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A MIXED METHODS INVESTIGATION OF FACULTY TEACHING PREPAREDNESS AT A FOR-PROFIT INSTITUTION

By
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A DISSERTATION

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Abstract

This dissertation examines the role of new faculty members in a for-profit career college in the Midwest. New faculty members may not have any pedagogy or teaching method training but are content experts in the material of the course. Traditionally, higher education faculty members are not required to have the teaching method training required of primary and secondary school teachers. Higher education faculty members are prepared for the content that they teach in the classroom but not the methods in which to conduct the teaching. The study conducted both surveys and interviews to determine the training needs of faculty members as identified by faculty members. The training needs identified from these methods can be categorized as preparedness for classroom, basis for lessons, and suggestions for a new faculty member preparation program. The theme of preparedness for the classroom indicated that all faculty members felt overwhelmed upon starting and many stated they were in a survival mode for the first few months. Another theme that emerged was faculty members focusing on only one topic because of the student interest in that topic. From these themes arose a new faculty member preparation program plan with an emphasis on writing lesson plans, conducting observations, and incorporating a mentorship program. Further research is suggested after incorporating a new faculty member preparation program to determine the effectiveness of this program. Elements of this program would include student engagement, assessment techniques, and lesson planning. This research would be done through surveying and interviewing the students as well as observing the classrooms. Upon completion, the new faculty preparation program can be reassessed and changed as necessary. This will provide well-prepared faculty for their teaching positions in higher education.
Keywords: Faculty, higher education, pedagogy, engagement
Dedication

I would like to dedicate this dissertation to my parents who taught me I could accomplish anything with hard work and perseverance, lit my fire for education, and always said I would find a partner who would encourage me to be anything I wanted. I also would like to dedicate this dissertation to Chad for being that partner.
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# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
</tr>
<tr>
<td>Dedication</td>
</tr>
<tr>
<td>Acknowledgements</td>
</tr>
<tr>
<td>Table of Contents</td>
</tr>
<tr>
<td><strong>CHAPTER ONE: INTRODUCTION</strong></td>
</tr>
<tr>
<td>Background of the Problem</td>
</tr>
<tr>
<td>Purpose of the Study</td>
</tr>
<tr>
<td>Research Questions</td>
</tr>
<tr>
<td>Method Overview</td>
</tr>
<tr>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Assumptions</td>
</tr>
<tr>
<td>Delimitations and Limitations</td>
</tr>
<tr>
<td>Significance of the Study</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td><strong>CHAPTER TWO: REVIEW OF THE LITERATURE</strong></td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Faculty Pedagogy Orientation</td>
</tr>
<tr>
<td>Formally Educated in Education are Better Teachers</td>
</tr>
<tr>
<td>Committees</td>
</tr>
<tr>
<td>Supporting Students</td>
</tr>
</tbody>
</table>
Need for Faculty Preparation Program ........................................................................................11

Faculty Preparation Program .............................................................................................................12

Assessment ......................................................................................................................................12

Summary .............................................................................................................................................21

CHAPTER THREE: METHODOLOGY ..........................................................................................23

Introduction ....................................................................................................................................23

Data Collection Procedures ...........................................................................................................23

Data Analysis Plan ..............................................................................................................................24

Ethical Considerations ......................................................................................................................25

Institutional Review Board .................................................................................................................25

Summary .............................................................................................................................................30

CHAPTER FOUR: FINDINGS ...........................................................................................................32

Introduction ....................................................................................................................................32

Review of the Methodology ................................................................................................................32

Results of Survey ...............................................................................................................................33

Interview Findings .............................................................................................................................43

Summary .............................................................................................................................................48

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS ..................................................49

Introduction ....................................................................................................................................49

Summary of the Study ........................................................................................................................49

Summary of the Findings ......................................................................................................................49

Implications for Action/Recommendations for Further Research .....................................................54

Summary .............................................................................................................................................56
References

Appendices
LIST OF TABLES

Table 1 ........................................................................................................................................35
LIST OF FIGURES

Figure 1 ........................................................................................................... 34
CHAPTER ONE: INTRODUCTION

Background of the Problem

Higher education is based in a longstanding historical traditional field that attracts faculty passionate about education (Buskist, 2002). The hiring practices for faculty in higher education focuses on recruiting and retaining highly regarded content experts to educate the next generations. This differs from the K-12 public education system that relies on teachers who have progressed through teacher education programs before being certified to teach in a classroom (Clarke & Gabert, 2004). Elementary and secondary teacher requirements vary by the state in which the licenses are issued, but certification requirements generally include coursework in the history of education, effective teaching methods, classroom management, transformational learning, and assessments.

Unlike their K-12 counterparts, many higher education faculty members lack education or experience in teaching pedagogies and/or methods (Kropp, 2001). Faculty members at institutions of higher education are responsible for invoking critical thought despite the fact that they do not have a background in teaching methodologies or experience with teaching (Halx & Reybold, 2005). Some faculty at institutions of higher education lack pedagogical skills and struggle with effectively presenting information that needs to be conveyed in college classes. Even beyond that, it can be difficult for college faculty to assess college students’ level of transformational learning in their classes. One option to determine transformational learning occurred is to use self-assessment to allow the students reflective experience (Spears & Szczerbacki, 2013). Self-assessment can be very powerful but presents difficulties in teaching and guiding students through this process.
Faculty hiring practices are fairly standard from institution to institution. Preparation of higher education faculty prior to hiring has not been fully assessed to determine if this is the most appropriate method in hiring individuals who are often content laden and pedagogy lacking. Faculty preparation minimums refer to the minimum hiring standards in regard to the pedagogical background required by an institution. These standards typically include extensive content-area foci such as licenses, certifications, terminal degrees, and job experience but lack requirements such as teaching experience. These faculty preparation minimums vary by content area and are dependent on an institution’s accreditation standards.

A study assessing which elements of pedagogy are most necessary for successful teaching at the college level could better prepare faculty – especially those with less than five years of teaching experience – to meet the needs of adult learners. After working in the classrooms for more than a formative time as a faculty member, they learn from experience effective methods to incorporate into their classrooms. Preparation for faculty members can directly influence learning experiences for students.

**Purpose of the Study**

The purpose of this study is to determine orientation needs of new post-secondary education faculty who are discipline-specific experts but who lack education in effective teaching pedagogies. Orientation will provide the faculty with the tools needed to provide effective classroom instruction. This study’s aim is to develop an evidence-based faculty preparation program that addresses the needs of new faculty at a for-profit career college in the Midwest. New faculty preparedness will be based on faculty members’ perceptions of the preparedness and importance required to be successful in the
institution. This study will focus on faculty members who came to higher education with little to no training in adult andragogy or pedagogy. Because no amount of pedagogical training is required to become a content-expert faculty member, an assessment needs to be done to aid in understanding what new faculty members would need as far as teaching pedagogy. This study will aid in creating a training course to be completed by newly-hired faculty prior to or shortly after their first quarter of teaching.

**Research Question(s)**

The following research question will be addressed in this study: How do faculty members describe faculty pedagogical preparedness for a career at a for-profit career college? This question will provide the major framework for research. Looking first at what currently exists for new faculty at a small for-profit college in the Midwest will allow a fair assessment of the type of training new faculty receive. This will reflect a varied response for the faculty, based on date of hire, as new faculty training has evolved throughout the tenure of the Dean of Faculty. New faculty currently receive approximately nine to twelve hours of training which includes all instruction in use of the Learning Management Software (LMS), policy and procedure, and some teacher pedagogy training. All faculty members receive on-campus faculty in-services during the quarter which focus on teaching pedagogy training methods.

**Method Overview**

This is a comparative, descriptive mixed method, action research study addressing the preparation methods of new faculty members. Data collection was concurrently collected through surveys and interviews. Surveys were conducted on paper and the results were coded using thematic coding. Interviews were conducted using a semi-
structured process. The sample in this study is at one for-profit career college in the Midwest.

**Definition of Terms**

During this research process there are terms that are commonly used during the paper. The definitions below are the definitions specific to this research study:

**Classroom success**: determined by a culmination of self-reflection, observation and survey that the learning experience was favorable

**Adjunct faculty member**: nonpermanent faculty members, with teaching assignment assessed quarterly (Fagen-Wilen, Springer, Ambrosino & White, 2006)

**Faculty member**: post-secondary teacher, either adjunct or full time

**Faculty preparation**: references pedagogical training as readiness for the classroom

**Pedagogy**: training to prepare an individual to teach another person information

**Proprietary school**: a for-profit education system

**Learning Management System (LMS)**: a computer-based system to support learning

These terms are defined as they are used in the research process. When reading the research these terms are referenced throughout.

**Assumptions**

This research is being approached with the following assumptions:

1. Being further versed in teaching pedagogy, faculty members are more likely to apply these methods in their classrooms.
2. Student experiences will be enhanced by the more intentional based efforts in pedagogy methods.

**Limitations**

References to the teaching experience of the faculty will be based only on the employment and education history they provide at time of hire. All faculty involved in this study will have less than five years of educational teaching experience.

**Delimitation**

The research methods used in the study provided a small scope of study in that the study looked only at one branch of a for-profit institution in the Midwest. The study only looks at the faculty perception of preparedness for becoming a faculty member and does not factor in the student experience. This for-profit school has many campuses, which operate under the same hiring practices, but this study will be conducted at only one of the campuses. This provides only the scope of this singular campus and should not be applied to other campuses in this institution.

**Significance of the Study**

Faculty members starting a career in higher education need pedagogical support to provide the students with a quality education experience. The significance of this study is the discovery of the amount of faculty preparation needed to be a successful faculty member. The faculty studied for this research project will be private, for-profit higher education faculty that have been hired based on their content expertise. This study provides the opportunity to identify basic teaching methods for new faculty that are identified by them as areas of need. The findings from the study will aid in determining which topics have the largest influence on faculty success as instructors. It also allows for
potential transferability to other higher education for-profit facilities with the same hiring practices. Students are positively influenced when faculty are prepared. The findings of the study will enhance the literature for faculty preparation.

**Summary**

Chapter one introduces the research study; higher education hiring practices in private for-profit education focus on hiring content experts. This study addresses the need to determine orientation needs of new post-secondary education faculty who are discipline-specific experts but who lack education in effective teaching pedagogies. The research question addressed in this study is: How do faculty members describe faculty pedagogical preparedness in a for-profit college? Looking first at what currently exists for new faculty at a small for profit college in the Midwest will allow a fair assessment of the type of training new faculty receive.

For this study to address the training needs of the faculty members, it is a comparative, descriptive mixed method, action research study addressing the preparation methods of new faculty members. Data will be gathered through surveys and interviews with current faculty members. This chapter also detailed the definitions of terms in this study, assumptions, delimitations, and limitations. The significance of this study is to aid in training needs of new faculty members at the for-profit career college.
CHAPTER TWO: LITERATURE REVIEW

Introduction

Chapter Two of this study includes the research supported in literature regarding the faculty preparation programs in which institutions engage and descriptions of faculty member qualities.

The search was conducted on library digital databases looking at the different aspects of what makes a quality faculty member and where these skills should be gleaned. There are many aspects of faculty member jobs, which are not clearly defined like mentorships and committees.

