The Understanding and Involvement in Shared Governance by Faculty Who Have Transitioned to Higher Education from Industry

Trisha Ann Waldman
Concordia University - Portland

Concordia University–Portland

College of Education

Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE

CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Trisha Ann Waldman

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

William Boozang, Ed.D., Faculty Chair Dissertation Committee

Catherine Gniewek, Ed.D., Content Specialist

Matthew Basham, Ph.D., Content Reader

The Understanding and Involvement in Shared Governance by Faculty Who Have Transitioned

to Higher Education from Industry

Trisha Ann Waldman

Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Higher Education

Bill Boozang, Ed.D., Faculty Chair Dissertation Committee

Catherine Gniewek, Ed. D., Content Specialist

Matthew Basham, Ph. D., Content Reader

Concordia University–Portland

2019

Abstract

The purpose of this single case study was to explore how faculty who transitioned to higher education from industry understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance. The study was conducted at a small private college located in the Midwest, with a sample size of 14 full-time faculty members who transitioned to higher education from industry. The conceptual framework for this study was based upon the theory of transformative learning (Mezirow, 1991). Data were collected through interviews, demographic surveys, and a review of institutional qualitative data. The data analysis resulted in the emergence of four central themes: a minimal understanding of shared governance, the resources assisting faculty, the factors inhibiting involvement, and the roles of the administration and supervisors. The results indicated that there is a minimal understanding of shared governance by individuals who have transitioned to higher education from industry. Involvement in shared governance is also inhibited in these faculty members by inadequate training methods, the poor communication of expectations, and the feeling of being overwhelmed. However, the faculty expressed internal motivations to become involved in institutional processes but relied upon their colleagues and learning through involvement to gain an understanding of shared governance. These findings can assist administrators and supervisors in establishing the means to communicate faculty expectations adequately and to develop professional development opportunities to train faculty.

Keywords: shared governance, faculty transition, professional development, orientation

Dedication

This dissertation is dedicated to my parents, who have instilled in me the qualities that have made this dissertation possible. You have given me a faith in God, which I relied upon a lot during this journey. You have given me a strong work ethic, always demonstrating to me through your example to give 100% and to perform to the best of my ability. You have taught me when things do not go as planned to pick myself up, dust off the dirt, and to keep going. This work is also dedicated to my grandparents in heaven. You have guided me through the process from above and have been a guiding light when things became overwhelming and dark.

Acknowledgments

First and foremost, to my husband, Troy—thank you for being you and supporting me over the past four years. You picked up my slack during this time, gave up a lot of quality time with me as I worked, and dealt with my moods when I was stressed. Your love and support along the way have meant the world to me. I could not be more grateful to you for humoring my thought that this would only minimally disrupt our lives!

To my family and friends—thank you to all of you who have tolerated my constant laptop sidekick during this journey; whether it was at holidays, vacations, or simply sitting on your patio typing rather than doing something more fun. Your understanding as I opted out of social gatherings and your endless encouragement was greatly appreciated.

To Dr. Michelle Metzinger – it is as a result of your encouragement and guidance that I began this journey. Thank you for listening to me vent and always giving me the pep talk that kept me going. Your mentorship and friendship are deeply cherished.

To my colleagues—thank you for your constant support as I pursued my degree. The support of the College has been tremendous from day one. To my fellow colleagues also pursuing their degrees, thank you for being sounding boards and offering guidance along the way. I still plan on being invited to the corner booth for a martini and discussion!

To Falyn Dimas—thank goodness we partnered together for our first project! I appreciated having someone to send midnight text messages to as I was doing homework.

To my committee members, Dr. Boozang, Dr. Gniewek, and Dr. Basham—thank you for your direction and feedback during this process. This dissertation would not have been possible without you.

Table of Contents

List of Tables

Chapter 1: Introduction

The transition can be difficult for faculty members entering higher education from industry. Faculty entering from industry are those who held a professional position within their discipline, such as a clinician, artist, or lawyer, prior to working in higher education. The culture of higher education differs to that of other professions (Hand, 2008). Institutions may not have the resources and procedures in place to adequately acclimate the individuals to the faculty position.

A faculty position in higher education also requires an understanding of shared governance. Shared governance is a collaborative process for creating institutional change and is an essential part of an institution's culture (Crellin, 2010). This structure enables faculty to have a voice in institutional policies and procedures (Johnson, Duvivier, & Hambright, 2017). Often, during the transition to higher education, faculty members are focused upon the courses they are required to teach and preparing for class. There is not a focus on training the faculty member in acclimating to the entire institutional culture (Siler & Kleiner, 2001). Nonetheless, if the institution's administration does not orientate or empower individuals to understand and become involved in shared governance, the whole institution suffers as institutional processes may not run effectively.

Research indicates that for shared governance to be effective within an institution, an understanding of the roles and expectations of individuals should be established (Cordes, Dunbar, & Gingerich, 2013; Crellin, 2010). When stakeholders do not embrace their roles in shared governance, the institution can experience delays in decision making, which leads to passive progression in times of rapid change (Stensaker & Vabø, 2013). An understanding of

shared governance is required by faculty members in order for them to be involved effectively within the institution.

The differences in the perspectives of individuals who have transitioned to higher education from industry have to be taken into consideration by both administrators and the individual. Individuals who have transitioned to higher education from industry have expectations of higher education that tend to differ from those whose experience is primarily academia (Gourlay, 2011). The transition to higher education challenges these expectations and results in faculty reflecting upon these assumptions, what it means to be a teacher, and the faculty role (Siler & Kleiner, 2001). Reflecting on these perspectives by both the institution's administration and the individual allow for the identification of ways to assist in the acclimation to higher education.

History, Background, Context, and Conceptual Framework for the Problem

Shared governance is rooted in the foundations of higher education. During the 1890s and 1920s, enrollment in higher education institutions nearly doubled, and, at this point, institutions began to incorporate governance within three distinct groups: faculty, administration, and trustees (Ashby, 2016). As enrollments increased in universities and emphasis was placed on aligning standards amongst institutions, administrative support was increased within institutions. The evolution of institutions led to an administrative struggle between faculty and the administration. To increase collaboration, the American Association of University Professors (AAUP) released a statement in 1966 advising that institutional governance models should share decision-making authority between the board of trustees/administration and the faculty of the institution (AAUP, 1966).

Shared governance has had to adapt to the changing climate appropriately, including both internal and external stakeholders in the governance of the institution, while preserving faculty involvement as its foundation (Ashby, 2016). Since the AAUP's statement, institutions have evolved in their incorporation of shared governance. Many institutions utilize faculty senates, which make recommendations to the administration and board, as the means through which to incorporate faculty into the governance structure (AAUP, 1966). However, as higher education grows and changes, the increase in stakeholders can lead to struggles in the democratic nature of shared governance as the scope and size of institutions continue to grow (Ashby, 2016).

The evolution of higher education has led to a complex culture that may be unfamiliar to those entering higher education from industry. These faculty anticipate there will be adequate training and orientation to the institution and institutional culture that assists in a smooth transition to the faculty role. According to Gourlay (2011), faculty transitioning to higher education stated that their professional backgrounds did not prepare them sufficiently for the requirements of faculty in higher education. Often these measures exist initially, however, as the semester and academic year progress, the faculty are often left to their own devices to acclimate. Unfortunately, the faculty are unaware of what questions to ask, resulting in the faculty members having an incomplete understanding of the processes and procedures of higher education.

Individuals entering higher education often enter with the assumption that their schedules will be flexible and primarily revolve around simply teaching. As a result, individuals can become overwhelmed when they subsequently teach a full course load, advise students, and serve on committees or special projects (Siler & Kleiner, 2001; Wood, Farmer, & Goodall, 2015). Additionally, faculty can quickly become focused solely on their discipline, causing them to miss a global view of the institutional processes. This insularity can lead to misunderstanding

the role of shared governance, with faculty thinking solely of how decisions may impact upon their discipline rather than adopting an institutional focus (Johnson et al., 2017). These struggles negatively impact the transition of the faculty member to higher education. Faculty may experience culture shock and increased anxiety and stress as they attempt to balance the multiple demands of higher education, which may lead to a deterioration in physical health, a struggling life/work balance, and decreased work satisfaction (Boyden, 2000; Williams, Ritter, & Bullock, 2012).

An institution's administration should properly communicate what is expected of faculty members and foster individual development (Boucher et al., 2006). Faculty members transitioning to higher education require faculty development opportunities to assist in acclimating to the institutional culture (Hand, 2008). Orientation methods that include areas beyond pedagogy and persist after the beginning of the academic year should be in place to assist with developing an understanding of why faculty should become involved in institutional processes beyond the classroom and their disciplines (Holyfield & Berry, 2008). When faculty members can apply meaning to their work, the faculty members will be more engaged in processes, thereby, increasing the effectiveness of shared governance (Johnson et al., 2017). In addition, to establish development opportunities, the individual's supervisor should provide the necessary support and guidance for a successful transition to higher education (Kalensky & Hande, 2017). Through the proper communication of expectations, the faculty will be able to acclimate more efficiently to the institution.

It is important that both individuals transitioning to higher education and the institution's administration participate in transformative learning as individuals acclimate to the institutional culture. Transformative learning requires individuals to reflect on others' assumptions and

perspectives, taking into consideration how their meaning schemes were developed (Mezirow, 1991). Faculty transitioning to higher education should reflect upon their presuppositions regarding the culture of higher education and the role of a faculty member in order to attain a more inclusive perspective (Cranton, 1996; Mezirow, 1991). Additionally, the administration should reflect upon the views of the faculty members entering higher education and how they may shape the faculty's actions and behaviors (Cranton, 1996; Mezirow, 1991). In this regard, viewing this study through the analytical lens of transformative learning will allow an understanding of the meanings assigned to aspects of shared governance (Mezirow, 1991). This understanding will assist in the examination of transitioning faculty's perceptions and enhance the ability to identify tools to assist individuals transitioning into the faculty role as well as enable the administration to be able to adapt their interactions accordingly.

Statement of the Problem

Faculty who transition to higher education may not have a thorough understanding of shared governance and are often not provided with the professional development opportunities and resources to transition into their roles effectively. Instead, research has focused around training faculty regarding pedagogy (Hand, 2008; Kalensky & Hande, 2017). Therefore, there is a gap in the research regarding how faculty who have transitioned from industry form their understanding of shared governance and how the faculty perceive their involvement in shared governance and institutional processes.

Faculty who have transitioned from industry have real-world experience and are experts in their fields; however, they may not understand the world of higher education. Improper training of these faculty members may lead to faculty who are unaware of what is expected of them or the importance of having an invested interest beyond the classroom, thus, impacting

upon their participation in shared governance (Hand, 2008; Holyfield & Berry, 2008; Kalensky & Hande, 2017). These issues lead to the problem of faculty who have transitioned to higher education from industry potentially not understanding shared governance, which may cause the faculty to not participate in institutional processes and shared governance.

Purpose of the Study

The purpose of this single case study was to explore how faculty who have transitioned to higher education from industry understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance. Research indicates that there is a need to apprehend the understanding of and involvement in shared governance in these faculty members further, as well as the experiences that shape this understanding (Hand, 2008; Holyfield & Berry, 2008; Kalensky & Hande, 2017). This study obtains further knowledge in this area to assist in the development of better methods to train and empower faculty in involvement in shared governance and institutional processes.

Faculty who do not receive proper training are more likely to be unsatisfied and leave the institution (Sorcinelli, 1994). Research shows issues that inhibit faculty success include "inadequate teaching skills, insufficient mentoring, and unsatisfactory levels of communication" (Holyfield & Berry, 2008, p. 1531). Additionally, Hallowell (2011) discusses that individuals who are adequately trained and provided with the tools necessary to succeed are much more likely to achieve peak performance and be committed to the workplace. Enhancing the faculty development process aids job satisfaction and, hence, leads to more engaged faculty members (Holland, 2016).

Research Questions

The study focuses on the primary problem of faculty who have transitioned to higher education from industry potentially do not understand shared governance, which may cause the faculty to not participate in institutional processes and shared governance. The research questions explore how faculty who have transitioned to higher education understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance.

The research questions identified for this study are:

1. What is the understanding of shared governance by faculty who have transitioned to higher education from industry?

2. How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

3. How do the faculty's understanding of shared governance change after institutional orientation or training?

4. How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

These questions guide the research in discovering the patterns within how faculty understand shared governance and become involved in institutional processes. The resultant data has the potential to assist future institutions in developing methods that support faculty transitioning to higher education in obtaining a thorough understanding of shared governance and the expectations of faculty beyond the classroom.

Rationale, Relevance, and Significance of the Study

Examining the necessary areas in which faculty require increased training could potentially have an impact upon the way institutions train faculty who have transitioned to higher education from industry. Identifying experiences aids in shaping the understanding of shared governance by individuals who have transitioned to higher education and will assist in developing methods to enhance the understanding of shared governance and acclimation to the higher education culture (Holyfield & Berry, 2008; Kalensky & Hande, 2017). Ultimately, if faculty members have a better understanding of their roles in shared governance, an overall benefit will be observed both in and out of the classroom, as faculty members become more active and empowered members of the campus (Hand, 2008; Holyfield & Berry, 2008; Kalensky & Hande, 2017). It has been suggested that faculty who are more adequately acclimated to the institution are also more likely to be retained at the institution (Boyden, 2000; Holyfield & Berry, 2008). Through identifying and understanding the perspectives of faculty who have transitioned to higher education in regard to shared governance and institutional processes, institutions will be able to create tools that empower faculty to become engaged participants in shared governance (Holland, 2016). Furthermore, the study provides faculty and administration with a theoretical lens for understanding how perspectives regarding governance develop and how to work collaboratively in order to meet institutional expectations.

Definition of Terms

Administration: The leadership of an institution of higher education who are charged with the management of the institution and institutional policies (National Center of Education Statistics [NCES], 2018a).

Faculty governance: The method through which recommendations, concerns, and input are provided by the faculty to the administration (Johnson et al., 2017).

Faculty who have transitioned to higher education from industry: Full-time teaching faculty who, prior to working in higher education, held professional positions within their discipline, such as a clinician, artist, or lawyer.

