920&site=eds-live&scope=site

Whitcomb, J., Borko, H., & Liston, D. (2009). Growing talent: Promising professional development models and practices. *Journal of Teacher Education, 60*(3), 207-212. doi: 10.1177/0022487109337280

White, A. (2018). Understanding the university and faculty investment in implementing high-impact educational practices. *Journal of the Scholarship of Teaching & Learning, 18*(2), 118. https://doi.org/10.14434/josotl.v18i2.23143

Xu, Y. (2017). Localizing college retention efforts: The distance between theoretical orientation and institution-specific needs. *Innovative Higher Education*, *42*(1), 49-63.

Yin, R. K. (2009). *Case study research: Design and methods.* Las Angeles: Sage Publications.

APPENDIX A:

Institutional Review Board

VALDOSTA STATE UNIVERSITY

Institutional Review Board (IRB)
For the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

Protocol Number: 04034-2020 **Responsible Researcher:** Stephanie Conner

Supervising Faculty: Dr. William Bill Truby

Project Title: *Design and Implementation of a Center for Teaching and Learning at a Growing, Regional College: A Case Study.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **Exempt** from Institutional Review Board (IRB) oversight under Exemption **Category 2**. Your research study may begin immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS:

- *Upon completion of this research study all data (email correspondence, survey data, participant lists, etc.) must be securely maintained (locked file cabinet, password protected computer, etc.) and accessible only by the researcher for a minimum of 3 years.*
- *Researcher's prepared Research Statement must be read aloud at the start of each recorded interview.*
- *All recordings must be deleted immediately upon creation of the interview transcript.*
- *The interview must be conducted privately – out of view or hearing of others.*

Elizabeth Ann Olphie 05.13.2020

Thank you for submitting an IRB application.
Elizabeth Ann Olphie, IRB Administrator

Please direct questions to irb@valdosta.edu or 229-253-2947.

Revised: 06.02.16

APPENDIX B:

Interview Protocol for Participants from Faculty Senate

1. Would you describe your teaching experience in higher education?
2. What, if any, has been your experience with teaching and learning professional development?
    a. Positive experiences
    b. Negative experiences
3. Do you have previous experience with CTLs at other colleges?
4. What would consider to be the biggest challenge in creating a CTL at this college considering:
    a. Size
    b. Location
    c. Resources
5. What is your conception of the intended role of a CTL at this college?
6. Does this differ from your previous experience with CTLs?
7. How did the conversation about the CTL proceed in the Faculty Senate?
    a. In the beginning
    b. By the end (Did the thought process change over time)
8. What were the most prevalent concerns about the nature of the CTL?
9. Do you feel the CTL was/is supported by faculty?
    a. If so, how?
    b. If not, what support do you feel was missing?
10. Do you feel the CTL was/is supported by administration?
    a. If so, how?
    b. If not, what support do you feel was missing?

11. What strategies do you think have been successful in implementing a CTL at this college?
12. What challenges exist in the current state of CTL at this college?

APPENDIX C:

Interview Protocol for Participants from Faculty Development Committee

1. Would you describe your teaching experience in higher education?
2. What, if any, has been your experience with teaching and learning professional development?
    a. Positive experiences
    b. Negative experiences
3. Do you have previous experience with CTLs at other colleges?
4. What would consider to be the biggest challenge in creating a CTL at this college considering:
    a. Size
    b. Location
    c. Resources
5. What is your conception of the intended role of a CTL at this college?
6. Does this differ from your previous experience with CTLs?
7. How did the conversation about the CTL proceed in the Faculty Development committee?
    a. In the beginning
    b. By the end (Did the thought process change over time)
8. What were the most prevalent concerns about the nature of the CTL?
9. Do you feel the CTL was/is supported by faculty?
    a. If so, how?
    b. If not, what support do you feel was missing?
10. Do you feel the CTL was/is supported by administration?
    a. If so, how?

b. If not, what support do you feel was missing?

11. What strategies do you think have been successful in implementing a CTL at this college?
12. What challenges exist in the current state of CTL at this college?

APPENDIX D:

Interview Protocol for Administration

1. Would you describe any experience you have had teaching in higher education?
2. What, if any, has been your experience with teaching and learning professional development?
    a. Positive experiences
    b. Negative experiences
3. Do you have previous experience with CTLs at other colleges?
4. How did the conversation about implementing a CTL at this college begin?
    a. Internal influences?
    b. External influences?
5. What is your conception of the intended role of a CTL at this college?
6. Does this differ from any previous experience with CTLs?
7. What would consider to be the biggest challenge in creating a CTL at this college considering:
    a. Size
    b. Location
    c. Resources
8. What do you perceive as the role of administration in the implementation and operation of a CTL at this college?
9. Do you feel the CTL was/is supported by faculty?
    a. If so, how?
    b. If not, what support do you feel was missing?
10. Do you feel the CTL was/is supported by administration?
    a. If so, how?

b. If not, what support do you feel was missing?

11. What strategies do you think have been successful in implementing a CTL at this college?
12. What challenges exist in the current state of CTL at this college?