

2023

FACULTY (RE)ENGAGEMENT



IMAGE 1

PREPARED AND PRESENTED BY

MHE CAPSTONE GROUP

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EXECUTIVE SUMMARY

The establishment of Elon's Center for the Advancement of Teaching and Learning (CATL) granted faculty access to resources to aid in the development of their learning and teaching practices. The institutional commitment to their growth has continued as demonstrated by the following objectives in the most recent strategic plan, *Boldy Elon*:

- support faculty... development across career stages and professional ranks with new leadership and learning pathways, and greater access to feedback, coaching and mentoring; and
- advance engaged and experiential teaching and learning through the Center for the Advancement of Teaching and Learning (Elon University, n.d.-c).

However, despite ongoing dedication by the university and CATL staff, there has been limited faculty engagement in services and programming offered by the Center, especially since the emergence of the COVID-19 pandemic (J. Uno & J. McSweeney, personal communication, February 13, 2023). To address the lack of faculty participation, it is important for CATL to understand what caused this stagnation, what the current needs of faculty are, and how the office can adjust their approach to contribute to faculty professional development (specifically as it relates to teaching) more effectively. This capstone project served as an avenue to uncover answers to these questions.

After gaining a better understanding of the general faculty population through scholarly research, which revealed the importance of faculty confidence, context, and competency, our team aimed to get a comprehensive view of the Elon faculty experience through quantitative and qualitative methods, primarily a survey and individual interviews. We learned that the reasons behind the lack of faculty engagement with CATL ranged from a lack of time and bandwidth (i.e., burnout) to limited opportunities that were relevant to their academic rank or interests.

Our findings also uncovered four factors to consider when engaging faculty in professional development: students, content, modality, and faculty experience. As a result, we recommend the creation of (1) scaffolded content (i.e., workshops) that are relevant and timely, and discussed during accessible times such as college coffee, (2) an online database ("CATlog") with categorized sessions and recordings and accompanied by toolkits for those seeking additional resources; and (3) an executive internship across disciplines for students interested in professorship and/or teaching to advance opportunities for mentorship, relationship-building and pedagogical feedback.

CENTER FOR THE ADVANCEMENT OF TEACHING & LEARNING

Founded in 2005, the Center for Advancement of Teaching and Learning (CATL) formally serves as a catalyst for faculty development and engagement at Elon. Through intentional, evidence-based, and inclusive initiatives, CATL provides a range of programming that includes workshops, online resources, one-on-one consultations, communities of practice, and institutes/retreats (Elon University, n.d.-a). At an institution ranked number one in the nation for undergraduate teaching, CATL strives to foster the scholarship of teaching and learning and provide opportunities for faculty to engage, enhance, and deepen effective teaching practices (U.S. News & World Report, n.d.). Informally, CATL serves as a safe place where faculty can develop professionally and gather as like-minded professionals wanting to learn and discuss innovative pedagogies. The office and community formed serve as a welcoming and affirming space to learn.



IMAGE 3



IMAGE 2

Within the past few years, CATL has strived to implement its 2016-2021 strategic plan. This plan emphasizes developing new programming and services responsive to the needs of individual faculty while strengthening and deepening support to those seeking to develop their careers (Center for the Advancement of Teaching and Learning, 2016). In supporting faculty development, CATL has aimed to purposefully create and deepen programs that facilitate faculty growth and respond to distinct challenges and opportunities across the faculty career statuses found at Elon (Elon University, n.d.-a). To do this successfully, however, there must be consistent engagement from faculty in order to remain efficient and relevant in programming and other services offered.

CURRENT FACULTY INTERACTION

Before CATL can reimagine new programming and resources to further meet the professional development needs and interests of Elon faculty, it is crucial to understand the current context of faculty engagement with the office. Recorded across six academic years via annual reports, CATL measured participation and engagement of the faculty population through various offerings as shown in the figures below. The levels of engagement by faculty with the CATL office fluctuated as the COVID-19 pandemic impacted the United States. With having to navigate an unknown and ever changing "daily life," faculty turned both towards and away from CATL. More faculty members sought out the offerings of CATL for individualized support, as well as guidance on specific topics during the pandemic (Elon University, n.d.-a). While engagement in resource and learning-based programming increased, faculty lessened their CATL interactions in the context of providing feedback and insight on their experiences (Elon University, n.d.-a). Although the data only provides a snapshot into the relationship between Elon faculty members and CATL, the patterns of engagement in recent years speak to a need to revisit the understanding and implementation of professional development.

Figure 1

CATL Engagement: 1-on-1 Consultations

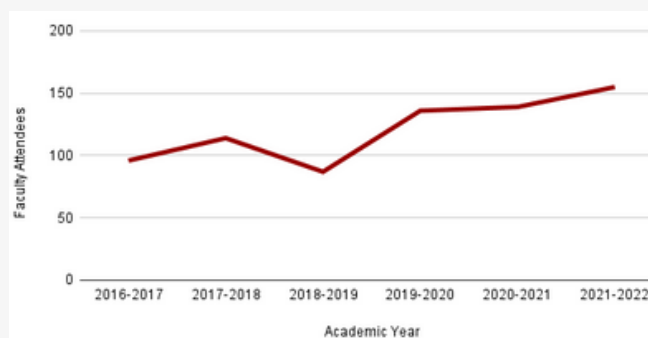


Figure 2

CATL Engagement: University-Wide Workshops

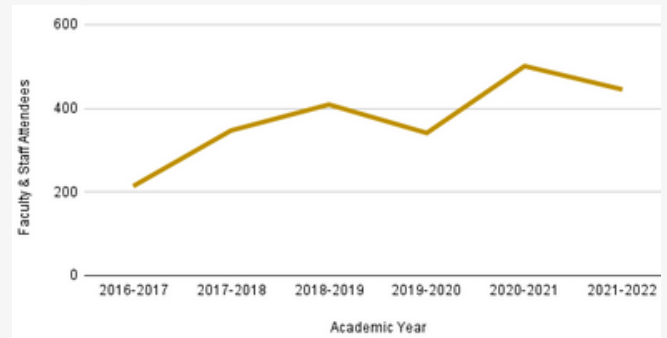
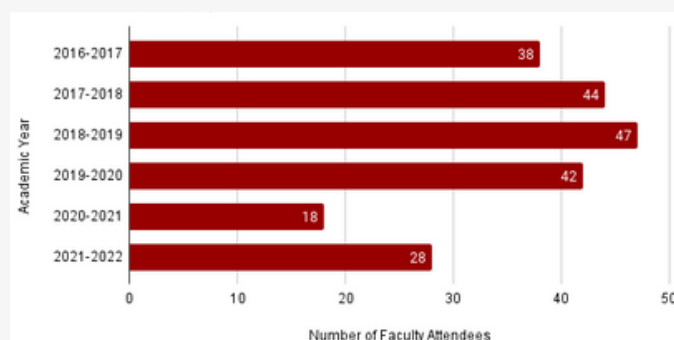


Figure 3

CATL Engagement: Mid-Semester Focus Groups



Note. For figures 1-3, data is retrieved from the 2016-2022 "Center for the Advancement of Teaching and Learning" Annual Reports.

CHALLENGES IMPACTING CATL

In previous years, CATL had consistent engagement in various types of programming offered. COVID-19, however, profoundly affected both student learning and faculty teaching. As students transitioned to a new educational experience due to pandemic restrictions, so did faculty as they adjusted their learning spaces, pedagogical approaches, and reconsidered engagement strategies. These changes contributed to faculty stress, anxiety, and burn out when attempting to balanced their professional development amid increasing expectations, workload, and evolution of best practices (Tugend, 2020). There was also an increase in new faculty who struggled to find community and build in-person experiences and strategies, while mid-career and veteran faculty faced the challenge of transitioning from in-person to online, and back to in-person "post-pandemic." The approach to faculty development that was effective before must now be adapted to take into account the transitions and influences brought upon by the global pandemic.

CATL has recently maneuvered the challenge of being responsive to the needs and trends of faculty, while also providing consistent foundational offerings and programming to support the advancement of faculty careers. The ramifications of a global pandemic, a boom in technology-based offerings and advancements, as well as an ever-changing sociopolitical climate have created a new mixture of questions and struggles that faculty members endure. Throughout this conflict, the disengagement of faculty has led to less retention in programming and services offered by CATL. However, the uptick in seeking out individual support and guidance, alongside a diminishment in sharing perspectives, speaks to Elon faculty wanting direction on how to navigate the professorship experience in a new institutional and societal context constantly in flux. Now, more than ever, CATL seeks to revitalize faculty engagement in their personal and professional development while providing meaningful ways to support their health and well-being. Therefore, there must be a re-assessment of faculty challenges, wants, and needs to help discover the best way to deliver intentional and innovative programming and services that sparks thoughtful and sincere re-engagement with the office's services and initiatives.

The current state of engagement in professional development by Elon faculty leads to the question of our clients: **How might the Center of Teaching and Learning (CATL) foster faculty (re)engagement in meaningful and relevant professional development focused on teaching?**

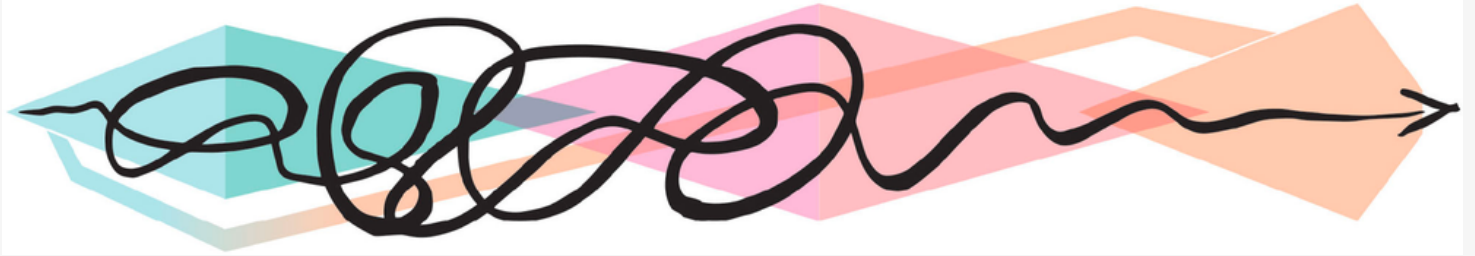


IMAGE 4

PROJECT TIMELINE

OUR TIMELINE WAS INFORMED BY DESIGN THINKING PRINCIPLES, EMPHASIZING EMPATHY, EMBRACING AMBIGUITY, AND ENCOURAGING CREATIVITY AND INNOVATION.

FEBRUARY: FRAMING

- Develop theoretical framework and concept map
- Refine guiding design challenge

MARCH: EXPLORING

- Begin literature review & develop annotated bibliography
- Determine Data Collection & Analysis Plan

APRIL: GENERATING & PROTOTYPING

- Collect data, analyze, and synthesize results
- Develop recommendations
- Formulate final report

MAY: CULTIVATING

- Share findings & recommendations

PROJECT TIMELINE

Our project timeline was approached through a design thinking framework. During the month of February, we began refining our guiding design question through the development of a theoretical framework and concept map. We sought out peer-reviewed sources that encompassed theories that centered around faculty engagement and professional development. In conjunction, we created a concept map that showed the relationship between components of faculty re(engagement) within CATL specifically, which allowed us to see how everything was connected.

In considering how to organize our concept map, we broke down the problem into three main concepts: faculty, engagement, and obstacles. We then expanded upon the various components involved in each area. We explored the structural components of faculty membership at Elon and recognized the obstacles which are possible causes of the challenge of disengagement. In particular, we considered how overstimulation, burnout, and their causes can be understood. Recognizing the obstacles are particularly important in order to begin strategizing possible solutions to this problem. The concept map can be found as [Figure 10 in Appendix E.](#)

Once we gained a deeper understanding of our design question, we entered the exploration phase and began evaluating additional literature to inform our annotated bibliography during the month of March. We expanded upon our theoretical framework to include relevant information that touched on various topics surrounding faculty engagement and development. The literature highlighted the importance of faculty confidence, motivation, status, as well as environmental context, relationship-building, and classroom modality. Upon discovering this new information, we worked alongside our clients to determine our data collection and analysis plan, which included a survey and individual faculty interviews. We also considered other data sources such as client meetings, annual reports, and peer institutions.