Institutional processes: The processes and procedures other than teaching imperative for a higher education institution to operate and function.

Mentoring: A structured program that functions to provide faculty members with an individual who assists in the development of the specific knowledge and skills required to be successful in a position (Columbia University, 2016).

Onboarding: The experiences new employees undergo to acclimate the employee to the culture of the organization. This process includes providing the necessary tools to be successful in a position (Mauer, n.d.).

Orientation: A specific program designed to transition and prepare faculty members for their roles at the institution.

Shared governance: An institution's policies and procedures for making policy and institutional decisions. This structure ensures all the stakeholders affected by a decision are represented in the decision-making process (Johnson et al., 2017).

Transformative learning: A theory that emphasizes the importance of understanding how meaning perspectives are formed, being open to others' views, and reflecting on the development of presuppositions (Mezirow, 1991).

Assumptions, Limitations, and Delimitations

It is assumed faculty who have transitioned to higher education from industry do not adequately understand shared governance. Research indicates that the culture shift that exists between industry and higher education can lead to faculty struggling with transitioning to the faculty role (Kalensky & Hande, 2017). It is assumed that part of this struggle and culture change is due to a lack of understanding of shared governance. Additionally, with a lack of faculty development opportunities in regard to shared governance, faculty transitioning to higher education may continue to struggle in their roles for several years, leading to an increase in work-associated stress from 33% in the first year to 71% in the fifth year (Boyden, 2000).

Another assumption of this study is that the participants at the study site engage in shared governance and that they would be truthful in interview responses. The data for this study relies heavily on interview responses; validation was established through the use of member checking, allowing participants to review interview transcripts for accuracy and make corrections of any misinformation. Additionally, it is assumed participants respond honestly to the demographic survey to provide accurate foundational data. This foundational data includes the assumption that the faculty honestly reported that they had worked in their respective industry prior to transitioning to higher education. It is assumed all the participants are willing to disclose their perceptions of shared governance and institutional policies.

There are limitations that can also be identified within this study. Within this case study, the participants were from one Midwest private institution with a student enrollment of approximately 700 students and 45 faculty members. The unique characteristics of the study site prevent the results from being generalized to the broader population. The sample for the study excluded faculty which may have a conflict of interest with the researcher. Additionally, the

sample was composed of all Caucasian females, potentially skewing the results based on race and gender.

Potential for researcher bias is another limitation of the study. The researcher has a professional connection with the institution being examined. The relationship of the researcher to some of the participants may cause some participants to be reluctant to fully disclose information. To reduce potential of bias, faculty with whom the research holds a direct professional connection will not be eligible to participate in the study.

The study is delimited to faculty who have transitioned to higher education from industry at the study site, a small private institution located in the Midwest. The researcher's geographic location and professional connections with the institution influenced the site choice. Delimitations are not related to any instructor's rank, discipline, degree level, or prior teaching experience (e.g., adjunct/contingent faculty), as to gain understanding of how understanding has developed over time and what has influenced the faculty members understanding through a reflection of their transition. While faculty who have transitioned to higher education have several struggles in acclimating to higher education culture, understanding and involvement in shared governance were identified as the primary foci of the study.

Chapter 1 Summary

Understanding and involvement in shared governance by faculty who have transitioned to higher education from industry is an area that requires additional research to yield enhanced procedures that will assist faculty in acclimating to the higher education culture. Faculty who have entered higher education from industry have several struggles as they begin their faculty careers with expectations that the institution's administration will support the faculty in the transition. Similarly, the administration expect faculty to be engaged in institutional policies and

shared governance at the institution. However, without proper methods for participation established, each entity's assumptions of the other fall short.

An institution's administration should be prepared to assist faculty transitioning to higher education through established methods that focus on institutional processes, strategic planning, the mission of the institution, and the overall importance ascribed to why a faculty member should be involved. Engagement of the faculty members in the how and the why of processes allows the faculty to add meaning to the work being asked of them. When meaning is attached, individuals are more likely to become engaged and involved in the work required. Engaged faculty results in a more effective governance structure, which positively impacts the entire institution.

Utilizing transformative learning as the theoretical lens through which to view the study, an understanding can be gained of how faculty who have transitioned to higher education developed meaning towards shared governance and institutional processes. Individuals' understandings and assumptions revolve around experiences and interactions that shape their meaning perspectives (Mezirow, 1991). Transformative learning is defined in more detail in Chapter 2 to provide the conceptual framework that supports the study.

Chapter 1 has addressed the statement and background of the problem; the conceptual framework; the purpose and significance of the study; the research questions; the definitions of terms; and the assumptions, limitations, and delimitations of the study. In addition to discussing the conceptual framework for the study, Chapter 2 provides a review of the literature concerning three primary areas: shared governance, transitioning to higher education, and the communication of expectations. The chapter also reviews the research methodologies within the literature and synthesizes the research findings. Chapter 3 details the methodology and

procedures that are implemented in the study, including instrumentation, how data is collected and analyzed, and validity. Chapter 4 reports and analyzes data through the presentation of themes identified during analysis. Finally, Chapter 5 assesses how the data addresses the study's problem statement and research questions, discusses how the data aligns with the literature, and makes recommendations for policy, practice, theory and future research.

Chapter 2: Literature Review

Many individuals enter a faculty position in higher education through transitioning from a prior career in an industry setting. This transition requires acclimation to a different organizational culture, and the realities of the position may not match the individual's initial perceptions of the role. The literature review explores concepts related to understandings of the structure, roles, and institutional processes related to shared governance by faculty who have transitioned to higher education from industry. Shared governance refers to the methods through which faculty participate in the decision-making processes of the institution with the administration. To be fully effective members of an institution, faculty transitioning into higher education should receive proper training regarding the expectations that exist within shared governance.

Individuals transitioning to higher education from industry settings often do not have proper preparation for the shift to the higher education culture. Professional backgrounds provide individuals with first-hand experience in the field. This experience may assist in the preparation of teaching the discipline content; however, these professional experiences may not prepare individuals for the expectations of higher education that exceed the scope of teaching. To this end, for an institution to possess an effective model of shared governance, the individuals within it need to understand their roles. Effective models of shared governance aid in improving institutional communication, response times to issues, morale, and faculty retention (Beckwitt, Silverstone, & Bean, 2010). Institutions should ensure proper training methods are in place to assist in transitioning individuals from industry to higher education settings and involvement in shared governance.

The literature review examines three major themes: shared governance, faculty transition to higher education, and the communication of expectations. The history, current status, and future trends of shared governance provide a foundation for the faculty's role in the process of shared governance, along with the struggles between faculty and administration, which may impact upon effectiveness and faculty involvement. The expectations and perceptions of faculty who are transitioning to higher education are reviewed and the struggles that occur within the transition are identified. The faculty development opportunities currently being utilized to train incoming faculty are examined and the impact of the individual's supervisor upon the transition and involvement in shared governance are also assessed. The theory of transformative learning is discussed, demonstrating the theoretical lens that guides the research and acts as the theoretical framework for the research design. Finally, a review of the research methodologies in the current literature aids the identification of the strengths and weaknesses associated with the varying research approaches.

Conceptual Framework

Within this study, the examination involved in the understanding of shared governance by faculty who have transitioned to higher education from industry. The concept of transformative learning is useful when analyzing the transition of individuals from a professional setting into faculty roles in higher education. The meaning an individual ascribes to a situation is reliant upon the experiences and social interactions in which they participate, allowing for the examination of the ways in which a faculty member develops the meaning of shared governance through various circumstances and interactions (Blumer, 1969; Mezirow, 1991). Additionally, individuals' perceptions and assumptions of the faculty role vary; viewing the study through the

analytical lens of transformative learning theory provides insights into the differences in how individuals transition into the faculty role.

Transformative learning emphasizes the importance of understanding how meaning perspectives are formed and also being open to others' views (Mezirow, 1991). In order to maintain a more open and worldly view, individuals need to reflect on the choices they make. By doing so, individuals transform how they view the world by being willing to accept alternate views (Mezirow, 1991). Consequently, individuals interact differently within society by forming opinions or making decisions that are based not only on their own perspectives but also by examining possible reasons for other views.

Mezirow (1991) discusses how meaning schemes assist in making up an individual's meaning perspective. Meaning schemes encompass "particular knowledge, beliefs, value judgments, and feelings that become articulated in an interpretation" (Mezirow, 1991, p. 44). These meaning schemes develop one's meaning perspectives, thus, developing a framework to refer to as decisions are made. Meaning perspectives develop the assumptions one forms based on past experiences that are then applied to new situations (Mezirow, 1991). Meaning perspectives are used to determine what we consider right and wrong. When placed in a new situation, an individual subconsciously refers to his or her meaning perspective to interpret the situation.

Faculty should identify that their beliefs and perspectives are often a result of the socialization that has occurred during prior interactions (Mezirow, 1991). Often judgments are created based on assumptions that are inaccurate. Examining these assumptions is crucial to understanding the meaning behind the assumptions. Faculty transitioning to higher education from industry may have preconceived ideas regarding the functions of a faculty member

(Kalensky & Hande, 2017). These assumptions are often based on the limited knowledge and exposure the individual has had prior to entering higher education (Hand, 2008; Kalensky & Hande, 2017). Once in the faculty role, the individual needs to be open to examining the role from a different perspective.

Additionally, reflecting on their beliefs allows individuals to achieve a better understanding of their meaning schemes and, if necessary, to reevaluate them. Past experiences are used to apply meaning to current situations and can often distort how one views the world. These perceptions can inhibit individuals from reflecting on the perspectives of others and mean that situations are approached closemindedly. As a result, a lack of reflection can lead to the disengagement of faculty and decreased participation in shared governance.

Faculty members' behaviors are based on the interactions they have with others within the institution. The perceived meaning of shared governance for a faculty member is constructed based upon how it is discussed and prioritized by the other party (Blumer, 1969; Mezirow, 1991). For example, if a faculty member's supervisor emphasizes participation in shared governance as part of the faculty role, the faculty member may interpret this as an important aspect of what is expected of a faculty member. If both the faculty member and the supervisor have the same definition of shared governance, they understand each other. However, the faculty member may understand shared governance to be no more than representing the specific division in which they teach on a faculty committee, while the supervisor may intend for the faculty to be engaged in broader institutional policies. Without proper communication and clarification of meanings, however, faculty members cannot adjust their meaning perspectives accordingly (Blumer, 1969; Mezirow, 1991).

Through the lens of transformative learning, it is believed individuals adapt their behaviors based on their personal perceptions of a situation, their understanding of it, and the meaning perspectives developed through reflections upon how the individuals believe the other parties are interpreting the same event (Mezirow, 1991). For this reason, understanding the meanings assigned to aspects of shared governance by faculty will assist in understanding the perceptions of transitioning faculty and enhance the ability to identify tools to assist individuals transitioning into the faculty role as well as enable the administration to adapt their interactions accordingly.

To this end, the administration should also undergo transformative learning as they examine the perspectives of faculty who have transitioned from industry to higher education. Transformative learning requires individuals to identify a dilemma, search for a solution, think of different solutions, examine and interpret evidence, and potentially transform their views (Mezirow, 1991). By following this process, adult decision-making becomes more rational, rather than being based on inaccurate assumptions. Leaders who are acting as transformative leaders can then focus on the development of their organizations and influence their followers in supporting the organizational mission (Stone, Russel, & Patterson, 2003). These kinds of leaders are able to motivate and inspire those they lead, helping others to see the need to partake in futuristic change (Stone et al., 2003).

Accordingly, those in leadership roles need to be aware of alternative perspectives, reflect, interpret the various views, and arrive at a decision. Individuals learn from an experience by either creating or revising their interpretation of the circumstance. Mezirow (1991) defines reflective learning as involving the "assessment or reassessment of assumptions" (p. 6).

Assessing the information requires the individual to look rationally at other evidence, research alternative viewpoints and be willing to accept other meaning schemes as possibilities.

Leaders should motivate the faculty within their departments to understand the benefits of shared governance and what is expected of those in a faculty role while being empathetic to the needs, concerns, and feelings of those they lead (Stone et al., 2003). A transformative leader can identify how faculty empowerment aligns with the institution's mission and goals and motivate and guide followers to an understanding of the importance of active involvement in institutional processes. Through reflection, leaders are able to identify the meaning perspectives of faculty and make decisions that lead faculty to reflect on their presuppositions and how those presuppositions impact upon institutional processes.

Review of Research Literature and Methodological Literature

Literature was reviewed regarding three main areas. First, shared governance structure in higher education was reviewed. A historical context of shared governance is provided, as well as current and future trends. Second, faculty/administration struggles are discussed, providing an overview of the importance of communication and collaboration. Thirdly, the transition from industry to higher education is explored, examining faculty expectations and perceptions, struggles encountered, and necessary communication that assists in the transition. The research methodologies used within literature will additionally be analyzed.

Shared Governance

Definition. In higher education, governance refers to an institution's policies and procedures for making policy and institutional decisions. Duties and decision making regarding various aspects of the institution, typically academically focused, are delegated to the faculty. Faculty governance, therefore, is the method through which recommendations, concerns, and

input are provided by the faculty to the administration. This governance structure ensures all the stakeholders affected by a decision are represented in the decision-making process (Johnson et al., 2017).

Shared governance is a collaborative process for creating institutional change and is an essential part of an institution's culture (Crellin, 2010). The design of the governance structure is to promote institutional growth, educational excellence, and the freedom of scholarly thought and expression (Bejou & Bejou, 2016). There are a variety of tasks and decisions involved in shared governance that require the board of trustees, the president, administration, faculty, staff, and students to all work closely together. In this regard, the representation of various stakeholders in collegiate discussions allows for an open flow of information between individuals. This input encourages mutual respect between the stakeholders rather than adversity (Bejou & Bejou, 2016).

Those involved in shared governance continue with the responsibilities outlined within their job descriptions and/or the constitution and by-laws; however, with shared governance, all stakeholders have the opportunity to review, recommend, and make informed decisions along with all the other impacted areas. This structure allows faculty members to play an active role in the decision-making process of the institution. Decisions should be delegated to the areas or governing bodies most impacted and with the most subject expertise. Typically, academic decisions are delegated to the faculty body. While this is a collaborative process, the ultimate authority remains with the president and the board of trustees (Bejou & Bejou, 2016).