Faculty Pedagogy Orientation

A formalized faculty pedagogy orientation program will better prepare instructors to meet the needs of college students. America is in need of highly effective college educators and teachers (Scheeler, 2008). The term highly effective teacher refers to faculty members that understand the elements of effective instruction and apply these elements in the classroom. This is not an easy feat in the current system as there is no formalized requirement for all faculty members to have pedagogical training. Without this type of training, faculty members do not know how to engage their students in the classroom. It is important that a faculty member know they can plan classes to increase participation and engagement with the material (O’Connor, 2012).

One thought process is that faculty would glean the pedagogical skills needed to teach at the college level from either their graduate work or content expertise from their careers (Gaff 2002). Individuals become faculty through generally one of two avenues: either being a graduate student and teaching during their graduate academic coursework
or being an industry expert who instructs based on workplace experience and knowledge.

Developing a faculty preparation program allows for a more supportive transition into being a faculty member for graduate students (Gaff 2002). There is an element of necessity from the institution to provide an opportunity for these skills to be used; however, part of being a new faculty member in a school is also the responsibility of learning the position and responsibilities. To do this as a new employee it is important to realize what needs to be provided by the institution in order for the faculty to be successful. If aspects of the faculty job are not clear, the employees should advocate to understand these better and be responsible for their career (Gustin & Tulsky, 2010).

However, certain aspects of training that the majority of faculty identifies as necessary can be addressed in a faculty pedagogy orientation program. The faculty pedagogy orientation program is important to determine the effectiveness of the college departments and overall curriculum. This is true because an institution is only effective when it employs competent teachers (Scheeler, 2008). This fact highlights the importance of an institution investing in a faculty pedagogy orientation program. There is no set procedure for institutions to follow when preparing new faculty for their positions. Rather, each institution makes this determination. The preparation for academic faculty is less formalized than other academic profession (Clarke & Gabert, 2004). Each student’s experience in the classroom may be different but it is imperative that the faculty understand effective classroom teaching methods so they can be the most effective instructors possible.
Faculty Formally Educated in Education are Better Teachers

There are many forces that impact the success of faculty, but training is resoundingly positive. Faculty members who have gone through formal training have higher scores on their evaluations than scores of non-trained faculty (Arah, Heineman & Lombarts, 2012). This faculty training provides the basic training necessary to become an effective faculty member. There is a clear cut need to have an understanding of basic pedagogical skills, but faculty are often pulled in different directions to meet all of their job requirements. As a new teaching faculty member, there are many different parts of the job pulling on the time and energy of the faculty member. The demands of the job combined with the lack of support from an institution, can create issues with retention of quality faculty at an institution. The quality of a new faculty preparation training process is an indicator for faculty feeling more prepared for their teaching experience. A classroom faculty member who has a positive teaching experience is more likely to continue teaching for the institution (Barlow & Antoniou, 2007). Retention is an important goal of the training that can directly impact the fiscal costs for an institution. Turnover in faculty positions is costly both in the fiscal cost and the impact on students and staff. Faculty need to maintain engagement with the university in terms of teaching, research (depending on the research levels of the institution), public service and outreach, faculty governance, and student life. For the faculty, this is a great opportunity to be involved in many different facets of the institution, but these can also be overwhelming for new faculty members starting their careers (Morris, 2008). Understanding all aspects of what the institution requires allows for the faculty to provide a more well-rounded, positive experience for the students. A faculty member who understands all the different
responsibilities that students have in an institution will create an environment that supports a well-rounded educational journey for students.

**Committees**

The job duties of a faculty member do not end in the classroom or even with grading papers at home. Faculty members have outside time commitments like business advisory boards which create opportunities for the institution and students, but also provide networking opportunities for the faculty (Kilcrease, 2011). Business advisory boards can be very effective tools to prepare students for their career fields. Depending on the institution these can meet anywhere from once a year to once a month. Used effectively, these can be powerful for students and faculty by guiding the types of information used in class to prepare students for the workforce. Another time constraint is the internal committees in the institution such as dissertation committees, policy committees and governance committees.

**Supporting Students**

Unfortunately, the stress created by these additional expectations can sometimes negatively impact faculty members’ performance in the most critical aspect of their job: supporting students. At times it is easy to forget the impact that a faculty and student relationship can hold. Even today amongst Hollywood and rock stars, students still look to their faculty as role models (Arah, Heineman & Lombarts, 2012). It is imperative that this stay forefront in faculty minds. Some faculty may struggle in understanding this impact because they do not understand the implications of what they do in the classroom, but it is important that faculty members focus on the long-term impact.
Qualities of Great Faculty

Often the best college faculty members are the ones who see teaching as serving others. These servant teachers view their students as people they can learn from and who will guide the learning. Teachers in this role support the learning students undergo and focus on ten attributes, including listening, empathy, healing, persuasion, awareness, foresight, conceptualizing, commitment to growth, stewardship, and focus on and building community (Hays, 2008). These attributes are key in the classroom as well as outside the classroom in the support faculty provide students. Faculty members who focus on serving others through education are focused on the experience of students in the classroom rather than their own experiences teaching.

Another focus area for great faculty is the transformational learning instructional method. Transformational learning focuses on a large cognitive change from learning the experience. (Alexander, 2007) When students progress through this type of learning, there is a notable change in the way students think after classes are over. Some faculty members make these changes clear to students by giving a pre-assessment and then a post-assessment. With transformational learning a faculty and student engage in a dynamic relationship based around a knowledge base that allows for learning and personal growth (Slavich & Zimbardo, 2012). Encouraging this method will encourage faculty members to lead students through an experience where meaningful change occurs in the students’ lives (Slavich & Zimbardo, 2012). This level of learning is far deeper for the students and has a larger influence on their lives.

No matter which teaching strategy a faculty implements there are overreaching qualities that a faculty needs to engage. Students feel that faculty should exhibit certain
qualities such as organization, communicating clearly, and having academic rigor in the classrooms. Students also believe faculty should create interactions in the classroom and be knowledgeable and zealous about their topic (Slate, LaPrairie, Schulte & Onwuegbuzie, 2011). The specific classroom interactions are easily observable. Another study revealed the description for the terms which are traits for faculty members includes knowledgeable, inspiring, concerned, helpful, dedicated, humorous, and caring (Jones, 2008). Faculty members who meet these descriptions most closely are likely to have the most positive response from the students.

**Student Engagement**

As teaching faculty, one way to determine success in the classroom is student engagement. Student engagement is based on motivation, classroom climate, student attitudes, and self-regulated learning (Fredricks, 2011). The successful classroom environment is one that meets all of these aspects. One direct method to increase student engagement in the classroom is to get to know the students (Fredricks, 2011). Classroom faculty can get to know the students in their classroom through activities, conversations and class experiences. Part-time faculty express concerns over being able to keep students engaged (Meixner, Kruck, & Madden 2010). Engagement is linked to learning so it is vital to keep students engaged in the classroom and homework activities.

**Assessment**

At a higher education level it is important to assess learning for understanding. It is important to be clear that what is taught is what is comprehended. It is also important to recognize student failure in practice (Skingley, Arnott, Graves & Nobb, 2007). If students do not comprehend the material in class, they will not be able to apply it to
hands-on learning experiences or job duties. It is important that faculty members are able to assess this level of failure. Assessments should be used as an accurate reflection as to whether or not students are progressing (Sassi et al., 2013). Assessments in a classroom should not be used to determine the intelligence of a student as this is not what they are measuring but rather to measure the growth of understanding about the material. These effective class assessments will be specific and be a measure of material learned in the class. Using assessments as a classroom faculty can be difficult to determine even if the lessons are well developed. The most effective assessments to use are formative assessments such as worksheets, questions, and quizzes that are given during a learning unit. Effective formative assessments should be used to ignite creativity and not to serve as simple recall assessments (Breakstone, Smith & Wineburg, 2013). Using formative assessments provides a statement of how the learning process is going instead of only at the end of the learning experience.

Another way to assess student learning is to use a web-based learning tool. These tools provide the opportunity for students to be engaged with material and have their understanding of material assessed accordingly (Kay & Knaack, 2008). In the changing times of technology advancement in education it is important to evolve and change. To support classroom faculty and to be more confident and competent with assessments, it is essential that the faculty feel supported by the institution as it pertains to classroom assessments. Institutions can show this support through lectures or workshops in writing effective assessments and having administration that support the rigor in the assessments (Grunwald & Peterson, 2003). Assessments are a tool to measure the learning of students
in the classroom and are very powerful if done in an effective manner to support the learning experience.

**Teaching Teamwork**

In the global workforce there is a demand for teamwork, so classroom faculty need to prepare students in this skill. Employers are looking for teamwork knowledge, skills, and abilities. Teamwork has become important enough to be comparable with the actual abilities of the employee (Burbach, Matkin, Gambrell, & Harding, 2010). Because teamwork is very important for the workforce, it is important to prepare the students through their class experiences. Incorporating teamwork effectively in the classroom allows students to help determine the roles they are comfortable with in being on a team. Not only that but faculty who use the teamwork technique find that students achieve more (Burbach et al., 2010). When students are engaged in their projects and working actively with their classmates, they put more effort into the assignments (Dickie, Kayani, & Dickie, 2010). Not only are these students better in class and more engaged, but they are also more likely to persist in college (Lester, Brown Leonard & Mathias, 2013). The more students are tied to their classes, classmates, and university, the more supported they feel as part of this team.

**Teaching Critical Thinking and Creativity**

Critical thinking is an important part of higher education. Students need to be pushed to think critically about the information they encounter to make them more self-sufficient individuals. Teaching critical thinking is not an easy task as it can be obscure and difficult to define. Critical thinking is purposeful, reasoned, and goal-directed thinking (Halx & Reybold, 2005). Teaching critical thinking is often not done because in
order to experience critical thinking often the students must feel a level of discomfort as they progress through questioning their beliefs and countering their assumptions. Students need to question their own beliefs in this process, not just the beliefs of others (Halx & Reybold, 2005). Critical thinking provides the opportunity for students to think more creatively about problems and solutions. To create more critically competent individuals, it is equally important for them to learn how to think creatively.

Teaching creativity to college students is not an optional objective as there is a large demand for creativity in the global market. In the past, the most important aspect of teaching was to make sure the pedagogical aspects encouraged retention of knowledge. However, to compete in the global marketplace there is a demand for creativity as well as simple knowledge (Goodwin & Miller, 2013; Ohler, 2013). Creativity can also be described as producing something new and useful and primarily use technology (Ohler, 2013). Today all levels of information are present to all levels of people. The barriers of age-developed curriculum have been removed when every person can find every material they are interested in studying (Ohler, 2013). A person interested in molecular biology has access to material from beginning to advanced levels. Technology is an easy incorporation of creativity because it presents a new way to think about issues (Ohler, 2013).

Faculty need to teach with a method that encourages creativity and the blending of knowledge so that students are accustomed to creative problem solving and solutions when leaving higher education. Being creative is not only about artistic abilities but also requires both convergent and divergent processes. This means that creative thought focuses on speed, accuracy, logic and using information in unexpected ways to solve a
problem (Goodwin & Miller, 2013). To support creativity in the classroom there needs to be standards to support the necessity of teaching for creativity (Ohler, 2013). Standards in the classroom serve as measurements of the activities in the classroom. When implementing standards in relation to creativity, addressing what would be measured and how that would happen which is what makes it complicated. Both creativity and content knowledge need to be developed to fully educate students and prepare them for the global workforce (Goodwin & Miller, 2013).

Teaching Reflection

There are skills that need to be taught to students outside of the course curriculum and rigor but the classroom also provides an opportunity to guide the formation of these other skills. One of these aspects is teaching reflection. Reflection is an important tool for students because it provides the opportunity to think about a situation and develop the best possible reaction plan. The skill of reflection can seem convoluted, but at the core it is teaching students to think about thinking. This process helps students evaluate and increase the quality of participation and performance (Landay & Wootton, 2013). In teacher preparation, reflection is a key part of the profession because of the importance of reflection (Boudreau, 1999). Faculty members can take the skills they have learned and apply this to their lessons with students.

Faculty Obligations

A job as a faculty in higher education is generally not slow-paced. There are always meetings to attend, students to mentor and trainings to hold. This is all outside the basic requirements that include the actual instruction and assessment within the classroom. Most higher education institutions require the faculty to select the course text
and create all teaching materials for the course, which can be very time consuming (Meixner, Kruck, & Madden 2010).

Creating curriculum and effective lessons is particularly challenging because most faculty are not trained education specialists. Preparing faculty for higher education is complicated as there is the drive to have faculty who are industry experts and also the drive to have pedagogically strong classroom facilitators (Jones, 2008). It is an expectation that faculty be experts in the material they are instructing and generally work or have worked in the field. There is also an expectation that these people are able to convey their knowledge to students effectively. One of the downfalls is that many new faculty members focus on their own understanding rather than the students in the classroom (Jones, 2008). It is natural for new faculty to focus on the experience they are having in the classroom and what they believe is being achieved.

**Preparation for Higher Education Faculty**

Because teaching is cornerstone to higher education, the most important move an institution can make is to focus on teaching. Improving teaching requires a focus on how students learn rather than solely the process of instruction (Jones, 2008). When faculty members start teaching, they often focus on interactions from their own point of view and need to move into focusing on the student perceptions. Preparing faculty to work with students involves preparing faculty to work with many different types of learners. This preparation will help faculty understand and practice teaching methods for the purpose of an audience learning content (Alexander, 2007). It is important to be intentional about the processes in the classroom in order to encourage students to learn. For an institution, it can seem difficult to increase the effectiveness of the teaching method. This can
actually be done quite simply by realizing that improving overall function as a faculty can be done by rewarding quality education instruction and thereby making it a more rigorous position (Jones, 2008).

**Graduate School as Preparation for Faculty**

A traditional view of education lends toward an understanding that graduate students will transition to a faculty role after they have finished their graduate education. Essentially, their graduate studies are the preparation for their teaching career (Austin, Connolly, & Colbeck, 2008). This assumes that all graduate students teach during their graduate studies, which is not completely true. However, if they were teachers or teacher assistants during this time it could give them a chance to start to hone the necessary skills to be faculty. But not all graduate students can or should progress towards becoming faculty, as their continued learning does not necessarily prepare them to teach. Assuming that graduate students should progress into teaching because of their love of learning is similar to assuming “we know to eat, we can cook” (Ogden, 2006, p. 785). There is a disconnection between graduate education as preparation for faculty positions and the reality of being a faculty member (Morreale & Nelson, 2002). If the dependence is going to be placed on graduate students to move into faculty roles, there needs to be some changes to this level of education.

**Teachers as Mentors**

Mentorship is commonly discussed in education as well as in industry. This is likely because some great teacher characteristics are also qualities of excellent mentors. One of these skills is effective communication, which is imperative for both education and mentorship (Corbett & Paquette, 2011). Faculty members are great communicators
who want their audience to have a level of understanding. Faculty can actually mentor in two different sectors. One of them is with other faculty and the other is with students. As a new faculty it can be very powerful to have a faculty mentor help with adjusting to the life of a faculty member. There are some skills that can be honed to help facilitate a good mentoring relationship from the mentee role which include preparing for mentorship, being selective about the mentor, and nurturing the relationship (Gustin & Tulsky, 2010). If done effectively, having a mentor can have a positive impact on a relationship that further encourages growth as a new faculty. Faculty can mentor students as well. Through mentorship, students can find the support that they need to continue in the rigor of higher education. Students who are supported are more engaged academically as well as socially and personally (Nelson, Quinn, Marrington, & Clarke, 2012). A mentorship can facilitate all of these aspects to students.

**Need for Faculty Preparation Programs**

With the different entryways into the field of higher education faculty, it is imperative that there is some level of basic training. Faculty need to be instructed on how to teach the students to think critically which is difficult when there is not instruction on how to teach (Halx & Reybold, 2005). Critical thinking pedagogy is a fairly complicated but essential skill for students to learn while they are in higher education to better prepare them for their careers. Faculty can be instructed to teach in this method through a faculty-training program.

To add more need for a basic faculty preparation program, there is a movement towards hiring faculty in an adjunct status. This has resulted in part time faculty who may not be receiving the type of support necessary for their positions. However this does not
mean they are not prepared for teaching; in fact, they are actually better prepared than thought to be. It is important that the adjunct instructor receives the same training at the campus as the full time faculty (Fagen-Wilen, Springer, Ambrosino & White, 2006). The move to adjunct status is a cost effective one for most institutions and can provide students with a variety of teachers with different experiences but can be a challenge when it comes to pedagogical training.

**Faculty Preparation Programs**

Faculty preparation programs vary greatly by institution. Some institutions require a type of adult teaching certification. Faculty from these institutions can take this certification wherever it is offered and have it apply to their current institution. One faculty preparation program is called the Center for the Integration of Research, Teaching and Learning (CIRTL) which is funded by the National Science Foundation (NSF). This program focuses on three major areas including Teaching-as-Research, Learning Communities (LC), and Learning-through-Diversity (LTD) (Austin, Connolly & Colbeck, 2008). A program certification requirement by an institution would require that the faculty have some understanding of the education process; however, it is not custom to each institution having identified the most important parts of the educational process. Each institution may have their own requirements for faculty members, and a generalized program certification would not meet this need.

If an institution would like to create and provide its own teacher preparation program, the possibility of making a custom program to meet the specific needs of the institution is possible. It does not need to be months or weeks of training. In fact, a teacher workshop day or series of days could meet the needs of all instructors including
part-time faculty (Meixner, Kruck, & Madden 2010). It is essential that there is practical application for faculty to apply what they are learning in the faculty preparation program to their classrooms. Teachers learn skills in classrooms but then struggle with applying those skills in classes they are teaching (Scheeler, 2008). This can be aided by conducting observations during their teaching to make sure transference between the teaching preparation and class periods occurred.

Some scholars believe in bringing back the idea of a teachers college for all teacher preparation. At the teachers college, all the students and faculty were focused on the education process. With the new system of teachers colleges being absorbed into other universities, some of the shared vision has dissipated (Ogden, 2006). These institutions can be successful in providing in-depth education on the teaching process, but they are not as cost effective as an institution that offers many different majors of focus and thus would be able to recruit more students.

Summary

Higher education provides many opportunities for students to grow and build the starting blocks of their future careers. Faculty preparation programs are not well represented in literature at this time. Though it is easy to find many articles about the attributes of great faculty members, it is more difficult to determine a program to educate all faculty members how to attain these attributes. Faculty members use their experiences and understanding of the content knowledge to guide students. Most of these faculty members have not received formal teaching pedagogy preparation, and this is a problem because they are not prepared to be faculty members. Having a teaching methods training
program would improve the faculty and student experience in the classroom by providing faculty with the skills necessary to effectively teach course material.
CHAPTER THREE: METHODOLOGY

Introduction

Teachers in kindergarten through twelfth grade classrooms are required to study teaching methodology. However, in higher education, many faculty members do not have set requirements for teaching concepts. This study analyzed the preparedness of new faculty members and what they identify as their needs for teaching method training.

Data Collection Procedures

The data for the mixed methods study was concurrently collected through an initial survey and interviews. This quantitative initial survey covered teaching methods used in higher education. The qualitative interview provided a semi-structured interview allowing faculty members to share their individual experiences.

Data were collected by two sources: surveys and interviews. Data were prepared for analysis depending on the type of analytical tool. Surveys were taken using a paper format to improve the return rate, and the responses were tabulated. The information was then imported in NVivo for analysis. The survey questions used Likert scales that allowed for easy comparison between different topics. Data were coded with the values from the Likert scale (from 1 being least agreeable to 5 being most agreeable). Data were exported into software such as Statistical Package for the Social Sciences to find relationships in the analysis. Data then were formatted in graphs to demonstrate the relationships. The questions answered through the quantitative data are likely to be the basis of the understanding of faculty teaching methods in general. The data were prepared
to aid the answers of the questions by careful wording to meet the larger overriding research question.

The interview portion was done using a semi-structured interview. This semi-structured approach was used with predetermined questions and the ability to investigate any items that are presented during questioning. (Doody & Noonan, 2013) Interviews followed similar content as the survey. However, the interview process allowed for more anecdotal information to be presented. The form was used to ask questions and interviews were recorded and transcribed verbatim. Using constant comparative analysis, major themes of the interviews were identified. Faculty members with less than five years of experience were interviewed to discuss their strengths and weaknesses in the classroom. Anecdotal information provided a more diverse explanation of the situation in the classroom for non-experienced faculty and be discussed qualitatively. Maximal variation sampling was used to gather the themes of effective preparation for faculty (Creswell & Clark, 2007). The researcher conducted all interviews and observations. Interviews were conducted until saturation was attained which was after eleven interviews. After completing interviews the transcription was done using Rev.com. The transcriptions were coded using NVivo using themes from the interviews.

**Data Analysis Plan**

For this descriptive explanatory study, findings were determined by the variance between the understanding the instructors have of effective teaching techniques and the observation of effective teaching occurring in the classroom. Identifying the variance aided in seeing that the teacher understands what makes an effective teacher. The surveys determined what the survey respondents believed were a good way to engage students.
The data were analyzed both independently and dependently. Independently the surveys were analyzed for themes and topics that were evident from both the close-ended questions and the open-ended questions. The interviews were thematically coded using NVivo. There were values assigned to the interview response. After each method was analyzed independently they were observed dependently as well. The written survey garnered descriptive statistics that were analyzed with NVivo. The observations were analyzed with descriptive statistics and thematic analysis. Interviews were also coded with thematic analysis and comparative coding. This process occurred through constant comparative analysis as the researcher both analyzed material and coded it for themes simultaneously.

**Ethical Considerations**

Faculty members were invited to voluntarily participate in this study. During the study, any participant could elect to withdraw from the study at any time with no ramifications to their employment. The results of the surveys and interviews were used without use of their names, which provided an environment in which individuals could interact with the information and provide true feedback without their information being exposed.

**Institutional Review Board**

Research was submitted for approval to Creighton University’s Institutional Review Board (IRB). Creighton’s IRB supports and evaluates research done on human subjects. There was little to no known impact to the human subjects in this study. There is no impact for the faculty positions based on any of the data collected. No costs were accrued for any of the participants. The participants were not able to be identified, as the
participants had anonymity in the survey in Faculty to Participate in a Research Survey Letter (See Appendix A). In the interviews the identities were concealed by using demographic descriptions of the individuals and no names as described in Invitational Letter to Faculty to Participate in a Research Interview (See Appendix B). The information collected was kept confidential and then used to create a faculty orientation process so they are better prepared for the college classroom. Participants were told that they could stop participating at any time during the research process and that participation was voluntary.