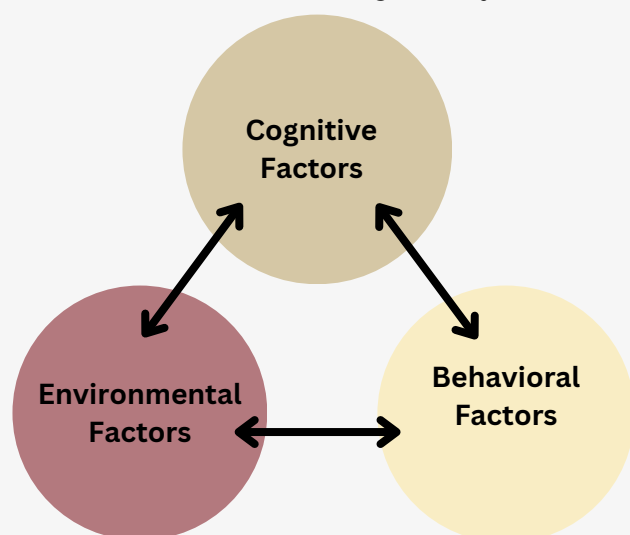
Upon collecting our data from multiple sources, we began analyzing the information by coding patterns and themes that emerged and using affinity diagrams to visualize our findings. Our analysis began with using what we learned from our theoretical framework, concept map, and annotated bibliography as a basis and then adding the main takeaways from our survey results and interview notes to start developing recommendations. We prototyped different ideas until we came up with recommendations that were based in the literature and our data collection findings. The culmination of our project is outlined in our findings and recommendations as well as throughout this final report.

THEORETICAL FRAMEWORK

When considering applicable theories centered around the decision of faculty members to engage in professional development opportunities, we found the following common themes: confidence (i.e., self-efficacy), competence (i.e., skill), and context. These themes coincide with the concepts that comprise Bandura's (1971) Social Learning Theory (SLT)—a theory that was the basis of our framework development.

Figure 4

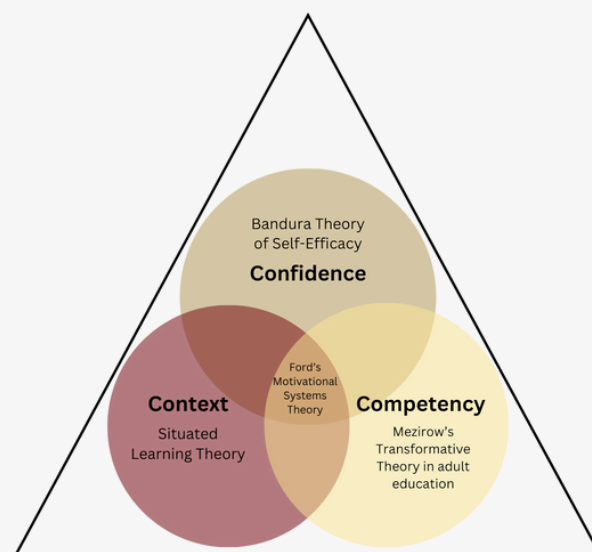
Bandura's Social Learning Theory



To learn more about confidence as a factor in decision making, we explored Bandura's (1997) Theory of Self-Efficacy. To understand the competency factor, we considered Mezirow's (1997) Transformative Learning Theory. To evaluate the importance of context, we studied Lave and Wenger's (1991) Theory of Situated Learning. Lastly, Ford's (1992) Motivational Theory offers considerations explicitly surrounding how individuals make decisions. Figure 5 illustrates our theoretical framework.

Figure 5

Faculty Engagement in Professional Development



Faculty Engagement in Professional Development

Social Learning Theory

Social Learning Theory (SLT) can be understood as three main concepts which influence a person's behavior—cognitive factors (i.e., confidence), environmental factors (i.e., context), and behavioral factors (i.e., competence) (Bandura, 1971). Confidence is the attitude one has towards oneself which translates into the attitudes individuals have towards their role and abilities as a faculty member. Context refers to the environmental/situational factors that impact a faculty member's decision to attend a professional development opportunity. Competence involves the skills that a faculty member possesses or might learn in an opportunity offered by CATL. A 2002 study found that by applying SLT to a professional development series, teachers' applications of

THEORETICAL FRAMEWORK

different pedagogical approaches were influenced by the knowledge and skills held by the teacher, their self-efficacy, and the environmental factors impacting them (Watson, 2013). SLT can help us understand why faculty members are not engaged in CATL offerings or how they might be motivated to re-engage. Nonetheless, it is important to consider additional theories that expand upon each SLT component.

Confidence

Evidence suggests having a strong sense of self-efficacy—the belief and confidence that one can be successful—among college faculty is an essential component for building instructional competence as it serves to motivate their drive and decisions (Rowbotham, 2015). Helping faculty understand who they are as educators and advancing their confidence to promote success aids in their development (Saroyan et al., 1997).

Albert Bandura's (1977) Theory of Self-Efficacy highlights the importance of self-belief and makes a distinction between efficacy expectations and outcome expectations. He argues that an individual can have confidence that specific actions will result in certain outcomes, but that belief is not enough. The individual's probability of success is increased when *they* have the confidence that they can perform the actions necessary to achieve their goal.

Figure 6

Bandura's Social Learning Theory (1971)

PERSON



BEHAVIOR



OUTCOME

Bandura (1977) outlines four sources of self-efficacy, three of which are mastery experiences, vicarious experiences (social modeling), and verbal persuasion. As a teaching and learning resource, CATL provides opportunities for faculty to develop skills that help them grow proficient in teaching (mastery experiences) while utilizing their peers' experiences and successes in consultation (social modeling). Through community building and a faculty-embedded staffing model, CATL participants support each another and experience affirmation in their work (verbal persuasion). The various support that CATL offers contributes to a faculty member's development of self-efficacy, which can only grow when supported by resources to improve their teaching skills and scholarly work (Carpenter et al., 2019; Watson, 2013)

THEORETICAL FRAMEWORK

Competency

At Elon, teaching and engaged learning are critical components of the university's mission and priorities (Elon University, n.d.-b). This mission carries over to faculty development which, at its most basic level, is a group of adults seeking to learn and grow. Therefore, considering adult learning theories can assist us in furthering our understanding of faculty engagement with development opportunities.



IMAGE 5

Mezirow's (1997) Transformative Learning Theory (TLT) describes learning as a transformational process that requires adult learners to acknowledge past experiences and choose to question and interrogate all prior knowledge. Applied to faculty development, TLT requires the learner to critically reflect, challenge and potentially change their basic assumptions about their role in the classroom (Mezirow, 1997). Faculty development impacts faculty perceptions of their role at an institution and how they choose to play out this role (Boyer, 1990; Kezar et al., 2016; Saroyan et al., 1997). In applying

this theory, we gain a greater understanding of the importance of faculty development in creating a culture of growth and innovation. Opportunities like those offered by CATL allow faculty to challenge their understanding of themselves as educators and recognize the need to learn continuously, which contributes to the engaged learning culture of Elon.

Context

CATL serves as a community of practice that works to build relationships across disciplines. Communities of practice (CoP) are one of two key tenants in Lave and Wenger's (1991) Theory of Situated Learning which views knowledge as situated in authentic contexts and learning as influenced by that context and culture. This theory states that learning can occur through CoP where members can share and develop practices, learn from reciprocal interactions, and gain opportunities to grow personally, professionally, or intellectually (Besar, 2018; Lave & Wenger, 1991). CoP are often led by a coach/mentor who is part of the community and knowledgeable about it (Durning & Artino, 2011; Lave & Wenger, 1991). In CATL, CoP not only bring together faculty with common interests, but also consists of leaders who are active and immersed within Elon. Through these connections, CATL can create the authentic contexts needed for faculty to grow as professionals.

THEORETICAL FRAMEWORK

Ford's Motivational Systems Theory

Through Bandura's Social Learning Theory, we explored three areas which impact an individual's decision making (Bandura, 1997). In considering the confidence, competency, and context of faculty, we are attempting to uncover the individual motivation to engage, or not, with CATL. Motivational Systems Theory (MST) defines motivation as, "the organized patterning of three psychological functions that serve to direct, energize, and regulate goal-directed activity" (Ford, 1992, p. 2). In this definition, "direct" refers to where someone is trying to go or what they are trying to do. "Energize" refers to how someone gets motivated or unmotivated. "Regulation" refers to how people decide to start, continue, or give up on something. MST is the first theory that considers all three of these factors. This inclusive lens informed one of the open-ended questions in our survey (See [Appendix A](#)), and adds to our understanding of faculty decision-making concerning CATL.

Motivation Systems Theory can act as a guide for institutions to craft a framework of support that targets the root of faculty purpose and practice (Colbeck & Weaver, 2008). Understanding the foundational motivations of an individual allows institutions to recognize faculty as complex beings. Making a concerted effort to understand how motivation contributes to faculty identities and experiences is crucial to create an institutional environment rooted in holistic support.

CONCLUSIONS

- At the core of our theoretical framework is the complexity of faculty roles within colleges and universities (Welch & Plaxton-Moore, 2017; Etzioni's 1975, 1997).
- Faculty members are distinctive individuals, thus, it is crucial to acknowledge how context, competency, and confidence contribute to motivation and the faculty experience.
- Engagement opportunities must be intentional and geared towards fulfilling a faculty's motivation to foster development and growth.

LITERATURE REVIEW

Beyond understanding the motivation and intrinsic aspects of faculty, taking into account their positionality and interactions is crucial to gain a more holistic understanding of the faculty experience. The rank a faculty member holds, how they engage with peers, and the methods they use to teach further influences what professional development opportunities are necessary to facilitate their personal and professional growth.

Faculty Status

While college faculty share common responsibilities, such as educating students and engaging in research, their faculty status impacts their particular needs. Ranging from senior lecturers to tenured professors, faculty support and resources are based on the positionality of their status (Blanchard et al., 2009). Professional development opportunities must be inclusive of the holistic faculty experience while acknowledging that rank will impact necessary support (Beach et al., 2016; Blanchard et al., 2009; Welch & Paxton-Moore, 2017). Typically, tenured faculty and full professors have more autonomy in their engagement in professional development, as faculty members in lower ranks are more limited in opportunities (Blanchard et al., 2009; Welch & Paxton-Moore, 2017). Multiple forms of professional development, including individualized consultations, workshops, and mentoring/collaborative environments, must be accessible to meet the appropriate engagement that a variety of faculty seek (Blanchard et al., 2009; Welch & Paxton-Moore, 2017). Higher education faculty are not a monolith, as experience and status impact what professional development opportunities are necessary to foster their growth and development.

Peer Relationships/Collaborations

Community-engaged scholarship and practices allow faculty to collaborate in teaching, research, and scholarly activities that serve to advance their professional development (Jordan et al., 2012). These practices infused into programming and modes of development promote an intentional and productive space in which faculty can share ideas while building a community amongst other individuals with similar passions. Peer-to-peer programming and mentoring are one of the most utilized practices in faculty professional development and result in improved faculty confidence, motivation, productivity, skill development, and competency in teaching and learning (Carney et al., 2016; Carpenter et al., 2019; Huston & Weaver, 2017, Jordan et al., 2012; Welch & Plaxton-Moore, 2017). As shown through various pilot programs centered around peer coaching and collaboration, both experienced and newer faculty have noted an increase in professional purpose and aspirations as they come together to contribute knowledge and learn from each other (Huston & Weaver, 2007; Carpenter et al., 2019).

LITERATURE REVIEW

Communities of Practice to Promote Interdisciplinary Collaborations

Communities of practice (CoP) utilize social learning to create social spaces where faculty can expand and share their knowledge (Blanchard et al., 2009; Stark & Smith, 2016; Smith et al., 2016). CoP promote conversation across ranks and experiences and emphasize the need to ensure that faculty development remain relevant to the current environment.

What:

- Role of "expert" is linked to experience, not status ((Stark & Smith, 2016; Smith et al., 2016)
- Promote collaborations across disciplines as research, interests, and challenges are shared and discussed (Blanchard et al., 2009; Carpenter et al., 2019)

Benefits:

- Reduce feelings of isolation
- Create relationships across statuses, disciplines, ranks, and experiences
- Increases motivation, support, and engagement (Carney et al., 2016; Stark & Smith, 2016; Smith et al., 2016).
- Develop interdisciplinary coaching skills (Carpenter et al., 2019).

Modality

Forms of professional development prior to the COVID-19 pandemic involved mostly in-person interactions. Oftentimes, however, in-person programming is inaccessible as it interferes with the workload, time constraints, physical geography, ability status, cultural norms, and personal anxieties of faculty (Brooks, 2010). Technology as a tool and mode of programming can be utilized in creative ways to increase flexibility, connectedness, and access (Brooks, 2010; Webb et al., 2013). Hybrid approaches that utilize both asynchronous and synchronous environments (i.e., online modules and online CoP) are considered effective in increasing accessibility and engagement of faculty from various statuses and experiences (Brooks, 2010; Mundy et al., 2012). To engage both adjunct and newer faculty, it is encouraged to meet their circumstances and leverage the opportunities and challenges of technology (Austin & Sorcinelli, 2013; Webb et al., 2013). Providing various forms of engagement produces greater opportunities to cater to the diverse needs, goals, experiences, and motivations of faculty, resulting in the enhancement of faculty engagement and learning (Brooks, 2010; Webb et al., 2013).

There is no "one size fits all" approach to faculty professional development. In faculty engagement, it is imperative to target and cater to faculty of all stages of careers, statuses, and disciplines. Utilizing peer relationships, collaborations, and hybrid formats can help foster greater engagement, growth, and enthusiasm in programming. CATL is understood as a place where faculty can grow professionally and where like-minded people who are passionate about teaching can gather and learn more.

DATA COLLECTION & ANALYSIS PLAN

It was important to ensure that our approach to data collection was inclusive of faculty voices and perspectives and incorporated holistic methods of gathering information. It was equally significant for our data collection to help us understand and account for internal motivations regarding faculty needs and engagement in CATL programming. Therefore, our goal was to collect quantitative and qualitative data through a survey and individual interviews as well as analyze client meeting notes, annual reports, and teaching and learning centers at peer institutions. Table 1 summarizes these data sources.

Table 1

Data Collection Summary Table

Data Source	Data Type	Collection Method	Capstone Applicability	Timeline
Client Meetings	Qualitative	Zoom meetings with CATL clients and note-taking	Provides insight into CATL goals and objectives with our capstone project. Opportunity to gather feedback on progress and ideas presented thus far. Allows for consistent direct representation and insight from both a CATL staff and faculty perspective.	Bi-weekly beginning in February
Annual Reports	Quantitative and qualitative	Downloaded from CATL website	Analysis of CATL programming data (published annually 2016-2017 to 2021-2022) helped our team identify faculty engagement patterns.	February/March
Survey	Quantitative and qualitative	Qualtrics	Important to understand motivations, needs, and interests of faculty members to inform recommendations.	Sent survey via CATL on 3/30. Survey closed on 4/7.
Individual Interviews	Qualitative	Zoom interviews with Elon faculty	Allows us to obtain additional faculty perspectives that were not represented in our survey.	Invited faculty to participate in an individual Zoom interview on 4/7. Interviews took place, 4/11-4/17.
Peer Institutions	Qualitative	Peer institutions online / virtual documents	Gives us insight into what faculty development practices/resources are currently in place at peer institutions to aid in our benchmarking process.	Late March/Early April

DATA COLLECTION & ANALYSIS PLAN

Client Meetings

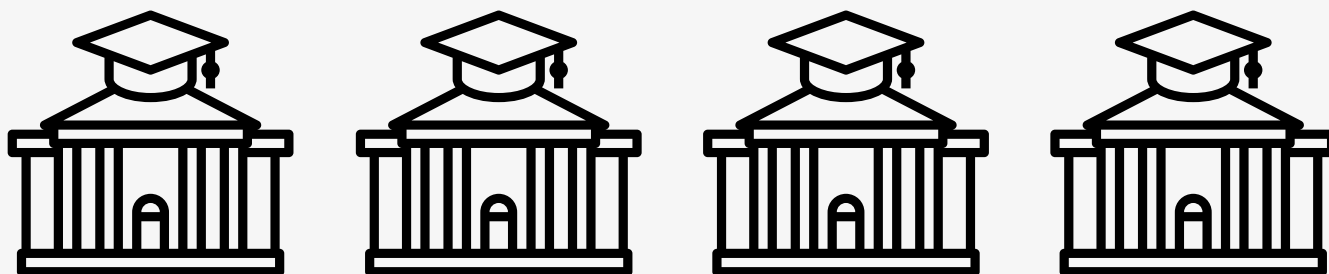
According to Stage and Manning (2016), "speaking with professionals is a good strategy to discover relevant and researchable questions" (p. 17). Through consistent conversations with our clients, Jennifer and Jill, we were reminded of the questions and concerns raised by their office. Their insights also provided a useful perspective on how to collect data and understanding faculty needs/wants. During each of our client meetings, we collected detailed notes by hand and through the transcription of Zoom recordings. These notes acted as a database of topics covered, questions answered, and progress made.

Annual Reports

Before we could understand the faculty perspective on professional development opportunities, we had to grasp the current state of faculty engagement with the CATL office. Context is crucial before data collection can be implemented (Stage & Manning, 2016). By analyzing previous Annual CATL Reports, we learned about the services and resources that have typically been offered and how they were received by faculty. The reports contain quantitative and qualitative data that capture the priorities of CATL, as well as the trends of engagement by various campus populations. Knowledge of engagement levels with specific resources speak further to the interests and motivations of faculty, which is a guiding principle in our approach to re-engaging faculty members with CATL.

Peer Institutions

In addition to our main data collection methods (i.e., survey and individual interviews), it is important to benchmark CATL against similar centers at peer institutions to gain a better understanding of best practices as it relates to faculty development and engagement. The institutions we focused on can be found on Elon's peer institution list. Our data source is each school's teaching and learning website with an intentional focus on faculty resources. By learning about the practices of centers similar to CATL at other institutions and comparing them to Elon, we can benchmark faculty resources and programming and begin brainstorming recommendations for CATL to help increase faculty engagement.



DATA COLLECTION & ANALYSIS PLAN

Survey

To most effectively determine how CATL might foster faculty (re)engagement, we needed data that reflected the opinions and desires of faculty today, particularly in a “post-pandemic” context. Since researchers tend to use surveys to measure perceptions, opinions, and attitudes (Sriram, 2017), we utilized a quantitative and qualitative survey followed by individual Zoom interviews with select faculty. We intentionally coupled a variety of qualitative methods to gain more complexity in our data while enhancing its quality (Biddix, 2018).

Per advice from our clients, our survey was sent as a Qualtrics link in an email from CATL to all faculty members on March 30th. The survey captured basic faculty information (position, rank, etc.), levels of engagement via a Likert scale, and free response sections for additional insights. By asking closed questions on a Likert scale, we pinpointed faculty perceptions on CATL and the driving factors that encourage or prohibit their participation in programming (latent variables) in a less time-consuming way (Allen, 2016; Sriram, 2017). Towards the end of the survey, we included open-ended questions to gather unique data that would build on earlier responses (Allen, 2016). Our survey also included an option for participants to share their email if they were willing to be interviewed. We closed our survey on April 7th and analyzed over 50 responses (in conjunction with previous scholarly insights) using an affinity diagram to decipher initial themes and patterns that were then strengthened by data that emerged through individual faculty interviews.

Individual Interviews

After receiving survey responses, we contacted faculty members who showed interest in participating in individual interviews. During each interview, we expanded upon our survey questions and focused on learning about each faculty member’s personal experience with CATL. These semi-structured individual interviews allowed us to gather first-hand qualitative insights/stories from a range of faculty that would add to our survey findings (Ortiz, 2016). We recorded each Zoom interview and obtained a transcription that we later edited to include field notes (nonverbal communication, interpretations). Since “formal data analysis begins with coding” (Saldana, 2013, p. 58), we analyzed interview responses according to the preliminary themes that emerged from our affinity diagram, while also highlighting new insights that were not represented. We also used tools within Qualtrics to formulate reports and visualizations using quantitative survey data (i.e., Likert scale responses) to better understand the trends and the story that the data tells.

KEY FINDINGS

In our research, we distributed a Qualtrics survey which received 53 responses across the six academic schools at Elon. The survey included both close-ended and open-ended questions. Follow-up interviews were conducted with three faculty, providing more in-depth responses and reflections. Acknowledging that we engaged in both quantitative and qualitative data collection, there were common findings across both methods that we wanted to highlight.



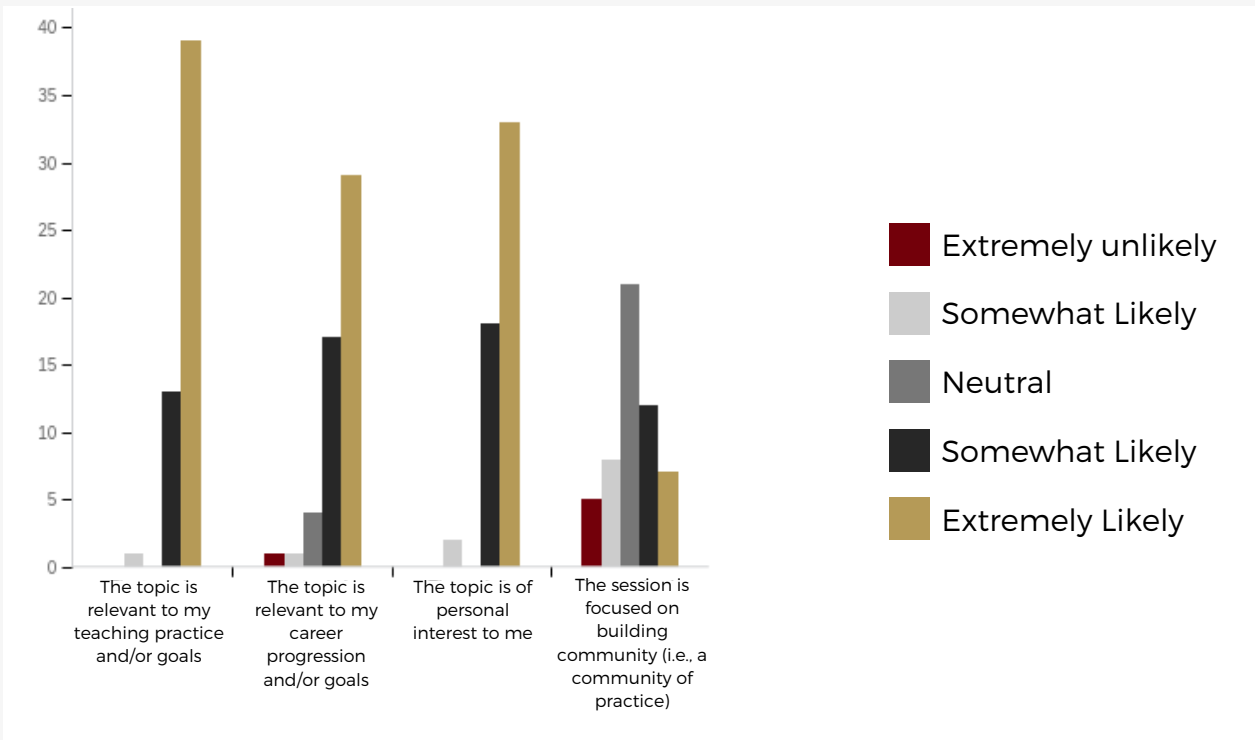
IMAGE 6

Qualtrics Survey Data - Quantitative

Across programming-specific questions, it was found that for faculty, it is extremely important that topics are relevant to their personal and professional goals as well as interests. There were more neutral attitudes found toward programming that emphasized community building such as communities of practice.

Figure 7

How likely are each of these factors to drive your decision to participate in CATL programming?
(Content Focus Answers)

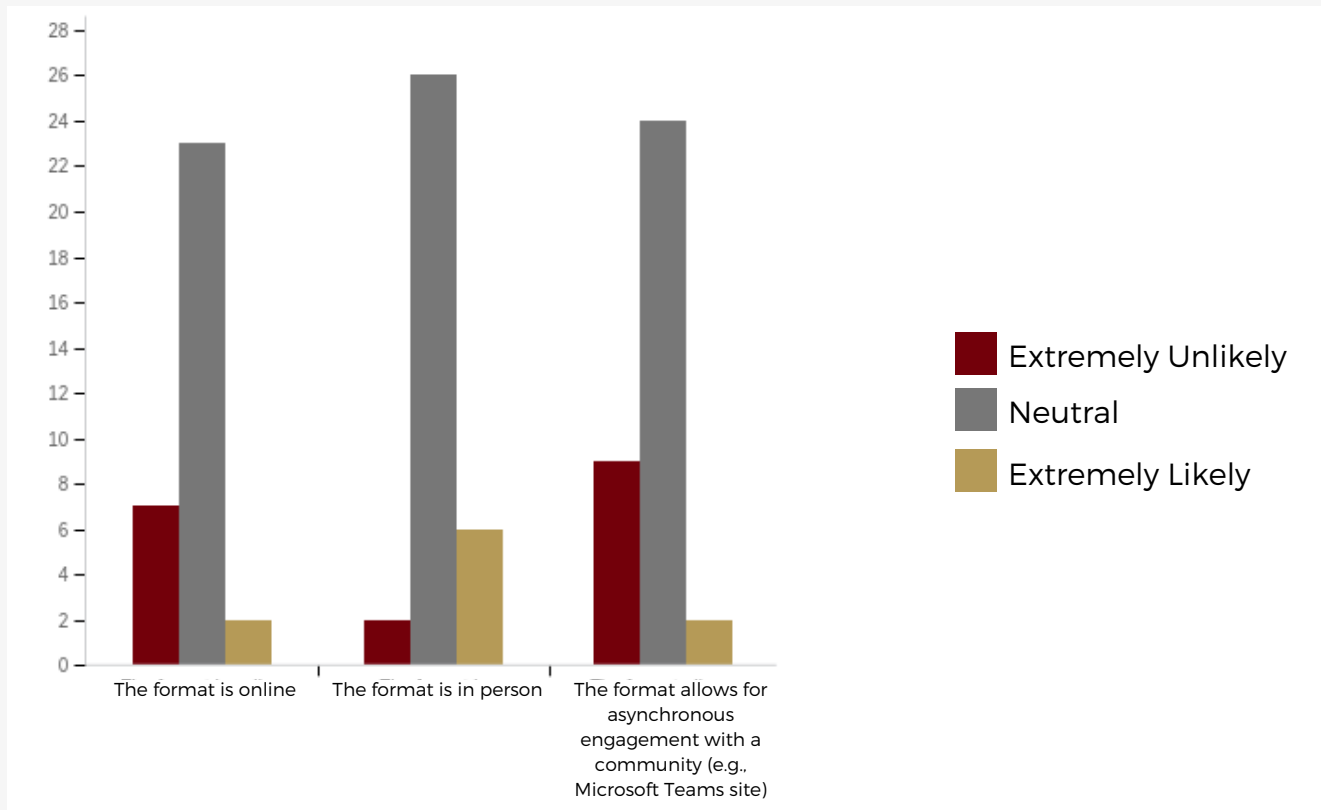


KEY FINDINGS

In measuring the effect of modality on faculty engagement, faculty appeared to be highly neutral in their preferences for online or in-person. This was particularly interesting considering the research found about the benefits of asynchronous and hybrid models of engaging in professional development.

Figure 8

How likely are each of these factors to drive your decision to participate in CATL programming? (Modality Focus Answers)



Peer Institutions

After examining Elon's peer institution list, our team selected ten institutions with distinct faculty learning and development office websites to which compare to Elon's Center for the Advancement of Teaching and Learning (CATL) (see Appendix D). When researching each website, we looked primarily at the teaching/learning and professional development resources being provided. All ten institutions offered a variety of resources to faculty, such as consultations, workshops/events, and grant information—similar to Elon. However, specific institutions went beyond in these offerings. American, Furman, Lehigh, and Syracuse incorporated robust online and hybrid teaching and learning resources. Bucknell, Fordham, Furman, and William & Mary emphasized some variation of lunch and learn gatherings. Six institutions focused largely on research support and five institutions highlighted resources to advance DEI in faculty spaces.

KEY FINDINGS

Common Themes Found Across Modes of Data

Research from our literature review and study of peer institutions introduced us to various forms of engagement as well as challenges faculty across the nation have identified in professional development and learning opportunities. Data from our open-ended Qualtrics responses and additional conversations through interviews tied these nationwide trends to the Elon context. The following four themes were found as important considerations to consider when engaging faculty in professional development

STUDENTS

- Common challenge: How to engage new generation of students
 - Motivating students
 - Adapting "old tricks" to post-covid
 - Elon's Engaged Learning Expectation
- Understanding and catering to student needs amid diverse identities and student disabilities

CONTENT

- Faculty desire flexibility
 - Opportunities to explore current and innovative topics (i.e., DEI, CRT, ChatGPT) as they arise
 - Room to discuss current challenges in the classroom with peers
- Current programming is viewed as repetitive
- A desire for progressive series that allow for in-depth content

FACULTY EXPERIENCE

- Personal goals and motivations influence motivation to attend sessions
- Senior faculty want more advanced learning and complex views of foundational topics
- Newer faculty have effective learning and programming

MODALITY

- The growing use of hybrid and asynchronous PD methods
 - At Elon, faculty appreciate that Zoom is accessible, but in-person is appreciated
- Diversity of programming is enjoyable
 - Workshops
 - Pop-ups
 - Lunch and Learns
 - Communities of Practice

RECOMMENDATIONS

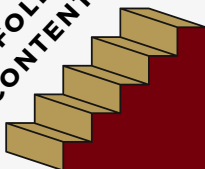
We have developed several recommendations for CATL based on the understanding we have gained through our data collection. These recommendations are informed by our theoretical framework and the key findings. Much of our data pointed us towards recommendations involving the topics faculty members are most interested in engaging with and the major barriers to their engagement with CATL.

"THE KINDS OF EXPECTATIONS THAT ARE NOW BEING ADDED TO MY PLATE JUST CHISEL AWAY AT THE TIME I HAVE AVAILABLE."

Among faculty, we observed a strong interest in learning how to best engage with the newest generation of students, strongly impacted by the COVID-19 pandemic. In synthesizing results from interviews and the survey, we found that time plays a significant role in faculty member's experiences. One faculty member expressed, "The kinds of expectations that are now being added to my plate just chisel away at the time I have available" (Anonymous, personal communication, April 17, 2023). Keeping in mind the impact of confidence, context, and competency on faculty decision-making, we developed the following recommendations for faculty (re)engagement.

CONTENT

**SCAFFOLDING
CONTENT**



**COLLEGE
COFFEE**

**RELEVANT AND
TIMELY CONTENT**



Faculty feedback expressed an interest in engagement opportunities that reach more advanced levels and have greater depth and complexity. One person shared in their survey answer: "It would be cool to have a series where you attend each and it builds each time or workshop ratings that are beginner, intermediate, advanced so that I can make choices that align with my knowledge level." In this case, a faculty member's decision to engage might be based on their desire to have more competence surrounding whatever the topic is, which may make them more confident in the classroom. To facilitate opportunities for more advanced learning within CATL, we recommend creating workshops that are scaffolded. This spring CATL hosted a very successful workshop on AI and several faculty expressed interest in future sessions surrounding this topic. If this recommendation were implemented, there might be a second and third session in which the material grew

RECOMMENDATIONS

progressively more complex, reaching advanced levels of understanding. Doing so might involve bringing in a faculty member in the computer science department to share their expertise.



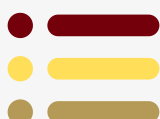
IMAGE 7

Another prevalent theme from both from the interviews and the survey, was an enthusiasm about more sessions tackling current issues and topics. Some of the sessions that are not scaffolded could be scheduled as “Hot Topic” sessions in which faculty could have round table discussions around issues impacting their experience.

This recommendation takes into consideration an individual's context, including current news and events happening around them. An additional engaging and accessible way to do this would be to host a monthly table at College Coffee. It could be known as “College Coffee & Collaborate with CATL”. Faculty are already encouraged not to have meetings on Tuesdays from 9:40-10:20am, and many attend College Coffee consistently. CATL could use a presence there to converse with faculty members who have a question about a pedagogy, invite faculty members to share what is going well in their classroom, and/or hold space for conversations around a current issue.

DATABASE

CATEGORIZATION



REC

**RECORDED
SESSIONS**

TOOLKITS



Providing complete access to CATL-facilitated events and workshops allows faculty flexibility in their engagement with the office. With the development of an online, database-like platform, called the “CATLog,” CATL can expand their reach by offering resources that do not require in-person engagement. Time has become a sought-after resource for many faculty, so providing these individuals with autonomy and flexibility can accommodate the current needs of this population. In our survey, a faculty member shared that they “would love to attend many of the activities sponsored by CATL, but [they] can barely get everything done that [they] need to on a daily basis to teach [their] classes.” In-person sessions can be recorded, or a virtual format of the facilitated session can be developed to accommodate busy schedules.

RECOMMENDATIONS

A CATL database, with categorization of sessions and accessible recordings, creates a user-friendly and evergreen platform that faculty can maneuver based on their needs or desired topics.

The sessions offered by CATL can be categorized by target audiences, whether that be senior faculty versus junior faculty, or practitioner versus learner. Access to these recordings could be accompanied by toolkits for new faculty members—those looking to get involved in different areas of scholarship, try a new pedagogy, and more. Materials that pair with the content of the sessions could be stored virtually so faculty can access the information at any time. This database also provides guidance and examples, which is important for faculty wanting to explore new approaches to teaching.

An individual shared in our survey that, "any kind of assignment or syllabus template is incredibly helpful for junior folks creating new courses semester-after-semester who want to experiment with new pedagogical practices, but don't yet know what framing works best." Faculty are seeking out resources that provide further insight and instruction in how to transform their classroom experience. The "CATLog" can truly allow faculty to dictate how they want to engage in advancing their teaching as needed, which fosters both confidence building and growth in pedagogical competency.



Figure 9

Visual Mock Up of CATLog Database

STUDENTS

ELR INTERNSHIP



LUNCH & LEARN

MENTORSHIP



In response to faculty expressing the need to adapt to change in the institutional environment (context), we hope CATL can assist faculty members in becoming more attuned to the current college student population. Student populations, challenges, and needs have differed with each incoming class. For faculty, who have seen the effects of COVID on student engagement, as well as those who have been teaching for several years, there is a need to stay in tune with this "new generation of students." During a 1-on-1 interview, one faculty member highlighted how "[when looking at] 2018 versus 2023... my students have different needs. Figuring out how to take the temperature of student culture is something CATL could be instrumental in" (Anonymous, personal communication, April 17, 2023). As a university that focuses on relationship-rich education and engaged learning. It is crucial that faculty can adapt practices and teaching to match current student needs and culture.

"[WHEN LOOKING AT] 2018 VERSUS 2023... MY STUDENTS HAVE DIFFERENT NEEDS. FIGURING OUT HOW TO TAKE THE TEMPERATURE OF STUDENT CULTURE IS SOMETHING CATL COULD BE INSTRUMENTAL IN."

During our one-on-one interviews with faculty, there was an expressed desire to test innovative pedagogies with students and receive feedback on techniques. Similarly one of our recommendations to fulfill the student understanding gap is to offer an executive internship across disciplines for those interested in professorship and/or teaching. Through this internship, for a minimum of one semester, students would work directly with one faculty member, creating/adapting the syllabus for a class they would observe in that same semester. During that time, the student would be tasked with taking the "temperature" of student engagement and needs in the class, based on assignments, understanding of class material, and participation. The professor in turn

RECOMMENDATIONS

would be asked to create and practice new pedagogical styles, as well as review assignments, exams, and project details with the student, who would provide feedback. This internship would also provide mentorship between the student and faculty, presenting opportunities for them to engage in a dual-sided mentorship. Students would provide insight into what teaching practices/topics have been most effective, and the faculty can provide insight into career paths and interests of the students. This would give an opportunity for both students and faculty to engage in relevant issues, current events, and challenges. Receiving an Experiential Learning Requirement (ELR) credit for completion of the internship program would also provide a more tangible incentive for students to participate and engage in this opportunity.

Additionally, once a month a CATL Lunch & Learn would be open to students who, invited by their professor, would discuss hot topics with other faculty and students. Several faculty members expressed concern and confusion over how to best engage with this new generation of students. While CATL caters to faculty engagement and needs, it could utilize student partnerships, as partnerships are often created between faculty and students in various other areas such as research and programming. As highlighted by one faculty, "I have teamed up with students, for example, teaching and learning apprentices, and done CATL stuff together. But I often have to ask, because it's not assumed that students will be involved in CATL work" (Anonymous, personal communication, April 12, 2023). This idea would provide space for faculty to get to know the students and learn from them directly, expanding understanding of current needs and challenges to faculty outside of the internship program.

**"I HAVE OFTEN TEAMED UP WITH STUDENTS, FOR
EXAMPLE, AS TEACHING AND LEARNING
APPRENTICES, AND DONE CATL STUFF TOGETHER.
BUT I OFTEN HAVE TO ASK, BECAUSE IT'S NOT
ASSUMED THAT STUDENTS WILL BE INVOLVED IN
CATL WORK."**



IMAGE 8

CONCLUSION

(RE)ENGAGEMENT OF FACULTY

Faculty members at Elon do not exist within a monolith. Each individual has intrinsic motivations to their teaching, as well as a subjective experience due to their faculty status. With an understanding that the faculty experience can not be reduced to a single narrative, we recognized that it was vital for our efforts in supporting CATL in the (re)engagement of faculty to be grounded in self-efficacy and the context that influences teaching. This framework of confidence, competency, and context has provided an encompassing approach that has allowed for the acknowledgement of the complexity of faculty identity, giving further insight into how to approach professional development opportunities.

Through extensive review of literature, providing Elon faculty with an anonymous survey, as well as conducting individual interviews, it is evident that faculty needs are encompassing and complex. The faculty experience has transformed, both due to advancing technology and a new "normal" as a result of the pandemic, meaning faculty needs are shifting rapidly. Fleeting availability of time, a desire to obtain more depth in pedagogical approaches, as well as a disconnection with the current generation of students are challenges Elon faculty are currently facing.

CATL has an opportunity to meet these needs through developing scaffolded content to foster greater competency, increasing faculty confidence by facilitating engagement with students, and providing accessible virtual content to meet faculty within the context they are operating in. With our efforts to discover how Elon faculty perceive professional development and persisting obstacles, CATL has an exciting chance to reimagine their offerings in order to comprehensively support the Elon faculty population.



IMAGE 9

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APPENDICES

APPENDIX A: QUALTRICS SURVEY



ELON
UNIVERSITY

CENTER FOR THE

Advancement of
Teaching and Learning

We would like to know more about your participation in programming offered by the Center for the Advancement of Teaching and Learning (CATL). For the purpose of this survey, CATL programming encompasses the following: campus-wide workshops or events, department or school specific workshops or events, webinars, discussion groups or summer reading groups, and communities of practice.

Part A: Demographics

In the past 3 years, I have participated in the following CATL programming and/or services? (check all that apply)

- ☐ None
- ☐ One-on-one consultation
- ☐ Mid-semester focus groups
- ☐ Communities of practice
- ☐ New faculty Orientation
- ☐ Mid-Career Programming (Including post-probation Orientations)
- ☐ Campus-wide workshop (other than New Faculty Orientation)
- ☐ Department workshop
- ☐ Discussion group
- ☐ Writing Residency
- ☐ Funding through CATL grants
- ☐ Teaching and Learning Conference
- ☐ Other

What school do you teach in?

- ☐ Elon College, the College of Arts & Sciences
- ☐ Martha & Spencer Love School of Business
- ☐ School of Communications
- ☐ Dr. Jo Watts Williams School of Education
- ☐ School of Health Sciences
- ☐ School of Law

What is your position and rank?

Where do you live? (We are hoping to understand what geographical challenges faculty might be facing in coming to programming)

- ☐ 0-10 miles
- ☐ 11 – 20 miles
- ☐ 21-30 miles
- ☐ 31-50 miles
- ☐ More than 50 miles

Part B: Engagement

In the past year, have you engaged in any CATL programming?

- ☐ Yes
☐ No
☐ Maybe
☐ I don't know

If you answered no, why have you not engaged with CATL programming? [Check all that apply]

- ☐ I didn't know it was available to me
☐ It didn't align with my schedule
☐ The topics were not of interest to me
☐ I couldn't see how it contributed to my professional development
☐ Other
☐ Does not apply to me / I have engaged in CATL programming before

How likely are each of these factors to drive your decision to participate in CATL programming?

	Extremely unlikely	Somewhat unlikely	Neutral	Somewhat likely	Extremely likely
The topic is relevant to my teaching practice and/or goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topic is relevant to my career progression and/or goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topic is of personal interest to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The session is focused on building community (i.e., a community of practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The session is disciplinary focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format is online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format is in-person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format allows for asynchronous engagement with a community (e.g., Microsoft Teams site)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenters are external from Elon University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenters are my Elon peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Incentives or compensation are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CATL programming is integrated into departmental or committee meetings I'm already attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timing conflicts with personal responsibilities beyond my work at Elon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your agreement to each statement below.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
CATL contributes to my sense of community at Elon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CATL programming offers the opportunity to find collaborations with other faculty from across the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust that CATL programming will provide me with tools/skills/resources that support my teaching effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see how CATL programming fits into my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in CATL programming is worth my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to articulate my engagement in CATL programming in my Unit 1 and/or in my Promotion and Tenure file	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recommend CATL programming to my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CATL programming was recommended to me by my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What topics would you like to see covered in CATL programming?

Is there anything CATL could begin, continue, or stop doing that would enhance programming?

Please share your email address if you would be willing to share more about your experience engaging with CATL in the form of a virtual interview.

APPENDICES

APPENDIX B: INDIVIDUAL FACULTY INTERVIEW PROTOCOL

Interview Protocol

Feel free to ask follow up questions during the interview as it pertains to the project. All interviews should be kept to under 30 minutes.

Overview: Interviewer introduction. Consent to record. Complete interview. Offer thanks for their time.

Script

This project is a part of our MHE Capstone class, in which we tackle a current challenge being faced by an on-campus office and come up with creative and innovative recommendations to work towards a solution. Thus, we are collaborating with CATL in working through how to re-engage Elon faculty members in professional development opportunities.

Thank you for participating in the survey and for your willingness to talk today. We will ask you a handful of questions to further understand your engagement and perception of CATL, as well as your thoughts about professional development. You have the right to choose to remain anonymous or keep your name associated with the data that you provide.

The data will be stored within a private Google folder, that our capstone group only has access to, on password-protected laptops. The information shared will contribute to our recommendations that will be utilized within a final report shared with our CATL clients. The data will be destroyed on May 5, 2023 for the protection of the participant.

I'm going to start recording now so that my other team members and I will be able to gather the most data from our conversation as possible.

APPENDICES

APPENDIX C: INTERVIEW QUESTIONS

Individual Faculty Interview Questions

1. Please tell me your name, faculty rank, and the school you teach in.
2. How long have you been a faculty member? How long have you been at Elon?
3. How did you learn about CATL?
4. What would you change about CATL?
5. Experience/time being faculty
 - a. If veteran-
 - i. What do you wish you had in terms of resources and opportunities during your first few years as a faculty member?
 - ii. What topics/themes would be helpful to you in your professional development?
 - b. If new-
 - i. What resources are you hoping to take advantage of?
 - ii. What topics/themes would be helpful to you in your growth as a professional?
6. What do you feel are topics in your field that you continuously find yourself wanting to dive deeper into?
7. How important is it to you to feel a part of the faculty community at Elon?
 - a. How would you prefer to build that community at Elon through CATL? (ex - through knowledge sharing, across disciplines, informal sessions, mentorship?)
 - b. How do you see Elon faculty engaging with an asynchronous, online community platform for collaboration, brainstorming and learning?
8. Is there anything else regarding your experience with CATL, or as a faculty member in general, that we have yet to speak about but you wish to share?

APPENDICES

APPENDIX D: ELON PEER INSTITUTIONS

Institution Name	Type	Location	Office Name	Office Webpage
American University	Private	Washington, D.C.	The Center for Teaching, Research and Learning	https://www.american.edu/ctrl/
Bucknell University	Private	Lewisburg, PA	Teaching and Learning Center	https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center
Fordham University	Private	Bronx, NY	Office of Faculty Professional Development	https://www.fordham.edu/about/leadership-and-administration/administrative-offices/office-of-the-provost/faculty-resources/faculty-development/
Furman University	Private	Greenville, SC	Faculty Development Center	https://www.furman.edu/faculty-development-center/
Gonzaga University	Private	Spokane, WA	Center for Teaching and Advising	https://www.gonzaga.edu/academics/academic-resources/provost/center-for-teaching-advising
James Madison University	Public	Harrisonburg, VA	Center for Faculty Innovation	https://www.jmu.edu/cfi/index.shtml
Lehigh University	Private	Bethlehem, PA	Center for Innovation in Teaching and Learning	https://citl.lehigh.edu
Syracuse University	Private	Syracuse, NY	Center for Teaching and Learning Excellence	https://teachingexcellence.syr.edu
University of Denver	Private	Denver, CO	Office of Teaching and Learning	https://otl.du.edu
William & Mary	Public	Williamsburg, VA	Studio for Teaching & Learning Innovation	https://stli.wm.edu

APPENDICES

APPENDIX E: ANNOTATED BIBLIOGRAPHY

Theoretical Framework

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. The Carnegie Foundation for the Advancement of Teaching. <https://eric.ed.gov/?id=ED326149>

Conceptualizing the complexity of the faculty role is crucial in order to understand the holistic experience of this population. Boyer explains the key aspects of faculty expectations and responsibilities through his Scholarship of Engagement model. The model emphasizes four views of scholarship: discovery, integration, application, and teaching. These views revolve around the scope of faculty contributions, making connections across disciplines, application of scholarship on a societal level, and fostering knowledge acquisition of others respectively. Boyer stresses that each aspect included in the Scholarship of Engagement model creates a more inclusive and interconnected understanding of the faculty experience, which can serve as guidance for professional growth. The model created by Boyer provides a foundation to recognize key components of faculty responsibility within higher education and beyond. Understanding key expectations of the faculty role, from faculty themselves as well as from Elon, will further provide guidance on how to effectively engage faculty members through meaningful development opportunities.

Colbeck, C.L. & Weaver, L.D. (2008). Faculty engagement in public scholarship: A motivational systems theory perspective. *Journal of Higher Education Outreach and Engagement*, 12(2). <https://openjournals.libs.uga.edu/jheoe/article/view/509/509>

Colbeck and Weaver sought to explore faculty participation in public scholarship through a qualitative faculty interview process with a lens of motivational systems theory (MST). The theory, adapted by Martin Ford, describes motivation as an interaction between an individual's goals, skillset perception, emotional arousal processes, and the belief that their environment provides the necessary support to carry out actions. Colbeck and Weaver came to understand that motivational factors of faculty do not happen in isolation, as one component has the ability to affect another. The absence of isolation creates motivational patterns, which are strongest when anchored by internal goals of a faculty member. What Colbeck and Weaver have understood is the importance of intrinsic factors, like goals and especially motivation, to influence faculty members to participate in public scholarship. The qualitative study speaks to the importance of

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recognizing and leveraging the motivations of faculty in order to foster engagement beyond just a classroom environment. This will be of use in order to support CATL in the concerted effort to understand what motivates faculty to seek further development and how to leverage motivation as an avenue to expand engagement across the faculty population.

Rowbotham, M.A. (2015). *The impact of faculty development on teacher self-efficacy, skills, and perspectives*. Illinois Education Research Council. <https://files.eric.ed.gov/fulltext/ED563500.pdf>

The research study by Rowbotham examines the influence of a faculty development program in fostering teacher self-efficacy, teaching style/perspective, and teacher competencies. Full-time faculty members were recruited to participate in a 2-day summer program and 1-hour long monthly meetings held throughout the academic year. The meetings included prepared presentations on topics that were requested by the participants. Ultimately, through post-program feedback and the use of a control group, Rowbotham found that the faculty in the intervention group perceived the program as helpful, and effective with 82% of the participants changing their teaching as a result. Rowbotham's study indicated how participation in a faculty development program can influence the way faculty view their roles and increase self-efficacy, as the control group in the study reported a decrease. Grounded in Arthur Bandura's theory of self-efficacy, which we have identified as significant in understanding faculty engagement and development, Rowbotham embedded social modeling, social persuasion, and emotional and physical reaction in the development program resulting in positive findings. This is beneficial to our project in understanding how theory can apply to practice. The pilot development program rooted in Bandura's theory of self-efficacy also provides us with successful theory-based programming.

Saroyan, A., Amundsen, C. & Li, C. (1997). Incorporating theories of teacher growth and adult education in a faculty development program. *To Improve the Academy: A Journal of Educational Development*, 16, 93-115. <http://dx.doi.org/10.3998/tia.17063888.0016.009>

This paper explores a study of a theory-based professional development class for professors and graduate students. Data from the study showed that both groups experienced a change in how they thought about

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teaching, from understanding it as the transmission of knowledge to understanding it as a more complex and integrated concept. The authors also emphasize professional development as a tool for those who are interested in teaching and learning rather than a tool to solve a problem or inform teachers how to teach. Saryoan, Amundsen, and Li's explanation of Mezirow's Theory of Transformative Learning (1991) and its implications for adult learning aligns with two out of our three categories in our theoretical framework, faculty, and engagement. The authors argue that thinking and teaching are influenced by the confidence of the individual, the context they are in, and unlike our model, the need for control. This offers us another perspective to consider as we further develop our framework.

Watson, S. (2013). *Understandings professional development from the perspective of social learning theory*. Centre for Research in Mathematics Education. https://www.educ.cam.ac.uk/people/staff/watson/Watson_CERME8_2013_Proceedings.pdf.

Watson addresses the extent to which Social Learning Theory (SLT) can be applied to professional development using certain aspects from Schoenfeld's (2002) criteria of descriptive and explanatory power for assessing a model or theory. Through a study that took place in four mathematics departments in England, SLT was found to have both descriptive and explanatory power in theorizing the professional development of teachers. In applying a professional development series, they found that the teacher's application of different pedagogical approaches is influenced by the knowledge and skills held by the teacher, their self-efficacy, and the contextual and environmental factors impacting them. Though being completed in the context of the English education system, it is impactful to recognize how Social Learning Theory can inform professional development strategies for various types of educators. This study can leverage our efforts to further faculty development by recognizing the value of self-efficacy and confidence in knowledge/skills shape individual faculty's experiences and approach.

Faculty Professional Development

Camblin, L.D. & Steger, J.A. (2000). Rethinking faculty development. *Higher Education*, 39(1), 1-18. <https://doi.org/10.1023/A:1003827925543>

This source provides evidence of the positive impact that development programs can have on the faculty community. Camblin and Steger piloted a faculty development program at the University of Cincinnati that

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encouraged interdisciplinary work through the use of competitive grant proposals. A survey was distributed across all faculty at the conclusion of the program to analyze the impact of the program. In their findings, Camblin and Steger emphasized the relationship between faculty development and accountability to ensure that education remains relevant in a constantly changing environment. Camblin and Steger's results provide powerful support for understanding how through development, faculty learn new skills and improve confidence, but must also incorporate current effective practices in their teaching. This is an important consideration in understanding the impact of further developing CATL offerings has on both faculty and students. The survey results from Brooke additionally inform us on being intentional in topics and incorporating research-based practices into the recommendations we make.

Carney, M. A., Ng, L. E., & Cooper, T. (2016). Professional development amid change: Fostering academic excellence and faculty productivity at teaching-intensive universities. *Journal of Faculty Development*, 30(2), 27-35.

In this article, Carney et al., discuss and evaluate the Scholarship of Teaching and Learning (SoTL) Academy—a pilot program at the University of North Georgia—which focuses on providing professional development opportunities to faculty who are new to the field of teaching and learning. The year-long program utilizes a multimodal community of practice model where cohort-based participants work on research projects relevant to their academic interests, while having access to individual consultations, expert researchers, and conference and publication opportunities. Faculty testimonies indicate that the SoTL Academy promotes faculty productivity, collaborative research, and skill development, as well as facilitates a more intentional exploration of teaching and learning practices. The authors recommend that faculty developers integrate communities of practice with larger SoTL research communities to give faculty an opportunity to continuously improve themselves and the larger academic body. Carney et al.'s study provides insight into current strategies employed by a research-intensive university to facilitate faculty development. As we continue to explore possible ideas to re-engage faculty in CATL programming, the effective practices outlined in this article can serve as a starting point for our recommendations. Although Elon may not mirror the University of North Georgia in type and size, faculty across the board may have similar goals and interests that SoTL Academy practices can also be effective here.

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Carpenter, R. L., Knepler, A., & Reitenauer, V. (2019). Cultivating your professional identity: Supporting faculty professional development across rank and discipline. *Peer Review*, 21(4), 24-27.

In this article, Carpenter et al., evaluate a faculty support series titled “Cultivating Your Professional Identity” (CYPI)—a pilot program at Portland State University—which focuses on providing space and support for faculty from various disciplines to refine and articulate their professional aspirations and participate in development opportunities to meet those aspirations, such one-on-one mentorship, and the creation of an ePortfolio. Throughout this year-long program, faculty also engage in group meetings with other participants and program facilitators to share their work and obtain feedback. The authors utilized in-person and phone conversations to gather participant takeaways from the program. Participants expressed greater confidence, an increased sense of professional purpose, and a desire to see the program continue beyond the first year. In analyzing the different levels of usefulness reported by the program’s participants, the authors recommend that faculty developers create enough diverse approaches to programming to meet the needs of all participants. This article provides an example of a current program in place that was designed to promote faculty professional development. Despite the limited scope of CYPI, this program provides a framework to consider as we develop recommendations for CATL to help them re-engage faculty. Although there is no guarantee that a similar type of program will work at Elon, it serves as a starting point in the brainstorming process.

Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., Willett, G., Huber, M. T., & Haswell, R (2016). *Faculty development and student learning: Assessing the connections*. Indiana University Press.

Condon et al., are committed to finding sustainable bridges that connect student learning outcomes and faculty development in a manner in which both populations benefit from the relationship. At the core of higher education is reciprocal learning between faculty and students, as the knowledge acquisition of each population fosters growth for the other. In order to facilitate this positive phenomenon in university environments, intentionality and resources must be dedicated towards faculty development. Through a mixed methods study, Condon et al., have come to understand that a focus on high-order competencies related to institutional goals, the promotion of excellent teaching, and framing institutional practices to align with faculty development will further

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foster student learning and faculty development. The work by Condon et al., reveals a large-scale benefit of faculty development that can positively impact various constituents, reiterating the value that faculty development holds. As interconnected as the campus environment is, it is important to understand how investing in one population, such as faculty, can ricochet into benefitting other populations as well. The insight provided by this study can reiterate the necessary lens that we must take when developing our proposal, as creating advancement opportunities for faculty will benefit the multiple constituent groups they interact with. Condon et al., helps us understand the importance of ensuring we provide robust solutions that can provide sustainable change.

Huston, T., & Weaver, C.L. (2007). Peer coaching: Professional development for experienced faculty. *Innovative Higher Education*, 33(1), 5-20. <https://doi.org/10.1007/s10755-0079061-9>

In this article, Huston and Weaver review existing literature on peer coaching for experienced faculty and examine a successful peer coaching pilot project established at Seattle University that helps participants develop their interdisciplinary coaching skills through workshops and other means. The authors found that peer coaching as a professional development opportunity benefit experienced faculty and their respective institution because it improves faculty motivation, teaching, and learning; increases collegiality; and creates an avenue for faculty to contribute to the knowledge of the community. However, in order for the full benefits of peer coaching to be realized, it is recommended that programs follow six specific guidelines: goal setting, voluntary participation, confidentiality, assessment, formative evaluation, and institutional support. A question that has been brought up during various meetings with our clients is whether engagement looks different for newer faculty compared to experienced faculty. This article is helpful in that it provides a professional development framework (peer coaching) that has been proven to engage more experienced faculty. As we think about how CATL can re-engage faculty with various levels of experience, the peer coaching method serves as an idea that we can take into consideration.

Jordan, C., Doherty, W. J., Jones-Webb, R., Cook, N., Dubrow, G., & Mendenhall, T. J. (2012). Competency-based faculty development in community-engaged scholarship: A diffusion of innovation approach. *Journal of Higher Education Outreach and Engagement*, 16(1), 65-95.

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Community-engaged scholarship is an approach that allows faculty to collaborate in research, teaching, and other scholarly activities that benefit their professional development. In this study by Jordan et al., the authors developed a one-year, competency-based, multidisciplinary faculty development pilot program grounded in the community-engaged scholarship practices. Through this program, faculty participants were able to self-assess their competency in various areas and specify short-term and long-term goals and strategies for developing the competency as well as resources available and measures of success. Jordan et al., found that the program created an intentional and beneficial space for exchanging ideas with others who share similar passions and that participants enjoyed interacting with each other across different disciplines, valuing group and individual mentor meetings as well. This study is beneficial when considering that CATL has been identified by our clients as being a “safe space” for like-minded people who are passionate about being in a classroom. Through Jordan et al.’s, research, we can identify practices and opportunities that were beneficial to a group that successfully felt those sentiments as a result of the professional development program. The outline and approach to the program allow us to draw inspiration from existing and recommended practices.

Kezar, A., Holcombe, E. & Maxey, D. (2016). *Rethinking faculty models/roles: An emerging consensus about future directions for the professoriate*. New York: TIAA Institute. <https://pullias.usc.edu/download/rethinking-faculty-models-roles-emerging-consensus-future-directions-professoriate/>.

Kezar et al., have developed a quantitative survey to measure various higher education stakeholders’ insights regarding possible faculty models. Based on a five-point scale in which participants ranked their perceptions of potential faculty models from not at all attractive/feasible to very attractive/feasible, there exists common agreements amongst stakeholders regarding professional development and growth opportunities. Stakeholders, which included various levels of faculty, academic deans, and provosts to name a few, found the maintenance and development of professionalism for faculty as an attractive and feasible model to establish. The idea of professionalism is made up of concepts such as career advancement and periodical professional development opportunities. The study spearheaded by Kezar et al., provides beneficial quantitative insight into the current perspectives of various stakeholders regarding feasibility of expanding upon faculty development. The results showcase the

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potential for wider institutional support in normalizing and making accessible development opportunities for all faculty types, which can only further faculty engagement. This study can serve as a guide to garnering data from the Elon community, recognizing the necessary populations that should be included in the concept of faculty engagement and development. Collecting data that incorporates the influence of institutional structure will play an undeniable role in understanding the faculty experience at Elon.

Faculty Status

Beach, A. L., Sorcinelli, M. D., Austin, A. E., & Rivard, J. K. (2016). *Faculty development in the age of evidence: current practices, future imperatives*. Stylus Publishing.

Beach et al., put dedicated efforts in considering the growth and changing perspective currently found in faculty development across higher education. Leveraging a study completed in 2006 by the POD Network, the largest national professional association of faculty development scholars and practitioners, Beach et al., utilized a two-stage qualitative study including survey and interview methods to further comprehend the evolution of faculty development. The study highlights development characteristics and services, as well as priorities and the future direction of faculty development. Beach et al., emphasize that the needs of support for various faculty statuses must be strengthened especially, more intentional connections between faculty and institutional needs should be established, and expand the scope of responsibility for faculty development to reiterate the concept of shared ownership. What the continuation of this study reiterates is the complex and developing realities of the faculty experience, which highlights emerging experiences based on status that must be accounted for to foster greater institutional support. Recognizing larger trends and needs of various faculty across higher education can provide context into how the Elon faculty experience compares, providing a basis to recognize strengths and gaps in how the institution approaches faculty development based on individual experience, as well as how CATL can move forward.

Smith, E. R., Calderwood, P. E., Storms, S. B., Lopez, P. G., & Colwell, R. P. (2016). Institutionalizing faculty mentoring within a community of practice model. *To Improve the Academy: A Journal of Educational Development*, 35(1).<http://dx.doi.org/10.3998/tia.17063888.0035.103>

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The analysis by Smith et al., argues that communities of practice (CoP) should be recognized by institutions as effective methods for faculty mentoring and learning. Smith et al., found that through CoP, faculty were able to foster relationships and receive emotional support which reduced professional isolation. Through self-study of various CoP groups, it was also emphasized how developing relationships affirmed participants' identities and served as motivation and commitment to the group. It was additionally found that within CoP, the role of an "expert" was not linked to one's status, but instead depended on the current task/topic as members shared applicable knowledge or experiences. CoP are a type of faculty engagement supported by situated learning theory which we have identified as relevant to our project. Additionally, Smith et al.'s study shows how CoP are beneficial in maintaining engagement, which directly addresses the main issue of faculty (re)engagement for our project. The findings of the effect, or lack of, in faculty status to engagement in CoP is additionally important for us to consider because we acknowledged with CATL that various statuses may present a barrier in how willing faculty may be to engage or see a need in professional development.

Stark, A. M., & Smith, G. A. (2016). Communities of practice as agents of future faculty development. *Journal of Faculty Development*, 30(2), 59-67.

Communities of practice are social learning systems that serve as social spaces for faculty to share, create, and curate knowledge and skills in a community of like-minded peers. In their study, Stark and Smith highlight the benefits and challenge of communities of practice for faculty through case studies. The case studies identified by Stark and Smith are detailed examples to illustrate how community of practice members engage in various forms of professional learning, such as workshops, brown-bag lunches, informal visits, peer observations, and reflections about teaching and learning. This is relevant to our project in learning and identifying an assortment of faculty programming that could serve as benchmarks and inspiration for new engagement opportunities within CATL. Communities of practice are also a key concept to situated learning theory, which we identified as a relevant theory to consider when addressing faculty (re)engagement with CATL. Understanding its benefits and challenges as seen in multiple forms will help us better understand how the theory and concept can apply and benefit faculty engagement for CATL.

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Webb, A. S., Wong, T. J., & Hubball, H. T. (2013). Professional development for adjunct teaching faculty in a research-intensive university: Engagement in scholarly approaches to teaching and learning. *International Journal of Teaching and Learning in Higher Education*, 25(2), 231-238.

In this paper, Webb et al., examine the development and impact of professional development opportunities for adjunct faculty in the Dentistry and Education departments of The University of British Columbia in Canada. Through interviews, the authors found that adjunct teaching faculty often have specific needs and circumstances that are best met with “strategically led, situated and flexible communities of practice” (i.e., mentoring, reflective debriefs, blended and distance learning) that focus on a scholarly approach. To engage adjunct faculty, it is recommended that faculty developers engage this population in different ways to meet their needs/circumstance, cater to different starting points to build on existing strengths and experiences, and utilize technology to increase flexibility, connectedness, and access. As a group, we have highlighted the importance in considering what engagement looks like for faculty of different academic ranks (i.e., adjunct instructor, assistant/associate professor). This study by Webb et al., provides insight into how other institutions engage their adjunct faculty, which often have a full-time job outside of academia. The insights found here can ultimately help inform our recommendations for CATL who are also trying to be inclusive of the various faculty statuses found at Elon.

Best Practices/Current Trends

Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 2013(133), 85-97.

The authors highlight five factors that impact faculty work and growth: fiscal constraints and calls for accountability, increasing diversity of students, opportunities, and challenges for technology, demands for interdisciplinarity, changes in faculty characteristics and shifts in appointment patterns. The study this source discusses confirms that there is no “one size fits all” for faculty professional development. It emphasizes the importance of faculty development offerings to target faculty at all stages of their career and pay special attention to including adjunct professors. It also points out the growing use of hybrid formats and other factors to consider when designing professional development programming. Austin and Sorcinelli predict many

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of the current trends found on college campuses today which assist us in better understanding the role of faculty professional development and guide our development of recommendations for CATL.

Blanchard, L. W., Belliard, J. C., Krichbaum, K., Waters, E., & Seifer, S. D. (2009). Models for faculty development: What does it take to be a community engaged scholar? *Metropolitan Universities*, 20(2), 47-65.

Blanchard et al., provide a summary overview of faculty development efforts; their learning content, type of support, incentives, structures, and methods found across various institutional levels. In their study, Blanchard et al., also found that the career level of faculty affected their engagement, highlighting how tenured and full professors may have more freedom to immerse themselves in developmental opportunities than those who are untenured. This review by Blanchard et al., provides a deep analysis of existing faculty development programs and highlights specific examples such as UNC Public Health's Conversational Living Rooms where interdisciplinary research ideas are discussed informally to encourage and find collaborators for research. The summary alone provides us with various examples of faculty development efforts found at other institutions, which will allow us to analyze various execution and styles of programs, identified as an interest from our CATL clients as they seek to understand how style and type of programming may affect faculty engagement. As we explore modality and the possibility of online engagement, understanding various methods that have resulted in success can inform our recommendations.

Welch, M., & Plaxton-Moore, S. (2017). Faculty development for advancing community engagement in higher education: Current trends and future directions. *Journal of Higher Education Outreach and Engagement*, 21(2), 131-165.

The article by Welch and Plaxton-Moore builds upon and update current trends of existing faculty development programming in higher education; their formats, topics, and practices. An additional survey provides more detail on how the programming is conducted and attended, the frequency, and the impact outcomes identified by different universities. Welch and Plaxton-Moore found that faculty development most often is conducted through one-on-one consultations, and 1-2-hour workshops, and that the most utilized practice involves inviting community partner guest speakers and connecting with colleague mentors. The study also considered

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the participation of various faculty statuses, highlighting how tenure-track, full-time, and part-time adjunct faculty engaged, and identifying the barriers for those who did not. Welch and Plaxton-Moore emphasized the importance of understanding current needs, tensions, and demands found in various faculty groups when planning engagement and development opportunities. This is helpful in understanding the programming CATL currently does and whether it is catered to individual faculty group needs. The various topics and skill sets promoted also provide great examples and considerations for our own recommendations to CATL and provide us with potential benchmark institutions and practices.

Faculty Engagement

Brooks, C. F. (2010). Toward 'hybridized' faculty development for the twenty-first century: Blending online communities of practice and face-to-face meetings in instructional and professional support programmes. *Innovation in Education and Teaching International*, 47(3), 261-270.

Brooks explores, through constructivist and sociocultural lenses, how in-person and online opportunities for faculty engagement are each beneficial and how the hybridization of the two might enhance overall faculty engagement and learning. In particular, Brooks notes that in-person interaction may work for some, but for others it is inaccessible due to reasons such as workload, time constraints, physical geography, ability status, cultural norms, or personal anxieties. A hybrid approach is highlighted as an opportunity to enhance mentorship experiences, use technology in creative and accessible ways, and how a community of practice might be built into faculty engagement using this approach. We have established from the beginning of this project that faculty members have complex identities that require acknowledging their distinct experiences, goals, and motivations in order to provide effective and efficient developmental programming. Brooks' study presents strong arguments for how the act of providing various options for engagement to cater to the individual needs of faculty can incorporate these complexities. This is insightful to our project as we intend to capture the complexity of faculty identity, wants, and needs through the service provided by CATL.

Mundy, M. A., Kupczynski, L., Ellis, J. D., & Salgado, R. L. (2012). Setting the standard for faculty professional development in higher education. *Journal of Academic and Business Ethics*, 5, 1-9.

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In this article, Mundy et al., outline “best practices” for teaching and learning as demonstrated by current literature, which include pedagogical/learning theories and proven instructional practices. This literary research found that the most effective way to teach these practices is through readily available and ongoing professional development (PD) opportunities. The authors recommend that these PD opportunities be offered in asynchronous and synchronous environments, as well as in the form of modules to increase accessibility. This article is helpful in providing context into the basic theories and practices that are important for faculty to know and implement when they are teaching and learning. As we continue to think about possible ideas to re-engage faculty, we must consider this knowledge as a foundation to what should be included in those ideas and what has been proven to work. The theories in this article can also help further inform our theoretical framework to determine whether any gaps can be filled.

Nonaillada, J. (2019). Applying self-determination theory (SDT) to faculty engagement for curriculum development. *Journal of Faculty Development*, 33(3), 103-108.

In this paper, Nonaillada describes a pilot project, spearheaded by academic leaders, at New York University (NYU) Winthrop Hospital which sought to enhance faculty engagement through the creation of a new, three-year medical school curriculum. More specifically, these leaders utilized the self-determination theory (SDT) framework (competence, connection, and autonomy) to set deliverables for the curriculum committee and emphasized development in the areas of technology, teaching, and personal skills. Despite the small size of the committee and limited survey responses (16), descriptive statistics from faculty found that they increased their curriculum development knowledge (i.e., writing learning objectives) and expanded their professional network and colleagues (i.e., felt more connected), which motivated them to contribute more to academic affairs. However, the areas that were least impacted were creativity and innovation, so the author recommended alternative methods, along with SDT, to improve faculty engagement. This paper provides an example of a project that was designed to promote faculty engagement and directly utilizes a theory of faculty development as its framework. As our group examines how to utilize scholarly theories and practices to help inform our recommendations for CATL, we can use this project as a starting point to develop ideas, especially as it relates to SDT.

APPENDICES

APPENDIX F: IMAGES

Source: Elon University Flickr

IMAGE 1

IMAGE 3

IMAGE 5

IMAGE 6

IMAGE 7

IMAGE 8

IMAGE 9

Source: CATL Website

IMAGE 2

Source: Elon By Design

IMAGE 4

APPENDIX G: FIGURES

Figure 1

CATL Engagement: 1-on-1 Consultations

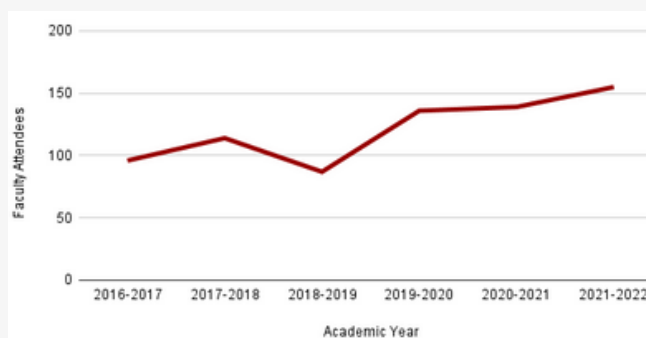


Figure 2

CATL Engagement: University-Wide Workshops

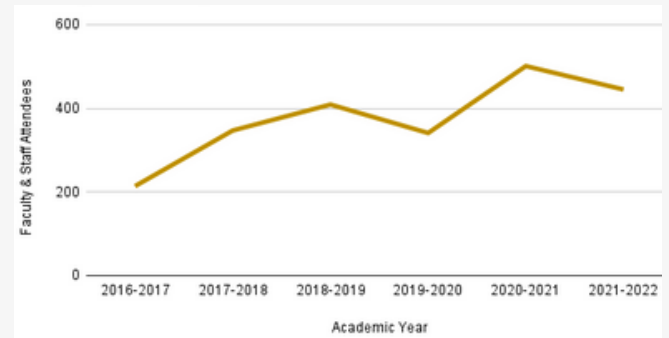
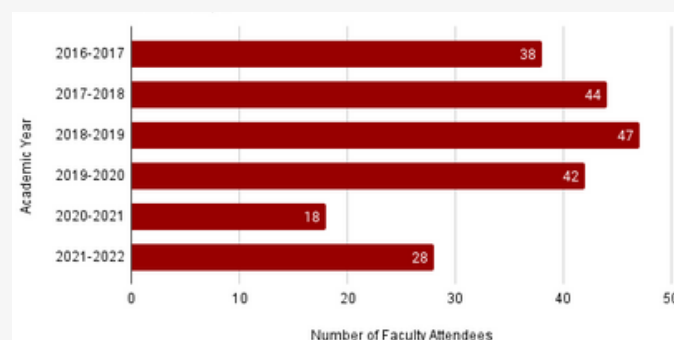


Figure 3

CATL Engagement: Mid-Semester Focus Groups



Note. For figures 1-3, data is retrieved from the 2016-2022 "Center for the Advancement of Teaching and Learning" Annual Reports.

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Figure 4

Bandura's Social Learning Theory

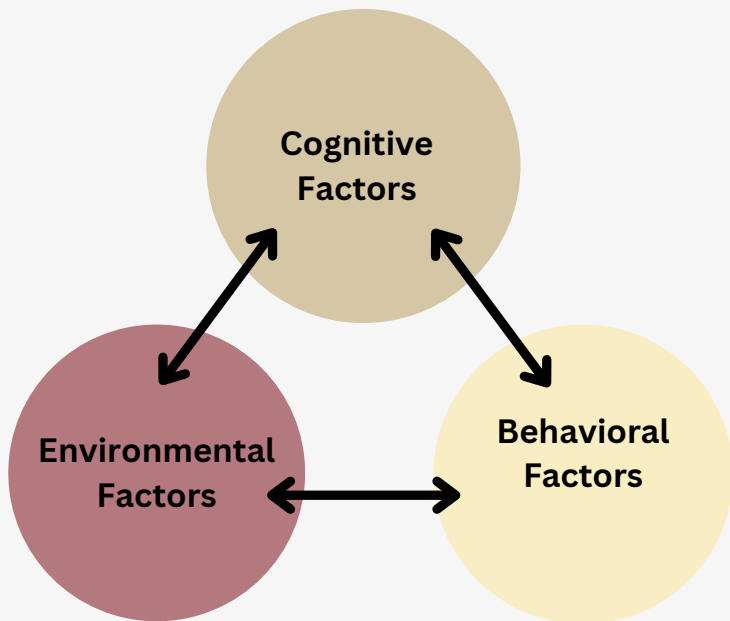


Figure 5

Faculty Engagement in Professional Development

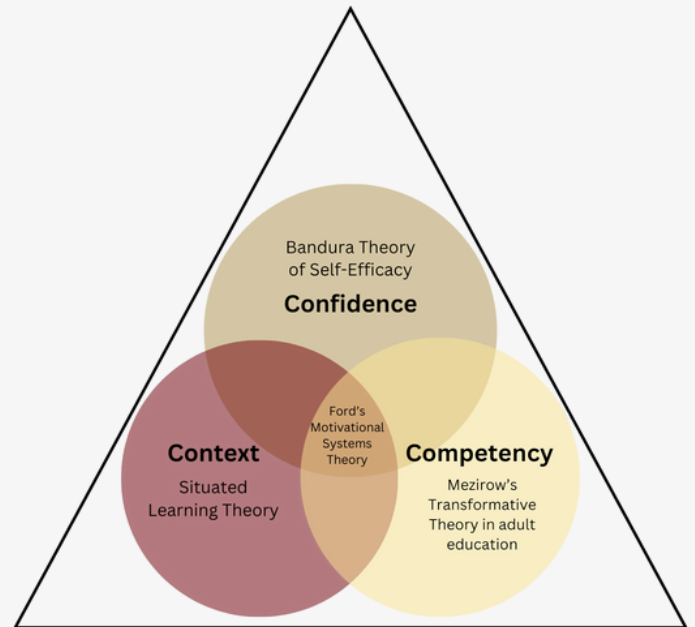
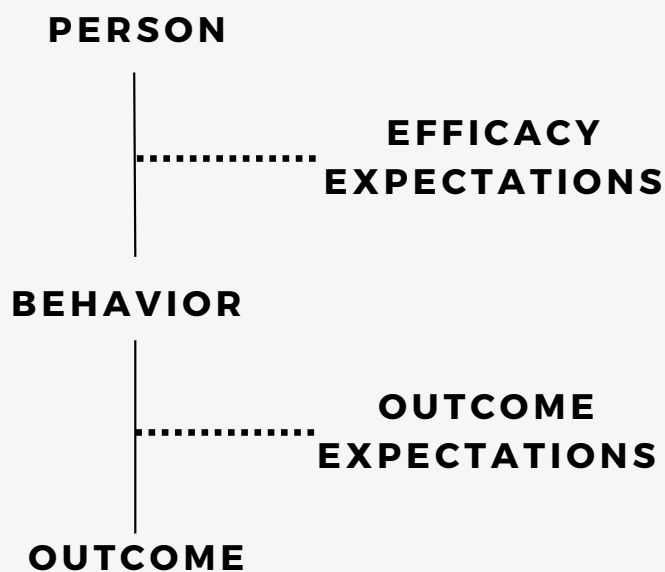


Figure 6

Bandura's Social Learning Theory (1971)



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Figure 7: How likely are each of these factors to drive your decision to participate in CATL programming? (Content Focus Answers)

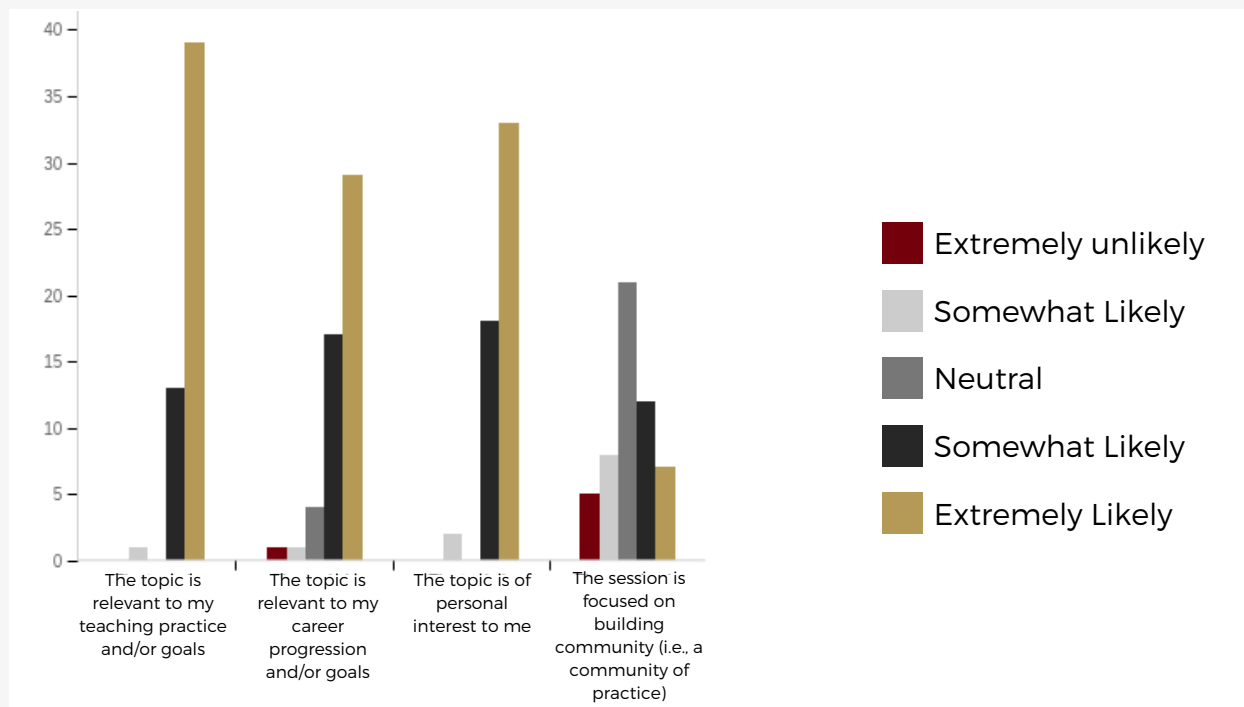
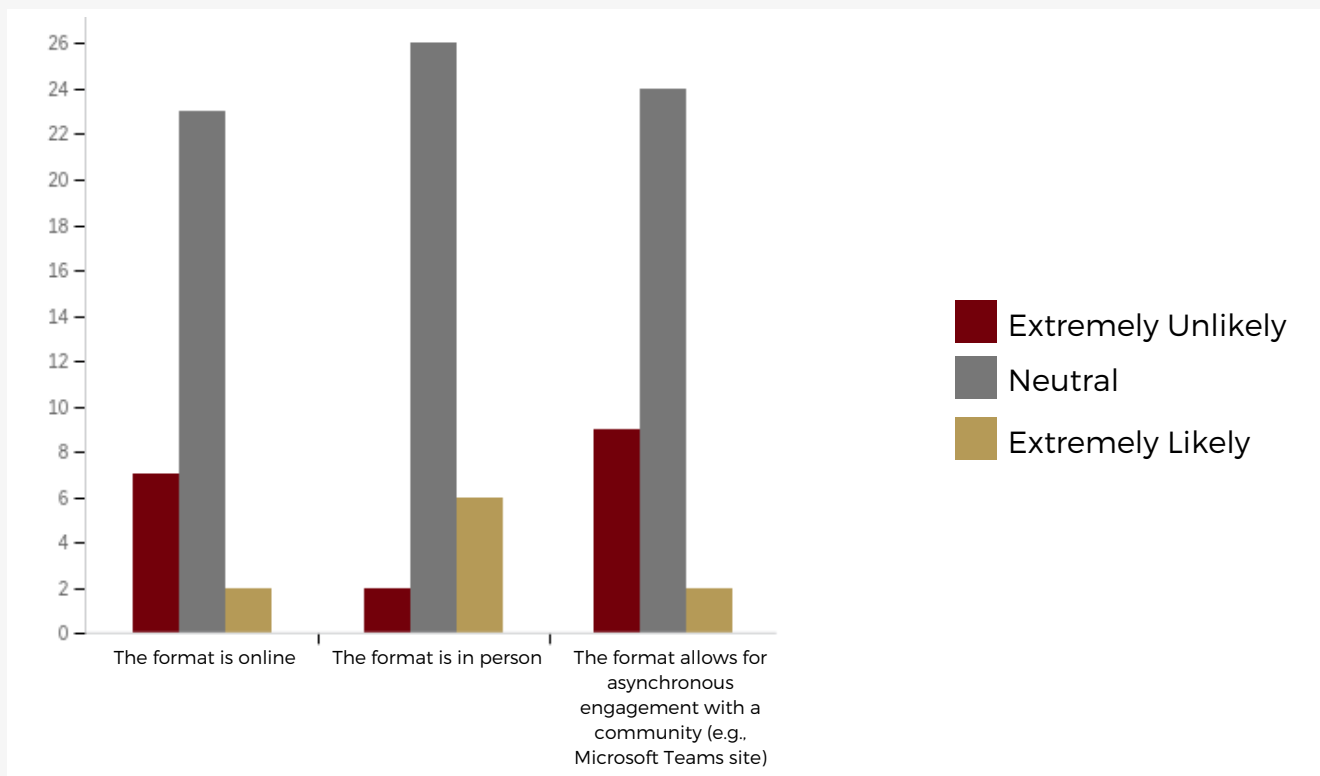


Figure 8: How likely are each of these factors to drive your decision to participate in CATL programming? (Modality Focus Answers)



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APPENDIX G: FIGURES



Figure 9

Visual Mock Up of CATLog Database

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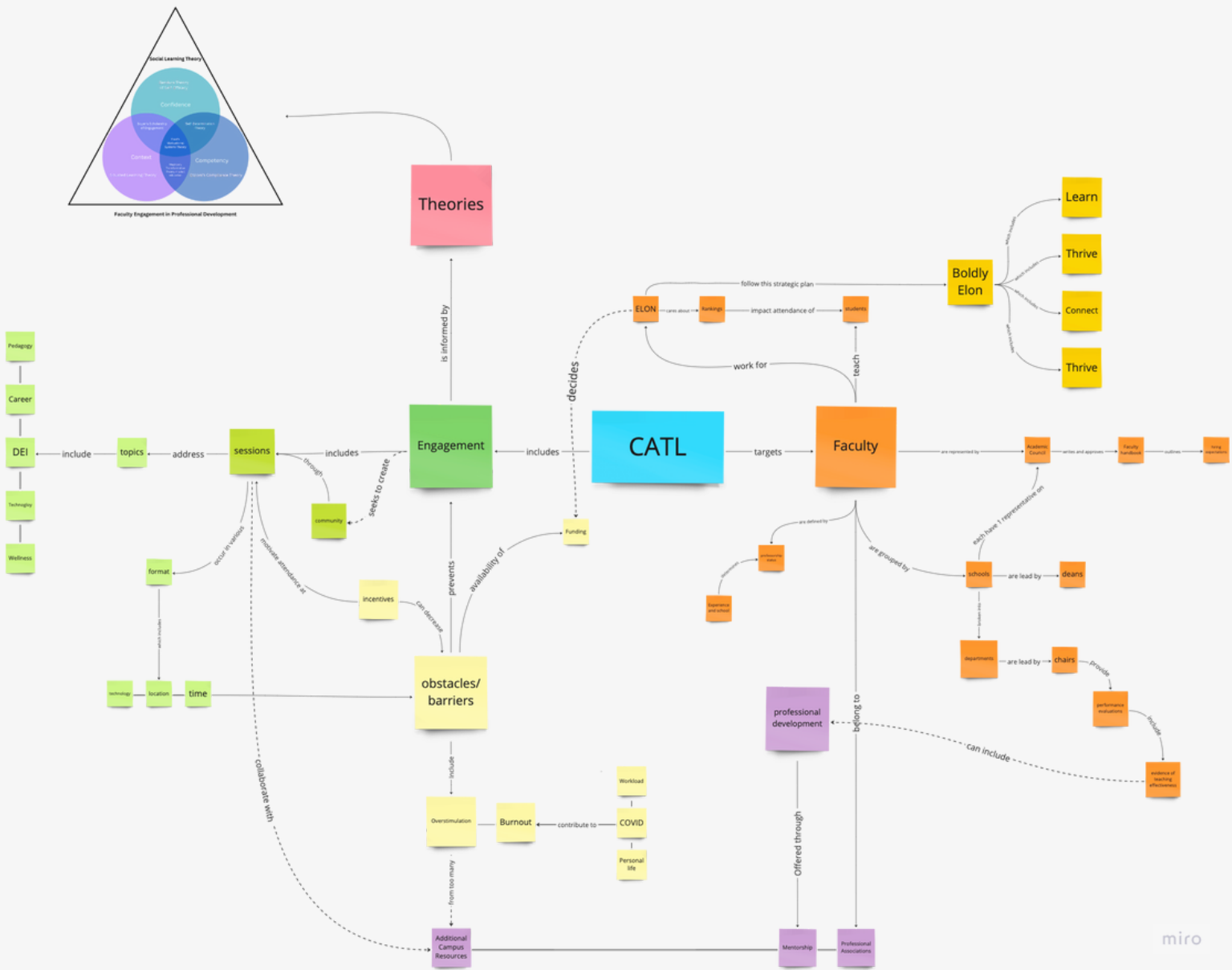


Figure 10
Concept Map to visualize design question

APPENDICES

APPENDIX H: TABLE

TABLE 1
Data Collection Summary Table

Data Source	Data Type	Collection Method	Capstone Applicability	Timeline
Client Meetings	Qualitative	Zoom meetings with CATL clients and note-taking	Provides insight into CATL goals and objectives with our capstone project. Opportunity to gather feedback on progress and ideas presented thus far. Allows for consistent direct representation and insight from both a CATL staff and faculty perspective.	Bi-weekly beginning in February
Annual Reports	Quantitative and qualitative	Downloaded from CATL website	Analysis of CATL programming data (published annually 2016-2017 to 2021-2022) helped our team identify faculty engagement patterns.	February/March
Survey	Quantitative and qualitative	Qualtrics	Important to understand motivations, needs, and interests of faculty members to inform recommendations.	Sent survey via CATL on 3/30. Survey closed on 4/7.
Individual Interviews	Qualitative	Zoom interviews with Elon faculty	Allows us to obtain additional faculty perspectives that were not represented in our survey.	Invited faculty to participate in an individual Zoom interview on 4/7. Interviews took place, 4/11-4/17.
Peer Institutions	Qualitative	Peer institutions online / virtual documents	Gives us insight into what faculty development practices/resources are currently in place at peer institutions to aid in our benchmarking process.	Late March/Early April