History. Shared governance is rooted in the foundations of higher education. Initially, colleges and universities in the United States followed the English university, relying upon a board of trustees to be the leaders of the institution (Ashby, 2016; McGrane, 2013). During the

1890s and 1920s, enrollment in higher education institutions nearly doubled, and, at this point, institutions began to incorporate governance within three distinct groups: faculty, administration, and trustees (Ashby, 2016).

After World War II, higher education enrollments drastically increased as many soldiers returning from the war took advantage of the GI Bill which provided an education benefit to those in service and their families (Geiger, 2005). The increased enrollments coupled with the impact of changing societal factors caused higher education institutions to struggle to fulfill the needs of their students. As a result, the government provided support by allowing institutions to add resources, particularly staff and administrative support, and an emphasis was placed upon aligning the academic standards between institutions (Geiger, 2005). As the personnel increased, however, the faculty's role in shared governance declined.

Subsequently, throughout the 20th century, a power struggle occurred between the faculty and the administration. The American Association of University Professors (AAUP) released a statement in 1966 that advised that institutional governance models should share decision-making authority between the board of trustees/administration and the faculty of the institution. The statement also recommended specifying areas of primary responsibility for each stakeholder (AAUP, 1966). The statement was intended to increase collaborative efforts between the groups and assist in generating and disseminating knowledge (Bejou & Bejou, 2016).

Current status. Institutions have evolved since the development of the AAUP's (1966) statement on governance. While institutions still seek to generate and disseminate knowledge, the internal and external factors impacting upon institutional decisions have changed. Many faculty and administrators view shared governance as a positive aspect of higher education;

however, participation in shared governance by faculty has drastically decreased over the past few decades (Bejou & Bejou, 2016).

Many institutions utilize faculty senates as the means through which to incorporate faculty into the governance structure (AAUP, 1966). At smaller institutions, the faculty senate may include all faculty members, while at larger institutions representatives are nominated from the various disciplines. These senates are often broken into subcommittees, which perform most of the senate's functions. Decisions made by the senate act as recommendations to the administration and board (AAUP, 1966). Faculty members' voices are heard through representatives on the senate and act as a means through which faculty may express their opinions without fear of repercussion from supervisors (Beckwitt et al., 2010).

As higher education has grown and changed, shared governance has become more complex. External pressures on higher education have impacted upon the decision-making processes of institutions. The federal government, accrediting agencies, and employers all play a pivotal role in the decisions that an institution makes. Additionally, factors such as online education, funding and accountability, and strategic initiatives between institutions all influence the decisions being made (Bejou & Bejou, 2016). Shared governance has had to adapt to the changing climate appropriately, including both internal and external stakeholders in the governance of the institution while preserving faculty involvement as its foundation. However, the increase in stakeholders can lead to struggles in the democratic nature of shared governance as the scope and size of institutions continue to grow (Ashby, 2016).

Future trends. For shared governance to remain sustainable, institutions need to be able to meet external demands and develop a shared understanding of shared governance with the institution's administration (Cordes et al., 2013; Crellin, 2010). Pressures from varying factors

may cause an institution's administration to re-examine or reconceptualize how shared governance is structured at their institution. Increased demands from outside agencies and state regulations, a decline in public support, and the globalization of education have all required the governance of institutions to view higher education in a different light (Crellin, 2010). Additionally, the percentage of full-time faculty has decreased nearly 30% since the 1980s, with 53% of faculty employed as full-time since 2016 (Crellin, 2010; NCES, 2018b). The declining percentages of full-time faculty impact upon the effectiveness of shared governance as this means that less faculty are involved in the governance structure (Crellin, 2010).

As trends in higher education cause administrators to reconceptualize their identities, other institutional stakeholders should also be examining the effectiveness of their current shared governance models. Shared governance can assist in setting benchmarks for institutional collaboration, which may be necessary during these times of change (Crellin, 2010). However, if all stakeholders are not embracing their role in shared governance, delays in decision making can result and lead to static progression in times of rapid change (Stensaker & Vabø, 2013). Consequently, an assessment of the shared governance within an institution should take place in order to understand where to begin to address its shortcomings.

After an assessment of the current state of shared governance at an institution has occurred and the results have been analyzed, it is important that the stakeholders have buy-in to any efforts towards shared governance that are being reconceptualized. For change to occur, all parties should re-examine their current assumptions of shared governance (Randall, 2012). Faculty need to be committed to the proposed initiatives for the changes in shared governance to be implemented effectively; buy-in by faculty is essential for change in higher education to take

place. Unfortunately, this process is often not instantaneous, and time is required for faculty to evaluate and support new models (Randall, 2012).

Faculty/Administration Struggles

The struggle between faculty and administration is an ongoing battle that is determined by the structure of an institution, the communication flow between entities, and the willingness of both parties to collaborate. Faculty wants leadership to arise internally from the faculty ranks; however, in many cases, faculty are discouraged from developing the leadership skills necessary to be successful in these positions (Barden & Curry, 2013). Consequently, when no faculty member rises to a leadership role, administration fills the vacant role with a representative from elsewhere (Barden & Curry, 2013). When the faculty feel they are not involved in the decision-making process, conflict can arise between the faculty and the administration when faculty feel that authority is being exercised without their perspectives being considered (Barden & Curry, 2013).

Institutions with structures that do not support the entire concept of shared governance and the role of faculty in decision-making structures contribute to limited leadership development for faculty members (Barden & Curry, 2013). The COACHE survey of faculty satisfaction analyzed approximately 86,000 survey responses and found that approximately 66% of the surveyed faculty felt that the institution did not sufficiently cultivate leaders amongst the faculty (COACHE, 2019). When faculty are not involved in conversations regarding institutional sustainability, costs, and fiscal realities, their decisions in the academic venue may appear disconnected from the rest of the institution. This disconnection causes a decrease in faculty morale and encourages an anti-administration attitude. This is demonstrated by a significant

number of faculty members expressing concern over whether senior administration are able to provide competent leadership (Stensaker & Vabø, 2013).

Communication is key to a successful model of shared governance (Emerine, 2015). Faculty active in shared governance spend a significant amount of time examining and developing policies and procedures that are forwarded to the administration. These recommendations are not always positively received; a result that leads faculty to perceive time might be better spent on other ventures. However, the faculty may also be unaware of the variety of factors that may have influenced the administration to reject the recommendation. A lack of proper communication between the entities and a misalignment of priorities causes feelings of frustration on both sides as the goals of neither are achieved (Emerine, 2015).

Faculty and administrators holding different views on their institution as an open or closed system also impacts upon perceptions of shared governance (Hubbell, 2012). Part of the duty of an administrator is to deal with external entities to promote the future success of the institution. These duties include reporting to external agencies, articulation agreements, fundraising, recruitment methods, and others (Hubbell, 2012). Additionally, many of the concerns that the administration deals with may seem insignificant individually; however, if these concerns are not properly addressed, they may have a significant adverse impact on the institution's success. Conversely, faculty members tend to view the institution as a closed system (Hubbell, 2012). Academic freedom permits the faculty members to express their ideas and thoughts without having to be concerned about external forces (Hubbell, 2012). The faculty members are primarily accountable to themselves, their students, and their faculty colleagues.

The work environment within which the faculty are situated plays a vital role in their future success. The interactions a faculty member has on campus on a daily basis aid in the

development of meaning schemes and impact upon how the institutional culture affects the dynamics between the faculty and the administration (Hancks, 2013). Environments in which there is a conflict between the faculty and administration tend to decrease morale and lead to a discordant atmosphere, which ultimately leads to reduced productivity and decreases in the retention of faculty and staff. Faculty and administration differ in their institutional knowledge and have different interactions on a daily basis. These differences lead to the development of different meaning perspectives, which may cause an environmental variance that impacts upon the decision-making process of the institution (Hancks, 2013). To be successful, it is essential that both the administration and the faculty can view situations from another perspective. At times it is easy to become one-sided and forget how another may perceive a situation from another perspective. Including both perspectives and sharing these views allow all to see the bigger picture and ultimately increases collaboration for the success of the students (Barden & Curry, 2013).

From Industry to Higher Education

        Faculty expectations and perceptions. Transitioning from industry to higher education can be a culture shock for faculty members. Siler and Kleiner (2001) have discussed how many faculty members who pursued a career change from industry to higher education never initially had any intention of teaching. Career changes occur for a variety of reasons; whether through the recommendation of a colleague, a desire for new professional challenges, or as a result of personal experiences with the education system (Wood et al., 2015). Regardless of the reason, the fact remains that these individuals' expectations of higher education differ from those who have worked in academia for an extended period (Gourlay, 2011). The transition to higher

education challenges these expectations and causes faculty to reflect on their assumptions, what it means to be a teacher, and the faculty role (Siler & Kleiner, 2001).

Transitioning faculty tend to have an enthusiastic outlook on their career change. They are eager to learn and assume new responsibilities as they consider the career change to be an opportunity for development (Siler & Kleiner, 2001). However, transitioning faculty have identified that they felt their professional backgrounds did not prepare them for the expectations involved in the faculty role (Siler & Kleiner, 2001). Individuals transitioning to higher education are largely unaware of the culture shift they will encounter as they make the shift between careers (Gourlay, 2011). They anticipate that they will step into the role and be able to apply their previous experience and, thus, immediately be prepared for the job (Gourlay, 2011; Siler & Kleiner, 2001). However, once in the faculty role, it becomes clear that there is much more to the position than initially anticipated; nearly every aspect of the job is different when comparing the culture of higher education to that of industry positions. One study found that faculty felt they were not prepared for the time commitment involved in the preparation of courses, committee work, and discipline-specific projects; all of which required skills and knowledge that had not been required in their previous positions (Siler & Kleiner, 2001).

Faculty enters higher education with the assumption that their colleagues will assist them in the transition (Gourlay, 2011). Faculty find there is assistance for basic tasks at the start of the semester, however, as the academic year progresses, they are left to find answers on their own (Siler & Kleiner, 2001). Often individuals coming from professional settings have experienced structured and ongoing training, preceptorships, and mentoring programs. In the academic setting, faculty transitioning to higher education are usually trusted to work on their own from day one. While some institutions implement mentoring programs, these often do not always

address the needs of the faculty or manifest in a beneficial manner. Additionally, the faculty are unaware of what questions to ask, and colleagues do not always provide transitioning faculty with all the knowledge they need to be successful. The big picture of higher education is often missing, thereby, preventing the faculty from linking together the smaller concepts they are being instructed to implement (Siler & Kleiner, 2001).

Notably, one aspect that attracts individuals to higher education is their assumptions concerning the faculty schedule and academic calendar (Siler & Kleiner, 2001). There is a presumption that faculty workloads are extremely flexible, with the only set time commitment being the times one is scheduled to teach. The reality of the time commitment involved in committee work, office hours, course preparation, and special projects leads to faculty feeling overwhelmed when faced with the realities of the faculty role (Boyden, 2000; Siler & Kleiner, 2001). The faculty members are often given a full course load, required to serve on committees, advise students, and/or serve on special projects. Managing these expectations with the additional time required to prepare for classes deleteriously exceeds what individuals had expected of the position (Siler & Kleiner, 2001; Wood et al., 2015).

Struggles of transition to higher education. Many faculty who do not have a background in higher education do not understand the inner workings and expectations of a career in this field (Hand, 2008). Faculty have real-world experience and are experts in their fields; however, they may not have previous educational experience. Faculty can become isolated, with their only interest being in topics that directly affect their program or classes. Isolation can appear to be a lack of initiative in assuming a vested interest in the processes of the entire institution and may cause the administration to believe the faculty lacks creativity and

innovation. In reality, faculty members simply may not know they should be acting differently (Wood et al., 2015).

As an individual acclimates to the role as a faculty member, it may be difficult to grasp the priorities of shared governance. While the faculty role within shared governance is to be a representative of not only one's own discipline but of the faculty as a whole, faculty from different departments may have varying priorities (Johnson et al., 2017). The tendency is for faculty to focus on their primary area of interest, focusing on the goals that align with their unit rather than working collaboratively across the institution for the best outcome. As faculty become insularly focused, the process of shared governance struggles to provide consistent expectations with regard to what can be achieved (Johnson et al., 2017).

An individual's first year of teaching in higher education can be overwhelming, particularly when transitioning from industry. In this regard, faculty has expressed concerns over not having enough time to complete their work satisfactorily (Sorcinelli, 1994). Faculty transitioning from professional fields may be required to maintain updated professional skills or licensures in addition to their other duties (Boyden, 2000). Many faculty members find serving on committees or institutional boards is too time-consuming and causes difficulties in balancing teaching, scholarship, and service (Emerine, 2015). Additionally, faculty may find it too time-consuming to remain informed on items such as policy proposals, curriculum revisions, or the institutional initiatives being implemented (Johnson et al., 2017).

At some colleges and universities, it may be a struggle for a full-time faculty member to participate in shared governance. However, some committee representations and governance involvement roles are limited to faculty members on a tenure track (Johnson et al., 2017). Currently there are approximately 1.5 million full-time faculty members in the United States

serving at degree-granting post-secondary institutions, 40% of whom are full-time non-tenure track faculty (AAUP, 2017; NCES, 2017). While it may prove difficult to become involved in shared governance, Baldwin and Chronister (2000) reported that nearly 50% of the institutions they studied allowed non-tenure track faculty to participate in institutional governance and 75% were able to participate in departmental proceedings. While there are many advantages and disadvantages to the transitioning faculty member participating in shared governance, those transitioning from industry become further segregated from understanding governance structure when unable to participate, even at a minimal level (Holland, 2016). In this regard, institutions that establish decision-making structures aid in the leadership development of faculty members (Barden & Curry, 2013).

Communication of Expectations

Faculty transitioning to higher education enter their positions with the perception that the tools and resources necessary to smoothly acclimate to higher education will be in place at the institution (Gourlay, 2011). It is the responsibility of the administration to ensure there are established faculty development and training methods opportunities that assist in acclimating the faculty to the institution; understanding the role of an instructor; acquiring pedagogical skills; and gaining knowledge of the organizational structure, culture, organization, and governance (Boucher et al., 2006). Leaders must assist in the establishment of a conducive work environment that supports and encourages involvement in shared governance.

Faculty development. Faculty members transitioning into higher education require faculty development opportunities to assist them in the culture shift. Institutional leaders bear a professional responsibility to foster the development of the faculty members they have hired (Boucher et al., 2006). Institutions should offer faculty development opportunities that allow

faculty transitioning to higher education to acclimate to the institution; understand the role of an instructor; acquire pedagogical skills; and gain knowledge of the organizational structure, culture, and organization. In a survey by Holyfield and Berry (2008), 93.6% of faculty stated that they placed value on orientation methods that included knowledge of how information related to their department structure; 88.7% placed value on orientation methods that thoroughly reviewed institutional policies and procedures. The improper training of these faculty members leads to faculty who are unaware of what is expected of them or the importance of *why* they should develop a vested interest in the institution beyond the classroom (Siler & Kleiner, 2001).

It is the responsibility of higher education institutions to ensure their shared governance structures are strong and promote the education mission (Beckwitt et al., 2010). Bejou and Bejou (2016) discussed the importance of institutions having established procedures to ensure any new members involved in shared governance, whether it be on a committee, council, or senate, receive orientation regarding that governance. This orientation should cover the institution's operating procedures, the mission, and the strategic plan of the institution (Bejou & Bejou, 2016). Johnson et al. (2017) found that faculty questioned their roles on committees and felt that had their purpose and roles been clarified, the work conducted on the committees would have been more meaningful. When individuals attach meaning to work, they will be more likely to serve effectively, thereby, also increasing the effectiveness of shared governance.

Proper faculty development opportunities could potentially increase faculty connectedness to and retention within an institution. Faculty who are not properly trained are more likely to be dissatisfied and leave the institution (Sorcinelli, 1994). Research shows faculty are less likely to be successful when they demonstrate inadequate teaching skills, have been provided with minimal mentoring, and have experienced unsatisfactory levels of communication

as faculty members (Holyfield & Berry, 2008). Additionally, faculty who feel they have a lack of collegial relations, inadequate feedback and recognition, and unrealistic/unknown expectations exhibit more work stress that potentially leads to leaving the institution (Sorcinelli, 1994). The development of faculty development opportunities that target these factors could assist in the improvement of faculty retention, satisfaction, and involvement in institutional governance. Launching faculty in a positive environment with the resources necessary to succeed allows them to become connected to peers and invested in the mission of the institution. Hallowell (2011) noted that disconnection is avoidable and doing so prevents underachievement, faculty depression, disloyalty, and job losses.

New faculty orientation. Faculty development programs, particularly for new faculty, vary widely between institutions. A common format for orientation is intense, one-day orientation programs (Hand, 2008). These programs are an information-packed day providing the essential information a faculty member needs regarding his or her contract and institutional procedures and policy. After a very long, information-filled day, it is sink or swim. While there are those willing to offer assistance and supervisors of whom to ask questions, often there is no formal development process or evaluation of the new member's understanding. New faculty members do not leave the orientation with an in-depth understanding of what it means to work in higher education. Rather, they understand enough to survive the first semester without drowning.

Crash-course orientation programs merely cause an information overload for new faculty members, actually preventing the retention of knowledge. Bronson and Merryman (2010) stated that creativity can be taught; however, improvement cannot be expected to occur within one day, but only when applied to the everyday processes of work. A potential solution is an integrated orientation program that allows for continued, focused development, which aids the faculty

member in properly learning the necessary skills to succeed. An integrated approach allows new faculty to gain essential information before the start of classes but delves deeper into the essentials each week as the semester progresses. Integrated approaches to orientation allow time for faculty to ask questions as issues arise during the semester and also provide opportunities to form relationships with colleagues (Bronson & Merryman, 2010).

The outcome of the new faculty orientation, no matter the format, should be to produce a faculty member who will contribute to the institution in a meaningful way. Boucher et al. (2006) stated that a comprehensive development includes professional development and instructional, leadership, and organizational concepts. Breaking these broad topics down further, institutions should consider including specific sessions on the role of a faculty member, pedagogy, employee benefits, faculty governance/shared governance, general education, advising, academic policies, and institutional goals (Welch, 2003). These outcomes can be achieved through various means; either through an integrated approach as previously mentioned or through directed workshops, seminars, webinars, mentoring programs, or publications (Boucher et al., 2006; Boyden, 2000). Orientation program goals should be tied to the institution's mission, assist in establishing a connection to the institution, and aid in performance and retention (Hallowell, 2011; Welch, 2003).

If orientation methods acclimate faculty correctly, providing a base understanding of the importance of shared governance, alignment to the mission, and expectations as a faculty member, the anticipated outcome will be increased participation in and awareness of shared governance. Additionally, new faculty would not only be gaining pivotal information regarding this form of service to the institution, but proper orientation also increases faculty ties to the mission and the success of the institution (Johnson et al., 2017). However, for the orientation

methods to be successful, faculty should be committed and supported by their supervisors, the program should be flexible enough to allow proper participation, and the institution's administration should be willing to support ongoing faculty development efforts (Boucher et al., 2006).

Impact of the supervisor. As individuals transition into higher education, the leadership, support, and guidance of their supervisors is an important aspect of a successful transition into a different culture. When an individual in a leadership role is hired for a position, it is important that the institution's administration provides the resources needed for success (Kalensky & Hande, 2017). Faculty members at higher education institutions are often not provided with the opportunities for development that will assist them in attaining peak performances within their positions. A lack of opportunities can lead to frustrations for both the faculty members and the administration as neither party meets the expectations that have been set.

It is important leaders assist in the establishment of a conducive work environment that supports and encourages involvement in shared governance. The environment in which an individual works has a significant impact on the quality of the work produced. It is necessary to analyze the environment, the factors which contribute to it, and the individuals and personalities involved in order to determine the changes that need to be made to establish a more favorable work environment. Often the need for immediate results is so great that the leadership expects instant peak performance from employees. Rather, the leaders should take into consideration the work environment and create conditions that allow for employee success (Hallowell, 2011).

Robinson (2011) has discussed how competition for talented employees exists, making it difficult to hire experienced, qualified individuals. The wrong person in a faculty position can cause frustrations for all those who interact with the individual or rely on the work produced by

that person, particularly if the faculty member is not provided with guidance by their supervisor or established training procedures. Unfortunately, a large number of individuals are in positions that are not suited to them, yet they remain in those jobs (Hallowell, 2011). It is important leaders place faculty in positions that are a good fit and prepare them for the expectations of the position and the institutional culture. As individuals make career changes to higher education, they may not be suited to a position, especially if their assumptions do not meet realities of the faculty role (Siler & Kleiner, 2001). Individuals who may not initially be a correct fit should be provided with the tools necessary to become successful. All individuals have the capacity to be creative and effective as long as these skills are developed (Robinson, 2011).

Individuals also are more apt to participate in projects and more dedicated to their work when they feel that the work contributes to the betterment of the institution. Additionally, employees who have a connection with colleagues and the mission of the institution are more likely to reach peak performance (Hallowell, 2011). Employees develop a sense of being part of something larger when they can see the results and know their work is appreciated. Encouragement, praise, and appreciation of an employee's hard work by leadership demonstrate their appreciation of the time and energy the employee is expending. As a result, the employee becomes loyal and connected to the institution (Hallowell, 2011).

The behavior of an institution is rooted in its norms, roles, and structures (Schmuck, Bell, & Bell, 2012). The norms are the accepted pattern of behaviors that occur, the roles are the specific norms related to how someone in a particular position should behave, and structures are the norms related to how positions interrelate with each other, which is essentially a hierarchy. As faculty members transition to higher education, it is important for supervisors to assist the faculty in gaining an understanding of the aspects guiding the culture and behaviors of the

institution (Kalensky & Hande, 2017). Individuals within organizations tend to cling to norms, making it difficult to move forward, particularly when these are questioned by new faculty. If this is the case, mutually agreed upon norms should be established that allow for innovation and forward momentum. When examining norms, it is important to keep in mind the goal of developing an organization with a sustained capacity to solve its own problems with motivated employees whose motives are being satisfied in their work (Schmuck et al., 2012).

Work environments which do not foster creativity, innovation, and involvement in shared governance may require assistance in changing behaviors. Leaders may explore an organizational development plan which assists administrators and faculty in understanding areas of weakness and opportunities for improvement. Organizational development is a planned effort to increase institutional effectiveness through interventions involving the participation of all those involved (Schmuck et al., 2012). It consists of a sustained effort with the intention of improving the function of the organization and requires the self-examination of beliefs, policies, procedures, and attitudes. Every individual or employee interaction impacts upon the entire organization (Schmuck et al., 2012). Organizational development, therefore, examines the impact upon the system as a whole, rather than individual skill training.

Faculty transitioning into higher education need the motivation and empowerment of their supervisors to pursue an active role in shared governance. In order to do so, assessment of the shared governance model needs to take place. Ashby (2016) has provided a quantitative scale that evaluates faculty and administration's perceptions of the effectiveness of the institution's governance process. Assessing the knowledge and perceptions of faculty will allow leaders to identify areas of improvement as well as develop the policies and procedures that will best benefit the institution. Leaders who motivate faculty participation in shared governance and

develop the means by which to enhance processes assist in fostering a culture of collaboration amongst the stakeholders of the institution. As the models of shared governance change, leaders should also be experienced in interpersonal skills in order to handle any potential conflicts which may occur between internal and external entities (Bejou & Bejou, 2016).

Leaders should also be able to reflect upon and evaluate their environments to determine all the aspects that are impacting upon the success of the employees and the institution. Participating in critical reflection requires a leader to examine and assess the foundation of a system, rather than how to be more productive within a system (Brookfield, 2009). Often leadership tends to focus on the task at hand rather than evaluating the foundations that have led to employee behaviors.

<div align="center">

Review of Methodological Issues

</div>

Several studies have been completed that analyze various concepts of shared governance and transitioning into the faculty role. However, there is a gap in the literature in regard to the understanding and involvement in shared governance by faculty who transition to higher education from industry. A review of the research methodologies assists in demonstrating why it is important institutions have a better understanding of perceptions of shared governance by individuals transitioning from professional settings into faculty roles, as well as the role of the supervisor in these transitions. The studies evaluated include qualitative, quantitative, and mixed methods methodologies.

Qualitative Studies

Much of the research analyzed consisted of qualitative studies, with the use of observation and case studies as the most common methodologies (Barden & Curry, 2013; Bowen & Tobin, 2015; Bryant, 2014; Hand, 2008; Holland, 2016; Randall, 2012; Welch, 2003). In this

regard, utilizing observation allowed the researchers to examine the situations and environments impacting upon the success of individuals transitioning into higher education. Bryant (2014), Hand (2008), and Welch (2003) utilized case studies to observe the effectiveness of faculty training and orientation methods for faculty, making deductions based on observations of faculty members within institutions. Other studies observed the effectiveness of faculty within a shared governance structure, the role of faculty within institutional processes, and the need for faculty education with regard to shared governance expectations (Barden & Curry, 2013; Bowen & Tobin, 2015; Holland, 2016). Randall (2012) specifically examined the role of leadership in working with faculty members.

Researchers also utilized interviews in their qualitative research. The use of interviews allowed researchers to identify themes amongst the subjects being examined. Several studies interviewed individuals transitioning from industry settings into a faculty role and examined their experiences during the transition (Siler & Kleiner, 2001; Wood et al., 2015). Interviews were also conducted regarding faculty perceptions of shared governance and the role of leadership (Baldwin & Chronister, 2000; Gallant, 2014; Kater, 2017; McGrane, 2013).

A meta-analysis of primary research findings was conducted in several studies (Beckwitt et al., 2010; Bilal, Guraya, & Chen, 2017; Bejou & Bejou, 2016; Heaney, 2010; Hubbell, 2012; Kalensky & Hande, 2017; Williams et al., 2012). Literature on the effectiveness of faculty development programs and the difficulties in the transitions of individuals into the faculty role were reviewed (Bilal, Guraya, & Chen, 2017; Kalensky & Hande, 2017; Williams et al., 2012). Hubbell (2012) analyzed the literature that focused upon the interactions of faculty and administration, allowing for an understanding of the perceptions of conflict between the two entities. Additionally, the impact of shared governance and institutional culture upon the

38

expectations of faculty was analyzed (Beckwitt et al., 2010; Bejou & Bejou, 2016; Heaney, 2010).

Quantitative Studies

While not as frequent as the qualitative methods, several studies utilized quantitative methods focusing upon using deductive reasoning and statistical analysis to examine the data gathered. The studies primarily utilized a survey methodology to gather data (Elliott, Rhoades, Jackson, & Mandernach, 2015; Holyfield & Berry, 2008; Kirchoff, 2010; Meredith, 1989; Miller, 2012; Piland & Bublitz, 1998; Sorcinelli, 1994). The survey data provided researchers with information regarding new faculty's experiences with faculty orientations and their understanding of institutional policies, procedures, and expectations (Holyfield & Berry, 2008; Meredith, 1989; Sorcinelli, 1994). Elliott et al. (2015) further analyzed an individual's transition into higher education through ANOVA tests of the interest rates, attendance rates, and completion rates of training programs to develop means to foster faculty development. Data were additionally gathered analyzing individuals' transitions into higher education, the perceived competencies and qualifications of a faculty member and the perceptions of the faculty role and shared governance (Kirchoff, 2010; Miller, 2012; Piland & Bublitz, 1998).

Mixed Methods Studies

Some studies utilized a mixed methods design in their research (Ashby, 2016; Boucher et al., 2006; Cordes et al., 2013; Johnson et al., 2017; Law et al., 2012). Many of these studies utilized surveys with both open-ended, qualitative questions combined with scaled, quantitative questions (Ashby, 2016; Johnson et al., 2017). Similarly, other methods included quantitative surveys in combination with either interview feedback, SWOT analysis by faculty, and observations of experiences (Boucher et al., 2006; Cordes et al., 2013; Law et al., 2012). These

methods allowed researchers to examine the perceptions of faculty on shared governance, the faculty role, orientation experiences, and to examine faculty effectiveness.

While many different forms of research methods were utilized, qualitative methodology was the most commonly used form. Researchers preferred the insights provided through observations and interviews with subjects over gathering quantified data. Quantitative measures were used, however, often only when paired with qualitative measures in mixed methodology studies. Researchers should take into consideration the sample size, availability of resources, and alignment to the research question when determining which method to utilize.

Synthesis of Research Findings

The literature regarding individuals' transitions into higher education and perceptions of shared governance poses questions regarding the impact of training methods and the role of the supervisor during the transition. The research can be divided into trends in shared governance, the expectations of faculty, struggles in transitioning into higher education, faculty training methods, and the role of leadership in the faculty's transition.

Shared governance allows all stakeholders the opportunity to participate in the operations of the institution through providing input and recommendations on institutional policies and procedures (Bejou & Bejou, 2016). Many institutions utilize the AAUP's (1966) statement on governance as a guideline for the incorporation of faculty senates into institutional governance. However, as higher education evolves, internal and external pressures impact upon the effectiveness of shared governance (Cordes et al., 2013; Crellin, 2010). Shared governance is seen as a positive aspect of higher education; still, participation in shared governance by stakeholders has drastically decreased over the past few decades (Bejou & Bejou, 2016).

Individuals transitioning from industry to higher education may experience a culture shock, with most individuals having not originally intended to transition into education (Siler & Kleiner, 2001). An individual's background impacts upon his/her perceptions of the faculty role in higher education. Those coming from industry have different expectations to those coming from academia (Gourlay, 2011). Unaware of the culture shift, individuals making a transition to higher education anticipate being able to move into the faculty role with ease and automatically be prepared for the position (Gourlay, 2011; Siler & Kleiner, 2001). Individuals often begin their role with an expectation of receiving mentoring and continued training (Siler & Kleiner, 2001). Often, the new faculty member holds preconceived notions of what is expected of a faculty member; many times, these notions are focused solely on the expectations within the classroom, while being unaware of the expectations that exist beyond the classroom (Siler & Kleiner, 2001; Wood et al., 2015).

The administration's expectations of faculty members often go beyond the faculty's perceptions of the role (Siler & Kleiner, 2001; Wood et al., 2015). The expectations placed upon them and the amount of time dedicated to meeting these expectations can be overwhelming to individuals not from higher education. Additionally, the individual's lack of background in higher education and a primary focus upon their content areas causes the transition to be more difficult (Hand, 2008). Often this leads to faculty becoming isolated and focusing solely upon the courses and issues within their specific discipline. In regard to shared governance, faculty with varying priorities and a lack of broader interest in institutional happenings can lead to disjointed shared governance (Johnson et al., 2017). Some institutions can also make involvement in shared governance difficult for new faculty members (Barden & Curry, 2013).

Faculty members transitioning into higher education require faculty development opportunities to assist in the culture shift, as well as support from their supervisors. To this end, institutions need to support the concept of shared governance and the role of faculty in decision making. Proper training methods should be in place to support such a structure, including adequate orientations for new faculty and faculty development programs that focus on more than pedagogical methods (Boucher et al., 2006; Bronson & Merryman, 2010; Welch, 2003). An individual's supervisor additionally provides the faculty member with the necessary guidance as he or she transitions into higher education (Kalensky & Hande, 2017). Academic leaders should assist in the establishment of a conducive work environment that supports and encourages involvement in shared governance, and faculty should feel empowered by their supervisors to pursue an active role within that governance.

Critique of Previous Research

An examination of the prior research in this area demonstrates a large focus upon qualitative methodology (Barden & Curry, 2013; Bowen & Tobin, 2015; Bryant, 2014; Hand, 2008; Holland, 2016; Randall, 2012; Welch, 2003). Much of the research relied on the use of interviews, case studies, and observation to determine findings. Many of these studies had small sample sizes, thereby, decreasing the validity of the data gathered. Additionally, much of the information gathered from these studies examined the concepts of shared governance, faculty development methods, and leadership within a broader context with little linkage between the concepts. An assessment of shared governance within institutions and the involvement of faculty transitioning to higher education in that governance should be undertaken in order to understand where to begin to address the institution's shortcomings. Studies conducted by Bejou and Bejou (2016), Boyden (2000), Gourlay (2011), Holyfield and Berry (2008), Johnson et al. (2017),

Kalensky and Hande (2017), and Sorcinelli (1994) provide a foundation with respect to shared governance, the struggles inherent in transitioning to higher education, and the need for proper orientation and training methods to prepare faculty. However, there is a gap in the literature concerning how these three concepts inform each other in regard to the examination of the experiences shaping the understanding of shared governance by faculty who have transitioned from industry and the impact of this transition upon their involvement in institutional processes.

Utilizing transformational learning as the theoretical framework for the research design, a qualitative case study approach was assumed in order to investigate the perceptions of shared governance in faculty who have transitioned from industry. One strength of case study research is that it allows researchers to gain a deeper understanding of the factors related to the study and probe more deeply into the relationships and the impact of the variables within the study (Creswell, 2014; Stake, 1995). During the literature review, several case studies were used to gather qualitative data (Beckwitt et al., 2010; Bryant, 2014; Cordes et al., 2013; Gourlay, 2011; Hand, 2008; Randall, 2012; Welch, 2003). Beckwitt et al. (2010) and Cordes et al. (2013) interviewed faculty in regards to their understanding of shared governance; Bryant (2014), Hand (2008), and Welch (2003) examined faculty's perceptions of faculty orientation and training methods; Gourlay (2011) utilized a single-case study to examine the struggles in the transition to academe; and Randall (2012) examined the role of leadership in transforming an institution. However, none of these studies examined the relationship between the faculty members' transitions and their understanding and involvement in shared governance.

The research examined focused upon the literature associated with the understanding of shared governance by individuals transitioning from industry to higher education and their perceptions of shared governance, along with the experiences that may shape meaning during the

transition. Concepts related to the expectations of faculty with regard to shared governance, the expectations of new faculty members, the struggles transitioning to higher education, and the role of leadership in faculty development were examined. A review of the literature indicates a need to understand the transitioning faculty members' understanding and involvement in shared governance further, as well as the experiences which shape this understanding. Further knowledge in this area will assist in the development of better methods to train and empower faculty in effective involvement in shared governance.

Chapter 2 Summary

The literature reviewed covers trends within shared governance, the current findings on the struggles of faculty members transitioning to higher education, the current best practices for training and orientation methods for faculty members, and research on the role of leadership in an individual's transition. Additionally, a conceptual framework utilizing transformative learning was described, providing a lens through which to examine the transitions of individuals from a professional setting into faculty roles in higher education. Current research and methodologies were reviewed and analyzed.

There are many struggles for faculty members entering higher education from outside academe (Hand, 2008; Sorcinelli, 1994; Wood et al., 2015). Proper training and orientation methods can assist in alleviating these struggles and acclimating the individual to the culture of higher education (Bejou & Bejou, 2016; Siler & Kleiner, 2001). New faculty are often unaware of the workings of shared governance and lack the support and encouragement to become actively involved in institutional processes. Institutions have a professional responsibility to ensure faculty members are adequately trained and appropriate shared governance structures are in place (Beckwitt et al., 2010).

Understanding the presuppositions of individuals who have transitioned into higher education from professional settings regarding shared governance, involvement in institutional processes, and the experiences that have assisted in shaping meaning will assist in developing proper onboarding measures for faculty members. Examining these perceptions will also allow administration and leadership to evaluate current institutional policies and faculty interactions to determine areas of strength and weakness. Current research minimally focuses on faculty who have transitioned from professional settings and little research has been conducted upon the development of faculty in shared governance and their involvement in institutional processes.

Chapter 3: Methodology

Often, individuals who have transitioned to higher education from working in industry, such as clinicians, lawyers, or artists, have little knowledge of higher education culture. Faculty members are expected to acclimate to their positions and the institutional culture (Gourlay, 2011; Kirchoff, 2010). This transition can be difficult for many faculty members if it is not effectively supported by the institution's administration. Faculty members who are not properly oriented to the higher education culture may not understand the structure, roles, and institutional processes related to shared governance, which, in turn, impacts upon institutional processes as a whole.

Faculty who have transitioned to higher education from working in industry should utilize transformative learning to assist in developing an understanding of the structure, roles, and institutional processes related to shared governance. Through transformative learning, individuals can develop new meaning perspectives regarding their roles in shared governance (Mezirow, 1991). Utilizing transformative learning as a theoretical framework, this case study examined the understanding of the structure, roles, and institutional processes related to shared governance in faculty who have transitioned to higher education from industry and how it relates to the experiences which helped shape their understanding, and how this understanding, in turn, has impacted upon their involvement in shared governance and institutional processes. This chapter contains the case study methodology as well as instrumentation, data collection and analysis, and ethical considerations.

Research Question

The research focused upon how individuals who have transitioned from industry positions into faculty roles in higher education understand shared governance and the role of faculty within a shared governance structure. Additionally, it examined how the faculty perceive

46

their involvement in shared governance and institutional processes. The theoretical lens of transformative learning was used when developing the research questions for the study. The research questions identified for the study are:

1. What is the understanding of shared governance by faculty who have transitioned to higher education from industry?

2. How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

3. How do the faculty's understanding of shared governance change after institutional orientation or training?

4. How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

Purpose and Design

The purpose of this single case study was to explore how faculty who transitioned to higher education from industry understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance. Additionally, experiences influencing the formation of individuals' understandings of shared governance and the faculty role, thus, influencing the transformative learning process and the individuals' participation in shared governance were examined.

The utilization of a case study methodology is appropriate for studies seeking to explore the contexts corresponding to the phenomenon being studied (Yin, 2014). For this study, a case study was chosen to explore how individuals who have transitioned from industry positions into faculty roles are involved in shared governance and institutional processes; however, this cannot be considered without also considering the context in which these individuals understand shared

governance and the formation of this understanding. Case studies allow researchers to gain a deeper understanding of the factors related to the study and probe more deeply into the relationships and the impact of the variables within the study (Creswell, 2014; Stake, 1995).

Stake (1995) and Yin (2014) described how the concept of truth is relative and relies upon the perceptions of the individuals involved. This viewpoint coincides with the study's transformative learning theoretical framework. Mezirow (1991) discussed how meaning schemes assist in structuring an individual's meaning perspective. An individual's beliefs, perceptions, emotions, and knowledge of a situation are encompassed in how he or she interprets a situation, thereby, creating a meaning scheme (Mezirow, 1991). These meaning schemes develop meaning perspectives, thus, developing a framework to which to refer as decisions are made. Meaning perspectives develop individual perceptions based on past experiences, which are then applied to new situations (Mezirow, 1991). Consequently, through a qualitative case study approach, participants' meanings can be explored and analyzed (Creswell, 2014).

Study Site

The study site for this study was a Midwestern, private Catholic college which is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, along with five specialized accreditation bodies, for academic programs. In addition to the main campus, the college also offers programs through a satellite site and an online campus. The fall enrollments for 2018 consisted of approximately 700 students, with roughly 65% of whom were female and 35% of whom were male. Academic offerings are primarily baccalaureate degrees, with a small number of associate degree and graduate degrees additionally being offered. The academic unit is divided into three groups, which will be referred to as Division A, Division B, and Division C. The primary emphasis of the academic programs at

the institution is upon disciplines within the health professions; however, the institution also offers several liberal arts programs as well. The college has approximately 45 full-time faculty members. These faculty members are divided almost equally amongst the three divisions.

Research Population and Sampling Method

Convenience sampling was utilized to select the study participants. The target population for the study consisted of approximately 45 faculty members teaching at the study site during the 2018–2019 academic year. Faculty must have been full-time faculty members who have transitioned to higher education from industry. The participants were categorized into four groups in assist data analysis: faculty in their first year, faculty in years two–three, and faculty in years four–six, and faculty who have been employed for longer than six years. Delimitations were not placed on years of experience of faculty as an examination of faculty who have gone through the process of transitioning to higher education can assist in gaining insight into how these faculty's understanding of shared governance developed over time, how this understanding formed, and their perceived involvement in shared governance.

The institution's administration approved a request to obtain a list of full-time faculty members during the 2018–2019 academic year from the institution's Vice President for Academics office, in order to identify the sample for the case study. Faculty were contacted via their college email addresses with information regarding the research study and their participation in the study was requested (see Appendix A). The email contained information regarding informed consent and an active link to the demographic survey. Participation in the study was voluntary, and individuals were fully informed of all the procedures and confidentiality measures within the study.

Instrumentation

The instruments used to collect data included a demographic survey and face-to-face interviews with the participants. Additionally, a review of pertinent institutional documents, such as faculty handbooks, the college website, and shared governance by-laws, was conducted. Prior to conducting this study, institutional review board approval was obtained from the study site as well as from Concordia University. The study site provided consent and permission to conduct research at the institution (see Appendix B). All data extracted from the institution remain unidentifiable to protect the confidentiality of all the participants and institutions.

Demographic Survey

A web-based questionnaire to faculty members was administered to gather demographic information regarding the study participants. The demographic survey included qualifying questions regarding whether the participant had worked in industry prior to higher education and whether they were full-time employees. Those participants who answered "no" to either qualifying question did not qualify as study participants and were transferred to the end of the survey without having to complete the remainder of the survey.

The demographic questions on the survey identified how many years an instructor had been in higher education, the academic department of his or her primary appointment, academic rank, prior career, gender, age range, and race. All the questions were entered into Qualtrics, which created a nine-question demographic survey that was distributed to the participants (see Appendix C).

Interviews

Semi-structured interviews with the participants were conducted. An interview protocol

guided the interview process and data collection (Castillo-Montoya, 2016; Creswell, 2014). An interview protocol refinement (IPR) framework was utilized during the development and refinement of the study's interview protocol (see Appendix D). Open-ended questions aligned to the research question and follow-up questions were asked to allow the participants to elaborate upon concepts. The semi-structured questions were established prior to the interviews; however, the open-ended design allowed the participants to share additional information. The questions were designed to gather data upon how individuals understood shared governance, the experiences that shaped their understandings, and their involvement in shared governance and institutional processes. Member checking was undertaken after interview transcription to validate the transcripts of the interviews. Participants were emailed interview transcripts via secure, password protected email, with passwords being sent separately from the documents, providing them the opportunity to review the transcripts and perform edits as necessary. Revisions were also returned via secure, password protected, email.

Data Collection

All the faculty members at the institution were contacted via institutional email with information regarding the research study, informed consent paperwork, and an active link to the demographic survey (see Appendix A). Triangulation of interview data was conducted through manual and computer coding methods, and further supported with information from institutional documents. The faculty who met the qualifying criteria and agreed to participate in the study were contacted for a follow-up interview.

Demographic Survey

A demographic survey was used to determine the participants who met the qualifying criteria and to ascertain the demographics of the participants (see Appendix C). The questions

pertained to age, gender, race, years teaching in higher education, division and associated

discipline, career prior to higher education, and academic rank. This information provided

insight into the potential factors influencing the current perspectives of the subjects.

Faculty received an email with information regarding informed consent and an active link

to the survey (see Appendix A). Faculty members participating in the study followed the link to

the survey on the Qualtrics website. A step-by-step guide assisted all the participants in the

completion of the survey. The survey was administered through Qualtrics and was left open for

two weeks to allow sufficient time for participant completion. A reminder email was sent one

week before the survey closed. The survey took less than five minutes to complete. After the

survey closed, the results were downloaded and password protected. Each participant was

assigned an identification number which will maintain the confidentiality of their information.

All the data are stored confidentially and securely. The digital files for the study are kept on the

researcher's private computer, and both the computer and files are password protected. All hard

copy files will be retained in a locked file cabinet. Research data will be maintained for three

years after the completion of the study, at which time all files will be deleted and destroyed in a

secure manner.

Institutional Documents

The Vice President for Academics and Human Resources offices were contacted to

obtain any applicable handbooks, by-laws, meeting minutes, or other documents that were

applicable to the study. Digital copies of these documents are kept securely with the other files

from the study.

Interviews

Semi-structured interviews were conducted with all the study participants. All the participants were contacted via institutional email to schedule a one-hour interview with the researcher at a mutually agreed upon time. Face-to-face interviews were held in a private conference room at the institution. This location allowed the interview to be focused, confidential, and removed from any potentially influential environmental factors. Online and distance faculty were interviewed through video conferencing.

Data were gathered utilizing an established interview protocol (see Appendix D). This structured protocol set parameters that ensured consistency amongst the interviews. The interviews began with an overview of the interview process and the topics being examined. Additionally, the participants were asked for verbal confirmation of their participation in the interview along with their consent to being audio recorded and for the transcription of the interviews. Upon receiving this consent, the interviews were audio recorded with the participants restating their consent upon the record. Upon conclusion of the interviews, the participants were asked a summative question allowing them to supply any further information they felt was pertinent to the study. At the end of the interview, the participants were thanked for their willingness to participate and the audio recording was stopped.

The audio recording was performed with the voice recording application Rev. In addition to audio recording, handwritten notes were taken during the interviews. Both methods were utilized in order to enhance the accuracy of the recorded information. Handwritten notes cannot be replayed to verify information, which creates the potential for incomplete or biased interpretations (Tessier, 2012). The interviews were transcribed using the online transcription service Rev. The transcriptions notated the words of each speaker along with a time stamp. The

transcribed interviews allowed the researcher to assess not only the content of the interview, but the event in its entirety. Additionally, the transcripts provided distance between the participant and the researcher, preventing the researcher from expounding upon a situation when the researcher becomes close to the participants and their environment (Hamo, Blum-Kulka, & Hacohen, 2004). All the information gathered was kept confidential and secure. The transcripts were reviewed to remove any identifying individual markers. Following the completion of the transcription, member checking was conducted, which allowed the participants to review the transcripts and perform edits as necessary. The audio recordings were deleted once the transcriptions of the interviews were completed.

Identification of Attributes

This study examined several different attributes. The first attribute was the understanding of shared governance, which refers to an institution's policies and procedures for making policy and institutional decisions. Shared governance is a collaborative process of creating institutional change and is a vital part of an institution's culture (Crellin, 2010). An understanding of shared governance is influenced by a variety of factors as an individual transitions to a new institutional culture. Individuals' understandings thus impact upon their involvement in shared governance and institutional processes. A second attribute examined was training methods that assisted in faculty in gaining an understanding of shared governance. Third, the involvement in shared governance by faculty who have transitioned to higher education was examined.

Data Analysis and Procedures

Institutional Documents

Institutional documents, such as handbooks, bylaws, and meeting minutes related to shared governance were reviewed for this study. The materials reviewed included the faculty

handbook, the Faculty Assembly by-laws, faculty evaluation tools, and meeting minutes from Faculty Assembly, Committee Meetings, Division Meetings, and institutional meetings and gatherings. Additionally, materials that were utilized for faculty onboarding and continued professional development opportunities were reviewed. These documents were reviewed to identify the contractual obligations and expectations of the faculty members, gain an understanding of the shared governance structure of the institution, and professional development opportunities currently established at the institution. Meeting minutes were reviewed and analyzed to observe how faculty interact within the shared governance structure. These documents were analyzed and organized by theme for comparison with the data gathered via the faculty interviews and the demographic information.

Demographic Survey

The results of the survey were immediately available upon closure of the survey. The survey data were analyzed utilizing Qualtrics statistical software. Tables were created to depict the demographic data gathered and permit comparisons amongst the demographic variables. The tables were helpful in analyzing the variables and assisting in interpreting the data.

Interviews

Case study research requires data to be analyzed with a detailed description of the setting and participants, with a detailed data analysis in order to identify themes (Creswell, 2014; Stake, 1995). The data were organized and prepared for analysis after the interviews, transcribing, and member checking were completed. Analysis of the completed interviews occurred concurrently as further interviews were conducted. Coding was conducted both manually and using qualitative data analysis software. Interview transcripts, notes, documents, and related materials were reviewed, cataloged, and organized prior to analysis.

The qualitative data were analyzed using open, axial, and selective coding to identify interconnections and patterns amongst the categories (Creswell, 2014). Data was examined for initial codes and themes and then uploaded into the qualitative data analysis software NVivo. The data was first manually coded within NVivo. Open coding was used to identify initial codes of information amongst the data. Open coding reviews the raw data collected for the study line-by-line to uncover ideas and themes within the information. The transcripts from the interviews were reviewed and codes were created. Auto coding was additionally run and compared against those identified manually. Any unique codes that were identified were added to the list.

Axial coding was conducted next in order to connect categories to subcategories. The data were further refined to identify major categories and analyzed in a more focused manner. Categories can begin to be identified as the codes become more detailed and specific. Each code and category was evaluated individually through axial coding. The use of the mind mapping tool within NVivo assisted in visualizing connections.

Finally, selective coding was completed to identify the key points within the open and axial coding process. The mind mapping tool assisted in identifying subthemes and themes within the data. Once trends, similarities, and differences in the data were identified, the results were exported to Excel for further analysis. Tables were created to allow visualization of the findings in an organized manner and assist in the exploration of the findings.

Auto coding was additionally run to analyze data for themes. Coding queries were run that assisted in analyzing content based on how it was coded in NVivo. Word frequency queries were additionally run in NVivo to find frequently occurring words and concepts, and results were visualized through the formation of word clouds. Data was sorted into categories as themes emerged during analysis. The themes were then compared to those identified during manual

coding. It was found that similar themes emerged in both forms of coding. Upon completion of both the manual and computer coding, all the data were analyzed and compared against the expectations of faculty stated within the institutional documents and the demographics to discover patterns between a faculty member's understanding of shared governance and the expectations of the institution.

Limitations and Delimitations of the Research Design

There are limitations identified within this study. Creswell (2014) noted that the single-case study methodology is structured to gather a deeper understanding of participants' experiences. However, the examination of a singular site in qualitative case studies can present a skewed view of a situation, creating difficulties in making generalizations to the wider population (Creswell, 2014). The participants of this study were only from one Midwestern private institution. The study consisted of a small sample size of 14 full-time faculty who had transitioned from industry to higher education. The unique characteristics of the study site, therefore, prevent the results from being generalized to the broader population.

Potential for researcher bias was another limitation of the study. The researcher has a professional connection with the institution being examined. Faculty with whom the research may have a direct professional connection were eliminated from the study, which limited the sample size. Additionally, the professional relationship of the researcher to the institution may cause some participants to be reluctant to fully disclose information. The data in the qualitative interviews also consisted of indirect information being filtered through the views of the participants resulting in potentially skewed data (Creswell, 2014).

Delimitations were not imposed on the instructor's rank, discipline, degree level, or prior teaching experience (e.g., adjunct/contingent faculty). Additionally, delimitations were not

placed on years of experience of faculty as an examination of faculty who have gone through the process of transitioning to higher education can assist in gaining insight into how these faculty's understanding of shared governance developed over time, how this understanding formed, and their perceived involvement in shared governance. While delimits were not placed on years of experience, only one faculty member volunteered to participate who had 0–1 year of experience, limiting the perspectives provided from this demographic.

Validation

Credibility

To maximize the validity of the demographic survey, precautions were taken. The survey questions were analyzed to ensure they correlated with the research questions. The survey instrument was peer reviewed by a higher education professional with over 15 years of experience working in assessment and institutional research, with an emphasis on survey and interview design. Demographic information was aligned with that utilized for the Integrated Postsecondary Education Data System (IPEDS), the data collection program for the National Center for Education Statistics (NCES). Question wording and structure was reviewed to ensure it was clear, specific, and unbiased.

Case studies should include a defined procedure to ensure the rigor and credibility of the study (Yin, 2014). An interview protocol, found in Appendix D, was established to strengthen the validity of the study (Castillo-Montoya, 2016; Creswell, 2014). This protocol ensured the study followed a defined set of procedures when conducting the interviews. An IPR framework was utilized during the development and refinement of the study's interview protocol. The IPR framework is designed to strengthen the reliability of interview protocols by reviewing the interview protocol in several phases (Castillo-Montoya, 2016). Feedback is provided in multiple

methods, allowing for continuous improvement and the solicitation of relevant data (Hurst et al., 2015).

The first phase ensures that the interview questions align with research questions. A matrix was created that mapped the questions within the interview protocol to the study's research questions. Gaps that existed in the structure of the protocol were identified during this process. During this phase, it was identified that there was an overage of questions aligned to research question 1; the interview questions were revised to condense these questions and focus on those most aligned to the purpose of the study.

Constructing a protocol that promoted inquiry-based conversation was the focus of phase two. Interview questions were reviewed to include four types of questions: introductory questions, transition questions, key questions, and closing questions. The inclusion and organization of various types of question assist in the development of inquiry-based conversation (Castillo-Montoya, 2016). A draft script was developed as part of the protocol to guide the conversation.

The third phase involved receiving feedback on the interview protocol. A close reading of the interview protocol was conducted by a colleague with over 15 years of experience working in assessment and institutional research, with a focus on survey and interview design. During the closed reading, interview questions were reviewed for structure, style, comprehension, and participant interaction. The reviewer additionally provided overall feedback on the interview protocol. Castillo-Montoya (2016) discuss that in instances where the study has a small target population that prevents pilot studies and obtaining volunteers for review, outside reviewers may be utilized to evaluate the protocol as if they were a study participant. Colleagues from outside the institution who had traits that were similar to those in the study served as pilot interviews,

both in person and through video conference. Through both the closed reading and the pilot interviews, the protocol was revised to increase clarity and realigned to allow information to flow more easily.

Upon completion of transcribing the interviews, member checking also occurred to ensure the validity of the interview process (Stake, 1995). All the audio recordings of the interviews were transcribed and edited. The final transcripts were sent to the participants for review and approval. Member checking ensured correct interpretations of the participants' responses and also allowed the participants the opportunity to evaluate the transcripts for accuracy (Frey, 2018). This process assisted in the reduction of bias.

Triangulation was used in the research design to increase the reliability of the study. Mixing data types, sources, and methods assists in validating claims that may be made from the data analysis (Creswell, 2014; Flick, 2007). The data gathered were verified and the interpretations can be deemed trustworthy by means of triangulation. Interview data was analyzed through both manual and computer coding, and data was further supported by institutional documents. Through the use of this method, knowledge at different levels can be obtained and an increase in the quality of the study is attributed to this practice (Flick, 2007). Additionally, the use of triangulation prevents bias from influencing the interpretation of the data (Creswell, 2014).

Dependability

The dependability of this study was related to the consistency of the application of the established interview protocol. This protocol ensured that the interview questions and process were consistent and reliable amongst all the participants. The interview questions were developed in alignment with the research question and the theoretical framework. An audit trail

was maintained throughout the study consisting of notes, interview transcripts, and data files. The interviews were audiotaped and notes were taken to warrant that precise data were collected.

The researcher also utilized research bracketing to avoid potential bias in the study. Bracketing separates the researcher from ideas, assumptions, and theories previously held regarding the research concepts (Bertelsen, 2005). This allowed the researcher to view the data from a more objective viewpoint, rather than subjectively incorporating personal thoughts and assumptions.

Expected Findings

The expected findings of this study were that individuals who had transitioned to higher education from industry would not have a thorough understanding of shared governance. It was anticipated that understandings of shared governance were minimally impacted by the established structured procedures; rather, understandings were formed through relationships with other faculty members and learning as they made their way through the processes. It was expected that the level of understanding that a faculty member possessed was related to the level of involvement the faculty member had in shared governance and institutional processes.

Ethical Issues

Conflicts of Interest Assessment

The researcher has a professional connection with the institution. Any faculty with direct professional connection to the research were not eligible to participate in the study. All participation in the study was voluntary, and the participants had the opportunity to withdraw at any point in time. The participants were informed that there would be no repercussions for not participating in the study, for abstaining from answering a particular question, or for withdrawing from the study. All the participants' information was kept confidential and

identities removed and replaced with an identification number. The researcher did not benefit from this study in any manner. There were no financial obligations associated with this study or the researcher. Measures were taken, such as member checking and research bracketing, to eliminate potential bias.

Ethical Issues in Study

This study used human participants. The sample population held minimal risks and did not include individuals who were minors or individuals unable to legally make their own decisions. All the faculty members who met the parameters of being full-time faculty members who had worked in industry prior to higher education were eligible to participate in the study. Participation in the study was voluntary, and individuals were fully informed of all the procedures of the study (see Appendix E). Once presented with information regarding the study and its procedures, individuals were able to make an informed decision regarding whether to participate. The participants were able to withdraw from the study at any point in time. The survey and interview questions used within the study were designed to remove the potential development of any harmful effects or conflicts within the workplace and used general terminology which was not considered discriminatory. An email was sent to the Vice President for Academics of the institution requesting permission to study faculty members and explaining the parameters of the study (see Appendix B).

The individuals participating in the study were faculty members who had transitioned to higher education from working in industry. It was made clear to the faculty members that their information would not be shared with any individuals within the institution. All the faculty members were contacted via email with information regarding the research study and a link to

the informed consent. The participants had to agree or disagree to the use of their data for the study as well as acknowledging that they understood the parameters of the study.

During the data collection phase of the study, the participants' identities were protected, as they were not required for the data analysis. Each participant was assigned an identification number which kept their information confidential. All the data remains confidential and secure. Following the data analysis, all the participant information remains private. The digital files for the study are kept on the researcher's private computer and password protected. All hard copy files will be retained in a locked file cabinet. Research data will be maintained for three years after the completion of the study.

Chapter 3 Summary

Shared governance is an important aspect of the way in which higher education institutions operate. Faculty members who are transitioning to higher education from working in industry experience a culture shock as they enter the differing work environment (Siler & Kleiner, 2001; Wood et al., 2015). Faculty's professional experiences render them faculty content experts, however, these same experiences do not typically prepare these individuals for the faculty role within a shared governance structure. Often institutional orientation and training methods focus on curriculum development and pedagogy, with minimal emphasis on other aspects of acclimating to the institutional culture. This can cause faculty members transitioning to higher education to become frustrated in their faculty positions with decreased participation in shared governance and institutional processes, which can potentially lead to the administration believing its faculty members are not adequately engaged in the institution.

Many studies have examined various aspects of shared governance. Data show institutions require an effective shared governance model to remain sustainable (Cordes et al.,

2013; Crellin, 2010). This requires all individuals to understand and be actively engaged in the process. Unfortunately, evidence indicates transitioning faculty members often have misconceptions of the faculty role and become overwhelmed upon entering their faculty careers (Siler & Kleiner, 2001; Wood et al., 2015,). Additionally, it has been demonstrated that faculty who are not adequately acclimated to the institution's shared governance may become more segregated from shared governance and future involvement in institutional processes (Baldwin & Chronister, 2000; Barden & Curry, 2013).

Prior studies have examined various aspects of shared governance and individuals transitioning to higher education. However, there is limited research that links the concepts and examines the understanding of shared governance by individuals who have transitioned to higher education from working in industry. Much of the existing research focuses on pedagogy and not the faculty member's involvement in shared governance and institutional processes.

The purpose of this single case study was to explore how faculty who transitioned to higher education from industry understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance. The study was conducted sampling faculty who had transitioned from industry to higher education at a Midwest, private college. The study utilized multiple sources of information, including demographic surveys, interviews, and qualitative institutional documents. All approvals were received prior to pursuing the study, and a copy of all the study tools is located in the appendices.

Chapter 4: Data Analysis and Results

This case study examined the understanding and involvement in shared governance by faculty entering higher education from industry. The culture shift involved in entering higher education can cause individuals to struggle within the transition to the differing work environment. Additionally, training methods do not educate individuals on shared governance, instead focusing primarily on pedagogy. While there is research on shared governance and faculty transition, there is little research examining the crossover of these topics. Having a better understanding of how individuals acclimate to higher education and their understanding of shared governance may assist institutions in developing methods to assist in the acclimation of faculty to higher education and a more effective shared governance model.

The purpose of this single case study was to explore how faculty who transitioned to higher education from industry understand shared governance, how their understanding of shared governance was formed, and how these faculty perceive their involvement in shared governance. Data were gathered from three sources: qualitative data, such as handbooks; demographic surveys; and interviews with faculty who had transitioned to higher education from industry. Additionally, data was coded via manual and computer coding to assist in triangulating the data. The themes which emerged from the data were identified and examined more deeply. This chapter includes a review of the research questions, a discussion of the participants in the study, a description of the use of the coding of the interview data, and the presentation of the findings.

The study was designed to answer the following research questions:

1. What is the understanding of shared governance by faculty who have transitioned to higher education from industry?

2. How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

3. How do the faculty's understanding of shared governance change after institutional orientation or training?

4. How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

Description of the Sample

The study site was a small private college located in the Midwest. An invitation was sent to all faculty to participate in the study. Faculty willing to participate completed a demographic survey and had to meet the qualifying criteria of being a full-time faculty member who had transitioned from industry to higher education. This foundational data assumes that the faculty honestly reported that they had worked in their respective industry prior to transitioning to higher education. Of the 45 faculty invited, 21 responded and 19 qualified to participate in the study. Faculty from Division C were eliminated from the study to reduce the potential influence of faculty who had a professional association with the researcher. The resultant sample was 14 participants: eight from Division A and six from Division B.

The demographic information was only utilized to describe the population as a whole and not broken down by participant in order to protect the identities of the participants. Table 1 exhibits the demographic breakdown of the study participants. The participants were all Caucasian females. The participants were categorized by years of experience in higher education, with one faculty member working 0–1 years, five faculty working 2–3 years, five faculty working 4–6 years, and three faculty working 7+ years in higher education. The faculty members represented the disciplines of business (2), English (1), social sciences (3), and health-related

fields (8). Seven of the faculty had experience with shared governance before their current

appointment and seven did not.

Table 1

Demographics of Sample

Variables	Number of participants
Gender	
Female	14
Race/ethnicity	
Caucasian	14
Age range	
30–39	5
40–49	6
50+	1
Division	
Division of A	8
Division of B	6
Discipline	
Business	2
English	1
Social Sciences	3
Health-related fields	8
Years in higher education	
0–1 year	1
2–3 years	5
4–6 years	5
7+ years	3
Rank	
Instructor	10
Assistant Professor	3
Associate Professor	0
Professor	1
Prior Experience with Shared Governance	
Yes	7
No	7

Research Design

The case study methodology was chosen to gain a deeper understanding into the factors related to the study and probe more deeply into the relationships and the impact of the variables within the study (Creswell, 2014; Stake, 1995). Data were gathered from multiple sources, including qualitative data gathered through review of institutional documents, demographic surveys, and interviews. The utilization of multiple data points allows for a more in-depth understanding of the concepts being evaluated (Creswell, 2014; Flick, 2007). Initial data were gathered regarding the participants' demographics, careers prior to entering higher education, and involvement in shared governance prior to their current appointments.

The institutional documents gathered, such as handbooks, bylaws, and meeting minutes, were uploaded to NVivo and evaluated to determine the administration's expectations of faculty members at the institution, the current shared governance structure, and the involvement in shared governance. The documents were reviewed multiple times to identify key concepts, and notations were made regarding information significant to the study. The information was then organized into categories to allow for the identification of attributes which aligned with the data gathered in the study from the interviews.

The participants were interviewed regarding how they perceive their understanding of shared governance and how they describe the formation of their understanding of shared governance. The interview protocol was structured in a manner that aligned with the study's conceptual framework and research questions. Interview questions 1 and 2 were introductory questions to correlate with the demographic information that the participant had previously provided via the demographic survey. Questions 3 through 8 aligned with RQ1 and were

designed to gain insight into the participants' understanding of shared governance. The questions examined their overall knowledge of the concept of shared governance as well as how it worked at the institution. Questions 9 through 13 aligned with RQ 2 and RQ3, examining the experiences that had assisted in shaping the individual's understanding of shared governance. The participants reflected on the processes in which they had participated and how these processes impacted upon their knowledge of shared governance. Questions 14 through 17 examined the participants' involvement in shared governance, aligning with RQ4. At the conclusion of the interview, the participants were asked a summative question that provided an opportunity to impart any additional information pertinent to the study.

The interviews were held at a time convenient for the participant in a private, neutral location; distance faculty were interviewed via video conference. At the start of the interviews, the participants' permission was requested to record their responses. Informed consent, confidentiality, and the option to abstain from answering any question were reiterated to each participant. The interviews were conducted over a three-week period. An interview protocol was utilized within each interview; however, the length of the interviews varied from 21 minutes to 58 minutes.

The recording software application was used to record each interview. In addition, handwritten notes were taken. The recordings were then transcribed through Rev's transcription service. A copy of the interview transcript was provided to each participant for a review of her responses. Once it was determined that the responses were accurate, the original recordings were deleted. Each participant was given an identifier number to protect her identity and all files were stored securely on the researcher's computer.

Data Analysis

  The gathered data were analyzed to identify any themes and patterns that emerged from the data. The transcripts of the 14 interviews were reviewed, and the data were examined for initial codes, themes, and patterns. The transcripts were then uploaded into the qualitative analysis software, NVivo. The software was utilized to complete both manual and computer coding.

  The data was first manually coded within NVivo. The transcripts and were read multiple times prior to assigning codes and themes to gain an overall understanding of the data. Open coding was conducted by reviewing each transcript line-by-line and first utilizing in vivo coding. These codes were then compared to the initial codes which were prior identified, and any additional codes were entered into NVivo. Auto coding was additionally conducted within NVivo and codes compared against that of manual coding. Any unique codes were additionally added to the list. The open coding process resulted in 110 codes.

  Axial coding was then conducted to identify commonalities between codes. As patterns emerged, codes with similarities were sorted into subcategories. The mind-mapping tool within NVivo was utilized to assist in visualizing connection between codes and emerging categories. The codes were reviewed one final time to determine whether any codes could be combined or renamed. The categories were analyzed for depth, or the quantity of open codes assigned to each category. For the purpose of this study, depth was defined as having 10 or more references assigned to the category. Categories with less than 10 assigned references were discarded. The discarded categories included *discussion meetings* and *clear understanding;* all other categories had similar depth.

Finally, selective coding was completed to identify the key points within the open and axial coding process. The mind-mapping tool was once again utilized to aid in the analysis. Additionally, tables were exported to Excel to manually analyze relationships amongst categories. As relationships formed amongst codes and categories, subthemes and themes emerged from the data. All the transcripts were then reviewed one last time for additional codes until it was determined no additional codes were identified that could provide additional insight. Auto-coding was conducted within NVivo for themes and compared against those identified manually. Comparison showed that similar themes were identified through both modes of analysis. Table 2 exhibits the themes and subthemes that emerged amongst the categories identified during coding.

After coding was conducted word frequency queries were also run in NVivo to find frequently occurring words and concepts. Results were additionally visualized through the formation of word clouds. Word frequency queries were run at different groupings to determine differences that existed regarding queries that searched for exact matches, with stemmed words, with synonyms, with specializations, and generalizations. Table 3 exhibits the results of these word frequency queries. Queries for exact, stemmed, and synonyms produced similar results with the words *like, think, know, faculty, and just*. Specialization and generalization queries had the addition of the words *change, really, acting, evaluate,* and *committee.*

Table 2

Relationship Between Themes, Subthemes and Categories

Theme	Subtheme	Category
Minimal Understanding of Shared Governance	Expectation and the Faculty Handbook	Minimal understanding Broad definition Took time to understand Understanding Compared to by-laws
	Organizational Structure and Chain of Command	Chain of command Organizational chart Role of stakeholders
Resources Assisting Faculty	Learning through Involvement	Faculty Assembly Committees Learn through doing
	Learning through Colleagues	Asking for help Reliance on other faculty
	Internal Motivation	Leadership qualities Personal motivation
Factors Inhibiting Involvement	Poor Training Methods	Overload during training No training on shared governance Desire for mentorship Needing extended training
	Feelings of Being Overwhelmed	Overwhelmed Feeling alone
	Institutional Processes and Communication	Structure inhibits involvement Division silos Poor communication
Roles of Administration and Supervisors	Communication and Transparency	Administration encouragement Supervisor communication
	Expectations and Accountability	Supervisor role Clear expectations

Table 3

NVivo Word Frequency Query

Exact	Stemmed	Synonym	Specialization	Generalization
like	like	think	change	really
think	think	like	think	change
know	know	know	really	think
faculty	faculty	faculty	acting	acting
just	just	just	evaluate	committee

Upon completion of both the manual and computer coding, all the data were analyzed and compared against the expectations of faculty stated within the institutional documents and the demographics to discover patterns between a faculty member's understanding of shared governance and the expectations of the institution.

Accuracy and Credibility of Findings

Yin (2014) stated that the establishment of a defined procedure assists with the credibility and rigor of a study. An interview protocol was utilized to ensure that all the interviews were conducted in a similar manner and in order to increase the validity of the study (see Appendix D; Castillo-Montoya, 2016; Creswell, 2014). Additionally, precautions were taken to reduce the possibility of bias during the data analysis as well as to ensure the accuracy of the coding and data interpretation. The data gathered underwent member checking in which the participants reviewed the interview transcripts and make corrections to any misinformation. Research bracketing was employed to limit the potential of researcher bias through the separation of any prior assumptions and theories regarding the concepts related to the study.

Triangulation was utilized during the analysis of the data to assist in validating the claims that may be made from the analysis (Creswell, 2014; Flick, 2007). Triangulation of interview

data was conducted through manual and computer coding methods, and further supported with information from institutional documents. Mixing data types, sources, and methods assists in validating claims that may be made from the data analysis (Creswell, 2014; Flick, 2007). Additionally, the use of triangulation prevents bias from influencing the data interpretation (Creswell, 2014).

Summary of the Results

This study aimed to identify themes related to how individuals who transition to higher education from industry understand shared governance, the factors which impact the formation of this understanding, and how this understanding impacts upon their involvement in shared governance. Qualitative institutional documents were reviewed and analyzed. Four central themes emerged from the data, which included additional subthemes identified through the data analysis. These themes are presented in Table 4 and are further discussed in the presentation of the data results in the following section.

Presentation of Data and Results

The case study was conducted to gain an understanding of the perceptions of shared governance in individuals who had transitioned to higher education from industry. Four central themes emerged from the data, including several subthemes listed in Table 4.

1. Central Theme 1: Faculty did not have a thorough understanding of the concept of shared governance or its relation to the institution. The two subthemes are organizational structure and chain of command, and expectations and the faculty handbook.

2. Central Theme 2: Faculty mentioned a variety of resources which assisted them in gaining the level of understanding they held. The three subthemes are learning

74

through involvement, learning through colleagues, and internal motivation for

involvement.

3. Central Theme 3: Several factors prevent faculty from understanding and being

   involved in shared governance. The three subthemes are poor training methods,

   feelings of being overwhelmed, and institutional processes and communication.

4. Central Theme 4: Faculty discussed how their supervisor and the administration play

   a role in their understanding and involvement in shared governance. The two

   subthemes are communication and transparency, and expectations and accountability.

Table 4

Central Themes and Subthemes

Central themes	Subthemes
Minimal Understanding of Shared Governance	Organizational Structure and Chain of Command
	Expectations and Faculty Handbook
Resources Assisting Faculty	Learning Through Involvement
	Learning Through Colleagues
	Internal Motivation for Involvement
Factors Inhibiting Involvement	Poor Training Methods
	Feelings of Being Overwhelmed
	Institutional Processes and Communication
Role of Administration and Supervisors	Communication and Transparency
	Expectations and Accountability

Each theme is discussed in detail below, in which the views of faculty members who

have transitioned to higher education from industry are described with regard to their

understanding and involvement in shared governance. Identifying markers have been removed, and the participants have been assigned identification numbers, SG001–SG014, to maintain their confidentiality.

Minimal understanding of shared governance. Many of the faculty had only a general understanding of what the term "shared governance" meant; most had deduced a definition based on the term itself. For example, SG003 stated, "I'm not familiar with the term, and I don't know the official definition. . . . I mean the name implies that there's a bit of a democracy or voting and participation in decision making, but I don't know what the official definition is." Most of the faculty had a basic understanding of what their role should be within shared governance; however, their expectations did not always match the requirements outlined within the faculty handbook. Faculty appeared to have a general understanding of the structure of the institution, however, were less certain when it came to the roles of each of these entities.

Expectations and the faculty handbook. The institution's faculty handbook was reviewed as one of the study's qualitative documents. It was found that the expectations and understanding of shared governance within the handbook did not align with the understanding of the faculty members who had transitioned from industry.

A review of institutional documents revealed a misalignment of expectations of the faculty's involvement in shared governance. The Faculty Handbook, faculty evaluation tool, and meeting minutes all state different requirements for the faculty's involvement in the committee structure of the institution. Policy dictates that faculty members are required to sit on at least two committees per academic year. However, the faculty evaluation tool states the minimum requirement is that faculty sit on only one committee. Similarly, discussion within Faculty Assembly meeting exhibited confusion on the topic during faculty conversations regarding

alignment of faculty expectations with promotion and tenure guidelines. The Faculty Assembly committee membership list showed a mixed involvement by the faculty members, with some faculty serving on several committees, and others serving on just one. Faculty Assembly minutes also displayed difficulty in filling some committee positions, in particular, those designated as representatives for Division A.

Many of the faculty admitted they have never or only minimally reviewed the handbook regarding their expectations in higher education and the faculty role, often only referring to the handbook if directed or needing to locate a specific policy. SG001 stated regarding faculty expectations beyond the handbook, "I think I've heard them, but I don't think it's ever written anywhere, which is really kind of nice. I don't think, is it written anywhere?" SG003 stated of her level of understanding, "Part of that might be my own fault because I have not read in the handbook what is expected of me outside of the classroom." SG005 stated, "I haven't really looked at the handbook . . . it is just not a place that I look for much of anything."

Some faculty members looked at the handbook only when it was necessary to find something specific that they were unaware of regarding higher education and their role as a faculty member. For example, SG002 stated the following regarding serving on a Faculty Assembly committee, "We had an issue that was brought before the Welfare Committee, and so I didn't understand any of it, and so I went digging through the handbook to figure out. So that's how I got that minimal understanding."

Other faculty discussed how they did not reference the faculty handbook because they did not want to take the time to look for information. SG010 and SG011 similarly felt that it was not a priority to look in the handbook due to being overwhelmed as they transition to a new work culture. SG010 stated, "Unless a question comes up, it's kind of like that fire hose information. .

. . You either say, 'I'm too busy to look it up,' or you ask somebody." Similarly, SG011 stated, "I also feel like I need to take responsibility for that because I haven't gone in and researched it myself. . . . But there's just so much else going on that that's kind of gone to the wayside."

The Faculty Assembly is the faculty governing body at the institution. According to the faculty handbook, all full-time faculty members are voting members of the body. The employee handbook contains a section regarding the operations and by-laws of the assembly. The understanding of the faculty with regard to the expectations pertaining to shared governance in alignment with the handbook was mixed. Many faculty had minimal understanding of the operations of the assembly and what its role was within higher education. Concerning their understanding of the operations of the Faculty Assembly, the statements by SG001 and SG005 describe the sentiments of many of the faculty. SG001 stated, "I would say that's an absolute no [I don't have an understanding], I didn't even know I was supposed to be a voting member up until too long ago." Regarding the operations of the assembly, SG005 stated, "I know we have meetings where we discuss what we think, but as far as that going somewhere or actually influencing something, I don't know that it does or where it would go from there, I guess."

The handbook states in section 2.11.1.3 that all faculty are required to serve on two committees and attendance at Faculty Assembly meetings is mandatory unless excused. However, only a couple of the faculty members' understandings aligned with this statement. All other faculty had a vague understanding of the expectations of shared governance in higher education, as this was a concept they were not familiar with in their prior careers. For example, SG006 did not have an understanding of the role of the assembly or the expectation of faculty, stating, "I have no idea who half those people are or what they're talking about. So, it's kind of a waste of my time. If they told me I had to go, I would probably do it." Similarly, SG012 was one

of the many faculty members who did not have an understanding of faculty involvement in committees, stating, "I was amazed, how some [faculty] are on four, and some aren't even on one. I think we need to divide that out, so we don't have somebody on four committees and then another faculty on nothing."

Regarding the number of committees on which faculty should serve, responses varied from one or two, or they were aware they should be on committees but unsure of how many. Many of the faculty felt confident in their responses, despite the fact that they did not align with the handbook. SG010 stated, "The clear expectations that are spelled out are that we're required to attend Faculty Assembly meetings and we are required to sit on one committee as far as the governance side of it . . . I mean, that's what the expectation is set." Other faculty were vaguer in their responses, such as SG011's description of her understanding:

I don't really have an understanding beyond "You should really try to be a part of a couple of committees this semester, and you need to attend Faculty Assembly meetings". . . . This is an obligation, but this is optional, just sort of the basic rules of what you're supposed to do.

The faculty's understanding of the operations around shared governance was not the only item that did not align with the faculty handbook. Examination of the qualitative data exhibited that the faculty growth plan, which serves as the faculty's evaluation tool and is designed by the Faculty Assembly, also does not align with the handbook requirements. The faculty growth plan apprises faculty of the requirement to serve on one committee, while the handbook states the requirement is to serve on two committees.

Organizational structure and chain of command. The responses from participants demonstrated that the concepts of organizational structure and chain of command seemed to be a

gray area amongst the faculty members who have transitioned to higher education. All the faculty felt they understood the basic organizational structure and chain of command at the institution. For example, SG001 stated, "I understand the organizational structure and the components. If I were to draw it out in a managerial component." SG007 similarly stated, "I understand the chain of command. I know the order of going through a program director to the dean for concerns in my discipline." Similarly, SG008 noted:

> I would go to the dean with problems that he had the authority over. I would go to the Faculty Assembly rep with problems that are dealing with any of the committees that are set up, or academic policies that faculty work on. They have two different viewpoints.

While the chain of command seemed understandable to the faculty, many of the faculty went on to state they experienced confusion regarding the roles of various individuals on the organizational chart within higher education, particularly beyond the Faculty Assembly, and how each entity worked together. SG011 thoughts regarding the board of trustees aligned with those of most of the faculty:

> One thing that I have only recently become aware of that I wasn't really aware of when I started is that the board has a primary function or an over-arching role. That is something I did not understand. I knew that there was a board, but I did not understand sort of how much power the board had versus the faculty versus the staff, and I still don't really understand that. I don't really understand; I couldn't map out what each kind of sector of the college is necessarily responsible for in terms of governance. I could guess, but I don't feel like I have a great understanding of it.

This confusion regarding the purview and roles of the varying entities within higher education was consistent amongst the faculty members. SG005 and SG013 shared similar

perspectives regarding the roles of the entities within higher education shared governance that aligned with the perspectives of the majority of the faculty. SG005 stated, "I guess that whole hierarchy or structure would probably be where I had the most questions about"; while SG013 stated, "I'd say the most difficult thing for me to understand about shared governance are the roles of who's supposed to be doing what . . . I have no clue how faculty are involved institutionally, or how that would even work."

One aspect which nearly all faculty were unaware of was that the institution had a corporate board in addition to the board of trustees. For example, SG005 stated, "I don't think I knew that they existed." and SG010 stated, "I don't really know the difference between the board of trustees and the corporate board. I don't know. And in fact, I might go on record as saying I don't know if I knew we had a corporate board." Even the select few faculty who had heard of the Corporate Board did not understand its role. SG009 had heard of the Corporate Board but simply knew they existed and not the role that they played at the institution, stating:

> I think sometimes that is where it gets confusing, are those couple top ones, where it's like okay, where are they coming in and what are exactly their roles. I know they oversee everything, but I think that's where it maybe gets a little gray to me, would be that part.

Institutional documents demonstrated that a current topic of discussion that appeared prevalent amongst the Faculty was their role in communication with the Board of Trustees. According to the Faculty Handbook, the only communication the faculty had with the Board of Trustees was through the Vice President of Faculty Assembly, who served as the faculty rep on the academic subcommittee of the Board and attended the full Board Meetings. However, in addition to this position listed, the faculty sent representatives to all other subcommittees of the Board as well. Discussions were had at Faculty Assembly meetings regarding the role of the

faculty on these subcommittees, acceptable interactions and communications with the Board, and the qualifications to be able to serve on a Board subcommittee.

The few faculty members with a more in-depth understanding of the roles of the different entities had this knowledge due to their unique experiences at the institution, such as serving as the faculty representative on a Board of Trustee subcommittee, which led to greater interactions with various entities. For example, SG008 stated:

> I initially served on the College Development Committee. There was a session on shared governance I believe. It was in one of the committees, and that kind of initially had . . . allowed me the opportunity to learn more about it, because I didn't really know how the college should work or different structures at that point. Then I learned more about it when I realized what the board's role was, the different things that they see come across their desk.

Resources assisting faculty. Data revealed there were many common resources which faculty who have transitioned to higher education depended upon to understand shared governance at the institution. Most of the faculty discussed how the culture in higher education was different to that of industry, requiring them to receive assistance in acclimating their position. For example, SG008 stated simply, "It's completely different." SG009 similarly stated, "Academics work so differently than how things work in industry . . . it is very foreign. . . . And the world of academia, it's different. The way things go; it's not at all like the outside world." This change in culture required the faculty to have to think differently about their roles in higher education and shared governance. SG005 stated:

> In practice, you are more of just an employee; at an employee level, at the basic level, you're not really involved with, really, the governance of the organization that you work

for. You can be on committees and various things if you choose to, but pretty much those

decisions are made at a different level.

Due to the difference in the cultures, the following subthemes were identified as best assisting

the faculty in understanding and being involved in shared governance at the institution.

    Learning through involvement. Every faculty member said the primary method through

which they have come to understand higher education shared governance was purely by

becoming involved within the institution. SG007's perceptions were consistent with the other

faculty members' perspectives, when she stated, "Simply through being involved that I gradually

picked up what was occurring and why it was important to be involved." Several faculty

mentioned that the small size of the institution assisted in their acclimation to higher education

and understanding of shared governance, which resulted in them becoming more involved. For

example, SG002 stated:

    I think you can figure it out through enough trial and error or asking until you get pointed

    in the right direction, which is sort of how you learn everything. . . . In terms of the

    concept that you have a voice, I think you sort of learn it by observation and under fire. . .

    . You just sort of jump in with both feet, especially at a school this size because

    everybody has to pull their weight. And so, you just kind of jump in and watch it unfold a

    little bit.

    While earlier it was discussed that there was confusion concerning the expectation of

how many committees a faculty member must be involved in, most faculty cited the requirement

of being on a committee and attendance at Faculty Assembly meetings as one of the main

methods through which they had gained an understanding of shared governance. SG004's

concise statement summarizes it simply, "I learned about shared governance just by participating

in committees, and Faculty Assembly, and division meetings." SG002, SG005, and SG011

shared similar descriptions regarding how the requirements to be on committees and involved in

the Faculty Assembly allowed them to observe shared governance when they entered higher

education, which also aligned with the perspectives of most of the other faculty. SG002 stated:

> One of the things that I think is good and smart and effective is that we are required as
>
> first years to be on a committee. And I think that forces you into not just being involved,
>
> but the whole idea that you're taking in seeing the process because then you get to see
>
> how those voices, who has a voice and how those decisions are made and that sort of
>
> thing. And so, you get to sort of watch that happen. And if you weren't on that committee
>
> . . . that's where you learn a lot about what's going on.

SG005 concurred, describing how being involved in committees, particularly when first hired,

allowed her to learn the process through observation. She stated, "The more you're around it,

you kind of learn a little bit more about it." SG011 additionally supported the concept, noting

that she wasn't taught about shared governance when she entered higher education, but rather

learned about it as she became part of a committee and attended meetings. Through these

avenues, SG011 was able to gain an understanding of how shared governance was structured at

the institution and her role within the structure, stating, "It started to kind of dawn on me that we

do have these other roles and it does influence decision making and governance in a college."

A review of meeting minutes noted that a majority of faculty within the study were all

consistently present at Faculty Assembly and Division meetings, supporting that these would be

venues in which they observed and learned about shared governance. There were a few faculty

within the study who habitually did not attend mandatory meetings, with a majority of these

faculty being from the same Division. It appeared that these faculty were not the faculty whom took active roles in these meetings.

   Learning through colleagues. A second subtheme identified through the data regarding the resources assisting faculty in acclimating to higher education and shared governance was their reliance on learning through their colleagues. For example, SG001 stated, "Thankfully we have people here that are extremely willing to help. I ask a heck of a lot of questions. I think this place is very welcoming, and they help each other very well." