

Appendix A
Faculty Development Survey Instrument

Faculty Development Survey

Participation in Faculty Development Activities

Directions: (1) Please indicate whether or not you have participated in any of the following activities during the **last 3 years** by circling yes or no for each activity.
 (2) For each activity in which you have participated, rate how much you benefitted from your participation. Circle your answer (from 1-4, see scale below) under the Personal Benefit column.

Use the following scale for part 2:

- 1 No Benefit
- 2 Little Benefit
- 3 Beneficial
- 4 Very Beneficial

Type of Professional Activity	(1)		(2)				
	Participated? (If Yes, continue)		Personal Benefit				
	No	Yes -->	NB				
1. Internship or exchange in business/industry or back-to-practice			1	2	3	4	
2. Retraining for fields in technology	No	Yes -->	1	2	3	4	
3. Summer institute(s), workshops, etc.	No	Yes -->	1	2	3	4	
4. Published article/book based on research or teaching	No	Yes -->	1	2	3	4	
5. Training in computer skills	No	Yes -->	1	2	3	4	
6. Academic exchange	No	Yes -->	1	2	3	4	
7. Professional conference(s)	No	Yes -->	1	2	3	4	
8. Sabbatical leave	No	Yes -->	1	2	3	4	
9. College-sponsored presentations, workshops, etc.	No	Yes -->	1	2	3	4	
10. University credit courses	No	Yes -->	1	2	3	4	
11. Conducted funded research or development project(s)	No	Yes -->	1	2	3	4	
12. Other (please specify) _____ _____	No	Yes -->	1	2	3	4	

Directions: Please indicate which activities you have participated in during the last 3 years (under column 1) and rate how much **you perceive** that **your students** benefitted from your participation (under column 2). Circle your answers under the student benefit column following the same scale used in rating your personal benefit.

Type of Professional Activity	(1)		(2)			
	Participated?		NB		VB	
	No	Yes -->	1	2	3	4
1. Sabbatical leave	No	Yes -->	1	2	3	4
2. Published article/book based on research or teaching	No	Yes -->	1	2	3	4
3. Summer institute(s), workshops, etc.	No	Yes -->	1	2	3	4
4. Retraining for fields in technology	No	Yes -->	1	2	3	4
5. Internship or exchange in business/industry or back-to-practice	No	Yes -->	1	2	3	4
6. Conducted funded research or development project(s)	No	Yes -->	1	2	3	4
7. University credit courses	No	Yes -->	1	2	3	4
8. Professional conference(s)	No	Yes -->	1	2	3	4
9. Training in computer skills	No	Yes -->	1	2	3	4
10. College-sponsored presentations, workshops, etc.	No	Yes -->	1	2	3	4
11. Academic exchange	No	Yes -->	1	2	3	4
12. Other (please specify) _____ _____ _____	No	Yes -->	1	2	3	4

Demographic Information

Directions: In filling out the demographic information, please be as exact as possible.

1. How many years have you taught full-time at the community college level? _____

2. Have you ever worked as a part-time faculty member at the community college level?
____ Yes ____ No
If "Yes," how long did you teach part-time? _____ Years

3. Have you ever worked in business or industry?
____ Yes ____ No
If "Yes," how long did you work in business or industry? _____ Years

4. What is your age? _____
5. Gender (Circle one) M F
6. What is your highest level of education?
____ Certificate or Diploma ____ Associate ____ Bachelor's
____ Master's ____ Master's and working on Doctorate
____ Certificate of Advanced Graduate Studies or Education Specialist
____ Doctorate

Please place survey in the stamped return envelope when finished. Thank you.

Appendix B

Telephone Interview Questions

1. Which faculty development activity has had the greatest positive impact (benefit) on you?
 - 1.1 When did you participate?
 - 1.2 Who else participated?
 - 1.3 What determines your participation in an activity?
2. Describe some of the characteristics/features of activities that were beneficial to you?
Describe some of the characteristics/features of activities that were not beneficial to you?
3. Of the activities that were of greatest benefit to you, what were the benefits (changes) that resulted from that. Do you feel your students benefit from your participation? If yes, how?
 - a. Did you make any improvements to your curriculum?
 - b. Did you use any different types of instruction?
 - c. Were the students able to get better jobs, better grades?
4. Which faculty development activity has had the greatest positive impact (benefit) on your students?
5. As you have gained teaching experience, have you participated in more or less activities?
Which ones?
 - 5.1 How long have you been teaching at the community college level?
6. Are there activities that were beneficial to you, but not your students and vice versa?

Appendix C

Occupational-Technical Certificate, Degree, and Diploma Programs

<u>Code</u>	<u>Occupation Technical</u>	<u>Degree (De), Certificate (C), Diploma (Di)</u>
5001	Business & Commerce Technologies, General (n=64)	De, C
5002	Accounting Technologies (n=35)	De, C
5004	Marketing, Distribution, Purchasing, Business, & Industrial Management Technologies (n=18)	De
5005	Secretarial Technologies (including office machines training (n=55)	De, C
5008	Communications & Broadcasting Technologies (Radio/TV, newspaper) (n=1)	De
5009	Printing and Lithography Technologies (n=3)	Di
5010	Hotel and Restaurant Management Technologies (n=6)	De, C
5012	Applied Arts, Graphic Arts, & Fine Arts Technologies (including advertising design) (n=8)	De
5101	Data Processing Technologies, General (n=46)	De, C
5103	Computer Programmer Technologies (n=16)	De, C
5105	Data Processing Equipment Maintenance Technologies (n=4)	De, C
Total Business Technology = 256		
5301	Mechanical & Engineering Technologies, General (n=17)	De
5302	Aeronautical & Aviation Technologies (n=1)	De
5303	Engineering Graphics (tool & machine drafting & design) (n=15)	De, C, Di
5304	Architectural Drafting Technologies (n=11)	C
5306	Automotive Technologies (n=22)	De, C, Di
5307	Diesel Technologies (n=6)	C
5308	Welding Technologies (n=7)	C, Di
5309	Civil Technologies (surveying, photogrammetry, etc.) (n=3)	De, C
5310	Electronics & Machine Technologies (n=34)	De, C, Di
5311	Electromechanical Technologies (n=4)	De, C, Di
5312	Industrial Technologies (n=6)	De, C, Di
5314	Instrumentation Technologies (n=3)	De
5315	Mechanical Technologies (n=5)	De
5317	Construction & Building Technologies (carpentry, electrical work, plumbing, sheet metal, etc.) (n=17)	De, C
Total Engineering and Industrial Technology = 151		

Appendix D
Letters to Faculty Member

417 Dunton Drive
Blacksburg, VA 24060
February 27, 1999

Dear Faculty Member:

I am collecting data in order to complete dissertation research at Virginia Tech. As a graduate student at Virginia Tech in Vocational Education, I have become very interested in the area of faculty development. The purpose of this study is to examine the faculty development experiences that you have had and the linkage between faculty development activities and student learning.

I have received permission to conduct this study from Dr. Anne-Marie McCartan, Vice Chancellor of the Virginia Community College System and by Dr. James Perkins, President of Blue Ridge Community College. Also, the Director of Professional Development for the VCCS, Dr. Bernadette Black, is on my committee and has been providing valuable advice and guidance.

Please be assured that the answers to the surveys will be kept confidential and will take approximately five minutes to complete. The surveys will be coded to assist in the data analysis phase and possible follow-up to participants. At no point in this study will individual names be used and at no point will your answers be revealed to any person. After the data is entered into a computer spreadsheet, the name of the participant will be discarded. If you are interested in the results of this study, I will be glad to send you a summary.

I hope that the results of this research will be helpful in enhancing the quality of future faculty development activities in which you and other educators participate. Although a dollar bill will buy little these days, I have nevertheless included a one dollar bill as a nominal incentive and appreciation of your possible cooperation.

Your cooperation and participation in this research will be greatly appreciated. If you have any questions about this dissertation, please feel free to call me at (540)-951-4938 or write to me.

Sincerely,

Kurt W. Sprenger
Doctoral Candidate

417 Dunton Drive
Blacksburg, VA 24060
March 10, 1999

Dear Faculty Member:

About two weeks ago I sent you a questionnaire about faculty development. The response has been good, however, a few questionnaires have not been returned.

I recognize how busy you must be and greatly appreciate you taking the time to complete this survey. This is a very short survey and will take no longer than 5 minutes to complete. If you have already returned the questionnaire, thank you for your participation and excuse this letter

Your responses are confidential. The surveys are coded to assist in the data analysis phase and possible follow-up to participants. **At no point in this study will individual names be used and at no point will your answers be revealed to any person.** If you are interested in the results of this study, I will be glad to send you a summary.

Your cooperation and participation in this research will be greatly appreciated. If you have any questions about this dissertation, please feel free to call me at (540)-951-4938 or write to me.

Sincerely,

Kurt W. Sprenger
Doctoral Candidate

417 Dunton Drive
Blacksburg, VA 24060
March 22, 1999

Dear Faculty Member:

Four weeks ago a questionnaire was mailed to you in connection with my dissertation research on faculty development. As of today, your completed reply has not been received.

Your contribution will greatly effect the success of the study and the information gained about faculty development programs in our public community colleges.

If you have not mailed the questionnaire but could do so at your earliest convenience, I would be grateful.

Please find enclosed an additional questionnaire and self-addressed stamped envelope for your return. Your response will be greatly appreciated.

Sincerely,

Kurt W. Sprenger
Doctoral Candidate

417 Dunton Drive
Blacksburg, VA 24060
March 31, 1999

Dear Faculty Member:

About five weeks ago a questionnaire was mailed to you in connection with my dissertation research on faculty development. As of today, your completed reply has not been received.

Your contribution will greatly effect the success of the study and the information gained about faculty development programs in our public community colleges.

If you have not mailed the questionnaire but could do so at your earliest convenience, I would be grateful. **Please know that your answers will be kept confidential.**

Your response will be greatly appreciated.

Sincerely,

Kurt W. Sprenger
Doctoral Candidate

Appendix E

Letter to Presidents of Community Colleges

417 Dunton Drive
Blacksburg, VA 24060
December 2, 1998

President

Community College
_____, VA _____

Dear President:

I am collecting data to complete dissertation research at Virginia Tech. As a doctoral student in Vocational-Technical Education at Virginia Tech, I have become very interested in the area of faculty development. The purpose of this study is to examine the faculty development experiences of Business Technology and Engineering Technology faculty to probe the nature of the link between faculty development activities and student learning.

I have received permission to conduct this study from Dr. Anne-Marie McCartan, Vice Chancellor of the Virginia Community College System and it has been endorsed by Dr. George Gabriel and the Office of Institutional Research at Northern Virginia Community College. In addition, Dr. Bernadette Black, who is the Director of Professional Development for the VCCS, is on my doctoral committee. I am in the process of asking the Deans of Business Technology and Engineering Technology to serve as liaisons for distribution and collection of the survey responses.

Please be assured that the answers to the surveys will be confidential (the survey will take approximately 5 minutes to complete). A copy of the survey is included in this fax for your perusal. Data will not be published that reports responses by individual institutions.

I would like to distribute the survey and begin collecting data on March 6th. If you have any reservations or questions about this project, please call me at (540) 951-4938. I have enclosed a response form for your convenience and would appreciate your faxing me the form as soon as possible. I anticipate completing this research in January, 1999. If you are interested in the results of this study, I will be glad to send you a summary.

It is my hope that the results of this research will be helpful in enhancing the quality of faculty development experiences. Your cooperation with this dissertation research project would be greatly appreciated.

Sincerely,

Kurt W. Sprenger
Doctoral Candidate
(540) 951-4938 (home and fax)

President's Response Form

for the Dissertation Research of
Kurt W. Sprenger
Doctoral Candidate
Virginia Tech
417 Dunton Drive
Blacksburg, VA 24060

NAME _____ DATE _____

COLLEGE _____

_____ Professional Development Surveys may be sent to faculty in business technologies and industrial and engineering technologies at this community college by the researcher.

_____ Professional Development Surveys may not be sent to faculty in business technologies and industrial and engineering technologies at this community college because _____

_____ There will be a delay in collecting data at this community college because _____

_____ Please send a summary of the results of your research.

Thank you for your assistance and prompt reply.

Appendix F
Informed Consent

Virginia Polytechnic Institute and State University
Informed Consent for Participants
of Investigative Projects

Title of Project: Perceived Effectiveness of Faculty Development Activities for Full-Time Occupational-Technical Faculty in Virginia Community Colleges

Investigator(s) Kurt W. Sprenger

I. The purpose of this Research/Project

The purpose of this study that you have been asked to participate in is to determine your perceptions of the benefits of a variety of faculty development programs.

II. Procedures

You are asked to complete a questionnaire asking you to list your participation in a variety of faculty development activities and rate the benefits of those activities and return it to the researcher in the self-addressed enclosed envelope. You then may be asked to participate in a follow-up semi-structured telephone interview.

III. Risks

They are no risks to the participants of this study

IV. Benefits

The intangible benefits to the participants in this research project are the knowledge that you have contributed to this research effort that may provide, in the future, more appropriate methods of developing faculty knowledge, skills, and abilities for teaching occupational-technical courses at the community college level. You as a participant, or your administration may contact the researcher at a later time for a summary of the research results.

V. Anonymity and Confidentiality

Anonymity and confidentiality will be strictly maintained. Administrators, staff or others at your institution will be prevented from seeing the results of your participation in this study. At no time will the researcher release the results of the study to anyone other than individuals working on the project without your consent.

VI. Compensation

In the packet of materials is a crisp new \$1 bill. It is yours to keep and is considered a nominal sum for your time that you use to complete the survey.

VII. Freedom to Withdraw

You are free to withdraw from this study at any time without penalty

VIII. Approval of Research

This research project has been approved as required by the Institutional Review Board for research involving human subjects at Virginia Polytechnic Institute and State University, by the department of Vocational-Technical Education.

IX. Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities: Complete the survey and return it by U.S. mail.

X. Subjects Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Signature

Date

Should I have any questions about this research or its conduct, I may contact:

Investigator

Phone

Faculty Advisor

Phone

H.T. Hurd
Chair, IRB
Research Division

Phone

Appendix G

Summary Data from the Qualitative Phone Interviews

Summary Data from the Qualitative Phone Interviews

Each participant in the telephone interview was asked the same questions listed in appendix B. The researcher interviewed 20 participants. These interviews provided more analysis into the personal and student benefits deriving from participation in faculty development activities.

Questions and Summary Data

1) Faculty development activity that had the greatest positive impact (benefit) on each faculty member interviewed.

Business Technology faculty

- 4 - retraining for fields in technology
- 4- training in computer skills
- 2- internships or exchange in business/industry

Engineering and Industrial Technology faculty

- 3- internships or exchange in business/industry
- 3- retraining for fields in technology
- 2- training in computer skills
- 1- sabbatical leave
- 1- conducting a research and development project

2a) Characteristics/features of activities that were beneficial

- Hands-on activity in industry (show and tell type demos)
- working in small groups
- peer groups are fantastic (helps with networking)
- got to see how material was presented in industry
- associating with colleagues
- relevant real-world examples
- idea/information exchange
- comfortable environment (no fear)
- demonstrations
- hands-on experience with computers
- small group discussions
- learn about group processes and modes -- transfer knowledge to students

2b) Characteristics/features of activities that were not beneficial

- internship - not enough time to do everything
- lack of time (noted repeatedly by faculty)
- Internship - sometimes company does not know what to do with you (disadvantage, but an advantage just to be there)
- examples not relevant
- guest speakers not relevant
- courses not offering anything new
- not enough hands on
- too many teaching hours, too many preps

3) Changes that resulted from participation in faculty development activities

- a) Improvements/changes to curriculum
- b) Use any different types of instruction?
- c) Students able to get better jobs, better grades?

Just about all faculty stated that their curriculums changed, at varying levels as a result of a faculty development activity. Some activities resulted in greater curriculum changes than others, it depended on the topic.

14 faculty reported using different (new) examples as a part of their instruction.

Only a few (3) faculty were able to say with confidence that they knew there students were able to get better jobs as a result of being taught material learned by the faculty member.

4) Faculty development activity that had the greatest positive impact (benefit) on the faculty members' students.

- internship or exchange in industry (8). Faculty rave at how their able to provide student with real world, and especially relevant examples.
- training in computer skills (7). Mainly business technology faculty.
- seminars, workshops. (4) One faculty member reported that her students benefitted from the material she learned at a seminar on tax preparation. Another faculty reported that students were better prepared as a result of him attending a seminar.
- conducting research and development project (1). Faculty member reported that students benefitting from his research material.

5) Participating in more or less activities as you have gained teaching experience?

a) years teaching experience

Business Technology

7 reported attending more

2 reported attending less

1 reported the same level of participation

Engineering Technology

5 reported attending more

3 reporting attending less

2 reported the same level of participation

6) Activities beneficial to you but not your students and vice versa

Activities beneficial to faculty but not students

- peer groups - networking with other faculty

- training that is directly related to teaching

- many seminars have topics that do no relate to students

- many faculty report doing faculty development with the intent on
improving their teaching methods or content in order to benefit

their students.

Appendix H
“Other” Activities

“Other” Activities

1. Started own real estate business and directly link to teaching
2. Extensive research into latest version of software
3. Own my own business
4. Developed a web based course
5. Curriculum development; self-directed study & projects
6. Participated in state and local professional development committees
7. Self-study
8. Self-taught software packages; professional association member
9. Self-training in technology and computer skills
10. Self-taught technology/applications
11. Developed 2 video courses and one web course
12. Off campus teaching; self-taught
13. Work professionally in the field
14. Practice as an architect and extensive travel
15. Industry sponsored workshops and classes
16. Tuition assistance for professional/graduate education
17. Attended seminar on tax preparation
18. Constant, intense, concentrated self-study for course preparation
19. Part-time industry work
20. Consulting in teaching field
21. Book reviews
22. Oil burner school, one day
23. Organized workshops for other faculty
24. Higher ed training and development funds
25. Computer consulting; home study
26. Visiting students on the job; belonging to professional organization (at own expense)
27. New course development
28. Professional business organizations; advisory committees
29. Vendor sponsored technical institute
30. Release time for special projects and development
31. Travel to Russia (international program)
32. Private consulting
33. Continuing legal education seminars; professional organization member
34. Write software to sell
35. Self-training
36. Self-guided materials

Other Categories

Own Business or Work/Consult in the Field (7)

1. Started own real estate business and directly link to teaching
3. Own my own business
13. Work professionally in the field
14. Practice as an architect and extensive travel
19. Part-time industry work
20. Consulting in teaching field
32. Private consulting

Research and Development, Workshops and Seminars/ Tuition Assistance (15)

2. Extensive research into latest version of software
4. Developed a web based course
11. Developed 2 video courses and one web course
15. Industry sponsored workshops and classes
16. Tuition assistance for professional/graduate education
17. Attended seminar on tax preparation
21. Book reviews
22. Oil burner school, one day
23. Organized workshops for other faculty
24. Higher ed training and development funds
27. New course development
29. Vendor sponsored technical institute
30. Release time for special projects and development
31. Travel to Russia (international program)
34. Write software to sell

Self-Study/Self-Training (10)

5. Curriculum development; Self-directed study & projects
7. Self-study
8. Self-taught software packages; professional association member
9. Self-training in technology and computer skills
10. Self-taught technology/applications
12. Off campus teaching; self-taught
18. Constant, intense, concentrated self-study for course preparation
25. Computer consulting; home study
35. Self-training
36. Self-guided materials

Belong to Professional Organization, etc (4)

6. Participated in state and local professional development committees
33. Continuing legal education seminars; professional organization member
26. Visiting students on the job; belonging to professional organization (at own expense)
28. Professional business organizations; advisory committees

Appendix I

Virginia's Community Colleges

Virginia's Community Colleges

1. Blue Ridge Community College
2. Central Virginia Community College
3. Dabney S. Lancaster Community College
4. Danville Community College
5. Eastern Shore Community College
6. Germanna Community College
7. J. Sargeant Reynolds Community College
 - a) Parham Road Campus
 - b) Downtown Campus
 - c) Western Campus
8. John Tyler Community College
 - a) Chester Campus
 - b) Midlothian Campus
9. Lord Fairfax Community College
 - a) Middletown Campus
10. Mountain Empire Community College
11. New River Community College
12. Northern Virginia Community College
 - a) Alexandria Campus
 - b) Annandale Campus
 - c) Loudoun Campus
 - d) Manassas Campus
 - e) Woodbridge Campus
13. Patrick Henry Community College
14. Paul D. Camp Community College
 - a) Franklin Campus
 - b) Suffolk Campus
15. Piedmont Virginia Community College
16. Rappahannock Community College
17. Southside Virginia Community College
 - a) Christanna Campus
 - b) John H. Daniel Campus
18. Southwest Virginia Community College
19. Thomas Nelson Community College
20. Tidewater Community College
 - a) Chesapeake Campus
 - b) Portsmouth Campus (also known as Frederick Campus)
 - c) Virginia Beach Campus
21. Virginia Highlands Community College
22. Virginia Western Community College
23. Wytheville Community College