**Study Design**

This was a comparative, descriptive mixed method, action research study. Triangulation was used in this study to provide different opportunities to gather information about this topic. Triangulation provided the opportunity for varying information about the same topic to be used together to discuss the overriding themes (Creswell & Clark, 2007). Using triangulation allowed the ability to analyze information from different angles. The main themes were regarding the teacher perception of their preparedness. After conducting the interviews some of the participants were presented with key themes in a member check. Participants were agreeable with the responses.

This research occurred at one university in a for-profit system in the Midwest and followed the action research model. The action research model is designed to address practical problems of an organization or unit (Ozanne & Saatcioglu, 2008). This research study focused on pedagogy training for new faculty members in for-profit higher education. Action research also required that the information developed helped create
new ideas and facilitate change (Ozanne & Saatcioglu, 2008). This model of research fit the material in aiding in development of a new preparation program for faculty members.

**Quantitative Studies Design**

This study included a survey at a midwestern for-profit school. This survey was given to the faculty members themselves to determine their preparation for different classroom situations and the value of importance they would attach to these items.

The faculty survey was used to identify the pedagogical skills preparation of new faculty. Because qualified faculty can be defined by students in different ways including student pass rate, graduation rate, and student surveys, it is important to note that faculty qualifications were measured on this survey by preparation level and the importance faculty place on the topics measured in preparation. This survey aided in developing the teaching methods courses that faculty will be given. The survey data were analyzed quantitatively using the SPSS. Demographic data that includes the type of course, type of faculty, and amount of teaching experience were gathered. This survey was on a double Likert scale that measured the amount of preparedness the faculty felt and the importance they placed on each item. This allowed ranking importance and preparedness for each topical area. The survey topics addressed campus technology required for teaching their courses, student engagement techniques, student assessment techniques and classroom management techniques.

**Qualitative Studies Design**

Interviews were conducted with faculty throughout the process to determine what skills the current new faculty at this institution are demonstrating and their preparedness for being faculty members. This provided an opportunity for the faculty to determine
what is most successful and the items that need to be added. These results were coded for themes qualitatively. The interviews were done using the Interview Template and were done until saturation was attained. A selected pool of faculty members was interviewed to provide a pool of full time faculty and adjunct faculty.

**Sampling/Sample Size Determination**

The sample was the faculty of a for-profit school in the Midwest which offers certificate, diploma, undergraduate degrees, and graduate degrees. Faculty members that were selected all have less than five years of teaching experience and no formal pedagogical education. This sample size included both full time faculty and adjunct faculty. The faculty members at the for-profit institution are industry experts. Generally, these faculty members have Master’s degrees in their respective content areas, but there are some areas such as massage therapy where the highest degree attainable is an Associate’s degree. The focus is on the actual experience in the class content combined with appropriate credentials. The sample group covered all content areas offered on campus including veterinary technology, massage therapy, medical assisting, paralegal, business, accounting, and information technology.

This population of potential respondents consisted of thirty-five faculty members with less than five years of experience. The quarter schedule varies to meet the needs of the students can vary in number depending on student needs during the timeframe of data collection. This allowed for thirty faculty members to be surveyed.

**Included/Excluded**

Faculty with more than five years of teaching experience or with an educational background that included teaching pedagogical instruction were excluded. All other
faculty members of the designated one campus were included. There were no others excluded. The interview portion included both full time and adjunct faculty members until saturation was met at eleven.

Data Recording

After receiving opt-in from the participants, the paper survey was handed out. The end date on the survey was two weeks after handing it out. After one week and then again at two days prior to it being completed, a follow up email was sent to bolster response. The feedback from the survey was charted by tabulating the responses in Microsoft Excel. The data from the survey will be presented using graphs and charts to identify trends. This tabulating populated the responses anonymously into one report.

The data from the observations and interviews were collected on each form separately. Each interview was transcribed separately. The interviews were recorded using a voice recorder and then Rev.com transcribed the data files verbatim. Rev.com did not indicate names on the transcription of the interviews at all nor were the participants’ names asked during the interview. The results were compared and contrasted to the other responses to identify specific codes and themes.

Instruments

To complete the research survey, a paper survey was developed. The faculty survey was a double Likert Scale and open-answer response questions (See Appendix C). For the interview there was a standardized form (See Appendix D). The interviews were digitally recorded and transcribed by professional transcriptionists using rev.com services.
Researcher’s Resources and Skills

In order to conduct this study, the researcher must have certain resources and skills. These include a strong background in pedagogical methodology, this researcher has experience including Bachelor’s degree and Master’s degree as well as continuing education. The researcher also has the experience of teaching new and veteran faculty. The researcher has extensive experience in assessments, brain-based learning, and expectation communication for use in the classroom. The researcher has a large amount of experience observing and mentoring new faculty in higher education. The researcher also has experience in coaching faculty to improve the effectiveness of classroom instruction. To maintain no preconceived theories the researcher participated in bracketing. For this process the researcher reflected upon experiences with material and individuals in the study and employed free writing of some of these ideas to acknowledge the preconceived thoughts prior to conducting the interviews and analyzing the survey information.

Philosophical and Theoretical Foundation

This study used a pragmatic lens view as it was more focused on the outcomes and implications of the study rather than the methods used. The mixed methods approach provides the opportunity to look into the faculty preparation. The theoretical lens, which is intrinsic to the design, would be social science construct with a focus on educational pedagogy.
Summary

This research study used surveys and interviews in order to present an opportunity to view effective college teaching methods among new faculty. This helped form key teaching pedagogy that faculty members should have prior to starting successful careers as faculty members.
CHAPTER FOUR: FINDINGS

Introduction

In this chapter, the results of the data collection are presented in order to determine orientation needs of new post-secondary education faculty. This research was conducted at a for-profit career college in the Midwest. The faculty members were discipline-specific experts but lacked education in effective teaching pedagogies.

This mixed methods study addresses this lack of teaching pedagogy training for new faculty members. To understand the level of training necessary, the study addresses preparedness. Preparedness in the study refers to the readiness the new faculty members felt upon beginning their careers in the classroom. To aid in the goal of determining the pedagogical preparedness of faculty members, the research question of “How do faculty members describe faculty pedagogical preparedness in a for-profit college setting?” was addressed through both the survey and interview process. By answering this question, faculty members were able to identify how well they believed their training had prepared them for positions and identify areas where more training is necessary.

Review of the Methodology

The data were collected through both a written survey and a personal interview. Participants were selected from a for-profit career college in the Midwest. New faculty preparedness was based on the faculty perceptions of the preparedness and importance required to be successful in the institution. The interviews and surveys were transcribed and coded for the main themes to aid in creating this type of training program. This methodology allowed for both quantitative and qualitative results to provide both data and anecdotal responses.
When addressing the preparation issues facing the pedagogical preparedness of faculty members, it was key to ask questions which were directly tied to pedagogical preparation. The survey was conducted via paper survey and given to all instructors at the for-profit career college. The letter to Faculty to Participate in a Research Survey (Appendix A) was attached to the front of the survey. Completed surveys were submitted back to the researcher via a sealed envelope. For this study 30 surveys were sent out to the instructors and 19 surveys were returned, demonstrating a 63% return rate. To improve the return rate there was the initial survey disbursement and then later a follow-up email explaining the process and requesting participation. Since the desired rate of respondents was not an acceptable level, another email inviting the faculty to participate was sent.

The survey had three main sections including demographics, double Likert survey questions, and open-ended questions. These sections addressed the preparedness a beginning faculty member identified. The double Likert survey questions had one statement with two Likert scales that the participant selected from below the statement. One of the Likert scales referred to level of agreement with the statement while the other aligned with the importance the faculty member associated with that topic an example in Figure 1.
1. The University has prepared me to write effective lesson plans.

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Importance of the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important at all</td>
</tr>
</tbody>
</table>

Figure 1. This figure is an example of the questions asked in the survey.

**Demographics**

The demographics section of the survey addressed gender, years of experience, full time or adjunct status, and type of past experience. This information provides a background of the participants in the study and basis for their responses. Table 1 is a sample of this information. Type of employment refers to either full time or adjunct, years at the institution refers to amount of years employed at this campus, TE refers to Teaching Experience prior to starting at this institution and the Level of TE refers to the level in which the teaching experience occurred: 1 = K-12, 2 = Higher Education, 3 = Community Education, and 4 = Other.
Table 1. Demographic Data for the survey information is presented in the table.

<table>
<thead>
<tr>
<th>Female/Male</th>
<th>Type of Employment</th>
<th>Years at Institution</th>
<th>TE in Years</th>
<th>Level Of TE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>2-3yrs</td>
<td>2-3yrs</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>0-1</td>
<td>4-5yrs</td>
<td>1,3</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>0-1</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>0-1</td>
<td>4-5yrs</td>
<td>2,4</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>0-1</td>
<td>0-1</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>0-1</td>
<td>0-1</td>
<td>n/a</td>
</tr>
<tr>
<td>Male</td>
<td>Full Time</td>
<td>2-3yrs</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>2-3yrs</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>4-5yrs</td>
<td>0-1</td>
<td>n/a</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>2-3yrs</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>0-1</td>
<td>2-3yrs</td>
<td>4</td>
</tr>
<tr>
<td>N/A</td>
<td>Adjunct</td>
<td>2-3yrs</td>
<td>0-1</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>0-1</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>0-1</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>4-5yrs</td>
<td>0-1</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Adjunct</td>
<td>4-5yrs</td>
<td>4-5yrs</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Adjunct</td>
<td>4-5yrs</td>
<td>2-3 yrs</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Adjunct</td>
<td>2-3 yrs</td>
<td>0-1 yrs</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>0-1</td>
<td>0-1</td>
<td>3,4</td>
</tr>
</tbody>
</table>

The results of the demographics section resulted in a cross-section of the instructors. On campus there were mostly adjunct instructors who teach face to face classes on this campus. Therefore, few full-time instructors were represented in the demographic section of the results of the same type of response. There were 8 full-time respondents and 11 adjunct respondents, resulting in 42% of the responses being from full time faculty members and 58% being adjunct employees. The survey was given on the campus where full-time faculty were present more than adjunct faculty so full-time faculty were represented slightly higher than their proportional rate.
Another section of demographic questions on the survey addressed the gender of the respondents. The gender breakdown was 79% female, 16% male and less than 5% undisclosed which breaks down to 15 females, 3 males, and 1 undisclosed. This showed a gender breakdown representative of the instructor population.

**Years at the Institution**

The location where this research was conducted had been open for just over five years at the time this research was conducted. In Table 1 this is referenced in the sections about TE in Years and Level of TE. These referred to the years of teaching experience and the level of their teaching experience at the time of the survey. The responses to the question indicating the years of experience at this institution demonstrated that 21% had 4-5 years at the institution, 32% had 2-3 years at the institution and 47% had 0-1 year at the institution. The largest demographic of the respondents have been employed at this institution for less than a year. This indicates that most faculty members are beginning their careers as faculty members.

**Teaching Experience**

Teaching experience was addressed in the demographic section in Table 1 by requesting the years of teaching experience prior to this position and giving the options of 0-1, 2-3, 4-5, and 6+ years. The respondents included 68% having 0-1 years of teaching experience, 16% having 2-3 years of teaching experience, 16% having 4-5 years of teaching experience, and 0% having more than 6 years of teaching experience. This demonstrated a majority of individuals who participated being new to the teaching field prior to teaching at this institution.
Another question addressed the level of teaching experience. Teaching encompasses many different levels including K-12, Higher Education, Community Education and others. The responses were coded using Excel with numbers to aid in populating these responses. Respondents could indicate all levels that were relevant sometimes resulting in multiple responses. The teaching levels associated were:

- K-12
- Higher Education
- Community Education
- Other

The results were 11% of respondents had K-12 experience, 74% had higher education experience, 26% had community education experience, 16% had other experience and 11% indicated not applicable.

**Survey Data Questions**

Survey question results were coded into an Excel spreadsheet. Numbers were used to code the Likert scale results. For each question there were two Likert Scales. One scale referenced the participant’s agreement with the question while the other scale referenced the importance of the topic. The agreement scale was 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree. The numbers associated with each level of agreement coded the responses on the Excel spreadsheet. The agreement scale was also coded on the spreadsheet by number under the question number and letter A (for example Q1B, Q2B). The value/importance scale was 1=Not Important at All 2=Not Important 3=Neutral 4=Important 5=Very Important. The agreement scale references the faculty members’ agreement with the statement while the value scale references the value
that faculty member places on that topic. These were also coded on the spreadsheet by number under the question number and letter b (for example Q1B, Q2B). For example:

<table>
<thead>
<tr>
<th>Survey Participants</th>
<th>Female/Male</th>
<th>Type of Employment</th>
<th>Years at Institution</th>
<th>TE in Years</th>
<th>Level Of TE</th>
<th>Q1A</th>
<th>Q1B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>Adjunct</td>
<td>2-3yrs</td>
<td>2-3yrs</td>
<td>1,2,3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Basic Teaching Functions**

The survey responses are divided into themes including basic teaching function, classroom management, lesson plans, and assessments. The survey topics that were in the scope of basic teaching functions included such items as using the educational tools available for teaching. These technologies included CampusConnect, which is the LMS the institution uses, as well as other technologies including Smartboards, AppleTVs, eBooks, eResources and iPads. These responses were indicated from questions one and fifteen. The respondents indicated that 79% agree or strongly agree with their preparedness to enter attendance into the LMS. Entering attendance was valued to be important or very important by 68% of the respondents. A small percentage felt unprepared to track attendance and valued this function as either neutral or important.

Supporting the students with educational tools was a topic that 84% of respondents agree or strongly agree that they had the necessary tools to carry out. The importance scale in reference to support had an 89% either very important or important of having the appropriate tools. The respondents found this to be very important and felt that they had what they needed to achieve this.

**Classroom Management**

Classroom management in this study addressed organizing the classroom physically to be conducive to learning, engaging the class as a whole, confidence in managing the flow of the classroom, confidence in teaching abilities, and giving positive
reinforcement. These were assessed in questions 2, 10, 11, 12, and 13. Eighty-nine percent of instructors believed they were able to agree or strongly agree they have the ability to organize students in the classroom to allow for learning. These instructors also very strongly valued this as very important or important. There was a single instance where the participant decided not to respond.

One aspect of the classroom management questions measured whether the faculty member felt confident managing and instructing students while in the classroom. Respondents indicated that 87% strongly agreed or agreed they felt confident in managing and instructing students in the classroom while 95% valued this as very important or important with two nonresponses. The two nonresponses resulted in about a 5% error rate; it appears this was a singular participant who did not respond to the value scale on any of the questions. This nonresponse rate carries through the entire survey. Using a variety of techniques to engage students is something 89% of the respondents strongly agreed or agreed faculty members should utilize. Ninety-five percent of respondents valued as important or very important to engage students using a variety of techniques with one nonresponse.

The last aspect of classroom management assessed through the survey was whether faculty members indicated they provided positive reinforcement to students in the classroom. Eighty-nine percent of the respondents either strongly agreed or agreed with the ability to give positive reinforcement in the classroom and 85% valued this ability as very important or important.
Lesson Plans

Faculty members use lesson plans to meet the course objectives, write effective class period agendas, manage time, and assign appropriate homework. These were assessed in questions three, four, five, and six. Each course at this institution had a master syllabus with objectives which was provided to each faculty member. The institution focused on the necessity of these being met during their assigned courses to aid in student progression. Of the responses, 89% indicate agreement or strong agreement with being confident in understanding course objectives. The same percentage of respondents also indicated that this was very important or important.

Writing effective lesson plans aids in organizing the class time. The respondents indicated that 42% agreed or strongly agreed they felt prepared to write lesson plans. Also, 84% rated this skill as either very important or important. Though a large percentage of respondents valued this as important or very important, there was 5% of respondents who strongly agreed they were prepared to complete this task and 42% of respondents agreed they were prepared to complete this task.

Time management is an important tool in education. The respondents indicated that 84% agreed or strongly agreed they are prepared to use the entire class period, while 95% indicated the value attached to being able to use the entire class period as either very important or important. There was one nonresponse to the value question.

All classes at the institution studied are required to assign homework, and question six assesses whether instructors feel prepared to assign homework which furthers student understanding of material. Of the responses received, 84% agreed or
strongly agreed they are able to assign appropriate homework and 89% valued this as very important or important.

**Assessments**

Assessments are a cornerstone of education and this included assigning homework that meets objectives, writing appropriate assignments, grading, and providing feedback. These topics were assessed in questions seven, eight, nine and fourteen. Writing, assigning, and grading assessments that meet the objectives assigned to the course is essential for determining student learning. Instructors were asked to respond regarding the writing, assigning, and grading of assessments, with 89% indicating strong agreement or agreement with the statements that positively affirmed the instructors’ preparedness to complete these tasks. This was paired with 89% of respondents who valued this as very important or important. Every respondent both agreed or strongly agreed and felt it was very important or important to be able to provide critical feedback in response to this student work.

**Open-Ended Questions**

The open-ended question section included only two questions with spaces for the participants to respond. The first of these two questions was “For what aspects of classroom instruction could the university have better prepared you?” There was a 68% response rate to this question. Although one individual indicated, “some things you just can’t prepare for,” most responses fell into specific theme areas. The themes most represented in these responses included basic teaching functions, classroom management, and lesson plans.
Basic teaching functions include the ability to manage classroom technology items such as the LMS, iPads, AppleTV, Computer, and SmartBoards. The basic teaching functions responses indicated the need for more resources to implement technology as indicated in this response “most efficiently and effectively…both in classroom and as an application for future employment.” Looking at classroom management, the responses included engagement and student issues. The responses in regard to engagement included “how to engage the entire class in activities” as well as concerns about reaching the different demographics in the classroom with ages ranging from 18 to 50.

Another theme that emerged from the open-ended prompt was the student issues from outside the classroom that affect their behaviors inside the classroom. Looking at their experiences when starting to teach, this theme was one faculty identified as needing more training on prior to entering the classroom. This affected both the engagement in the class period as well as excuses that precluded the student from turning in their homework. Another technique to build engagement identified very strongly was lesson plans. Some of the desire for lesson plans included “setting up the use of classroom time and measuring effectiveness of that time.” Others indicated they had plans from past instructors and were structuring their classes after those classes.

Advice

The respondents of this survey answered, “What would you tell a new faculty prior to his or her first year of teaching?” There was an 84% response rate with responses which fell into three themes including spending time preparing, finding more information, and relaxing. Spending time preparing included advice like “Put away more time than you think for prep and grading. The more you spend on the class ahead of time
the more confident you will feel.” This was echoed in many statements about making sure the class is fully prepared-for and organized in an effort to provide a seamless quarter. Another key response regarding assessments was “Assess each assignment after it is completed and make adjustments as you go.” Advice from faculty includes writing a well planned course but also making sure to adapt as needs were identified.

Another key theme was the importance of finding more information about the practice of teaching. The respondents included watching YouTube videos on how to teach, and asking a lot of questions as examples of how to do this. The most powerful advice was, “Talk with somebody that is an actual teacher that has an education degree. Ask a million questions.” The last theme presented from the respondents was to relax. This was the most common response including to, “Fake it until you make it” and reassuring others that the situation will get better.

**Interview Findings**

The interview process included both full-time and adjunct instructors. Interviews were conducted until saturation was met which occurred at interview eleven. These interviews were digitally recorded and uploaded to rev.com, where the content was transcribed verbatim. After the transcriptions were received, the results were imported into NVivo for thematic coding. NVivo is qualitative data analysis computer software that allowed the interview data to be evaluated and organized. Five major themes were evident through the evaluations: desire for formalized training, organizing time in the classroom, feeling overwhelmed when starting teaching, students’ lives outside of the class, and students’ feedback determining class materials.
Desire for Formalized Training

One theme that emerged through several interviews was the idea that more formalized pedagogy training was necessary. The faculty members hired at this institution are content experts who work in their fields of study. Only one had formal teaching experience or pedagogical background. This was evident in their interviews when one participant simply stated, “I really am not trained as a teacher.” Teaching is often more complex than these individuals assumed as described by one participant’s response, “I’m not lecturing. I’m modeling. I’m mentoring. I’m pushing. I’m pulling. I’m doing all of those things at the same time.” The faculty members create their own content supported by the for-profit career college master syllabus objectives which many participants identified as being overwhelming. This especially seemed to be to be true when it came to preparing lessons as emphasized by this participant:

I would like to have been taught how to actually prepare a lecture. I have been given some PowerPoint slides and they were already created for me. I’m unsure if somebody created them or we got them from the manufacturer, but I really would like to learn, like to have learned about a lesson plan and what do I want to get out of this lecture? When should I give them breaks? What should I look for in the class to see if they’re drowning? I really would have liked some feedback as to how to lecture…I think something as basic as saying ‘read at this tempo when you’re reading. If you go too fast they’re going to keep writing really fast, not listen to you, but don’t go too slow.’ Just some pointers of literally how to lecture.
The faculty members interviewed desired to be more effective in teaching techniques and can identify that this type of training is not generally available.

Organizing Time in the Classroom

During the interview process, faculty members indicated one of the challenges they faced was learning how to organize time in the classroom. Class period length varied at this for-profit career college. Faculty members need to understand how much material can be addressed in time allotted, making sure to take into account variables such as classroom size. One participant recalled, “It was actually a couple lessons where I was thinking, ‘Oh, two hours for teaching the class. That seems like a lot of time. I’ll put a hundred slides into my PowerPoint.” After over-planning for class periods, these faculty members would have to assess and adjust their strategy. Another participant talked about “map[ping] things out ahead of time instead of trying to fly by the seat of your pants the whole time and kind of where you’re going and what the end result could be with this.”

This was similar to many faculty responding that preparedness for the class was what is most important in terms of time planning and material understanding. However, another important aspect is to be flexible with the classroom time. This was a struggle for many, as a participant indicated, “I made everything very rigid and down to the minute, which proved very ineffective because they would have a discussion or activities would take longer or they would go shorter. So I threw that out fairly quickly.” The faculty member experiences revealed the faculty members made plans but also adapted when necessary in the classroom.
Overwhelmed when starting teaching

Each faculty member interviewed had a different experience when beginning his or her faculty positions at the for-profit career college, but all participants indicated feeling overwhelmed when they started teaching. Faculty positions require a large amount of diversity in the position. The responses indicated “we took maybe an hour-and-a-half training related to the mechanics of teaching, i.e. how do you enter attendance, how do you enter your grades into the portal, how do you set up a weighted grade calculation in the system and that sort of thing.” For most of these faculty, this was their first teaching experience, so this process was difficult as stated by one early-experience participant, “Right now it’s in battle mode, just learn everything, get on what they need, and then, as I get more comfortable and more trained I can move forward.” Another early-experience participant indicated, “Sometimes an issue comes up where they’ll [students] question, ‘well, what does this mean?’ I’m like, ‘I didn’t know that was in there. Let’s go over that.’” Classroom preparation can be difficult for all faculty members to complete prior to their starting as faculty members.

There are also some participants who are able to reflect through their experience and “I’m like, ‘okay, that’s just I know I need to adjust so next quarter they don’t hit that snag.’ That’s really been nice.” Being able to have some trial and error in teaching is an essential part of the process but even that at the beginning can seem overwhelming or daunting.

Students’ Lives Outside of Class

At the for-profit career college, student behavior is affected by their lives outside of class or school. Most of the students have families or children and this affects their
attendance. This refers to the personal struggles the students are going through and how those struggles affect their behaviors in the classroom. As new faculty members this was something they were not prepared to deal with as one participant indicated, “I would like to be prepared for going into the classroom to know how to handle student issues, such as missing class, or any behavioral issues they are having, really anything that’s not related to the actual course work, but that’s affecting their time in class.” Faculty members noted they learned to address some of these issues through “laying out the expectations ahead of time. If they [the students] know what’s expected of them then they’re not so likely to complain.” Faculty members noted the students have lives outside of class, and communication helps with the smooth transition into the classroom and course requirements.

**Students’ Feedback Determines Class Materials**

Faculty members interviewed indicated the students in the classroom directly determine class materials. The responses in the interviews were more aimed at what the students indicated they wanted. One response indicated how far students’ interest went in their classrooms, “I just started teaching another class this week and I spend over an hour; we went through each chapter of the book and I went through it with the students saying, ‘what of this interests you the most for what you want to do with your careers?’ ….from that we are drawing our syllabus”. The entire course was built around what the students said at the beginning of the course they wanted to learn. Another interview participant indicated having students review what is working and what needs to be improved in the class. In another instance, the students’ learning styles were taken into consideration and
assignments were tailored around these styles as well. It is clear that these faculty members are very focused on the student experience in the classroom.

**Summary**

In this chapter, the results of the data collection were presented to aid in answering the research question. The research question for this study was “How do faculty describe faculty pedagogical preparedness in a for-profit college?” This question was expanded upon through multiple-choice survey questions, open-ended survey questions, and personal interview. The faculty members surveyed or interviewed freely participated in this study to aid in better preparing future faculty.
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to investigate the preparedness of faculty members to enter a teaching position upon employment at a for-profit career college through assessing faculty members' preparedness experiences. This for-profit career college in the Midwest hired content experts with little or no classroom teaching experience. Chapter 5 covers the interpretation of the results of the study and addresses a suggested new teacher preparation program that would meet the needs of the new faculty members at a for-profit career college.

Summary of the Study

This study investigated the self-reported preparedness of new faculty in a for-profit career college. This small scope aided in understanding the needs a new faculty member has upon starting to teach at this institution. The mixed methods approach allowed for participants to answer both Likert scale questions and open-ended questions on a survey. This study utilized data collection methods including surveys and interviews. In addition to the survey, several participants were invited to participate in a personal interview. The results were tabulated and thematically coded. The information gathered from these methods can be categorized in preparedness for classroom, basis for the lessons, and suggestions for a new teacher preparation program.

Preparedness for Classroom

From the results of the surveys and interviews it is clear that faculty members do not feel that the current training method meets the needs of the faculty. Most of the faculty members are content experts with no pedagogical training. All faculty members
indicated they felt overwhelmed when they started teaching in the classroom. However, the faculty members with less experience as faculty members were more specific about the aspects of the position that overwhelm them. One participant discussed feeling as if he or she were only surviving at this point and unable to move past that until he or she got out of this mode. In kindergarten through twelfth grade teacher preparation programs a commonly taught theory of the survival mode of a new teacher. This theory encourages teachers that this stressful time period will end and they will be able to progress (Wong H. & Wong, R., 2009). Perhaps if university faculty members also had these types of preparation materials and support structure they would feel better prepared for the experience.

**Basis for the Lessons**

All faculty members indicated that they take cues from their students as to how and what they should teach. Although this initially indicated gauging the students for their understanding before moving on, looking further at the responses indicated other reasons the faculty believed they should be doing this. Using students’ participation as a measurement of their engagement in the course and material is an accurate goal, but these faculty members must also determine with students what material will be interesting and engaging (O’Connor, 2012). However, there were some issues with allowing students to dictate the information that the faculty members teach. The largest programs on campus are associates degree level. These students potentially are limited in their scope of understanding of what the material could entail and should not be driving the content and delivery of the classroom. The training methods of the institution need to be able to encourage faculty, as the content experts, to take control of the classroom. Teaching a
faculty member how to take control of their classrooms and use appropriate methods can be done by teaching different methods and then allowing time for the faculty to apply their content material. This would allow faculty members an opportunity to demonstrate this lesson. After doing this the faculty members would be provided with feedback. A workshop designed to address the issues basic teaching function, classroom management, lesson plans and assessments which would address the faculty issues including basic teaching function, classroom management, lesson plans and assessments. This type of workshop would give the opportunity for faculty members to be better prepared for doing the same technique with the course material.

**New Faculty Teaching Preparation Program**

The purpose of conducting this research was to investigate faculty perceptions of new faculty preparation at a for-profit college. One of implications from the research was to create a faculty preparation program that would prepare new faculty members for the classroom. A new teacher preparation program would create better educators for the classroom.

One aspect of this training should focus on the writing of lesson plans to aid in organizing the classroom. Faculty members indicated they had course lesson plans from past instructors and were structuring their classes after those classes. It is important that faculty members are able to evaluate the needs of the students and ensure the course objectives are being met. Faculty need to be able to understand why they are teaching the lessons and getting it handed from one course to another encourages faculty to maintain a good understanding of practices or content. Many survey responses indicated needing instruction in lesson planning techniques. In the responses to the survey, 42% of
participants believed they could write lesson plans. This means that less than half of the faculty members felt they could plan a class period well. Interestingly, 89% of the participants believed they could manage a classroom and write assessments appropriately. This indicates faculty members do not fully understand what classroom management or writing assessments means. If faculty members were educated on what these terms meant and how they can impact the classroom, then the faculty members would be able to assess their abilities with the same terms as the researcher. This would create better data to be used in developing a better faculty preparation program.

Another aspect of this training program can include observations by the Dean of Education or Associate Deans of Education. These individuals have further training in education and experience which provides them the ability to aid in feedback from faculty observations. These observations would happen within the first three weeks of the first quarter. Then each faculty will be observed once per quarter in following quarters. These observations would use the observation template and require a follow-up meeting to go over the observation.

Mentoring programs between more senior faculty members would create a tie to the school as well as better prepare a new faculty member. This mentorship program would be guided by the Dean of Education to ensure effectiveness. The Dean of Education would adjust for personality issues or other conflicts to make sure that all mentorship relationships are positive. Then through each quarter the Dean of Education will require meetings or discussions on topics which must occur between mentors and mentees. Formal observations would allow for measurement of the techniques that the instructors are stating are important and are saying they are engaging in their classrooms.
A MIXED METHODS INVESTIGATION OF FACULTY TEACHING PREPAREDNESS AT A FOR-PROFIT INSTITUTION

After a teaching training program is implemented and faculty complete the program, this step would be the most important as they will apply their knowledge. The observation should be done by an individual also engaged in this training program so he or she can determine if these techniques taught during the training program are being applied. Observations will be done using a rubric and open field notes to provide a concurrent mixed methods approach. Faculty will be observed for 30 minutes in their classroom with the rubric as well as field notes and evaluated qualitatively. The form focuses on all aspects of effective teaching including organization, rapport, delivery of content, and questioning/critical thinking. Observations will be done using the Faculty Observation Form for all occasions. The Faculty Observation Form will allow for the same items to be noted and assessed during each session. The form focuses on the same main points as the survey and interviews. Observations allow the researcher to note aspects of teaching that may have been missed by the other methods of research. Prior to having an observation, faculty members will be provided with the Invitational Letter to Faculty to Participate in a Research Observation (Appendix H).

Limitations

Prior to conducting research, the survey goal was to be returned at the rate of 90-100%. However, the procedure did not allow for the survey to be handed out as planned. The plan was to allow the participants to take this survey during an all-campus meeting. However, the campus meetings did not occur during the time in which the research was conducted. So the survey was handed out to the mailboxes of invited participants and the request for filling them out came via email. This allowed every participant to have access
to the email request and supporting materials but did not allow the researcher contact with each individual or the ability to determine if faculty had read the email.

**Implications for Action/Recommendations for Further Research**

Conducting this research provided some insights in topics from which the faculty at the for-profit career college would benefit. A program which includes lesson planning, classroom management, basic teaching functions, and mentorship would be beneficial. This training should start prior to the faculty member starting at the for-profit career college and should extend throughout their careers, building to more advanced pedagogical training. Mentorship would address the overwhelmed state that all new faculty found themselves in and aid in supporting students.

To determine the effectiveness of this type of program there are recommendations for future research. Future research should reflect the more complete process which includes a student survey (Appendix E) and classroom observations (Appendix F). The student survey could determine if the techniques the instructors employ in the classroom are producing the desired outcomes. For example, the instructors are stating they receive feedback from the students to change their instruction style; this student survey could aid in determining what the student observes in the classroom. If the students are not able to give feedback on what is happening in the classroom, the faculty members are not able to adapt and make changes. Being able to apply and change the teaching method behind the class can alter students’ educational experience. The survey should be given to the students and could evaluate the ability of the teacher to manage various aspects of the classroom. The student survey may also allow for the students to indicate what attributes faculty demonstrates in the classroom and recommendations for these faculty members.
There could also be a survey for students in the for-profit school to identify their perceptions of the classroom environment. Students and faculty should be notified that research will be conducted on the campus for the purpose of understanding the pedagogical needs of new faculty. The student survey may be given on paper to each student who is nineteen years or older to comply with Creighton’s institutional review board requirement of age. A student worker or the librarian will go into the classroom, dismiss the instructor, read a provided script, and allow students to elect to complete the paper survey or not, and then return all surveys in to a sealed manila envelope. This survey will not identify the class or the specific instructor but will rather focus on the student perception of effective teaching methods. The student survey will include Likert Scale and open answer response. Students will receive an Invitational Letter to Students to Participate in a Research Survey (Appendix G). Since this specific survey will not be to assess a particular faculty member, the Dean of Education and Associate Deans of Education, or other requested individuals, will tabulate and spot audit it. Then this will be used by the Dean of Education to write the yearly goals of the Education and Academic Delivery. These yearly plans and goals aid to pursue excellence and this data would aid in improving teaching methods.

This additional research will provide the additional information that will continue to provide reflection to the teaching preparation program. It is expected that different items will come up during this research process that can be incorporated to strengthen the program.
Summary

In Chapter Five the results from the survey and interview questions were interpreted. This study focused on the preparedness of the new faculty in a for-profit career college. These data presented that all participants felt overwhelmed when they started their positions as faculty members. Because this is an all-encompassing issue it is imperative the institution address the needs of the faculty members. These needs should be addressed by creating a faculty member pedagogy preparation program for all faculty members.

This pedagogy preparation program would meet these needs of new and continuing faculty members to aid them in their experience as faculty members. The faculty members provided the specific areas which they desired more information. The interviews presented five major themes: desire for formalized training, organizing time in the classroom, feeling overwhelmed when starting teaching, students’ lives outside of the class, and students’ feedback determining class materials. In the survey responses the themes include basic teaching function, classroom management, lesson plans and assessments. A program that covers all of these themes would create a basis for faculty member preparation including a mentorship program.

After creating and implementing a pedagogical preparation program which meets all the content areas, the pedagogical preparation program will need to be evaluated. Dean of Education or Associate Deans should evaluation through observations in the classrooms. These observations will provide a framework for effective teaching methods and then include a meeting to go over the information. As well as the observations, there will simultaneously be a student survey. This student survey was created to address the
ability of the faculty member to manage various aspects in the classroom. This would provide the opportunity for pedagogical skills learned in the training program to be applied by faculty members and evaluated by students.

Taking all the data from the surveys and interviews and applying these in a pedagogy preparation program would meet the needs of faculty members. This should provide students with a more consistent experience in classes. To evaluate whether this teaching program is effective there should be observations by the Dean of Education. Also to aid in evaluation, students should be surveyed to gather information regarding the student experience in these classrooms. At this point the program will be evaluated again to make adaptations where necessary. Engaging in this process will provide this for-profit career college in the Midwest with a program to aptly prepare faculty members for the classroom.
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Appendix A

Invitational Letter to Faculty to Participate in a Research Survey

New Faculty Preparation

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to take part. If you have any questions, please ask.

Why are you being asked to be in this research study?
You are being asked to be in this study because you have knowledge of faculty being prepared for teaching in higher education.

What is the reason for doing this research study?
This research is designed to better understand the preparation needs for faculty starting in higher education.

What will be done during this research study?
You are asked to respond to a survey which will be provided to you hard copy. This survey should take no more than 15 minutes of your time.

What are the possible risks of being in this research study?
There are no known risks to you from being in this research study.

What are the possible benefits to you?
You are not expected to get any benefit from being in this research study.

What are the possible benefits to other people?
A possible benefit is an improved faculty preparation program for new faculty as they start their teaching careers.

What are the alternatives to being in this research study?
Instead of being in this research study you can choose not to participate.

What will being in this research study cost you?
There is no cost to you to be in this research study.

Will you be paid for being in this research study?
You will not be paid or compensated for being in this research study.

What should you do if you have a problem during this research study?
Your welfare is the major concern of the researcher. If you have a problem as a direct result of being in this study, you should immediately contact Melinda Rustad with information listed at the end of this consent form.

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. The information from this study may be published in scientific journals or presented at scholarly meetings but your identity will be kept strictly confidential.
What are your rights as a research participant?
You have rights as a research participant. These rights have been explained in this consent form.
If you have any questions concerning your rights, talk to the investigator or call the Institutional
Review Board (IRB), telephone (402)-xxx.xxxx.

What will happen if you decide not to be in this research study or decide to stop participating once you start?
You can decide not to be in this research study, or you can stop being in this research study
("withdraw") at any time before, during, or after the research begins. Deciding not to be in this
research study or deciding to withdraw will not affect your relationship with the investigator or with
this organization.

You will not lose any benefits to which you are entitled.

If the research team gets any new information during this research study that may affect whether
you would want to continue being in the study, you will be informed promptly.

Documentation of informed consent
You are freely making a decision whether to be in this research study. Signing this form means
that (1) you have read and understood this consent form, (2) you have had the consent form
explained to you, (3) you have had your questions answered and (4) you have decided to be in
the research study.

If you have any questions during the study, you should talk to one of the investigators listed
below. You will be given a copy of this consent form to keep.

If you are 19 years of age or older and agree with the above you may participate in this study. If
you are 18 years old or below, thank you for your time. By completing the attached survey and
submitting it you are giving your consent to participate.

My signature certifies that all the elements of informed consent described on this consent form
have been explained fully to the participant. In my judgment, the participant possesses the legal
capacity to give informed consent to participate in this research and is voluntarily and knowingly
giving informed consent to participate.

Signature of Investigator:       Date:
_________________________________   __________

Authorized Study Personnel

Melinda Rustad, Doctoral Candidate
Appendix B

Invitational Letter to Faculty to Participate in a Research Interview

New Faculty Preparation

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to take part. If you have any questions, please ask.

Why are you being asked to be in this research study?
You are being asked to be in this study because you have knowledge of faculty being prepared for teaching in higher education.

What is the reason for doing this research study?
This research is designed to better understand the preparation needs for faculty starting in higher education.

What will be done during this research study?
You are asked to participate in a taped interview lasting approximately 30 minutes but no longer than one hour and confirm a transcript of your interview. You may be asked follow up questions if needed but no more than three times and for no more than 30 minutes each time.

What are the possible risks of being in this research study?
There are no known risks to you from being in this research study.

What are the possible benefits to you?
You are not expected to get any benefit from being in this research study.

What are the possible benefits to other people?
A possible benefit is an improved faculty preparation program for new faculty as they start their teaching careers.

What are the alternatives to being in this research study?
Instead of being in this research study you can choose not to participate.

What will being in this research study cost you?
There is no cost to you to be in this research study.

Will you be paid for being in this research study?
You will not be paid or compensated for being in this research study.

What should you do if you have a problem during this research study?
Your welfare is the major concern of the researcher. If you have a problem as a direct result of being in this study, you should immediately contact Melinda Rustad with information listed at the end of this consent form.

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. The
information from this study may be published in scientific journals or presented at scholarly meetings but your identity will be kept strictly confidential.

**What are your rights as a research participant?**
You have rights as a research participant. These rights have been explained in this consent form. If you have any questions concerning your rights, talk to the investigator or call the Institutional Review Board (IRB), telephone (402)-xxx.xxxx.

**What will happen if you decide not to be in this research study or decide to stop participating once you start?**
You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with this organization.

You will not lose any benefits to which you are entitled.

If the research team gets any new information during this research study that may affect whether you would want to continue being in the study, you will be informed promptly.

**Documentation of informed consent**
You are freely making a decision whether to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study.

If you have any questions during the study, you should talk to one of the investigators listed below. You will be given a copy of this consent form to keep.

If you are 19 years of age or older and agree with the above, please sign below.

Signature of Participant: Date: Time:
______________________________ __________ __________

My signature certifies that all the elements of informed consent described on this consent form have been explained fully to the participant. In my judgment, the participant possesses the legal capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Investigator: Date:
______________________________ __________

**Authorized Study Personnel**

Melinda Rustad, Doctoral Candidate
Appendix C

Faculty Survey

Thank you for participating in the research study from Creighton University. The research study is aimed at understanding the level of preparation for faculty. Preparedness refers to an instructor feeling comfortable with the tasks presented for a faculty to complete when teaching a course. This information will be used in writing a doctoral dissertation.

The questionnaire is completely anonymous, so you do not need to put your name on it.

Demographic Questions:
Gender: __Female __Male

Type of Employment:
__Full Time
__Adjunct

Years at this institution:
__0-1
__2-3
__4-5
__6+

Years of teaching experience prior to this position:
__0-1
__2-3
__4-5
__6+

Level of teaching experience:
__K-12
__Higher Education
__Community Education
__Other

Likert Scale Questions
The scales for the questionnaire are as follows:
Agreement with the question
1 = Strongly Disagree 2 = Disagree 3=Neutral 4 = Agree 5 = Strongly Agree
Importance of the topic  
1=Not Important at all  2 = Not Important  3=Neutral  4=Important  5=Very Important  
Each question should be answered in both scales demonstrating the preparedness and the value placed on the topic. Please complete the questionnaire by circling the selection and answer every question. Please return the questionnaire after completing it by putting it in the envelope provided. Thank you for taking the time to complete this survey.

<table>
<thead>
<tr>
<th>1. I am prepared to enter attendance in CampusConnect after my first class period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the topic</td>
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<tr>
<td>Not Important at all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. As a new teacher I was able to organize students in the classroom in a way that allowed for learning to occur.</th>
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<tbody>
<tr>
<td>Importance of the topic</td>
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<tr>
<td>Not Important at all</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. I feel confident in my understanding of the course objectives on the master syllabus for the class I am teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the topic</td>
</tr>
<tr>
<td>Not Important at all</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreement with the question</th>
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<tbody>
<tr>
<td>Strongly Disagree</td>
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</table>
4. The University has prepared me to write effective lesson plans.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>Importance of the topic</td>
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<tr>
<td>Not Important at all</td>
<td>Not Important</td>
<td>Neutral</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

5. I am prepared and equipped to effectively use the entire class period.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>Importance of the topic</td>
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</tr>
<tr>
<td>Not Important at all</td>
<td>Not Important</td>
<td>Neutral</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

6. I feel prepared to assign homework that will further students’ understanding of the material.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the topic</td>
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</tr>
<tr>
<td>Not Important at all</td>
<td>Not Important</td>
<td>Neutral</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

7. I am prepared to determine if the assigned homework meets the course objectives

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Important at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
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</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. I am prepared to write assignments that accurately measure a student’s learning.

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

9. I feel prepared to fairly grade assessments.

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

10. I am prepared to engage student in class by using a variety of techniques.

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

11. I am confident in my ability in managing students in the classroom.

<table>
<thead>
<tr>
<th>Agreement with the question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
12. I feel confident in my teaching abilities while in the classroom.

<table>
<thead>
<tr>
<th>Importance of the topic</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agreement with the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. I am able to give positive reinforcement to the students in my classroom.

<table>
<thead>
<tr>
<th>Importance of the topic</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agreement with the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. I am prepared to provide critical feedback to the students in response to their assignments and classroom work.

<table>
<thead>
<tr>
<th>Importance of the topic</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agreement with the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. I feel I have all the tools necessary to support students while they are in my classroom.
### Agreement with the question

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

### Importance of the topic

<table>
<thead>
<tr>
<th>Not Important at all</th>
<th>Not Important</th>
<th>Neutral</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
</table>

**Open Ended Questions:**
What aspects of classroom instruction could have the University better prepared you for?

What would you tell a new faculty prior to their first year teaching?

Thank you very much for your time and cooperation in this study. If you would like a copy of the results of this study, please let me know. You may contact me if you have any questions or concerns:

**Authorized Study Personnel**

Melinda Rustad, Doctoral Candidate

Please place the completed questionnaire in the manila envelope and return to the survey proctor.
Appendix D

Interview Protocol: Faculty Preparation

Time of Interview:  
Place:  
Interviewee:  
Date:  
Interviewer:  
Position of Interviewee:  

Thank you for agreeing to be interviewed for this research project on faculty preparation. I want to remind you that your comments will remain confidential and anonymous. This interview will not affect your employment in any way.

Have them sign the consent form. Let them know they can take a break at any time and that they can ask you if they have any questions, etc.

Questions:

1. What has been your role in education at a for profit, career college?

2. What happened when you first started teaching?

3. What has been the impact on the way you teach?

4. Recall a memorable experience about teaching

5. Describe a time when a lesson you planned went very poorly

6. Explain your perception of what is needed to be prepared for the classroom as a faculty member

7. If there is some thing more you’d like to add about teaching that I have not asked please describe that for me.

Additional questions for depth and breadth to the above questions:
Would you expound on that? 
Tell me more. 
How would you describe that in a different way? 
I would like to hear more about that. 
Would you clarify that for me? 
What was the effect of that incident?
What were the consequences?
What was your reaction to that behavior?
Appendix E

Student Survey

Thank you for participating in the research study from Creighton University. The research study is aimed at understanding the preparation needs for faculty. This information will be used in writing a doctoral dissertation.

The questionnaire is completely anonymous, so you do not need to put your name on it. The scale for the questionnaire is as follows:

5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree

Please complete the questionnaire by marking an “x” or darkening the circle. Please return the questionnaire after completing it in class and put it in the envelope provided. Thank you for taking the time to complete this survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor effectively utilizes the textbook (assigned readings) as a supplement to the course activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor effectively uses a variety of technologies and other classroom resources and equipment in the course (beyond lectures) to ensure the course material is understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I receive constructive feedback on my assignments and quizzes in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The assignments and quizzes/tests are a fair measurement of what I am learning in this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each class starts on time and the instructor is prepared and organized for each class period (for online classes, please consider your instructor’s preparedness for each unit and assignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor encourages and welcomes students’ comments and opinions during class discussions and lectures (please consider forum activities and discussion boards for online classes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The instructor effectively communicates and/or presents the subject matter in a way that is clear and concise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My instructor gives me a clear understanding of the expectations for the course and/or assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please circle as many attributes as necessary to appropriately describe your instructor:

- Caring
- Good Listener
- Knowledgeable
- Prepared
- Chaotic
- Disorganized
- Creative
- Kind
- Organized
- Professional
- Reflective
- Mentor
Why I would or would not recommend this instructor to other students (open question)
Please provide us with any information you have not had the opportunity to express on this survey

Thank you very much for your time and cooperation in this study. If you would like a copy of the results of this study, please let me know. You may contact me if you have any questions or concerns:

**Authorized Study Personnel**

Melinda Rustad, Doctoral Candidate

Please place the completed questionnaire in the manila envelope and return to the survey proctor.
Course Observation Form

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Date:</td>
</tr>
<tr>
<td>Start time:</td>
<td>End time:</td>
</tr>
</tbody>
</table>

**Organization:** Each course unit and/or classroom activity includes clear explanation, specific connection to course objectives, and appropriate assessment or reflection to promote synthesis of learning.

<table>
<thead>
<tr>
<th>For example...</th>
<th>Observer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor is prepared for class/unit</td>
<td></td>
</tr>
<tr>
<td>Content is presented in a logical fashion</td>
<td></td>
</tr>
<tr>
<td>Instructor demonstrates ability to adapt or adjust lesson/course content to meet the needs and progress of the class overall</td>
<td></td>
</tr>
<tr>
<td>Instructor demonstrates ability to use instructional tools, including textbooks and technology</td>
<td></td>
</tr>
</tbody>
</table>

**Rapport:** Instructor manages the classroom by exuding a warm appreciation for students, while also keeping an appropriate professional distance and demonstrating authority over the classroom.

<table>
<thead>
<tr>
<th>For example...</th>
<th>Observer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student comments, questions, and behaviors are handled appropriately and professionally</td>
<td></td>
</tr>
<tr>
<td>Instructor provides students with constructive and meaningful feedback on course progress and participation</td>
<td></td>
</tr>
<tr>
<td>Instructor demonstrates approachability; students indicate they are comfortable asking questions</td>
<td></td>
</tr>
</tbody>
</table>
## Overall Comments:

### Delivery of Content: Instructor demonstrates appropriate knowledge of subject area by presenting accurate and useful information.

<table>
<thead>
<tr>
<th>For example...</th>
<th>Observer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and interaction among instructor and students is observable and appropriate</td>
<td></td>
</tr>
<tr>
<td>Instructor conveys enthusiasm for the subject and considers the learners’ perspective when presenting material</td>
<td></td>
</tr>
<tr>
<td>Instructor encourages student participation and engagement in the material</td>
<td></td>
</tr>
<tr>
<td>Content is presented in a manner that is informative, interesting and interactive, effectively reaching the diverse learning styles of all students</td>
<td></td>
</tr>
<tr>
<td>Instructor applies appropriate instructional rigor to course material, including discussions, activities, and assessments</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Comments:

### Questioning/Critical Thinking: Instructor promotes meaningful analysis and facilitates active discussion of course material by asking questions and encouraging student participation.

<table>
<thead>
<tr>
<th>For example...</th>
<th>Observer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning techniques are used to reinforce course objectives</td>
<td></td>
</tr>
<tr>
<td>Instructor effectively establishes a connection of course concepts to practical, career-focused applications</td>
<td></td>
</tr>
</tbody>
</table>
A MIXED METHODS INVESTIGATION OF FACULTY TEACHING PREPAREDNESS AT A FOR-PROFIT INSTITUTION

Course content is appropriate and encourages higher-level thinking

<table>
<thead>
<tr>
<th>Overall Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Course Observation Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> Each course unit and/or classroom activity includes clear explanation, specific connection to course objectives, and appropriate assessment or reflection to promote synthesis of learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Rapport:</strong> Instructor manages the classroom by exuding a warm appreciation for students, while also keeping an appropriate professional distance and demonstrating authority over the classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery of Content:</strong> Instructor demonstrates appropriate knowledge of subject area by presenting accurate and useful information.</td>
<td></td>
</tr>
<tr>
<td><strong>Questioning/Critical Thinking:</strong> Instructor promotes meaningful analysis and facilitates active discussion of course material by asking questions and encouraging student participation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 = Exceeds Expectations</th>
<th>2 = Satisfactory Performance</th>
<th>1 = Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrates strength &amp; above average job performance</td>
<td>Meets expectations; shows competence and proficiency</td>
<td>Performance is below satisfaction; fails to consistently meet minimum expectations</td>
</tr>
</tbody>
</table>

### Other Observation Comments/Feedback

<table>
<thead>
<tr>
<th>Observer Signature/Date</th>
</tr>
</thead>
</table>
Field Notes

Length of activity:

<table>
<thead>
<tr>
<th>Description</th>
<th>Reflective Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Appendix G

Student Survey Consent Form
Invitational Letter to Students to Participate in a Research Survey

New Faculty Preparation

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to take part. If you have any questions, please ask.

Why are you being asked to be in this research study?
You are being asked to be in this study because you have knowledge of faculty being prepared for teaching in higher education.

What is the reason for doing this research study?
This research is designed to better understand the preparation needs for faculty starting in higher education.

What will be done during this research study?
You are asked to respond to a survey. A paper survey will be handed out, you will respond, and the survey will be collected. This survey should not take more than 15 minutes of your time.

What are the possible risks of being in this research study?
There are no known risks to you from being in this research study.

What are the possible benefits to you?
You are not expected to get any benefit from being in this research study.

What are the possible benefits to other people?
A possible benefit is an improved faculty preparation program for new faculty as they start their teaching careers.

What are the alternatives to being in this research study?
Instead of being in this research study you can choose not to participate.

What will being in this research study cost you?
There is no cost to you to be in this research study.

Will you be paid for being in this research study?
You will not be paid or compensated for being in this research study.
What should you do if you have a problem during this research study?
Your welfare is the major concern of the researcher. If you have a problem as a direct result of being in this study, you should immediately contact Melinda Rustad with information listed at the end of this consent form.

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. The information from this study may be published in scientific journals or presented at scholarly meetings but your identity will be kept strictly confidential.

What are your rights as a research participant?
You have rights as a research participant. These rights have been explained in this consent form. If you have any questions concerning your rights, talk to the investigator or call the Institutional Review Board (IRB), telephone (402)-xxx.xxx.

What will happen if you decide not to be in this research study or decide to stop participating once you start?
You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with this organization.

You will not lose any benefits to which you are entitled.

If the research team gets any new information during this research study that may affect whether you would want to continue being in the study, you will be informed promptly.

Documentation of informed consent
You are freely making a decision whether to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study.

If you have any questions during the study, you should talk to one of the investigators listed below. You will be given a copy of this consent form to keep.

If you are 19 years of age or older and agree with the above you may participate in this study. If you are 18 years old or below, thank you for your time. By completing the attached survey and submitting it you are giving your consent to participate.

My signature certifies that all the elements of informed consent described on this consent form have been explained fully to the participant. In my judgment, the participant possesses the legal capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Investigator:       Date: ________________________________       __________

Authorized Study Personnel
Invitational Letter to Faculty to Participate in a Research Observation

New Faculty Preparation

Invitation
You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to take part. If you have any questions, please ask.

Why are you being asked to be in this research study?
You are being asked to be in this study because you have knowledge of faculty being prepared for teaching in higher education.

What is the reason for doing this research study?
This research is designed to better understand the preparation needs for faculty starting in higher education.

What will be done during this research study?
You are asked to participate in being observed by a researcher in your classroom. This observation is used to aid in developing new faculty preparation orientation.

What are the possible risks of being in this research study?
There are no known risks to you from being in this research study.

What are the possible benefits to you?
You are not expected to get any benefit from being in this research study.

What are the possible benefits to other people?
A possible benefit is an improved faculty preparation program for new faculty as they start their teaching careers.

What are the alternatives to being in this research study?
Instead of being in this research study you can choose not to participate.

What will being in this research study cost you?
There is no cost to you to be in this research study.

Will you be paid for being in this research study?
You will not be paid or compensated for being in this research study.

What should you do if you have a problem during this research study?
Your welfare is the major concern of the researcher. If you have a problem as a direct result of being in this study, you should immediately contact Melinda Rustad with information listed at the end of this consent form.

How will information about you be protected?
Reasonable steps will be taken to protect your privacy and the confidentiality of your study data.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. The information from this study may be published in scientific journals or presented at scholarly meetings but your identity will be kept strictly confidential.
What are your rights as a research participant?
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You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with this organization.

You will not lose any benefits to which you are entitled.

If the research team gets any new information during this research study that may affect whether you would want to continue being in the study, you will be informed promptly.

A Documentation of informed consent
You are freely making a decision whether to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study.

If you have any questions during the study, you should talk to one of the investigators listed below. You will be given a copy of this consent form to keep.

If you are 19 years of age or older and agree with the above, please sign below.

Signature of Participant:    Date:   Time:  
______________________________       __________  ________

My signature certifies that all the elements of informed consent described on this consent form have been explained fully to the participant. In my judgment, the participant possesses the legal capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Investigator:                                   Date:  
______________________________       __________

Authorized Study Personnel

Melinda Rustad, Doctoral Candidate