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In the late 1990s, the president of Diamond Technical Community College (DTCC) participated in the North Carolina Community Instructor's Conference where he heard Terry O'Banion, a former president of the League for Innovation, speak about a learning-centered college (Schneider, 2004). After participating in this conference, the president of DTCC became an advocate of the learning-centered college concept because he hoped that his college would one day be asked to join the League for Innovation. The president invited O'Banion to speak at DTCC and provided many faculty members with two of O'Banion's books—*A Learning College for the 21st Century* and *Teaching and Learning in the Community College*. In August 2003, DTCC's president renewed the school's initiative to focus staff and faculty energy on student learning. Because no other community college employee will be more affected than instructors are by this initiative, faculty support is critical for the successful adoption of a learning-centered educational environment (Shupe, 2005). To effectively motivate faculty members to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty members choose to and choose not to support this initiative. Thus, this study proposes to discern what motivates faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

WHAT MOTIVATES COMMUNITY COLLEGE FACULTY TO SUPPORT THE
ADOPTION OF A LEARNING-CENTERED EDUCATIONAL
ENVIRONMENT?

by

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This dissertation has been approved by the following committee of the Faculty of
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CHAPTER I

INTRODUCTION

To effectively motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to, or not to, support this initiative. Thus, this study proposed to discern what motivated faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

Why Support a Learning-Centered Educational Environment?

To be successful in today's global, information-based society, students need access to an affordable education that continuously provides them with skills [i.e., technological, critical thinking, communication, and human relations] they need to successfully function in today's job market (Ayers, 2002). A series of reports (e.g., *Access to Quality Undergraduate Education*, the Southern Regional Education Board, 1985; *Integrity in the College Curriculum*, the Association of American Colleges, 1985; *Involvement in Learning*, the National Institute of Education, 1984; and *To Reclaim a Legacy*, Bennett, 1984) emerged during the mid-1980s which suggested higher education leaders could best help students acquire these critical skills by developing and maintaining a learning-centered educational environment (Huba & Freed, 2000).

To become more learning-centered, college and university leaders need to abandon the instruction paradigm in which teachers, the chief agents in the educational process, deliver knowledge to students who passively ingest the knowledge for recall on tests. Rather, teachers should adopt the learning paradigm in which learners become active discoverers of their own knowledge (Barr & Tagg, 1995).

The Education Commission of the States (ECS) provided a progress report on education reform in 1995, which reinforced claims made in reports released during the 1980s concerning higher education and student learning (O'Banion, 1997). The ECS conveyed to its readers that institutions of higher education need to adopt an educational environment centered around student learning to better prepare students for life after college (O'Banion, 1997). In the 1995 report, members of the ECS expressed the view that a gap existed between the growing number of skills needed by business and industry and student skills being achieved within institutions of higher education (O'Banion, 1997). To address this gap the Pew Charitable Trusts sponsored Higher Education Roundtables (O' Banion, 1997). Roundtable members also concluded that to effectively address the gap between business and industry needs and the skills achieved by students in higher education, college and university leaders need to adopt an institution-wide vision that places the student and student learning first (O'Banion, 1997).

What are the Problems Associated with the Transition?

For institutional leaders to successfully help their schools become more learning-centered, they need all institutional members to share this vision (Baker, 1992).

Unfortunately, because many of today's community college leaders are conditioned to be

managers, rather than leaders, they are not effectively establishing and nurturing a sense of shared purpose among the faculty (Baker, 1992). This is problematic because faculty support is essential to the success of such an administrative initiative (Flynn, 2005; O'Banion, 1997). According to Shupe (2005), instructors are the constituency essential for a transition.

Nevertheless, both Flynn (2005) and O'Banion (1997) believe that one of the greatest impediments to successfully helping a community college adopt a learning-centered educational environment is teacher resistance. According to O'Banion (1997), faculty "do not embrace alternative ideas with enthusiasm, despite their own deep cynicism about the current system" (p. 29).

Therefore, for institutional leaders to make the changes they envision are necessary to meet the needs of their students, it is crucial that these leaders understand what factors motivate faculty to support such a transition. With this knowledge, institutional leaders can develop strategies that may motivate faculty to support this campus-wide change.

Purpose of Study

This study utilized a single instrumental-case study design to determine why the faculty at Diamond Technical Community College (DTCC) chose to support the campus-wide initiative to adopt a learning-centered educational environment.

Research Questions

- Which institutional factors motivate the faculty at DTCC to support DTCC's adoption of a learning-centered educational environment?
 - Do the institutional factors that motivate female faculty differ from those that motivate male faculty to support DTCC's adoption of a learning-centered educational environment?
 - Which institutional factors motivate faculty in the Arts and Sciences; Business Technologies; Health Sciences; Industrial, Construction, and Engineering Technologies; Public Service Technologies; Developmental; and Transportation Systems Technologies divisions to support DTCC's adoption of a learning-centered educational environment?

Definitions

ACA Courses: ACA courses are classes used to increase student academic success and completion rates at DTCC.

Achieving the Dream Grant: When asked about the Achieving the Dream Grant, Division Chair C responded:

It's money from the Lumina Foundation (...) used to target populations that tend not to succeed in community college settings, and try to figure out ways to help them achieve their dream to succeed [and to] get them through to graduation. (Division Chair C, J. Ray, Fieldnotes, 2008)

Collaborative Learning Activities: These are group activities, conducted in the classroom, which facilitate the learning of individual group members (Gaff, Ratcliff, & Associates, 1997).

Community College Survey of Student Engagement (CCSSE): The Community College Survey of Student Engagement is a survey administered to community college students (CCSSE, 2007). This survey asks students questions about their personal behaviors and institutional practices to determine to what degree students are actively engaged with one another and with their instructors in the classroom. CCSSE's creators hold the belief that student engagement in the classroom highly correlates with community college student success and retention.

Culture: Culture is defined as the “taken-for-granted and shared meanings that people assign to their social surroundings” (Wilkins, 1983, p. 25), providing a lens through which institutional members can interpret the various events and products of their surroundings (Bergquist, 1992).

Dominant Culture: A dominant culture is the culture shared by the majority of individuals inhabiting the same social surrounding (Martin & Siehl, 1983).

Extrinsic Motivation: Extrinsic motivation occurs when an individual is persuaded to complete an activity because of the reward that he or she will receive upon its completion (Pittman & Heller, 1987).

Faculty Culture: The faculty culture is “the perspectives, the attitudes and values held in common by a group of professors”(Clark, 1962, p. 39)

Front Door Experience: When asked about the Front Door Experience, Division Chair D stated that DTCC student services employees received cross training so students could visit fewer people to find the answers to all of their enrollment questions. Additionally, DTCC's leaders have changed the furniture found in the student services area to make the atmosphere seem more inviting and friendly for new students (Division Chair D, J. Ray, Fieldnotes, 2008).

Individualized Learning Plans: When asked about Individualized Learning Plans, Division Chair A stated that these are educational plans that students develop with their instructors. To create an Individualized Learning Plan, students participate in comprehensive advising sessions with a faculty member during which the faculty member talks with students about the external factors in the student's lives and about what each student needs to do to meet his or her educational goals (Division Chair B, J. Ray, Fieldnotes, 2008).

Integrated Motivation: Integrated motivation occurs when individuals evaluate and bring into congruence with their values the value of participating in an externally imposed task or activity (Ryan & Deci, 2000a). The individuals then choose to participate in the task or activity to the same degree they would have if they had inherently found the externally imposed activity to be interesting or enjoyable.

Instruction Paradigm: The instruction paradigm is an educational model in which the faculty uses 50 minute lectures—not team teaching or learning communities—to educate competitive and individualistic students. In an instruction paradigm, faculty prefer to work independently of one another (Boggs, 1995/1996).

Intrinsic Motivation: Intrinsic motivation occurs when individuals choose to participate in an activity because they find the activity to be inherently interesting or enjoyable (Pittman & Heller, 1987).

Learning-centered/Learner-Centered educational environment/The Learning College/ The Learning Paradigm: According to Boggs, in an interview with Bumphus (1996), a learning-centered educational environment is an educational environment in which the faculty collaborates with students and students work with each other to develop instructional activities that develop every student's competencies and talents. In this educational environment, faculty concern themselves with ensuring that students are learning the material they are teaching; therefore, students have to demonstrate the acquisition of certain skills and information—not just complete a set number of units—before students can receive degrees and certificates.

Learning Communities: Gabelnick, MacGregor, Matthews, & Smith (1990) state that: “Learning communities...purposefully restructure the curriculum to link together courses or coursework so that students find greater coherence in what they are learning as well as increased intellectual interaction with faculty and fellow students” (p. 5).

Motivation: Motivation is the reason why individuals choose to participate in an activity (Pittman & Heller, 1987).

On-Course Curriculum: In an interview with Division Chair D, he stated that DTCC's leaders have adopted the On-Course Curriculum to use in all student success courses. When asked what the On-Course Curriculum was, D responded that it is a curriculum that looks at eight non-cognitive aspects of students (i.e., responsibility, motivation,

emotional intelligence, and self-awareness) to help them learn cognitive subject matter more successfully. It is a curriculum that recognizes that a person's non-cognitive aspects greatly impact his or her academic success (Division Chair D, J. Ray, Fieldnotes, 2008).

Paradigm: A paradigm is a pattern or a model which “provides a way of understanding and making sense of information about a subject”. (Boggs, 1994, p. 25)

Project-Based Learning (PBL): Project-Based Learning (PBL) activities are educational activities that facilitate learning by use of hands-on projects (O'Banion, 1997).

Service Learning Activities: “Service learning [is] a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility”(Bringle & Hatcher, 1996, p. 222).

Quality Enhancement Plan (QEP): When asked about QEP, Division Chair A responded:

The Quality Enhancement Plan is part of our contract with SACS to develop a plan that would improve the college over time. We picked the subject, we [told] [SACS] what we were going to do, we set our own strategy for doing it, and we [did] a self-evaluation midterm. The people from SACS [plan to] come back and look at us down the road to see how we did with [our] plan to focus on employability skills and make sure that we integrated those [skills] into our curriculums across the college. (Division Chair A, J. Ray, Fieldnotes, 2008)

Subculture: Subcultures are small cultural enclaves that differ from the dominant culture within a social surrounding (Martin & Siehl, 1983).

Supplemental Instruction: When asked what supplemental instruction was, Division Chair D replied: “This is a tutoring system (...) in which a successful student, who has already mastered the knowledge, comes back as a tutor. [This student] sits in the classroom with [current] students and then facilitates study sessions after the class” (Division Chair D, J. Ray, Fieldnotes, 2008).

Worldwide Instructional Design System (WIDS): When asked about WIDS, Division Chair A stated:

WIDS is a Wisconsin Instructional Development System. It’s a product of the Wisconsin Community College System and what they did is provide a template for designing an outcomes-based course... [WIDS] took assessment into account and forced [instructors] to put down on a piece of paper (by giving you this template where you fill in the blanks) what [their] objectives were for a course [and] how [they] were going to achieve those objectives. It forced [instructors] to plan a semester-long course of study (i.e., what [instructors] might do in terms of lecture and what [instructors] might do in terms of projects)... When [an instructor] completed using this template what [he or she had] was a syllabus, a lesson plan, and presumably a better idea...of how [his or her] class was going to go. (Division Chair A, J. Ray, Fieldnotes, 2008).

Organization

This study is organized into five chapters. Chapter I explains to readers what learning-centeredness is, why institutions of higher education need to adopt a learning-centered educational environment, and what problems are associated with the adoption of a learning-centered educational environment. Additionally, Chapter I conveys to readers a rationale which attempts to identify what factors motivated faculty at Diamond

Technical Community College (DTCC) to support their school's adoption of a learning-centered educational environment and highlights limitations to the study.

Chapter II contains an extensive literature review. This literature review examines literature related to what the instruction and learning paradigms are and highlights their differences as well as looks at motivation and change theory literature. Chapter II illuminates the gaps in previous studies to provide a clear rationale for the present study.

Chapter III conveys the methodology, instrumentation, sampling, data collection, and analyses used to answer the research questions. Chapter IV includes a discussion of the data and Chapter V consists of a summary and interpretation of the findings. Additionally Chapter V shares with readers the practical implications of the findings and limitations of the study. Chapter V also suggests future research to better understand how college leaders can effectively and efficiently help their institutions adopt the learning-centered educational environment

CHAPTER II

REVIEW OF RELATED LITERATURE

To effectively motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to, or not to, support this initiative. Thus, this study proposed to discern what motivated faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

Why Support a Learning-Centered Educational Environment?

An American Imperative: Higher Expectations for Higher Education (1993) states that institutions of higher education are not adequately providing students with the skills and abilities needed by today's global, information based-society (*An American Imperative*, 1993; Ayers, 2002; O'Banion, 1997). Students attending colleges and universities are not demonstrating that they have acquired skills in technology, critical thinking, communication, and human relations (*An American Imperative*, 1993; Ayers 2002). These are the skills students need to function productively, both at home and on the job, within a rapidly changing environment. Institutions of higher education are too focused on the credentials of students entering their institutions and students and parents are too focused on grades. According to *An American Imperative* (1993):

Much too frequently, American higher education now offers a smorgasboard of fanciful courses in a fragmented curriculum that accords as much credit for “Introduction to Tennis” and for courses in pop culture as it does for “Principles of English Composition”, history, or physics, thereby trivializing education—indeed, misleading students by implying that they are receiving the education they need for life when they are not.

(Warning Signs section, ¶7)

In 1993 the National Adult Literacy Survey (NALS) asked participants to read and interpret prose, work with documents like bus schedules, tables, and charts, and use elementary arithmetic to determine the costs of a meal at a restaurant or a mortgage payment (*An American Imperative*, 1993). The NALS identified a surprisingly large number of both two- and four- year college graduates who were unable to use basic reading, writing, computation, and problem-solving skills in simple everyday scenarios. In 1993, the Educational Testing Service (ETS) found that 56 percent of American-born, four-year college graduates experienced difficulty performing simple everyday tasks “such as calculating the change from \$3 after buying a \$.60 bowl of soup and a \$1.59 sandwich” (O’Banion, 1997, p. 4).

During the industrial age this was not a problem because the economy often produced new and low-skilled jobs at high wages; however, today the economy is producing an abundance of knowledge-based jobs that require highly skilled workers (*An American Imperative*, 1993). Unfortunately there are not enough skilled workers available to fill these positions—not even among recent college graduates. This is because many institutions of higher education are certifying for graduation too many students who cannot read and write very well.

A generation ago the United States dominated the global economy. Today, global competition threatens this domination (*An American Imperative*, 1993). According to *An*

American Imperative (1993): “Fierce competitors from abroad have entered domestic markets, and one great American industry after another has felt the effects” (A Changing America and a Changing World section, ¶ 5). The enhanced employability of the American worker can help the United States regain this lost global economic domination. To help Americans become more employable in today’s economy, they need institutions of higher education. Unfortunately these institutions are still organized as though global competition is not negatively impacting the U.S. economy.

The Current Structure of Colleges and Universities

The growth in college enrollment following World War II resulted in the development of the student credit hour—the “Carnegie Unit” (Tagg, 2003). The “Carnegie Unit” has caused institutions of higher education to become factories concerned with producing “transferable credits for a burgeoning and mobile population” (Tagg, 2003, p. 16). Following this war, colleges became factories primarily focused on obtaining more state financial support by filling greater number of classroom seats with students. Colleges became more concerned with sharing information with students and less concerned with ensuring that students were actually learning the material presented to them in the classroom.

The Current Structure of Community Colleges

O'Banion (1994) believes that community colleges in particular are not meeting students' educational needs because since the 1960s leaders of these institutions have focused their attention on the structure of their colleges—the structure of buildings, the structure of organizations, the structure of curricula and programs, and the structure of political alliances—and how to increase student access to community colleges. Throughout the 1960s and 1970s community college leaders “did not set a high priority on the teaching and learning process that must undergird all other structures if student success is to be the ultimate achievement of community colleges” (O'Banion, 1994, p. 21).

During this same time period, community college leaders believed the members of their faculty to be qualified if they simply expressed care and concern for students (O'Banion, 1994). These leaders frequently hired individuals from secondary schools “with little understanding of the mission and philosophy of the community college” (O'Banion, 1994, p. 21). Frequently community college faculty lacked schooling in adult development theory and basic theories of learning and had no experience working with diverse students. Additionally, these inexperienced and unprepared educators had heavy teaching loads, served as academic advisers, participated in multiple committees, and sponsored various student organizations.

Community college faculty often do not teach differently than educators did during the early 1900s (Boggs, 1995). Most community college educators observe a traditional education paradigm—the instruction paradigm (Boggs, 1995; Barr & Tagg,

1995; Tagg, 2003). Boggs (1995) defines the instruction paradigm as an educational model in which:

classes are usually scheduled to last for a semester or a quarter. They all start at the same time of year and end at the same time of year. The 50-minute lecture period is the predominant delivery method. If technology is used, it usually supplements the traditional delivery. Distance education methods such as team teaching or learning communities are often greeted with a hostile, rather than a supportive environment. (p. 26)

This is problematic because students of today greatly differ from those of the early 1900s—especially in the community colleges (Boggs, 1995).

There are more women than men among the 13.5 million students on today's campuses. Forty-three percent of today's students are over the age of 25, including 300,000 over the age of 50. Minority Americans now make up about 20 percent of enrollments in higher education. Almost as many students attend part-time and intermittently as attend [full-time] and without interruption. (*An American Imperative*, 1993, A Changing American and a Changing World section, ¶10).

Community college student populations become more diverse each year (Boggs, 1995; Kort, 1992). Additionally, the percentage of students who speak a language other than English continues to rise and these students often experience difficulty understanding lectures (Boggs, 1995). Furthermore, many of today's community college students are not academically prepared, disabled, and older (Boggs 1995; Cross, 2001; O'Banion, 1994). Many of today's students are not learning the information and skills in high school needed for them to be successful at institutions of higher education (Boggs 1995; Cross, 2001; O'Banion, 1994).

About half of our high school students are enrolled in dead-end curricula that [poorly] prepare them for work, life, or additional learning. Too few are performing to standards that make them competitive with peers in other industrialized countries. (*An American Imperative*, 1993, Warning Signs section ¶6).

Why Community Colleges Need to Adopt a Learning Paradigm

Because the community college “has carved out a well-deserved role in higher education as ‘democracy’s college’” (O’Banion, 2004, p. 16), community colleges “must make a special effort to meet the needs of underserved groups—minorities, older adults, women returning to the work world, displaced workers in need of retraining, and those who simply need a second chance to acquire a sound education” (p. 16). Boggs (1995) and O’Banion (1994) believe that the instruction paradigm does not adequately meet the educational needs of today’s community college students. Kort (1992) states that for students of today to acquire the knowledge and skills they need to be successful in today’s global information-based society, these students need an instructor “who comes down from the podium to learn how to teach from the learners themselves” (p. 62).

State and federal government reports state that the outcomes assessment movement, and changing accreditation standards have pressured community college leaders to “place teaching and learning at the top of the educational agenda in order to repair the neglect of the past and prepare for a new future beginning in the year 2000” (O’Banion, 1994, p. 22). Although community colleges have attempted to address the concerns raised in *An American Imperative* (1993), Barr and Tagg (1995) and O’Banion (1997) believe there are problems associated with many proposed solutions. These

solutions have “been proposed as add-ons or modifications to the current educational system” (O’Banion, 1997, p. 6).

Barr and Tagg (1995) and Tagg (2003), like O’Banion (1997), believe that current education reform efforts have failed because reformers have tried to implement changes while maintaining the instruction paradigm, and these changes frequently contradict the underlying premises of this traditional paradigm. Proposed innovative applications such as information technology, collaborative learning models, and use of assessment and outcome measures “are improving the teaching process in community colleges, and they should be encouraged, but there will be a limit on improving learning outcomes when these innovations are applied in the context of the traditional teaching model” (p. 19).

O’Banion (1997) believes that such efforts simply “trim the branches of a dying tree” and in order to affect substantial change educational leaders need to “attack the roots of this tree” (O’Banion, 1997). Barr and Tagg (1995), Cross (1984), Flynn (2005), and O’Banion (1997), believe that trying to maintain the time-bound, place-bound, efficiency-bound, and role-bound nature of the instruction paradigm obstructs true educational reform.

Institutional members try to enact change while simultaneously adhering to the instruction paradigm because an “organizational paradigm is like a lens: “We don’t see it, we see through it, but it determines how we see everything else” (Tagg, 2003, p. 5). An organizational paradigm “consists of the framework of examples, models, and rules that define the boundaries of the organization’s proper activities” (p. 15). To adopt a learning-centered educational environment, institutional leaders will need to help

institutional members embrace a learning paradigm. To help institutional members naturalize a new teaching paradigm Tagg (2003) suggests that these leaders first identify the lens currently used by institutional members to view everything. Institutional leaders need first to identify the current framework of models and rules espoused by institutional members because making the invisible visible helps people to more clearly “see the way out of [their] most persistent problems” (p. 5).

Tagg (2003) also recognizes that many institutional members have espoused theories and theories-in-use which differ from one another. This difference between espoused theories and theories-in-use occurs because people are aware of their espoused theories (those they claim to follow) but not of their theories-in-use (those they actually practice). The fact that individuals are unaware of their theories-in-use is problematic because theories-in-use are the theories that guide people’s behavior. Although many colleges claim to follow a learning paradigm, their current theory-in-use is really the instruction paradigm. In order to change an organizational paradigm, institutional members need to be aware of its existence. Unfortunately although organizational paradigms govern the structures and processes of an organization, frequently these paradigms are invisible to institutional members because they were not involved in the process of developing the structure and rules of the organization for which they work.

What Needs to be Done?

A series of reports (i.e., *Access to Quality Undergraduate Education* by the Southern Regional Education Board, 1985; *Integrity in the College Curriculum* by the Association of American Colleges, 1985; *Involvement in Learning* by the National

Institute of Education, 1984; and *To Reclaim a Legacy* by Bennett, 1984) emerged during the mid-1980s (Wright, 1997) that suggest that to enhance the success of students in the global, information-based society of today, institutions of higher education need to adopt an educational environment that places student learning at the center of their missions and goals. Tagg (2003) believes that formal processes should become the means to achieve the end—student learning. In a learning-centered educational environment, teaching has not occurred unless students have experienced growth in their knowledge, capacities, and abilities.

This expressed need for colleges and universities to adopt a learning-centered educational environment was reinforced in 1993 and 1995 with the release of various papers and reports (i.e., *An American Imperative*, 1993, “The Direction of Educational Change: Putting Learning at the Center” 1995, by the American Association of Colleges and Universities, and the progress report on education reform by the Education Commission of the States), all of which championed the value of learning-centeredness (O’Banion, 1997).

Reports drafted in the 80s and 90s addressing higher education (i.e., *An American Imperative*, 1993 and *Involvement in Learning: Reclaiming the Potential of American Higher Education*, 1984) state that educators should focus less on the knowledge students are bringing into the classroom and more on how they as instructors can build upon and enhance student knowledge, skills, and abilities. This is because there is almost no consistent evidence that demonstrates that college selectivity, prestige, or educational resources have any significant impact on students’ abilities to learn, develop intellectually

and cognitively, or their ability to develop moral reasoning (Pascarella and Terenzini, 1991, p. 592). Only a small insignificant part of student learning is attributable to the resource wealth of the college. Pascarella and Terenzini (1991) believe that a student's collegial experiences impact student learning and cognition to a greater degree than does the school's wealth and prestige. Therefore, students, parents, and educators should concern themselves more with student experiences both within and outside of the classroom than on the wealth and prestige of the institution. Parents and students should concern themselves with the skills, abilities, and knowledge students acquire in the classroom. Parents and students should also pay attention to whether or not the college provides students with opportunities to interact with the faculty and their peers, flexible curricula, and a curriculum that emphasizes general education.

The report released by the ECS also expressed the view that a gap existed between the growing skill needs of business and industry and student achievement within institutions of higher education (O'Banion, 1997). To address this gap, the Pew Charitable Trusts sponsored Higher Education Roundtables (O' Banion, 1997). Roundtable members, like the aforementioned higher education reports released during the 1980s, concluded that to address this gap effectively between societal needs and the achievement of students of higher education, colleges and universities needed to adopt an institution-wide vision that placed the student and student learning first (O'Banion, 1997).

Barr and Tagg (1995) believe that to increase the effectiveness of institutions of higher education, colleges and universities must abandon the instruction paradigm and

adopt the learning paradigm. The adoption of a learning paradigm is essential for colleges and universities to become learning-centered educational environment. This is because “the Learning Paradigm frames learning holistically, recognizing that the chief agent in the process is the learner; [...] thus, students must [become] active discoverers and constructors of their own knowledge” (Learning Theory section, ¶ 2). One way institutions of higher education can help their schools adopt a learning-centered educational environment is by teaching students values, putting learning first, and creating a nation of learners (*An American Imperative*, 1993).

Values

Institutions of higher education should not “argue for one system of beliefs or another [or] one denomination or another” (*An American Imperative*, 1993, Taking Values Seriously section, ¶10). However, “there are some values rooted in national experience, even defined in the constitution, that Americans share” (Taking Values Seriously section, ¶10) and it is the responsibility of institutions of higher education to provide students with educational opportunities to help them fully understand the importance of these shared values to the survival of the American democratic society. The writers of *An American Imperative* (1993) believe that institutions of higher education can help students understand the importance of these values by providing them with a liberal education replete with “opportunities to experience and reflect on the world beyond campus” (*An American Imperative*, 1993, Taking Values Seriously section, ¶9). These writers believe that “academic work should be complemented by the kinds of knowledge derived from first-hand experience, such as contributing to the well-being of

others, participating in political campaigns, and working with the enterprises that create wealth in our society” (*An American Imperative*, 1993, Taking Values Seriously section, ¶9).

Learning First

Not only do institutions of higher education need to focus their attention on ensuring that students receive an education that exposes them to commonly held democratic values, but the colleges also need to reorganize the curriculum and the way it is taught and how student learning is assessed (*An American Imperative*, 1993). The writers of *An American Imperative* (1993) state: “Too much of education at every level seems to be organized for the convenience of educators and the institution’s interests, procedures, and prestige, and too little focused on the needs of students” (Putting Student Learning First section, ¶1). Traditionally, college and university educators have regarded the acquisition of skills essential for life and work as a by-product of study. Educators can and should help students acquire written and oral communication skills as well as learn how to engage in critical analysis, obtain and use data, and make informed judgments. Additionally, to heighten student achievement educators need to raise student expectations. Educators could enhance student performance by requiring students in class to do more than passively listen to lectures. Educators should also employ on-going assessment techniques to determine whether or not students are learning the material presented to them. Educators should also use these assessments on a regular basis to determine what steps can be taken to better help students master the material.

Creating a Nation of Learners

Because today's economy requires so many skilled workers, more and more women, minorities, and older students are seeking education beyond high school (*An American Imperative*, 1993). Therefore, institutions of higher education need to concern themselves with the educational needs of a diverse student population. Higher education leaders need to work with K-12 educators to ensure that this new group of students receives the academic preparation they need to be successful in college.

What is a Learning-Centered Educational Environment?

The idea of establishing an educational environment centered on student learning is not a new concept (O'Banion, 1997). The educational philosopher John Dewey was one of the first to suggest, in *My Pedagogic Creed* (1929), that students learn better when they are given the opportunity to apply new knowledge. Dewey's ideas along with the work of Carl Rogers, Arthur Combs, Sidney Jourard, Abraham Maslow, and others helped to initiate the Humanistic Education Movement of the 1960s and early 1970s (O'Banion, 1997). These scholars all found educational environments which asked students to passively participate in their educational experiences to be insufficient. Supporters of the Humanistic Education Movement felt that education leaders should establish and nurture educational environments which considered learners' needs and goals when designing and implementing curriculum and that the learners should be involved in the development of this curriculum.

The ideas developed during the Humanistic Education Movement resurfaced in the late 1980s and early 1990s as a way to help students learn the skills and abilities needed to function productively in today's society (O'Banion, 1997). Institutions began

trying to develop a learning-centered educational environment or one in which faculty designed curricula around student needs and not around what teachers know how to teach and in which all employees, not just instructors, work together to ensure that the focus of the institution is on student learning (Barr & Tagg, 1995).

O'Banion (1997) defines a learning-centered educational environment as an educational environment in which "educational experiences are designed for the convenience of learners rather than for the convenience of institutions and their staffs" (p. 47). This model espouses six fundamental principles:

1. "The learning college creates substantive change in individual learners" (p. 47).
2. "The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices" (p. 47)
3. "The learning college creates and offers as many options for learning as possible" (p. 47).
4. "The learning college assists learners to form and participate in collaborative learning activities" (p. 47).
5. "The learning college defines the roles of learning facilitators by the needs of the learners" (p. 47).
6. "The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners" (p. 47).

In a learning-centered educational environment, higher education leaders concern themselves more with how much their students have learned than with the quality of students entering their institutions (Boggs, 1995). Boggs (1995) states that in a learning-centered educational environment faculty, like coaches, engage students in educational activities which help the students develop their competencies and talents. To achieve these educational goals, higher education institutional leaders, especially at community colleges, have asked instructors to employ collaborative learning activities, learning

communities, service learning activities, and Project-Based Learning (PBL) within the classroom.

There are many educational benefits associated with the employment of collaborative learning activities, learning communities, service learning activities, and Project-Based Learning (PBL) within the classroom (Huba & Freed, 2000). Huba and Freed (2000) and Svinicki (2004) believe that these activities ask educators to set high expectations for their students and these high expectations have a tendency to result in more effective student learning. The employment of these activities also increases student motivation by: “engaging students in meaningful intellectual work and helping them discover connections between what they learn in college and the ways in which they will use their knowledge in society or the professions after graduation” (Huba & Freed, 2000, p.22). Teachers use collaborative learning activities, learning communities, service learning activities, and Project-Based Learning (PBL) within the classroom to teach students to synthesize knowledge and the value of continuous practice and collaboration. Student collaboration helps students to develop team-working skills needed in the real world.

What Does a Learning-Centered Educational Environment Look Like?

Students do not have the same rhythms and schedules; therefore, they are not always ready to learn the same material at the same time in the same manner (Barr & Tagg, 1995; O’Banion, 1997). Institutions of higher education need to eradicate the time and place-bound natures of their institutions to help students better learn the material presented to them, at times and places more conducive to student learning, as well as to

help instructors better teach the material (O'Banion, 1997; Flynn, 2005). Colleges and universities will need to employ technology to allow students and instructors to interact at a variety of times and locations (O'Banion, 1997; Flynn, 2005). Guskin (1994) also believes that teacher use of technology not only enhances instructors' presentation of new knowledge to students, but will also free up teacher-time traditionally spent preparing lessons and lecturing. Therefore, educators will have more time to spend with students. For example, instructors could use simulation technology to replace face-to-face laboratories. Teachers will no longer have to devote their time to acquiring materials for the labs and for overseeing them (Guskin, 1994). Students can complete labs on the computer at times and places convenient for them.

Additionally, Barr and Tagg (1995) and O'Banion (1997) believe that for schools to best provide students with the skills and abilities they need, institutions of higher education need to re-define efficiency and effectiveness. This is because:

Under the Instruction paradigm, colleges suffer from a serious design flaw—they are structured in such a way that they cannot increase their productivity without diminishing the quality of their product. In the Instruction Paradigm, productivity is defined as cost per hour of instruction per student. In this view, the very quality of teaching and learning is threatened by any increase in the student-to-faculty ratio. However, in a learning-centered educational environment institutional leaders should define productivity in terms of “the cost per unit of learning per student”. (Barr & Tagg, 1995, Productivity and Funding section, ¶1-2).

School leaders also need to work to change the attitudes of lawmakers with respect to how institutions of higher education should be governed (Barr & Tagg, 1995). Lawmakers have caused colleges and universities to become so bureaucratic and

regulated that it is difficult for educators to make the changes needed to meet the educational needs of the students they teach (O'Banion, 1997; Flynn, 2005). For example:

In the California Education Code alone, there are currently over 1,200 statutes that directly regulate and affect the affairs of community colleges. This ponderous code doesn't even include the 640 regulations adopted by the board of governors, and the hundreds and hundreds of federal statutes and regulations that govern the specific activities of colleges. (O'Banion, 1997, p. 13)

O'Banion and Guskin (1994) also believe that for students to best learn new skills, abilities, and ideas, educators need to re-define the roles traditionally assumed by both students and instructors in the classroom (O'Banion, 1997). Historically educators have preferred to employ the passive lecture-discussion format to impart knowledge to students (O'Banion, 1997; Guskin, 1994). In traditional educational environments, educators have assumed the role of expert and students the role of an individual who knows very little (O'Banion, 1997). An educational environment in which instructors talk and students simply listen is not an optimal learning environment (Guskin, 1994). Guskin (1994) believes that for students to best learn the skills and abilities they need to function productively in today's society, educators need to foster an educational environment that supports intimate faculty-student contact and asks students to become active rather than passive learners. Students will learn more material and retain it better in an educational environment which encourages feedback, students working with peers, and student-faculty and student-student interaction outside of the classroom. Such educational environments enhance student learning because they motivate students to

actively participate in their learning. Tagg (2003) believes that for institutions to enhance student learning, administrators and educators “have to see that learning—deep learning, learning that matters, learning that lasts—is not something that teachers do to students or even that students do for themselves, [r]ather it is the product of action in a context shaped by goals, performance, feedback, time horizon, and community” (p. 322).

To create such an educational environment, educators need to assume the role of coach or an individual who “uses a combination of tips, advice, and examples to help a student avoid unnecessary pitfalls” (Skill Development section, ¶ 2). According to Guskin (1994): “The coach’s role involves providing continuous feedback, encouragement, and in many cases, demonstration” (Skill Development section, ¶ 2). By assuming the role of coach, faculty can better employ classroom activities which enhance student conceptual development. As a coach they can better implement activities (i.e., case studies and experiential learning activities) as well as mentor peer-led small group discussions, which motivate students to explore, compare, and integrate the skills needed for individuals to think conceptually. Within the classroom educators, acting as coaches, could enhance student learning by “raising questions, providing alternative conceptions from the student, encouraging the student to tie together the student’s intellectual studies and life experiences, and providing feedback throughout the student’s experience” (Guskin, 1994, Conceptual Development section, ¶ 15).

Guskin (1994) also believes that faculty not only need to regard themselves as student mentors and coaches within the classroom, but outside of the classroom as well. Faculty should assume the role of mentor while advising students. Faculty should

“encourage students to see how new learning can relate to earlier learning, discuss with them concerns about their future, about relationships to other students; and provide adult experience and wisdom to a searching young (or older) student” (Conceptual Development section , ¶16).

To accomplish this goal, educators need to become learning facilitators who work with students as full partners in the learning process (O’Banion, 1997). This is because “a college’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge, for themselves, to make students members of communities of learners that make discoveries and solve problems” (Barr & Tagg, 1995, Mission and Purposes section, ¶ 5).

Flynn (2005) and Tagg (2003) also hold the belief that institutions of higher education need to alter their curriculums to best meet the educational needs of students. Under the instruction paradigm, “curriculum” defines what teachers are expected to teach within the classroom (Tagg, 2003). The instruction paradigm often supports the development of a curriculum that students consider incoherent and unwieldy and is an impediment to their intellectual achievement and academic progress (Flynn, 2005). Within a learning paradigm, the practiced paradigm in a learning-centered educational environment, the term “curriculum” should no longer refer solely to that which teachers teach, but “should be the institution’s systematic plan for what and how students will learn”(Tagg, 2003, p. 326); “it should be a description of learning outcomes”(p. 326). Therefore, institutional leaders need to encourage faculty to work with students and with each other to design curriculums that address how students’ “courses—or other learning

experiences—fit together” (p. 236). To enhance student learning experiences and help students see how their courses relate to one another, college leaders should also motivate faculty to work together to teach linked courses as opposed to discrete ones (Tagg, 2003).

To ensure the effectiveness of this new curriculum, institutional leaders need to ask faculty to continually evaluate student performance as well as provide students with significant feedback regarding their academic performance (Tagg, 2003). Instructors need to continually assess whether or not students are achieving the learning outcomes specified for them within the curriculum.

Which Institutional Factors are Needed for the Transition?

The Initiation

O’Banion (1997) believes that for educational institutions to best transition their colleges into learning-centered educational environments, institutional leaders need to launch the change during a trigger event or an event occurring on campus which invokes within people a desire to change. O’Banion (1997) states that institutional leaders could use events such as reaccreditation, the introduction of a new technology plan, or the retirement of a core group of faculty to introduce the concept of becoming a learning-centered educational environment.

Nevertheless, O’Banion (1997) recognizes that relying upon a trigger event to introduce the concept of a learning-centered educational environment might not be practical for all college leaders. Therefore, he suggests that institutional leaders could introduce this concept by involving “all college constituents in an assessment of current values, missions, programs, needs, processes, and structures” (p. 230).

Additionally, O'Banion (1997) recognizes that many educators within an institution have adopted some of the practices commonly used by individuals working in a learning-centered educational environment, even when the college has not engaged in a campus-wide initiative to place learning at the center of the organization's activities. Therefore, leaders wishing their institutions to adopt the learning paradigm could initiate the change by dialoging with those educators and soliciting from them the learning-centered educational practices they use within the classroom. Leaders could then use these obtained practices to create a framework for the transition.

The Coalition

To ensure the success of the change initiative, administrators first need to develop a coalition of key formal and informal institutional leaders who support the initiative (O'Banion, 1997). The initiative will fail without the support of the vast majority of institutional leaders (O'Banion, 1997). Given that these members should share the vision of this transition and serve as a guide for all other institutional members through the transition process, it is imperative that these coalition members trust one another and that they truly understand what the transition is and why it is occurring (O'Banion, 1997).

Faculty Support

Faculty support is critical for a successful transition because: "No constituency will be more affected than instructors are" (Shupe, 2005, p. 36). For an institution to effectively adopt a learning-centered educational environment, institutional leaders will need to motivate instructors to change the roles they have traditionally assumed within the classroom, the tools they typically use to teach material, and the ways they have

traditionally assessed student learning (Guskin, 1994). Boggs, in an interview with Bumphus (the former chair of the AACC Board of Directors), recognizes that institutional leaders cannot motivate everyone to support a school's adoption of a learning-centered educational environment (Bumphus, 1996). Nevertheless, institutional leaders should familiarize themselves with motivation theory literature to help increase faculty support for the adoption of a learning-centered educational environment.

Motivation

Pittman and Heller (1987) define motivation as the reason why individuals choose to engage in activities. People choose to participate in activities to satisfy both their internal and external desires. Sometimes people are intrinsically motivated and they choose to engage in activities primarily to satisfy their internal motives (e.g., they participate in activities to satisfy their curiosity and interests) or because in their opinion the activity is interesting and enjoyable (Deci & Ryan, 2000b; Pittman & Heller, 1987). Other times people are extrinsically motivated and choose to participate in activities because of the reward or benefit they enjoy upon an activity's completion. Therefore, to motivate faculty to support the adoption of a learning-centered educational institution, institutional leaders need to address how such a transition will meet the internal motives or needs of faculty as well as offer them tangible rewards.

Intrinsic motivation

Palomba and Banta (1999) and Shipman et al. (2003) suggest that institutional leaders highlight the intrinsic rewards that faculty will receive (i.e., the opportunity to interact with other faculty, improved teaching and learning, and the ability to see the link

between assessment and other important internal processes) as the result of participating in the school's adoption of a learning-centered educational environment. Institutional leaders can also motivate faculty to support a school's adoption of a learning-centered educational environment by satisfying the faculty's curiosity about learning-centeredness. Institutional leaders can satisfy this curiosity by providing faculty with pamphlets, question and answer documents, loose-leaf binders, newsletters, Web sites, workbooks, brochures, outlines or lists of characteristics of good learning-centered activities to employ in the classroom as well as the criteria used to evaluate such activities, books, and other publications about learning-centeredness (Palomba & Banta, 1999). Institutions can also motivate faculty to support the adoption of a learning-centered educational environment by encouraging them to attend national, regional, and state conferences that address learning-centeredness. Additionally, Palomba and Banta (1999) ask institutional leaders to provide faculty with development opportunities on their own campuses by holding lectures and symposia to which they invite assessment experts to come and speak. Institutional leaders should also ask faculty, with expertise regarding learning-centeredness, to share their knowledge with other faculty during institutional workshops, full-day retreats, working-groups that meet for multiple weeks, brown-bag lunches, round tables, town-hall style meetings, and development days.

Extrinsic motivation

Palomba and Banta (1999) believe that institutional leaders can motivate faculty participation in the adoption of a learning-centered educational environment by providing the faculty with extrinsic rewards. Boggs states in an interview with Bumphus that these

leaders should communicate to the faculty how adopting a learning-centered educational environment will allow the college to address increased calls for accountability, competition for public funds, and possible competition caused by distance learning (Bumphus, 1996). Faculty should also be provided with adequate time to develop, implement, and evaluate learning-centered educational strategies (Palomba & Banta, 1999). Institutional leaders need to make sure that other institutional offices (i.e., the institutional research office, the alumni office, the career services office, and the student affairs office) support faculty efforts to help the school adopt a learning-centered educational environment. Institutional leaders can also motivate the faculty to support the adoption of a learning-centered educational environment by providing faculty members with release time to work on assessment projects. They can link promotion and tenure to participation in learning-centered activities, supporting research and publications about learning-centeredness, pay the travel expenses associated with conferences on learning-centeredness; and provide grant money to help faculty develop, implement, and evaluate, learning-centered educational strategies (Palomba & Banta, 1999).

However, providing faculty with rewards such as release time and grant money will not be enough. Deci (1971) found that when individuals are offered a reward to complete a task their intrinsic motivation decreases. Ryan and Deci (2000b) later found external rewards often decrease intrinsic motivation because an individual's freedom to choose whether or not to participate in an activity diminishes. Shapira (1976) further found that, when individuals are offered a reward to complete a task or to solve a

problem they tend to look for the easiest and quickest solution to the task or problem. This is because their motivation is obtainment of the reward and not the satisfaction they will enjoy by completing the task or solving the problem. Therefore, when offered a tangible reward, individuals may complete the task but they may not complete it in the most effectual manner. Although Deci (1971) and Shapira (1976) found that offering people a reward to participate in a particular activity negatively impacts their performance, according to Bogiano and Ruble (1979) people can effectively use external rewards to motivate others. To address these concerns, Bogiano and Ruble (1979) suggest that people, trying to motivate others, should make the reward contingent upon performance and not upon task completion.

Deci (1971) and Catano (1975; 1976) found that although physical rewards tend to decrease intrinsic motivation, verbal rewards (i.e., verbal praise) from a superior or a perceived expert, tend to increase an individual's intrinsic motivation or their self-efficacy, both of which lead to greater task persistence. Therefore institutional leaders should regularly evaluate a school's adoption of a learning paradigm and celebrate the positive changes that have occurred (Barr & Fear, 2005; O'Banion, 1997).

Gaining Faculty Support

Instructors will be concerned with how the adoption of a learning-centered educational environment will impact them (e.g., their workload, academic standards, instructor academic freedom in the classroom, use of student data to evaluate the transition's progress of the transition) (Palomba & Banta, 1993; Shupe, 2005). Therefore, institutional leaders should involve faculty in the adoption of a learning-

centered educational environment (Colebeck, 2002; Huba & Freed, 2000; Lindquist, 1978; Palomba & Banta, 1999). The involvement will allow faculty to ensure that the changes being made align with their values. Lindquist (1978) and O'Banion (1997) both hold the belief that faculty will be more likely to support a change strategy that reflects their values.

Tauer and Harackiewicz (2004) found that when people cooperate to complete a task they often feel more connected or related to one another. Katz and Kahn (1975) and Lindquist (1978) also found that peers can motivate one another to change. This is because people are often motivated to complete tasks that they do not intrinsically find interesting when people they feel connected to demonstrate that they do value these tasks and activities (Deci & Ryan, 2000b).

Multiple studies by Ryan and Deci (2000a; 2000b) have demonstrated that relatedness increases an individual's integrated motivation or likelihood that an individual will personally commit to an activity. When individuals personally commit to activities or tasks, they bring the value of an activity, presented to them by others, into congruence with their own values and needs. After assimilating an externally imposed value, individuals work on tasks or activities associated with this value to the same degree they do on activities they naturally find interesting and enjoyable. This is due to the fact that "actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment" (Ryan & Deci, 2000a, p. 73). Given that the adoption of a learning centered educational environment may not

be regarded by some faculty as an interesting or enjoyable activity (not intrinsically motivating), it is important that institutional leaders help faculty see the value of becoming a learning centered college so they will choose to engage in the tasks and activities needed for the school to successfully become a learning college without the need to use external pressure (Deci & Ryan; 2000b). One way these leaders can do this is by using social networks (i.e., friends and colleagues) to communicate and share information regarding what needs to be done to help the school adopt a learning-centered educational environment. Furthermore, cooperation can also lead to feelings of competence which has also been demonstrated to heighten intrinsic motivation (Deci & Ryan, 2000a; 2000b). If individuals are able to accomplish their goals by working together, this goal accomplishment makes them feel more competent and thus they are more willing to participate in a similar activity. However, if group members do not feel that they have played a role in establishing the group's goals and the deadlines for accomplishing these goals, their feelings of autonomy will decrease and so will their integrated motivation directed towards accomplishing the group's goal. Therefore, institutional leaders need to involve the faculty in conversations regarding the adoption of a learning-centered educational environment because doing so will increase faculty control over the transition process. This experienced autonomy should lead to higher faculty integrated motivation and reduced faculty resistance of a school's goal to become a learning-centered college (Barr & Fear, 2005; Colebeck, 20002; Flynn, 2005; Huba & Freed, 2000; Lindquist, 1978; O'Banion, 1997; Palomba & Banta, 1999; Pfnister, 1970; Palola, Lehmann, & Blischke, 1971; Pollay, Taylor, & Thompson, 1976).

Nevertheless, although institutional leaders recognize the benefits of including institutional members in the development and implementation of change strategies, many institutional leaders do not do so. Baker (1992) holds the belief that community college leaders do not include an adequate number of faculty in the decision-making process because many of today's community college leaders are conditioned to be managers. They often hold the belief that the turbulent environment surrounding their colleges makes it imperative for them to be able to make quick decisions, which according to Pfnister and Pollay et al. (1976), tend to be difficult for scholars who value researching a problem thoroughly before committing to a course of action. Additionally Ayers (2005), Lindquist (1978), and Martin & Siehl (1983), believe that it is difficult for institutional leaders to involve a large majority of members in the decision-making process because colleges and universities are made up of multiple subgroups and these various subgroups often do not agree.

Colleges and universities tend to be divided between faculty and administration (Lindquist, 1978) and faculty tend to further be divided based upon their discipline (Austin, 1990; Lindquist, 1978). Frequently the values of the administration differ from those of the faculty, making it difficult for them to work together to make changes (Birnbaum, 1988; Lindquist, 1978; Tierney, 1988). Over time, institutions of higher education have become more complex, and as they have increased in complexity, administrators have begun to dedicate more of their time and energy to understanding legal precedents, federal regulations, management information systems, student financial aid procedures, and grant and contract administration (Birnbaum, 1988). Therefore,

today's administrators have less and less time to devote to teaching, research, and service aspects of the institution—they delegate these responsibilities to the faculty. This division of labor has served to distance faculty from administrators.

Because of these changes, administrators become identified in the faculty mind with red tape, constraints, and outside pressures that seek to alter the institution. They come to be seen by the faculty as ever more remote from the central academic concerns that define the institution. Faculty in turn come to be seen by the administration as self-interested, unconcerned with controlling costs, or unwilling to respond to legitimate requests for accountability. (Birnbaum, 1988, p. 7)

Nevertheless, for the transition to a learning-centered environment to be successful, institutional leaders will need the support of the faculty (Flynn, 2005; Krakauer, 2005; O'Banion, 1997; Snowden, 2005). Shupe (2005) believes the success of a college's transition to a learning college depends greatly upon the support of instructors because, according to him, no constituency will be more affected by the transition than educators.

External Change Agent

Bennis (1969) further suggests that institutional leaders employ change agents external to the organization when they desire to motivate faculty to support a campus-wide change initiative. He makes this suggestion because “the external consultant can manage to affect—again, especially at first—the power structure in a way that most internal change agents cannot” (p. 12). External change agents can “‘see’ with more innocence and clarity the problems which insiders may have long learned to avoid or overlook and most certainly regard with anxiety” (Bennis, 1969, p. 12-13).

Funding

Because this initiative depends upon sufficient funding, it is imperative that institutional leaders also secure support from the board of trustees (O'Banion, 1993). Given that it is often difficult for institutional leaders to obtain additional sources of funding, leaders will need to assess all college or university programs to determine how to best reallocate funds to help the school transition to a learning-centered educational environment (O'Banion, 1993; 2000).

Vision, Communication, and the Mission

It is essential that all institutional members understand what this transition is as well as its importance; therefore, it is imperative that institutional leaders develop a written statement of the vision for becoming a learning-centered educational environment (Bumphus, 1996; O'Banion, 1997). O'Banion (1997) believes that this statement will be effective if it is both brief and clear. Institutional leaders should not only concern themselves with the language used to create the vision statement for becoming a learning-centered institution, but they should also ensure that the language they use in their official documents and their daily language also reinforces the importance and value of the establishment of a learning-centered educational environment (Bumphus, 1996; O'Banion, 1997). "If a new paradigm is to emerge, college stakeholders must engage in a series of conversations about the kinds of learning they value and the kinds of learning they will provide their students" (O'Banion, 2000, p. 20). Too frequently, community college leaders employ language used in business and industry (O'Banion, 2003). For community colleges to successfully adopt a learning-centered educational environment,

these leaders need to develop their own language to discuss the importance of becoming learning-centered educational institutions.

Additionally, O'Banion (2000) believes that community college leaders need to re-write their mission statements. Traditionally these statements have implied that learning is a mission of the college, but often they have failed to explicitly state it. For all higher education constituents to regard student learning as the central mission of community colleges, it is imperative that college leaders involve key higher education stakeholders in the process of revising the mission to ensure that it clearly states the importance of student learning to the college (O'Banion, 2000).

O'Banion (1997) also believes that institutional leaders need to appoint a project manager to oversee and coordinate all activities related to the transition and that this individual be responsible for ensuring the communication of information regarding this transition to institutional members.

Defining Learning Outcomes and Evaluation

After community college leaders define what the learning paradigm is and rewrite the vision and missions for their respective colleges, these leaders need to involve community college stakeholders in the identification of student learning outcomes. Community college stakeholders need to know what students should learn in each course and then develop multiple instructional delivery methods to help students acquire these desired skills and information.

Why Community Colleges?

For institutions of higher education to meet the personal, civic, and workplace needs of the 21st Century, the entire education system needs to be overhauled (*An American Imperative*, 1993). Unfortunately overhauling the entire education system is such a complex feat that most institutions of higher education “will settle for a little tweaking” (O’Banion, 1995, p. 24). However, because community colleges are not held captive by a long history and tend to employ innovative leaders, these institutions will be best able to make the paradigm shift needed to become a learning-centered educational environment.

Traditionally community colleges “have specialized in adapting to their changing environment, recognizing emergent needs, developing academic and technical programs to strengthen their communities, and meeting head-on the challenge of illiteracy” (Baker, 1992, p. 10). O’Banion (2003) believes this to be the case because community colleges are “built on the streets far from the Ivory Tower, they confront and embrace, on a daily basis, an ever-changing community, an ever-changing student body, and ever-changing societal demand for accountability” (p. 13). Because of their ability to adapt to a changing environment, O’Banion (1997) believes that community colleges are the national leaders in helping their colleges to adopt learning-centered educational environments. Additionally, “[c]ommunity college teachers [have] always understood that the purpose of teaching is to improve and expand learning” (O’Banion, 2003, p. 15). Nevertheless, Baker (1992), O’Banion (1997), and Snowden (2005) recognize that some community college members resist this transition.

Why Faculty?

Although O'Banion (1997) states that administrators and their support staff, as well as students and their parents, may resist the changes needed to transition a college into an institution that places student learning first, both Flynn (2005) and O'Banion (1997) believe that one of the greatest impediments to successfully transitioning a college into a learning-centered educational environment is teacher resistance. Faculty "do not embrace alternative ideas with enthusiasm, despite their own deep cynicism about the current system" (O'Banion, 1997, p. 29). Tagg (2003) believes that the instruction paradigm has caused instructors to fear engaging in dialogues about adopting new educational strategies to improve student learning because under this educational model institutional leaders and faculty tend to look for someone to blame when educational goals are not met. The faculty and the administration either blame the students "because they didn't study hard enough, they watch too much TV, they never mastered the basics, etc." (p. 312) or the instructor because he or she "isn't motivating [the students], isn't interesting, etc." (p. 313). Therefore, educators are afraid to engage in any activities which ask them to establish goals for student learning for fear that higher education constituents will blame them for students' failure to learn.

Therefore, it is in the best interests of the students for community college leaders and the faculty to work together to identify the institutional factors that motivate faculty to support a college's adoption of a learning-centered educational environment. By understanding what motivates faculty to support such an important campus-wide change, institutional leaders can use the information to develop strategies to increase faculty

support for the school's transition. Such support will be essential to the success of the transition needed to better meet students' needs.

CHAPTER III

METHODOLOGY

To effectively motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to, or not to, support this initiative. Thus, this study proposed to discern what motivated faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

Rationale for the Design

Researchers in the field of education are frequently interested in people and programs; therefore, there is a tendency for them to want to learn how both people and programs "function in their ordinary pursuits and milieus" (Stake, 1995, p. 1). Although many social scientists hold the belief that case studies are a "preliminary research strategy and cannot be used to describe or test propositions" (Yin, 2003, p. 3), Yin (2003) argues that all research strategies, including case studies, can be used for all three research purposes—exploratory, descriptive, or explanatory. A researcher's questions should determine what type of study he or she should design. Yin (2003) believes that to best answer "how" and "why" questions, researchers should employ case studies,

histories, or experiments. Researchers should employ case studies over histories and experiments when they examine contemporary events during which the relevant behaviors of study participants cannot be manipulated. This study attempted to determine which institutional factors, established by the college's leaders, motivated faculty at DTCC to both verbally and actively support the school's adoption of a learning-centered educational environment. Given that the adoption of a learning-centered educational environment was a contemporary event of which the researcher had no control, to best understand why the faculty at DTCC chose to support this campus-wide initiative, she chose to employ a case study. Yin (2003) defines a case study as:

1. *A case study is an empirical inquiry that*
 - investigates a contemporary phenomenon within its real-life context, especially when
 - the boundaries between phenomenon and context are not clearly evident
2. *The case study inquiry*
 - relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
 - benefits from the prior development of theoretical propositions to guide data collection and analysis (p. 13-14)

Yin (2003) also recognizes that case studies can include any mixture of qualitative and quantitative data and do not “always need to include direct, detailed observations as a source of evidence” (p. 15). Thus, although there are five different applications of case studies, “case studies can be conducted and written with many different motives, including the simple presentation of individual cases or the desire to arrive at broad generalizations based on case study evidence” (p. 15).

There are two different types of case studies—intrinsic and instrumental (Stake, 1995). Researchers conduct intrinsic case studies because they want to learn about a particular case. Researchers conduct instrumental case studies when they want to learn more about some general problem “and feel that [they] may get insight into the question by studying a particular case” (p. 3). Therefore, although the researcher studied a particular case—nine DTCC faculty—the researcher was not solely interested in why the nine individuals participating in focused group interviews chose to or chose not to support and participate in DTCC’s adoption of a learning paradigm. She wanted to understand in general why DTCC faculty chose to or chose not to support the school’s adoption of a learning-centered educational environment. She wanted her research findings to help DTCC leaders develop strategies to motivate more faculty to support the school’s adoption of a learning-centered educational environment.

Stake (1995) believes that researchers should not conduct case studies to understand other cases. A researcher’s responsibility is to understand the one or few cases that he or she has selected to study. Often this case is the “typical case” but does not have to be. However, whether the case selected for study is typical or unique, it should be selected because a researcher can maximize what he or she can learn from studying it.

Additionally, Yin (2003) states that there are two different primary types of case-study designs: single and multiple. The main decision researchers make, when designing their studies, is choosing between these two designs.

There are five circumstances in which a single-case design is appropriate (Yin, 2003). One rationale for employing the single-case study is the representative or typical case (Creswell, 2005; Yin, 2003). Researchers choose to conduct typical case studies to “capture the circumstances and conditions of an everyday or commonplace situation” (Yin, 2003, p. 41). Yin (2003) states: “The case study may represent a typical ‘project’ among many different projects” and “the lessons learned from these cases are assumed to be informative about the experiences of the average person or institution” (p. 41).

Why the Adoption of a Learning-Centered Educational Environment?

This research addressed the adoption of a learning-centered educational environment because today community college leaders are concerned with ensuring their institutions adopt, and maintain, an educational environment that values student learning above all else (O’Banion, 1997). Therefore, to help their institutions establish and nurture a learning-centered educational environment, many community college leaders are asking institutional members to adopt a learning-centered educational environment. Thus, the adoption of a learning-centered educational environment represents a typical case.

Why Diamond Technical Community College?

The researcher selected Diamond Technical Community College (DTCC) because this school represents a typical case. This school, like the majority of community colleges, is trying to adopt a learning-centered educational environment (O’Banion, 2003). Additionally the researcher’s employment at DTCC provided access to important gatekeepers. Creswell (2005) defines a gatekeeper as “an individual who has an official

or unofficial role at the site, provides entrance to the site, helps researchers locate people, and assists in the identification of places to study” (p. 209). Good gatekeepers were essential to obtain access to the individuals who informed the study.

Finally, the adoption of a learning-centered educational environment is a new initiative at this institution; therefore, the researcher was able to obtain the data needed to identify what motivated the faculty to support the adoption of this paradigm. Given that this is a new initiative, the researcher believed many members of the faculty would clearly remember the objectives of this initiative and why they chose to support it.

Research Questions

- Which institutional factors motivate faculty at DTCC to support DTCC’s adoption of a learning-centered educational environment?
 - Do the institutional factors that motivate female faculty differ from those that motivate male faculty to support DTCC’s adoption of a learning-centered educational environment?
 - Which institutional factors motivate faculty in the Arts and Sciences; Business Technologies; Health Sciences; and Industrial, Construction, and Engineering Technologies; Public Service Technologies; Developmental; and Transportation Systems Technologies divisions to support DTCC’s adoption of a learning-centered educational environment?

Conceptual Framework

To answer the research questions, the researcher employed both literature addressing learning-centeredness and motivation to develop one survey and two interview protocols.

Settings and Subjects

Researchers conduct qualitative research because they hope to develop an in-depth exploration of a central phenomenon; therefore, qualitative researchers may employ purposeful sampling or they may “intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2005, p. 204). Creswell (2005) identifies nine different types of purposeful sampling techniques often employed by qualitative researchers, one of which is homogenous sampling. Researchers use homogenous sampling to “purposefully sample individuals or sites based on membership in a subgroup that has defining characteristics” (p. 206).

Given that this study attempted to understand, in depth, a particular phenomenon—why the faculty at DTCC chose to support or not support the school’s endeavors to adopt a learning-centered educational environment—the researcher used a survey to purposefully select three homogeneous groups of five individuals (e.g., one group of five who demonstrated not support, one group of five who demonstrated moderate support, and one group of five who demonstrated strong support for this initiative) to interview.

Data Collection

Validity refers to “the correctness or credibility of a description, conclusion, explanation, interpretation or other sort of account” (Maxwell, 2005, p. 106). Thus, Maxwell (2005) expresses the belief that researchers should address validity threats by thinking ahead about other possible explanations for their research findings. Then researchers should develop strategies to “identify and try to rule out these threats” (Maxwell, 2005, p. 106). Researchers can test the validity of their findings by “looking for evidence that could challenge [their] conclusions or make the potential threats implausible” (p. 109).

To ensure that findings were valid, the researcher used multiple sources to collect data. The sources of evidence most frequently collected by case study researchers are documentation, archival records, interviews, direct observations, participant-observations, and physical artifacts (Yin, 2003). For this study, the researcher used three methods of collecting data—a survey, focused group interviews, and one-on-one interviews.

“A paradigm constitutes a way of looking at the world; interpreting what is seen; and deciding which of the things seen by researchers are real, valid, and important to document”(LeCompte & Schensul, 1999, p. 41). A researcher’s paradigm has a tendency to inform the research methodology used by that individual (LeCompte & Schensul, 1999; Mertens, 1998). The interpretive/constructivist paradigm has a tendency to be one of the most common paradigms used by researchers to inform studies.

There are no current theories regarding why faculty choose to support or choose not to support the adoption of a learning-centered educational environment. However, change-theory literature and motivation literature do exist. Therefore, the researcher modified the research methodology of constructivist grounded theory suggested by Creswell (2005), LeCompte and Schensul (1999), and Mertens (1998). Creswell (2005) believes that:

You use grounded theory when you need a broad theory or explanation of a process. Grounded theory *generates* a theory when existing theories do not address your problem or the participants that you plan to study. Because a theory is “grounded” in the data, it provides a better explanation than a theory borrowed “off-the-shelf” because it fits the situation, actually works in practice, is sensitive to individuals in a setting, and may represent all of the complexities actually found in the process. (p. 396)

Proponents of the interpretive/constructivist paradigm believe that reality is socially constructed (LeCompte & Schensul, 1999; Mertens, 1998). “This means that, unlike positivists—who assume that reality has some tangible referent and that agreement can be achieved on its nature given sufficient time and careful research—interpretivists believe that what people know and believe to be true about the world is constructed—or made up—as people interact with one another over time in specific social settings” (p. 48). Mertens (1998) further states that researchers adhering to an interpretive/constructivist paradigm believe that throughout the study “multiple mental constructions can be apprehended, some of which may be in conflict with each other, and perceptions of reality may change throughout the process of the study” (p. 11), but it is “the researcher’s goal to understand the multiple social constructions of meaning and

knowledge” (p. 11). To identify and understand multiple constructions of meaning and knowledge, researchers should design their studies in a manner that allows participants to conceptualize the concepts important to the study. After employing a survey to identify study participants, both focused group and one-on-one interviews were conducted to allow study participants to identify which institutional factors affected their support for the school’s adoption of a learning-centered educational environment.

Survey

To identify individuals to participate in the focused group interviews, literature regarding what a learning-centered educational environment is was used to develop a survey. The survey included questions with respect to the activities, both within and outside of the classroom, undertaken by DTCC to adopt a learning-centered educational environment. The survey asked participants to indicate to what degree (i.e., do not support, moderately support, strongly support) they supported these activities and how frequently (i.e., 0 times a semester, 1-2 times a semester, 3-4 times a semester, 5 or more times a semester) they actively participated in them. The survey was administered to all faculty participating in a DTCC standing committee. The survey was administered to standing committee members because the majority of faculty are asked to serve on at least one of these committees each year. Additionally, the researcher believed that she could enhance her response rate by both administering and collecting the surveys during committee meetings.

Survey data was then analyzed to identify people who do not support, moderately support, and who strongly support DTCC’s adoption of a learning-centered educational

environment. Both support and participation scores were summed to identify study participants. Frequency scores of 0 times a year were coded as a one, 1-3 times a year as a two, and 4 or more times a year as a three. Individuals with support and frequency scores ranging from 1-23 were considered non-supporters, individuals with support and frequency scores ranging from 24-46 moderate supporters, and individuals with support and frequency scores ranging from 47-69 strong supporters of DTCC's adoption of a learning-centered educational environment. Purposeful selection was then used to select five non-supporters, five moderate supporters, and five strong supporters to participate in three different homogeneous focused group interviews.

Purposeful sampling is a sampling technique used by researchers to "intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2005, p. 204). Both homogeneous and critical sampling are purposeful sampling techniques. In homogeneous sampling "the researcher purposefully samples individuals or sites based on membership in a subgroup that has defining characteristics" (p. 206) and in critical sampling, researchers study individuals or sites that represent the central phenomenon in dramatic terms "because the researcher can learn much about the phenomenon" (p. 206). The researcher thought she could learn the most by interviewing five individuals with the highest and lowest summed support and participation survey scores as well as five individuals with middle support and participation survey scores. Therefore, the five individuals with summed support and participation scores closest to 69, the five individuals with support and participation survey scores closest to 34, and the

five individuals with summed support and participation scores closest to one were those chosen to participate in focused group interviews.

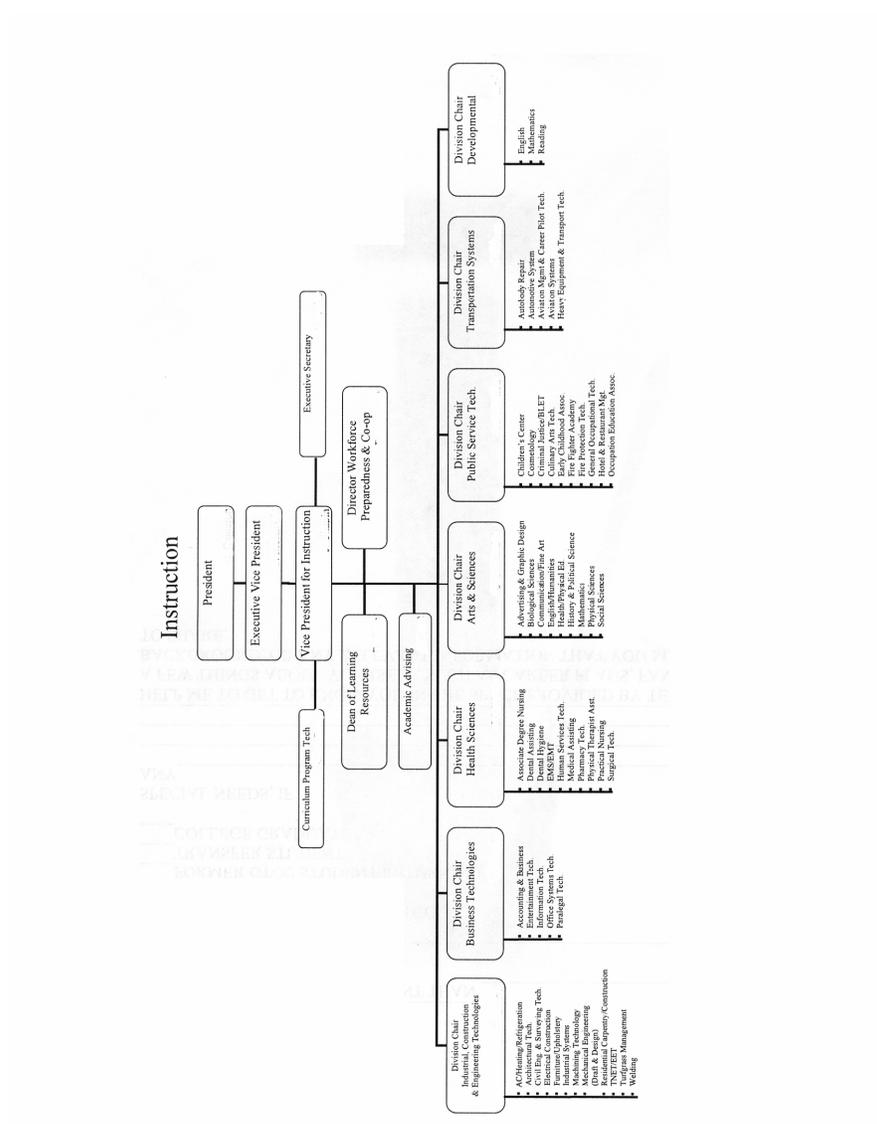
Interview Data

Yin (2003) believes that “one of the most important sources of case study information is the interview” (p. 89). There are two different types of interviews that researchers can conduct: one-on-one and focused group interviews (Creswell, 2005). Creswell (2005) defines a one-on-one interview to be “a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time and a focused group interview to be “the process of collecting data through interviews with a group of people, typically four to six” (p. 217). Given that one-on-one interviews tend to be both time-consuming and costly, the researcher decided to conduct both focused group and one-on-one interviews as opposed to solely conducting one-on-one interviews.

Five one-on-one interviews with five of DTCC’s division chairs were conducted to identify which institutional factors were being used to motivate faculty to not support, moderately support, or strongly support DTCC’s adoption of a learning-centered educational environment. There are currently seven division chairs at DTCC: a) the Arts and Sciences Division (e.g., Biological Sciences, English/Humanities, Communication/Fine Arts, etc.), b) the Business Technologies Division (e.g., Accounting and Business, Office Systems Technology, Paralegal Technology, etc.), c) the Health Sciences Division (e.g., Associate Degree Nursing, Dental Hygiene, EMS/EMT, etc.), d) the Industrial, Construction, and Engineering Division (e.g., AC/Heating/Refrigeration,

Civil Engineering and Surveying Technology, Turfgrass Management, etc.), e) the Developmental Division (e.g., English, Math, and Reading), f) the Public Services Technologies Division (e.g., Children's Center, Cosmetology, Hotel and Restaurant Management, etc.), g) and the Transportation Systems Division(e.g., Autobody Repair, Automotive System, Aviation Systems, etc.) (see figure 3). The researcher elected to interview all division chairs except for the chairs of both the Business Technology and Health Sciences divisions because these individuals were serving as interim division chair positions.

Figure 1: DTCC's organizational chart of instruction.



After analyzing the survey data and identifying people who do not support, who moderately support, and who strongly support DTCC's adoption of a learning paradigm, three different focused group interviews—one with non-supporters, one with moderate supporters, and one with strong supporters of DTCC's adoption of a learning-centered educational environment—were conducted. These three different focused group interviews were conducted to validate one-on-one interview findings.

Analysis

Interview Data

The data analysis strategies suggested by Miles and Huberman (1994) were employed to analyze interview data. Researchers should analyze data early because doing so “helps the field-worker cycle back and forth between thinking about the existing data and generating strategies for collecting new, often better, data” (p. 50). Therefore, to facilitate early analysis, Miles and Huberman (1994) suggest that researchers convert raw interview, observation, and document data into text as well as create contact summary sheets.

A contact summary sheet “is a single sheet with some focusing or summarizing questions about a particular field contact” (Miles & Huberman, 1994, p. 51). Miles and Huberman (1994) further state: “the field-worker reviews the written-up fieldnotes and answers each [focusing or summarizing] question briefly to develop an overall summary of the main points in the contact” (p. 51). This summary sheet helps researchers plan for future interviews.

Codes “are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study” (Miles & Huberman, 1994, p. 560). Researchers should generate both descriptive codes (i.e., codes that attribute “a class of phenomena to a segment of text” (p. 57)) and pattern codes (i.e., codes that identify “an emergent theme, configuration, or explanation” (p. 69)). Researchers should then apply their codes to sentences, “chunks” of sentences, and paragraphs in both their texts and contact summary sheets to answer research questions and to identify themes. Researchers should also check their codes against alternative explanations especially to ensure that the pattern codes they are using are valid codes.

To initiate code development, researchers should first develop a “start list” of codes. To create this “start list” of codes, researchers should refer to their conceptual framework, research questions, hypotheses, problem areas, or other key variables. Given that “there is more going on than our initial frames have dreamed of” (Miles & Huberman, p. 61)—some codes work and others do not, and some codes flourish and create bulk—researchers should continually revise, re-label, and break down their codes into sub-codes.

Both code lists established before and after data collection begins should include master and sub-codes (Miles & Huberman, 1994). Researchers should also develop lists of code definitions in which the researcher defines what each code is. Additionally researchers should include symbols on their code sheets that indicate which research questions each code is used to address.

Given that qualitative research often results in the generation of overwhelmingly large amounts of data and codes, researchers should write memos, propositions, and interim case summaries to continually piece together chunks of data (Miles & Huberman, 1994). Researchers should use memos to record their ideas regarding pattern codes and the relationship between one code and other codes used in the study, but they also recognize that researchers can use memos to a) reflect upon what they find puzzling or surprising about a case, b) integrate reflexive marginal remarks made about fieldnotes, and c) help a researcher clarify a concept.

As a study progresses, researchers need to take the information generated in memos and turn it into propositions or “connected sets of statements, reflecting the findings and conclusions of the study” (Miles & Huberman, 1994, p. 75). Propositions can take the form of emerging hypotheses. To determine the validity and reliability of propositions, researchers should continually revisit their propositions with each new wave of data collection to determine whether or not they still apply to the data.

An interim case summary is “a provisional product of varying length (10-25 pages) that provides a synthesis of what the researcher knows about the case and also indicates what may remain to be found out” (Miles & Huberman, 1994, p. 79). Furthermore, an interim case summary presents “(a) a review of findings, (b) a careful look at the quality of data supporting them, and (c) the agenda for the next wave of data collection” (p. 79).

Generating Meaning and Drawing Conclusions

In addition to expressing findings in written format to ensure that individuals reading the study understand findings, the researcher also employed a figure. This figure was used to illustrate an unfamiliar concept referenced throughout the study.

Ethical Issues

Because researchers spend a large amount of time at a study site and with study participants, it is essential that researchers employ strategies in data analysis and reporting that protect the anonymity of both the study site and study participants (Creswell, 2005). Creswell (2005) suggests that researchers assign numbers or aliases to participants or use a composite picture of the group rather than focus on any single individual. For this study, the researcher assigned aliases to participants and the site.

Creswell (2005) further suggests that researchers ensure that study participants clearly understand the purpose of the study. For this study the researcher developed three different consent forms, which were given to participants to read and sign before participating in surveys, focused group interviews, and observations. Each consent form included information explaining to participants the purpose of the study and data collection, maintenance, and destruction methods. Furthermore the consent forms explained to participants their right to leave the study at any point in time.

CHAPTER IV

RESULTS

To effectively motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to, or not to, support this initiative. Thus, this study proposed to discern what motivated faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

Major Research Question

Which institutional factors motivate faculty at DTCC to support DTCC's adoption of a learning-centered educational environment?

The researcher of this study conducted both one-on-one and focused group interviews to identify what DTCC's leaders have done to motivate their faculty to support the adoption of a learning-centered educational environment. First, the researcher conducted interviews with five DTCC division chairs. Then, to select faculty to participate in three homogenous focused group interviews of five faculty each, the researcher developed a survey. This survey asked faculty members to identify their age, gender, years of teaching experience in both higher education and with DTCC, and the division for which they work. Additionally this survey asked the faculty to identify the

degree to which they support and participate in activities associated with the school's adoption of a learning-centered educational environment (see Tables 1-5).

Table 1

Self-Reported Gender

Gender	Frequency	Percent
Male	12	38.7
Female	19	61.3
Missing	1	
Total	32	

Table 2

Self-Reported Age

Age	Frequency	Percent
25-35 years old	5	16.1
36-45 years old	8	25.8
46-55 years old	13	41.9
56+	5	16.1
Missing	1	
Total	32	

Table 3

Self-Reported Years Teaching Experience

Teaching Experience	Frequency	Percent
4 or less years	5	16.1
5-10 years	11	35.5
11-15 years	7	22.6
16-20 years	2	6.5
21-25 years	3	9.7
More than 25	3	9.7
Missing	1	
Total	32	

Table 4

Self-Reported Years Teaching Experience for DTCC

Years Teaching Experience	Frequency	Percent
4 or less years	8	25.8
5-10 years	10	32.3
11-15 years	7	22.6
16-20 years	2	6.5
21-25 years	3	9.7
More than 25	1	3.2
Missing	1	
Total	32	

*Table 5**Division for Which Faculty Work*

Division	Frequency	Percent
Arts and Sciences	6	19.4
Business Technologies	5	16.1
Industrial, Construction...	3	9.7
Public Services	4	12.9
Transportation Systems	4	12.9
Developmental	3	9.7
Missing	1	
Total	32	

Originally the researcher had intended to select the five individuals who attained both a summed support score and a summed participation score closest to a score of one in order to participate in the focused group labeled weak supporters; the five individuals with a summed support score and a summed participation score closest to 34 in order to participate in the focused group labeled moderate supporters; and the five individuals with a summed support and a summed participation score closest to 69 in order to participate in the focused group labeled strong supporters. However, 100 percent of survey participants attained support scores between 47 and 69 (see Table 6), and 79 percent of survey participants attained summed participation scores between 24 and 46 (see Table 7). Therefore, the researcher tried to select the five individuals with summed participation scores closest to one to participate in the weak supporters focused group interview; the individuals with summed participation scores closest to 34 to participate in the moderate supporters focused group interview; and the individuals with summed

participation scores closest to 69 to participate in the strong supporters focused group interview. Whenever a selected individual decided not to participate in a focused group interview, the researcher invited that participant with the next closest score to participate in the focused group interview. To protect the anonymity of study participants, the researcher referred to each division by a randomly assigned letter. Additionally the researcher referred to all study participants as males.

Table 6

<i>Summed Support Scores</i>		
Summed Scores	Frequency	Percent
43	1	3.1
47	2	6.3
48	2	6.3
51	3	9.4
53	3	9.4
54	1	3.1
55	1	3.1
57	1	3.1
58	1	3.1
59	3	9.4
61	3	9.4
63	1	3.1
64	1	3.1
65	1	3.1
66	1	3.1
67	3	9.4
68	3	9.4
69	1	3.1
Total	32	

Table 7

Summed Participation Scores

Summed Scores	Frequency	Percent
22	1	3.1
29	1	3.1
30	5	3.1
32	3	9.4
33	2	6.3
34	1	3.1
35	2	6.3
36	1	3.1
37	1	3.1
38	2	6.3
40	1	3.1
41	4	12.5
42	1	3.1
43	1	3.1
44	4	12.5
46	1	3.1
47	1	3.1
50	1	3.1
53	1	3.1
60	1	3.1
66	1	3.1
Total	32	

Barr and Tagg (1995), Tagg (2003), and O'Banion (1997) believe plans to adopt learning-centered educational environments often fail when institution leaders do not also try to change an institution's paradigm or the framework of examples, models, and rules that traditionally govern the school's everyday practices. Although the five division chairs interviewed believe DTCC's administrative leaders (President, Executive Vice President and Vice Presidents of Administrative Services, Corporate and Continuing Education, and of Educational Support Services) want the school to adopt a learning-

centered educational environment, they think these leaders have done very little to alter the school's paradigm. The faculty of both the Developmental and Arts and Sciences divisions also do not think DTCC's administrative leaders have done very much to change the school's education paradigm. However, the Health Sciences, Business Technologies, and Public Service Technologies faculty think that the administrative leaders have done a lot to change the school's education paradigm.

Professional Development

All five division chairs, an instructor from Division D, and an instructor from Division C know that to motivate faculty to support this change, DTCC's administrative leaders have sponsored a few on-campus professional development activities. For professional development, the administrative leaders have invited experts to the school to give one to two hour presentations. According to Division Chair C:

You can't change teaching to learning with one-hour training. I mean, that's just a band-aid, and it wouldn't do the trick. If you really want people to change what they do, you've got to give them very long training with ongoing practice. Then you need to support these people when they try it so they can get through it.
(Division Chair C, J. Ray, Fieldnotes, 2008)

Furthermore, when asked if DTCC's administrative leaders are doing anything to motivate faculty to support and participate in the school's adoption of a learning-centered educational environment, Division Chair B responded, "Of course you know there's professional development offered...but up until January, it has not been required"
(Division Chair B, J. Ray, Fieldnotes, 2008).

Both Division Chairs B and C think DTCC's administrative leaders have not provided the faculty with an adequate number or variety of professional development opportunities. Given that faculty, like students, have different learning styles, Division Chair B thinks DTCC's administrative leaders should provide educators with professional development that can happen "anytime, anyplace, and anywhere" (Division Chair B, J. Ray, Fieldnotes, 2008). The faculty should have the option to participate in face to face and online activities (Division Chair B, J. Ray, Fieldnotes, 2008).

However, Division Chair C does not think DTCC's administrative leaders like the idea of providing instructors with diverse professional development activities. C took the members of his division on a retreat to share with one another the learning-centered strategies they use in the classroom. Although C wanted to conduct a follow-up retreat during spring professional development days, he decided not to do so because the administrative leaders told him how they prefer the faculty to attend on-campus professional development activities during school-wide professional development days.

All five division chairs and a Division F faculty member recognize that employing learning-centered teaching strategies (i.e., active learning activities, hands-on projects, cooperative learning activities) is a difficult task for instructors. This is because many instructors have never seen these instructional strategies modeled (Division Chairs A, B, C, D, & E, J. Ray, Fieldnotes, 2008). According to Division Chair C, "all of us (the baby boomers in particular) went to college in the teaching mode—with lectures and notes (...). So, (...) none of us have seen this learning paradigm modeled" (Division Chair C, J. Ray, Fieldnotes, 2008). Therefore, to help faculty adopt these strategies, both

Division Chairs B and C hold the belief that administrative leaders need to provide faculty with lots of professional development opportunities. C wants the professional development offered by the school to resemble the three-day professional development training on group work he participated in at the University of Minnesota. This training lasted for many days and hours and provided attendees with multiple opportunities to practice the group work strategies taught during training sessions. When asked about this professional development experience Division Chair C stated:

And it really did change the way I taught when I took it. It really made me different. The only way that could happen is if you had been there, you know, for days at a time, slogging through this stuff...practice, practice, practice. It also happened because two of my colleagues went through it at the same time, so we could bounce ideas off of each other and if I chickened out and said, "You know, I'm going to try something today but I'm really afraid to do it." [One of my colleagues] would say, "No, you'd better get in there and do it." You know, it was really helpful. And that's the kind of thing I mean by providing training and support. I mean, it's not just hiring an outside consultant to fly in, do a one-day gig, and [ask], "Does everybody get it"? I mean that's a teaching model of professional development, which really is not the way to train people to become learning-centered. I mean, it's contradictory. (Division Chair C, J. Ray, Fieldnotes, 2008)

For the school to successfully adopt a learning-centered educational environment Division Chair B, Division Chair C, an instructor from Division D, and an instructor from Division C think all institutional members—not just faculty—need learning-centered professional development. When asked about the professional development provided for the entire school, B responded: "Yes, [the administration] has offered professional development, [but its] only been directed at faculty, and again, I believe a learning-centered college is just that... it has to [include] the college. It can't [just include] the

faculty. It can't [just include] the staff. It has to [involve] the entire college" (Division Chair B, J. Ray, Fieldnotes, 2008). B does not like professional development activities which only involve the faculty because:

one of the biggest misconceptions (...) at any college is that being learning-centered is a faculty thing. It has to be an entire college thing. All of us have to view ourselves as experts that can help guide a student. It doesn't matter if you are a grounds worker or if you're the operator—we all can help students learn and become more independent. (Division Chair B, J. Ray, Fieldnotes, 2008)

All institutional members need to be included in on-campus professional development activities because some DTCC employees appear unwilling to help instructors meet the educational needs of students (Division C Instructor & Division D Instructor, J. Ray, Fieldnotes, 2008). Early fall semester, a department of Division C requested updated software, however the updates were not completed until January (Division C Instructor, J. Ray, Fieldnotes, 2008). Additionally, this Division C instructor noted how support staff failed to promptly fix a heating and air conditioning problem in one of his classrooms. According to this instructor, "for the first six weeks of the semester, [my classroom] never got above 64 degrees" (Division C Instructor, J. Ray, Fieldnotes, 2008). This lack of help did not motivate the Division C or the Division D instructors to support or to participate in the adoption of a learning-centered educational environment.

However, an instructor from Division G thinks DTCC's administrative leaders do invite all institutional members to participate in learning-centered, on-campus professional development activities. This instructor stated, "I know people, like our

administrative assistant, are always invited to participate in any on-campus discussions, whether they are discussions led by departments, the college, or wherever... but they are always encouraged to attend and participate” (Division G Instructor, J. Ray, Fieldnotes, 2008).

Furthermore, although Division Chair C does not think DTCC’s on-campus professional development has been very learning-centered, a faculty member from Division G praised it. This instructor mentioned how the faculty recently participated in a two-part learning-centered activity during which instructors “actively participated in the workshop as if [they] were students” (Division G Instructor, J. Ray, Fieldnotes, 2008). Workshop facilitators taught instructors new learning-centered teaching strategies by modeling them and by watching faculty practice them.

Equipment

An instructor from Division D does not think administrative leaders provide faculty with the equipment they need to use in order to provide learning-centered teaching strategies in the classroom. This instructor thinks it is important for students to receive training in how to use the course-related technology (i.e., Blackboard, Moodle, email, and Webadvisor). However, at the beginning of each semester it is impossible for this instructor to gain access to computer classrooms. When asked about his attempts to find computers for his students the Division D instructor stated:

I teach a hybrid course, part in the classroom, part on-line, and one of the things always recommended as a very learning-centered thing to do is to get students into the computer lab on the very first day of classes to do the orientation in Blackboard so they know what they’re doing. It is a battle every semester to find

computer space to take the class to. Every semester at the end of that first week, I'm like, "I'm never doing this again", because I don't want to have to fight for computer space to try and find a place to put my students (Division D Instructor, J. Ray, Fieldnotes, 2008)

Instructors in both divisions D and C complained of a lack of access to good resources; however, instructors of divisions F, G, and B do not share this view. In fact a Division G instructor stated that DTCC's administrative leaders always make sure the members of his division have the equipment, although not always state-of-the-art, to properly teach students the skills and abilities they need to learn in the courses he teaches. Although the instructors in his division are teaching courses that require students have certain technological skills (i.e., skills in radiology), the division does not have unlimited resources, but they probably do have more resources and better classrooms than individuals who do not teach in technical programs (Division G Instructor, J. Ray, Fieldnotes, 2008).

Additionally, an instructor from Division F mentioned how DTCC's administrative leaders have done a lot to improve DTCC's facilities since the adoption of this initiative. For example, this instructor noted how the administrative leaders have:

redesign[ed] the cafeteria and experiment[ed] with wireless [technology] so students can use their laptops...and they have fixed up some areas [on campus] for the students to hang around. [For example], by the electronics building, they have put coke machines and picnic tables to encourage students to hang around after class and so they have some place to go in between classes. (Division F Instructor, J. Ray, Fieldnotes, 2008)

Facilities

Instructors from Divisions D and C think DTCC's administrative leaders have done a poor job of providing instructors with good educational facilities. According to both instructors, the classrooms where they teach are not sound proof. Their lessons are often interrupted by maintenance work and loud videos in neighboring classrooms. The instructor from Division D stated:

I think it's sometimes hard for some faculty to be learner-centered when some of the facilities are poor and inadequate. There are classes where the students don't even have a chair or a desk to sit at. Sometimes when you're giving a test [the maintenance workers] are blowing leaves or mowing the lawn outside the window or the instructor next door is showing a video at 4000 decibels and there's no sound barrier. Those things do not motivate us. The workshops are great, but when you go back to your classroom and the first thing you do is you give a test and there's a leaf blower outside your classroom, you ask yourself, "how is this learning-centered?" (Division D Instructor, J. Ray, Fieldnotes, 2008).

Reward Systems

Division Chairs A and B do not think the school's reward systems demonstrate a value for the use of learning-centered teaching strategies in the classroom. For example, merit pay portfolios do not ask faculty to demonstrate a use of learning-centered teaching strategies in the classroom.

Motivation literature (e.g., Deci 1971; Catano, 1975; 1976) suggests that verbal rewards (i.e., verbal praise for a job well done) motivate people to complete tasks even more than tangible rewards (i.e., merit pay) do. However, Division Chairs B, C, and E all believe the administrative leaders of DTCC have done little to verbally recognize individuals who have attempted to employ learning-centered teaching strategies in their classrooms. Nevertheless, the faculty of divisions F, G, and B do think their division

chairs have done a good job of recognizing instructors' efforts to change teaching strategies. One instructor from Division F referred to how his division chair frequently walks the halls and approaches instructors and says, "I heard some noise. Oh, you guys are doing an activity. Tell me about it. Oh, I like that. Maybe we should try that in some other classes" (Division F Instructor, J. Ray, Fieldnotes, 2008). An instructor of Division F also mentioned how:

in our division, we have three or four division meetings the entire year in which we give awards to different faculty for their improved student success rates. These awards aren't given campus-wide. They are just something done in our division, and they are regarded as a "pat on the back" by division members". (Division F Instructor, J. Ray, Fieldnotes, 2008)

However, Division Chairs B and C think DTCC's administrative leaders should penalize faculty who chose not to use learning-centered teaching strategies in the classroom. B and C think that when DTCC's administrative leaders fail to reward individuals who meet expectations and fail to penalize individuals who do not meet expectations, they are demonstrating a lack of commitment to the adoption of a learning-centered educational environment. This sense of a lack of commitment causes faculty members to think this initiative—like so many before it—will quickly pass. Thus, in the opinion of the five division chairs, many faculty are hesitant to commit their time and energy to what they perceive to be a fleeting project.

Commitment

A faculty member from Division C and a faculty member from Division D fear this initiative will be short-lived; however, the faculty from divisions F, G, and B do not.

The faculty from divisions F, G, and B all mentioned how their division chairs are committed to the successful adoption of a learning-centered educational environment. However, this commitment may be caused by accrediting agencies and not by DTCC's administrative leaders. According to Division Chair A, the accrediting agencies for technical programs have asked instructors to employ learning-centered teaching strategies in the classroom. Individuals who work for these accrediting bodies conduct follow-up visits to make sure instructors are complying with their requests. Therefore, the division chairs of F, G, and B penalize their instructors for not trying to implement learning-centered teaching strategies within the classroom. The faculty of these divisions stated that their division chairs ask them to implement these strategies in the classroom and then visit classrooms on a regular basis to make sure their faculty attempt using learning-centered teaching strategies.

An instructor from Division G found division chair classroom visits to be very motivating because:

having somebody come visit you can work as a positive motivator. Knowing that your division chair cares enough about the success of this initiative and about you, to actually come make sure you are using learning-centered teaching strategies in the classroom, and have what you need to do so, can certainly be a positive motivator. (Division G Instructor, J. Ray, Fieldnotes, 2008)

Although Division Chair C stated that he tried to motivate the members of his division to support this initiative by means of informal conversations, the faculty of his division do not feel that he has done much to motivate them. One faculty member from Division C did not mention anything when asked what division chairs had done to motivate faculty support and participation in the adoption of a learning-centered educational environment. The other faculty member of Division C stated:

I would say in [our division] when we have our yearly or annual meeting, our division chair mentions the learning-centered initiative, but he doesn't really go out of his way to encourage people to participate in it. He is encouraging, but he doesn't go over specific strategies or do anything to assess whether or not we are using learning-centered teaching methods (e.g., He doesn't visit classrooms). (Division C Instructor, J. Ray, Fieldnotes, 2008)

Coordination

To initiate the adoption of a learning-centered educational environment, O'Banion (1997) suggests that institutional leaders introduce the initiative during a trigger event (i.e., reaccreditation, the introduction of a new technology plan, or the retirement of a core group of faculty), which causes people to want change. However, O'Banion (1997)

recognizes that relying on a trigger event to introduce the concept of a learning-centered educational environment might not be practical. Therefore, he suggests that leaders identify individuals who are already using learning-centered teaching strategies in the classroom. Institutional leaders should collaborate with these individuals to create a framework for the change. Next, O'Banion (1997) suggests that institutional leaders develop a coalition of formal and informal leaders who support the school's adoption of a learning-centered educational environment.

Divisions Chairs A, B, C, D, and E do not think this is a very coordinated endeavor because no one person or coalition is responsible for it. There is no one to commend faculty for adopting learning-centered teaching strategies or to penalize individuals who choose not to do so. There is no one person or group of people to determine how institutional practices should be changed (i.e., merit pay system and professional development opportunities) or to motivate institutional members to support and to participate in the school's adoption of a learning-centered educational environment (Division Chairs A & B, J. Ray, Fieldnotes, 2008). There is no one person or coalition to coordinate division chair efforts to motivate faculty to support and participate in this initiative (Division Chair B, J. Ray, Fieldnotes, 2008). There is no one person or group of people to develop a clear, simple, manageable plan to help the school adopt this type of educational environment (Division Chairs B & C, J. Ray, Fieldnotes, 2008). There is no one person or group of people to set and communicate expectations to institutional members (Division Chairs B, C, & D, J. Ray, Fieldnotes, 2008). There is no one person to regularly evaluate and communicate where DTCC is in the process of adopting a

learning-centered educational environment (Division Chairs D & E, J. Ray, Fieldnotes, 2008). According to an instructor from Division D, at one time the Vice President of Curriculum and Instruction coordinated this initiative, but he no longer works for the institution and the school no longer has a Vice President of Curriculum and Instruction.

Collaboration

A learning-centered educational environment asks faculty to adopt unfamiliar and uncomfortable teaching strategies (Guskin, 1994). Furthermore, the adoption of this new educational environment often causes many instructors to question how doing so will impact workload, academic standards, instructor academic freedom in the classroom, and use of student data to evaluate the progress of the transition (Palomba & Banta, 1993; Shupe, 2005). Therefore, to assuage faculty concerns and to motivate them to actively support and participate in the school's adoption of this type of educational environment research, Colebeck, 2002; Huba & Freed, 2000; Lindquist, 1978; O'Banion, 1997; Palomba & Banta, 1999; and Shupe, 2005, all suggest institutional leaders should collaborate with faculty to implement this institution-wide change. Allowing faculty to participate in the adoption of a learning-centered educational environment provides them with the opportunity to ensure that changes being made are aligned with faculty values. Ensuring that changes align with faculty values heightens faculty motivation to support the adoption of this learning environment (O'Banion, 1997; Lindquist, 1978). Additionally, motivation literature (Ryan & Deci, 2000a; 2000b; Tauer & Harackiewicz, 2004) found that when people work together to complete tasks, they often feel more connected to one another. When individuals feel more connected to others, they are more

likely to personally commit to an activity in which they originally were not internally motivated to support. When individuals personally commit to an activity, they assimilate its value and will work as hard to complete as they would an activity in which they naturally found interesting and enjoyable.

All five division chairs discussed how they have included faculty in their personal efforts to facilitate the adoption of a learning-centered educational environment; however, Division Chairs C and E both think administrative leaders have failed to do so. E mentioned how the members of his division were not included in the decision to adopt and use the On-Course Curriculum in student success seminars (e.g., ACA courses). C stated that neither he nor any other member of his division was informed about or included in the decision-making process regarding the “Front Door Experience”.

When asked about the “Front Door Experience C stated:

I don't want to be unfair. I don't remember that anyone ever came to...I know they never came... well, yes, they did. I think [the Vice President of Educational Support Services] did a presentation on the [“Front Door Experience”] at some all-personnel college opening or one of those meetings and kind of showed the plans and the thoughts that were going into that. I don't remember being informed about the [“Front Door Experience”]. I didn't want to be involved in it, but informed about it in a sustained way, so that I really felt that I understood what the [“Front Door Experience”] was and how it would operate. It just seemed to come up in that one meeting [where] they announced: “Here's the information about what we hope will be the redesign of the front door experience”. (Division Chair C, J. Ray, Fieldnotes, 2008)

Research Sub-Question Number One

Do the institutional factors that motivate female faculty differ from those that motivate male faculty to support DTCC's adoption of a learning-centered educational environment?

Although the researcher invited males to participate in the focused-group interviews, at the last minute, for a variety of reasons, the majority of male interviewees decided not to participate. Therefore, it was impossible to determine if the institutional factors that motivated female faculty differed from the institutional factors that motivated male faculty to support and participate in the school's adoption of a learning-centered educational environment.

Research Sub-Question Number Two

Which institutional factors motivate faculty in the Arts and Sciences; Business Technologies; Health Sciences; Industrial, Construction, and Engineering Technologies; Public Service Technologies; Developmental; and Transportation Systems Technologies divisions to support DTCC's adoption of a learning-centered educational environment?

Individuals from the Industrial, Construction, and Engineering Technologies and Transportation Systems Technologies divisions also declined to participate in focused group interviews. However, it did appear as if individuals from divisions that supported technical programs (i.e., the Business Technologies Division, Health Sciences Division, and Public Services Division) were more supportive of this initiative and felt that DTCC's administrative leaders have done more to help the school successfully adopt a

learning-centered educational environment than the faculty of both the Developmental and Arts and Sciences divisions.

Faculty of divisions that offered technical programs were very supportive of this initiative. According to the faculty of these divisions, they have had to use hands-on activities and projects that simulate future work activities to teach students for many years. Therefore, these instructors were very supportive of the school's adoption of a learning-centered educational environment. This initiative has caused the rest of the school to recognize and validate the teaching practices Business Technologies, Health Sciences, and Public Services Technologies instructors have been using for years.

Professional Development

Faculty teaching in technical programs expressed the view that DTCC's administrative leaders and their respective division chairs have supported faculty efforts to learn more about learning-centered teaching strategies. For example, when asked what DTCC's administrative leaders have done to motivate faculty to support and participate in the adoption of a learning-centered educational environment, a Division G instructor responded:

I just came back from an instructors' forum last weekend. Every year, I get to go to two instructors' forums. I get to go to an annual conference as an on-site visitor for [some of the programs offered by my division] and I'm on the board of directors for our accreditation review committee. DTCC's leaders have always been behind me. If there has been something I've been interested in doing, the response I have always gotten is, "sure, I want you to do that" (Division G Instructor, J. Ray, Fieldnotes, 2008)

DTCC's administrative leaders and chairs of divisions F, G, and have shared information about professional development opportunities with faculty. These leaders have also offered to pay the fees associated with learning-centered professional development activities even when faculty—not administrators—have identified the activity. When asked about off-campus professional development opportunities, a Division F instructor stated:

You can find professional development activities on your own and then justify why attending these activities is so important you should receive funding. A lot of times, DTCC's administrative leaders will send out information about off-campus professional development activities to see if anyone is interested in going or if a particular activity appeals to anyone. Leaders encourage faculty to do these things. (Division F Instructor, J. Ray, Fieldnotes, 2008)

Resources

Instructors of these divisions expressed the view that both DTCC's administrative leaders and their respective division chairs have motivated them to support this initiative by ensuring that they have the resources they need to effectively use learning-centered teaching strategies in the classroom. For example, a Division B instructor stated:

Well, I think providing us with technology for the classroom, such as LCD projectors, so we can put up visuals for visual learners. Also, providing us with field markers, poster boards, and things like that so our students can learn by being very involved in classroom activities. So, I think [DTCC's administrative leaders] are trying to make sure we have the materials and the supplies we need to help build a more learning-centered educational environment. (Division B Instructor, J. Ray, Fieldnotes, 2008)

Collaboration

Instructors of technical programs expressed the view that their division chairs have motivated them to support and participate in this initiative by providing them with regular opportunities to share the learning-centered teaching strategies they are using. Chairs of Divisions F, G, and B also motivate faculty to support and participate in the school's adoption of a learning-centered educational environment by frequently visiting classrooms and by verbally praising instructor efforts to use learning-centered teaching strategies.

Commitment

A Division D instructor stated that her division chair has motivated her to support this initiative by demonstrating a commitment to the school's adoption of a learning-centered educational environment. The instructors of Division C stated that their division chair has done very little to motivate them to support and participate in this initiative. Nevertheless, the instructor of Division D and two Division C instructors do not think that DTCC's administrative leaders have done very much to motivate faculty support of the school's adoption of a learning-centered educational environment. Additionally, these two instructors fear this is a short-term project. For example, when asked how he felt about DTCC's decision to adopt a learning-centered educational environment, a Division C instructor responded:

I think it's a good idea. Exactly how they go about it and how many resources they put into it, I'm not sure. I've had people who have been here longer tell me it is just one in a string of many initiatives that have a lot of steam at the get-go and then fizzle out when the administration finds something else that is interesting. I think in principle it's a good idea, but in actuality I'm not sure how it's going to pan out over the long-term. (Division C Instructor, J. Ray, Fieldnotes, 2008)

Resources and Facilities

Instructors of Divisions C and D do not think DTCC's administrative leaders have done enough to provide them with the resources or educational facilities they need to successfully meet students' educational needs. A Division D instructor complained of a lack of access to classrooms with computers for students. An instructor from Division C complained of a lack of faculty and delayed responses to requests for upgraded software from support staff. According to the Division C instructor:

One inhibitor for us, in our department specifically, is manpower. We would like to leave our lab open for students in the afternoon and at night because our night students have nowhere to go for help, but we can't be here all the time and there's nobody to help them because we don't have the funding to staff the lab for all those hours. (Division C Instructor, J. Ray, Fieldnotes, 2008).

Instructors of divisions C and D also noted that classroom facilities impede the successful use of learning-centered teaching strategies. Many classrooms are not sound-proof. Therefore, instructors often have to teach over the sound of leaf-blowers and loud videos. Additionally, some classrooms are not equipped with enough desks for all students to have a desk; therefore, students have to stand for the duration of a class.

This study illustrated a variety of institutional factors (i.e., commitment, adequate resources, good facilities, verbal praise, accountability, funding for professional development, and opportunities to collaborate with colleagues) that tend to motivate faculty members to support and participate in a school's adoption of a learning-centered educational environment. Given it is a national trend for community colleges to adopt this type of educational environment, it is essential for more research to be conducted to better understand what administrative leaders can do to help motivate faculty members to support the adoption of a learning-centered educational environment (O'Banion, 1997). Thus, along with providing a summary for this study, Chapter V suggests future research to be conducted to better understand this phenomenon.

CHAPTER V

SUMMARY, CONCLUSIONS, AND FUTURE RESEARCH

To effectively motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to, or not to, support this initiative. Thus, this study proposed to discern what motivated faculty to support the adoption of a learning-centered educational environment at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

Summary

Major Research Question:

Which institutional factors motivate faculty at DTCC to support DTCC's adoption of a learning-centered educational environment?

The nine faculty and the five division chairs interviewed think the adoption of a learning-centered educational environment is a worthwhile project for DTCC. However, the division chairs and the faculty working for both the Arts and Sciences and Developmental divisions think DTCC's administrative leaders (President, Executive Vice President and Vice Presidents of Administrative Services, Corporate and Continuing Education, and of Educational Support Services) are not doing enough to make this initiative a success. Nevertheless, the Business Technologies, Health Sciences, and

Public Service Technologies faculty do feel that administrative leaders are doing enough to make this initiative a success.

Research Sub-Question Number One:

Do the institutional factors that motivate female faculty differ from those that motivate male faculty to support DTCC's adoption of a learning-centered educational environment?

The researcher did ask males to participate in the focused-group interviews; however, only one male from the Health Sciences Division agreed to participate in a focused group interview. Therefore, the researcher was unable to determine if the institutional factors that motivated female faculty differed from the institutional factors that motivated male faculty to support and participate in the school's adoption of a learning-centered educational environment.

Research Sub-Question Number Two:

Which institutional factors motivate faculty in the Arts and Sciences; Business Technologies; Health Sciences; Industrial, Construction, and Engineering Technologies; Public Service Technologies; Developmental; and Transportation Systems Technologies divisions to support DTCC's adoption of a learning-centered educational environment?

Resources and Facilities

The Arts and Sciences and Developmental faculty feel that DTCC's administrative leaders have not done enough to ensure that faculty have the resources and facilities they need to successfully implement learning-centered teaching strategies in the classroom. However, members of the Business Technologies, Health Sciences, and

Public Service Technologies divisions do feel that they have done enough. When asked why he thought division members easily obtain needed resources, a Division G instructor noted how his division chair does a good job of prioritizing division needs and asking the school's administrative leaders to meet them.

In an interview with Division Chair A he frequently referred to the role the accrediting agencies play in his division. According to Division Chair A, the accrediting agencies for the programs of his division strictly regulate the equipment used in the classroom, the size of the classroom, and the skills students should master in each course. Members of these accrediting agencies frequently visit DTCC to make sure instructors are meeting their standards. Therefore, the administrative leaders may work harder to ensure that instructors of technical programs have the equipment and facilities they need to make sure these programs meet the accreditation standards established by these agencies.

Accrediting Agencies

Additionally, the stringent standards established by the accrediting agencies for the technical programs may also account for why instructors of the Business Technologies, Health Sciences, and Public Services Technologies divisions think their division chairs have done a lot to motivate them to support and participate in the school's adoption of a learning-centered educational environment. In an interview with Division Chair A, he mentioned how the accrediting agencies favor the use of hands-on projects and those that simulate activities students will have to complete on the job. Therefore, to meet accrediting agency standards, the division chairs of the Business Technologies,

Health Sciences, and Public Services Technologies divisions ask instructors to implement learning-centered teaching strategies in the classroom and then visit their classrooms to make sure instructors are actually using these learning-centered teaching strategies (Business Technologies Instructor, Health Sciences Instructor, & Public Services Technologies Instructor, J. Ray, Fieldnotes, 2008).

A Division G instructor supports division chair visits because these visits demonstrate to this instructor that his division chair wants to make sure he has the resources he needs. A Division F instructor also likes his division chair to visit his classroom. According to this instructor, when his chair sees instructors employing effective learning-centered teaching strategies in their classrooms, they work together to find ways to share this strategy with other instructors.

Reward Systems

Faculty from Divisions F, G, and B mentioned how their division chairs frequently verbally recognize faculty who try to employ learning-centered teaching strategies in their classrooms during division-wide meetings. Division chairs also convene division-wide meetings to provide faculty with opportunities to discuss how to use learning-centered teaching strategies in the classroom. Additionally, Division F, G, and B faculty think their division chairs not only regularly invite them to attend off-campus professional development activities, but try to finance these activities as well.

According to a Division C instructor, their division chair only discusses the school's initiative to adopt a learning-centered educational environment during annual division-wide meetings. This chair never follows-up to make sure faculty are employing

these activities in the classroom. Division Chair A stated that some DTCC divisions are too large to hold regular division-wide meetings, but A is able to meet regularly with the members of his because it is small.

Professional Development

One faculty member of Division C stated that he has not participated in any off-campus learning-centered professional development activities because he has never been invited to do so. This faculty member does not feel that he knows how to obtain information about professional development opportunities or how to obtain financial support for participation in such activities.

Although one instructor complained about off-campus professional development activities, no faculty complained about the on-campus professional development activities offered by DTCC's administrative leaders. However, both Division Chairs B and C think the professional development provided by DTCC's administrative leaders should be extensive and should provide instructors with multiple opportunities to practice learning-centered teaching strategies. These two division chairs think the faculty should have the option to attend on-line professional development sessions as well as face-to-face activities. Given that faculty need the support of the administration and the staff to successfully implement learning-centered teaching strategies in the classroom, these two division chairs believe all learning-centered professional development activities should include all members of the institution—not just faculty.

A faculty member of Division C illustrated how faculty depend on staff members to successfully adopt learning-centered teaching strategies. This instructor discussed how

the members of his department had to wait a long time after making multiple requests for staff to install software in a lab that would provide students with extra help and practice.

Commitment and Coordination

Both an instructor from Division D and Division C perceived a lack of commitment towards the school's initiative to adopt a learning-centered educational environment on the part of DTCC's administrative leaders. Even though these two faculty think the adoption of a learning-centered educational environment is a worthwhile school endeavor, they think it will be short-lived. Division Chairs A, B, and C all expressed the same fear. However, to ensure the continued success of this initiative, Division Chairs B and C suggested that DTCC's administrative leaders ask either one individual or a group of individuals to coordinate this initiative.

Division Chair B thinks this individual or group of individuals could develop a clear, simple plan that defines how institutional members should help the school adopt a learning-centered educational environment. This plan could also establish a system that rewards individuals who try to help the school adopt a learning-centered educational environment and penalize those who do not. In the focused group interviews, faculty expressed the view that holding them accountable to implement learning-centered teaching strategies in the classroom motivates them to try harder to adopt these learning-centered teaching strategies. Faculty prefer when division chairs acknowledge instructor attempts to employ learning-centered teaching strategies and when chairs visit faculty classrooms.

Division Chair A also thinks DTCC's administrative leaders could demonstrate a greater commitment to this initiative by electing not to support multiple initiatives at the same time. According to Division Chair A, once, DTCC supported more than eight initiatives at a time. To successfully adopt a learning-centered educational environment, A thinks DTCC's administrative leaders should focus solely on this initiative. A Division C faculty member shared this sentiment. This instructor stated that a reason why he might not be able to secure rooms for two hours at a time during exam periods was because DTCC's administrative leaders supported the middle college initiative. Therefore, DTCC allowed high school instructors to use classroom space to offer high school classes.

Setting Expectations

Division Chair B also thinks DTCC's administrative leaders could heighten faculty support and participation in the adoption of a learning-centered educational environment by ensuring that all newly hired faculty understand that helping the school adopt this type of educational environment is part of their job responsibilities. Division Chair D, a newly hired division chair, stated that during his interview for hire it was explained to him that he needed to help the school adopt this type of educational environment.

Sharing Data

Finally, Division Chairs A, D, and E think DTCC's administrative leaders could improve faculty support and participation in the school's adoption of a learning-centered educational environment by providing more faculty with data on student success and

retention rates. According to A, the provision of these data motivates the members of his division to continue employing these strategies because these data provide faculty with proof that using such educational strategies does work—they do improve student academic success and program retention rates. Additionally, Division Chair D holds the belief that DTCC’s administrative leaders should use these data to inform faculty about where the school is in the process of adopting a learning-centered environment. Continually informing individuals about where the school is in the process of adopting an educational environment sends institutional members the message that this is an important initiative and demonstrates the commitment of the school’s leaders to its success.

Conclusions

When asked what factors motivated them to support the school’s adoption of a learning-centered educational environment, faculty members and division chairs indicated that a demonstrated commitment to the success of this initiative on behalf of DTCC’s administrative leaders would positively motivate them to support and participate in this endeavor. Interviewees stated that their support of and participation in the adoption of a learning-centered educational environment could be heightened by asking them to support one initiative at a time. Interviewees also expressed the view that having one individual or a group of individuals to coordinate the adoption of this learning educational environment would also positively motivate them to dedicate more of their time to helping the school’s leaders successfully implement a learning-centered educational environment. Interviewees also indicated that the provision of tangible and

verbal rewards, classroom visits by superiors, the provision of regular feedback regarding where the school is in the adoption process, the provision of a variety of on- and off-campus professional development activities, the provision of adequate resources, and time to collaborate with other faculty members would all positively motivate instructors to support and participate in the school's adoption of a learning-centered educational environment.

Finally, the researcher found that instructors of technical programs expressed the view that their division chairs and administrative leaders had done much to motivate them to support and participate in DTCC's adoption of a learning-centered educational environment. However, instructors of both developmental and college transfer classes did not share similar views. According to interview findings, the strict oversight of technical programs by accrediting agencies could account for these differing viewpoints. Accrediting agencies for technical programs often require instructors to use learning-centered teaching strategies in the classroom (Division Chair E & Division Chair A, J. Ray, Fieldnotes, 2008). Therefore, to maintain their accreditation administrative leaders may have been more willingly to devote time, energy, and resources to ensuring that technical program instructors had the training and the resources they needed to use learning-centered teaching strategies in the classroom

Limitations

Like any other case study there were limitations to this study. Due to time constraints, the researcher was able to attend only one meeting of each committee. However, faculty members do not always attend these meetings even though they are

required to do so. Therefore, to have obtained more data the researcher should have attended each committee meeting multiple times.

Additionally, the survey used by the researcher was created prior to conducting any interviews. Thus, the survey only served as a selection tool to identify focused-group interview participants. The survey included demographic questions and questions about instructor participation in and support of the school's adoption of a learning-centered educational environment. However, if the researcher had been able to conduct the one-on-one interviews with the division chairs first and then write the survey, the researcher could have developed a survey that better identified which institutional factors motivated the faculty to support the adoption of a learning-centered educational environment. Then the researcher could have obtained information about faculty support of and participation in this initiative from more faculty than those who agreed to participate in the focused group interviews. Perhaps these data could have been used to validate the information obtained in the focused group interviews.

Furthermore according to DTCC's Director of Human Resources 48.3 percent of faculty members are men and 51.7 percent of the faculty are women. Additionally only 46 percent of the faculty at DTCC have five to ten years teaching experience while 76 percent of the faculty have more than 25 years teaching experience (see Table 8).

Table 8

Faculty Teaching Experience Reported By DTCC

Teaching Experience	Frequency	Percent
4 or less years	15	5.5

5-10 years	46	17
11-15 years	34	12.5
16-20 years	46	17
12-25	54	19.9
More than 25	76	28
Total	271	

However, only one of the nine faculty members interviewed was a male and six of the individuals participating in the focused group interviews had 5-10 years teaching experience. Therefore, given that the researcher only looked at summed participation scores to select individuals to participate in focused group interviews, the researcher may not have established interview groups which accurately represented DTCC's faculty.

A final weakness of the design was that the researcher chose to conduct a single instrumental-case study and not a multiple one. When researchers "have the choice (and resources), multiple-case designs may be preferred over single-case designs" (Yin, 2003, p. 53). Multiple-case studies provide researchers with both the possibility of direct replication and the possibility of greater generalizability of study findings (Yin, 2003). Yin (2003) states "the contexts of the two cases are likely to differ to some extent" and if "under these varied circumstances [researchers] still can arrive at common conclusions from both cases, they will have immeasurably expanded the external generalizability" of their findings (p. 53). Nevertheless, due to time constraints, resources, and access to gatekeepers, the researcher decided to conduct a single instrumental-case study.

Role of the Researcher

The researcher worked for DTCC; therefore, in addition to assuming the role of interviewer she was also a participant observer. Creswell (2005) defines a participant

observer as a researcher who “takes part in activities in the setting [he or she] observe[s]” (p. 212). Working for DTCC allowed the researcher to develop friendships and acquaintances which potentially motivated DTCC faculty to complete the researcher’s survey and participate in her focused group interviews. The researcher assumes that the personal relationships between the researcher and interviewees positively impacted the amount of information the researcher was able to obtain during interviews. However, because the researcher worked for DTCC many individuals during interviews used a lot of jargon and acronyms because they assumed the researcher was familiar with the initiatives and activities they were referencing. Therefore, the researcher had to remember to continually ask interviewees to describe in detail many programs and concepts they referenced during interviews to best understand these concepts from the perspectives of the interviewees.

Suggestions for Future Research

This single instrumental-case study attempted to identify which institutional factors motivated faculty at a community college to support their school’s adoption of a learning-centered educational environment. To better understand what institutional leaders can do to better motivate faculty members to support and participate in a school’s adoption of a learning-centered educational environment, future researchers should familiarize themselves with change theory literature.

Yin (2003) believes that collecting evidence from multiple cases makes a study more robust. Therefore, to validate the findings of this study, future researchers should conduct a multiple case study. Future researchers should interview the faculty and

division chairs at two or three different community colleges where the college presidents and vice presidents are asking institutional members to adopt a learning-centered educational environment.

Because males chose not to participate in focused group interviews, this study failed to determine if the institutional factors that motivated male faculty members to support and participate in the school's adoption of a learning-centered educational environment differed from the institutional factors that motivated females. Additionally, the majority of focused group participants had five to ten years of higher education teaching experience. Therefore, given that gender and years of higher education teaching experience could potentially impact faculty motivation to support and participate in their school's adoption of a learning-centered educational environment, future researchers need to ensure that males and individuals with more than five to ten years of higher education teaching experience participate in focused group interviews. Furthermore, to better understand this phenomenon, future researchers should also conduct one-on-one interviews with the presidents and vice presidents of the schools being studied as well as with the department chairs of large divisions.

Future researchers should also use multiple case study findings to develop a survey administered to the faculty at many different community colleges adopting learning-centered educational environments. This survey should ask faculty their age, gender, higher education teaching experience, and for which educational program they teach. Additionally, researchers should include Likert-style questions on the survey which ask the faculty to opine about which activities have served to motivate and not

motivate them to support and participate in their school's adoption of a learning-centered educational environment. Researchers could then use collected survey data to run statistical analyses to determine which institutional factors motivate faculty the most to support and participate in this initiative. Researchers could also use these data to determine if the institutional factors that (a) motivate males differ from the ones that motivate females, (b) motivate individuals with many years of higher education teaching experience differ from the ones that motivate faculty with a few years of higher education teaching experience, and (c) motivate the faculty teaching in college transfer programs differ from those that motivate faculty teaching in technical programs.

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APPENDIX A: FOCUSED GROUP INTERVIEW PROTOCOL

Project: What Motivates Community College Faculty to Support the Adoption of a Learning-Centered Educational Environment?

Time of Interview:

Date:

Place:

Interviewer:

Interviewees:

Position of Interviewee:

In the late 1990s, the president of Diamond Technical Community College (DTCC) participated in the North Carolina Community Instructor's Conference where he heard Terry O'Banion speak about a learning-centered college (Schneider, 2004). After participating in this conference, the president of DTCC became an advocate of the learning-centered college concept. The president invited O'Banion to speak at DTCC and provided many faculty with two of O'Banion's books—*A Learning College for the 21st Century* and *Teaching and Learning in the Community College*. In August 2003, DTCC's president renewed the school's initiative to focus staff and faculty energy on student learning. Because no other community college employee will be more affected than instructors are by this initiative, faculty support is critical for the successful adoption of a learning-centered educational environment (Shupe, 2005). To effectively motivate

faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to and not to support this initiative. Thus, this study proposes to discern what motivates faculty to support the adoption of a learning-centered educational at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

The researcher of this study intends to pursue a better understanding of why the faculty at DTCC chose to support the school's adoption of a learning-centered educational environment by conducting three different focused group interviews of five faculty. The researcher first plans to administer a survey to all faculty participating in the ten DTCC standing committees to identify five non-supporters, five moderate supporters, and five strong supporters of DTCC's adoption of a learning-centered educational environment.

This focused group interview should last no more than 1 hour and 30 minutes and to protect participants' anonymity the researcher will change the names of all individuals involved as well as the name of the institution. The researcher would like to tape record and transcribe the interview. No one other than the researcher and a transcriptionist, who has signed a confidentiality agreement, will ever see the interview transcripts or hear the taped interview. All tapes and transcripts will be kept in a locked file cabinet in the home of the researcher for a minimum of three years following closure of the project. In May 2013, the researcher plans to burn all tapes and transcripts.

Questions:

- In your opinion, what is a learning-centered educational environment?
- What are some things DTCC is doing to become more learning-centered outside of the classroom?
- What are some things DTCC is doing to become more learning-centered in the classroom?
- Why is DTCC trying to become more learning-centered?
- How do you feel about the decision of DTCC to adopt a learning-centered educational environment?
- Has your division chair done anything to motivate you to support the adoption of a learning-centered educational environment (i.e., employed external change agents, identified and addressed faculty fears and concerns, identified and celebrated positive changes initiated by faculty, included faculty in the adoption process, provided faculty with released time, provided faculty with opportunities to attend conferences, provided faculty with adequate resources to adopt a learning-centered educational environment, allowed faculty interests to dictate how they should participate in the adoption of a learning-centered educational environment, made learning central in the mission statement, employed learning-centered language—not business language, developed a clear and brief vision statement, used social networks to communicate, employed a

project manager to oversee the adoption of a learning-centered educational environment and the communication about its adoption)?

- What are some things your division chair has done to motivate you to support a learning-centered educational environment?
- What else could your division chair do to heighten your motivation to support the adoption of a learning paradigm?
- Are you involved in the school's adoption of a learning-centered educational environment? If so, in what ways are you involved in the school's adoption of a learning-centered educational environment?
- What are you personally doing in the classroom to become more learning-centered? (Show participants the survey and ask them to list activities mentioned on the survey as well as additional activities not included on the survey)
- In your opinion, which of your learning-centered strategies work the best? Why?
- In your opinion, which of your learning-centered strategies are the least effective? Why?
- Do you plan to become more involved in the adoption of a learning-centered educational environment in the future? If so, how do you plan to become more involved?

APPENDIX B: ONE-ON-ONE INTERVIEW PROTOCOL

Project: What Motivates Community College Faculty to Support the Adoption of a Learning-Centered Educational Environment?

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

In the late 1990s, the president of Diamond Technical Community College (DTCC) participated in the North Carolina Community Instructor's Conference where he heard Terry O'Banion speak about a learning-centered college (Schneider, 2004). After participating in this conference, the president of DTCC became an advocate of the learning-centered college concept. The president invited O'Banion to speak at DTCC and provided many faculty with two of O'Banion's books—*A Learning College for the 21st Century* and *Teaching and Learning in the Community College*. In August 2003, DTCC's president renewed the school's initiative to focus staff and faculty energy on student learning. Because no other community college employee will be more affected than instructors are by this initiative, faculty support is critical for the successful adoption of a learning-centered educational environment (Shupe, 2005). To effectively motivate

faculty to support and participate in DTCC's adoption of a learning-centered educational environment, community college leaders need to understand why faculty choose to and not to support this initiative. Thus, this study proposes to discern what motivates faculty to support the adoption of a learning-centered educational at Diamond Technical Community College (DTCC) by means of a single instrumental-case study.

The researcher of this study intends to pursue a better understanding of why the faculty at DTCC chose to support the school's adoption of a learning-centered educational environment by conducting five different one-on-one interviews with five DTCC division chairs. This one-on-one interview should last no more than 1 hour and 30 minutes and to protect participants' anonymity the researcher will change the names of all individuals involved as well as the name of the institution. The researcher would like to tape record and transcribe the interview. No one other than the researcher and a transcriptionist, who has signed a confidentiality agreement, will ever see the interview transcripts or hear the taped interview. All tapes and transcripts will be kept in a locked file cabinet in the home of the researcher for a minimum of three years following closure of the project. In May 2013, the researcher plans to burn all tapes and transcripts.

Questions:

- In your opinion, what is a learning-centered educational environment?
- What are some things DTCC is doing to become more learning-centered in the classroom?

- What are some of the things DTCC is doing to become more learning-centered outside of the classroom?
- Why is DTCC trying to become more learning-centered?
- How do you feel about the decision of DTCC to adopt a learning-centered educational environment?
- Has DTCC done anything to motivate faculty to support and participate in the adoption of a learning-centered educational environment? If so, list some of the things that DTCC has done ((i.e., employed external change agents, identified and addressed faculty fears and concerns, identified and celebrated positive changes initiated by faculty, included faculty in the adoption process, provided faculty with released time, provided faculty with opportunities to attend conferences, provided faculty with adequate resources to adopt a learning-centered educational environment, allowed faculty interests to dictate how they should participate in the adoption of a learning-centered educational environment, made learning central in the mission statement, employed learning-centered language—not business language, developed a clear and brief vision statement, used social networks to communicate, employed a project manager to oversee the adoption of a learning-centered educational environment and the communication about its adoption))?
- Has DTCC done anything to motivate you to support and participate in the adoption of a learning-centered educational environment?

- What have you done as a division chair to create a learning-centered educational environment?
- What have you done as a division chair to motivate faculty to support and participate in DTCC's adoption of a learning-centered educational environment?
- In your opinion which of these activities have prompted the greatest faculty support and participation in the adoption of a learning-centered educational environment?
- In your opinion, why do some faculty choose not to support or participate in the adoption of a learning-centered educational environment?
- What else could DTCC do to heighten faculty support and participation in the adoption of a learning-centered educational environment?

APPENDIX C: SURVEY INSTRUMENT

Although there are no risks to study participants, to ensure confidentiality, participants' names and the name of the institution will not be used in the study. Both paper and electronic survey data will be stored in a locked file cabinet at the home of the researcher, and no one will be allowed to view participant survey responses other than the researcher. The researcher will keep all data for a minimum of three years following closure of the project, and in 2013, the researcher will shred all paper copies of survey responses and erase all computer files of survey responses.

Demographics:

1. What is your name? _____

For demographic questions 2-4 please circle the response that best applies to you.

2. Are you?
 - a. Male
 - b. Female
3. How old are you?
 - a. 25-35
 - b. 36-45
 - c. 46-55
 - d. 56+
4. How many years have you worked in higher education?
 - a. 4 or less
 - b. 5-10
 - c. 11-15
 - d. 16-20
 - e. 21-25
 - f. more than 25
5. For what division do you work?
 - a. Arts and Sciences
 - b. Business Technologies
 - c. Health Sciences
 - d. Industrial, Construction, and Engineering Technologies
 - e. Public Service Technologies
 - f. Transportation Systems Technologies
 - g. Developmental

6. How many years have you worked for this institution?
- a. 4 or less
 - b. 5-10
 - c. 11-15
 - d. 16-20
 - e. 21-25
 - f. more than 25

Learning-centered Educational Environment:

Currently Diamond Technical Community College is trying to adopt a learning-centered educational environment. Below you will find various activities undertaken by either the institution or the faculty to help the school adopt this educational environment. Please indicate the degree to which you support and how frequently you participate in the following activities. **If you do not know how to answer a particular question please leave it blank.**

Upon the completion of the survey the researcher plans to add participants' scores together to generate both summed support and participation scores for each study participant. Individuals with summed support and participation scores ranging from 1-23 will be considered non-supporters, individuals with summed support and participation scores ranging from 24-46 will be considered moderate supporters, and individuals with summed support and participation scores ranging from 47-69 will be considered strong supporters. **The researcher then intends to contact the five individuals with support and participation scores closest to one, the five individuals with support and participation scores closest to 34, and the five individuals with support and participation scores closest to 69 to participate in a homogeneous focused group interview.**

Please indicate on the LEFT the degree to which you SUPPORT the following activities by circling the appropriate response.	QUESTIONS	Please indicate on the RIGHT the degree to which you PARTICIPATE in the following activities by circling the appropriate response.
<p>1: do not support (You strongly believe that DTCC employees should not exert a lot of time and resources on this activity.)</p> <p>2: moderately support (You believe that DTCC should adopt this activity, but that DTCC employees should not exert a lot of time and resources on its adoption.)</p> <p>3: strongly support (You strongly believe that DTCC employees should exert a lot of time and resources on the following activity.)</p>		<p>0: 0 times a semester</p> <p>1-3: 1-3 times a semester</p> <p>4+: 4 or more times a semester</p>
SUPPORT	Activities initiated by institutional leaders	PARTICIPATE
1 2 3	Increasing the number of learning communities (the linking of various courses together and requiring students to attend both at the same time) offered to Developmental Studies students.	0 1-3 4+

1 2 3	Increasing the number of learning communities (the linking of various courses together and requiring students to attend both at the same time) offered to Developmental Studies students.	0 1-3 4+
1 2 3	Developing a model for institutionalizing Learning Communities.	0 1-3 4+
1 2 3	Using data on student persistence, retention, course grades, and success to evaluate learning communities.	0 1-3 4+
1 2 3	Incorporating ACA classes (student success classes) into learning communities.	0 1-3 4+
1 2 3	Using the On-Course textbook in all ACA 111 and 118 courses to teach students how to be successful in college.	0 1-3 4+
1 2 3	Using the On-Course textbook in all ACA 111 and 118 courses to teach students how to write effectively.	0 1-3 4+
1 2 3	Making ACA 111 and ACA 118 a requirement for half of all programs.	0 1-3 4+
1 2 3	Making ACA 111 and ACA 118 a requirement for all students identified as “at risk”.	0 1-3 4+

1 2 3	Developing processes and programs to improve the retention rate of distance learning students.	0 1-3 4+
1 2 3	Collecting and reporting, throughout the college, distance learning retention data.	0 1-3 4+
1 2 3	Making an online orientation and other services for new and current distance learning students.	0 1-3 4+
1 2 3	Developing and implementing an online mentoring program	0 1-3 4+
1 2 3	Offering fully online programs including a general college transfer program.	0 1-3 4+
1 2 3	Developing a College-Wide Committee on Classroom Technology.	0 1-3 4+
1 2 3	Developing and publishing a college-wide plan for classroom technology by the Classroom Technology Committee.	0 1-3 4+
	Faculty initiated activities	
1 2 3	The employment of a variety of assessment tools within the classroom (i.e., portfolios, service learning activities, research papers, projects).	0 1-3 4+

1 2 3	The provision of many opportunities for students to work together in small groups.	0 1-3 4+
1 2 3	The provision of multiple learning options (i.e., service learning activities, lectures, project-based activities, and laboratories) for students.	0 1-3 4+
1 2 3	The weekly provision of feedback to students regarding their performance.	0 1-3 4+
1 2 3	The weekly assessment of student learning to alter teaching strategies to better meet learner needs of learners.	0 1-3 4+
1 2 3	The working together of educators and students in the classroom on educational activities much like coaches work with teams.	0 1-3 4+
1 2 3	The employment of distance education methods to better meet the educational needs of students with time constraints.	0 1-3 4+
1 2 3	The mentoring and advising of students in addition to teaching subject matter.	0 1-3 4+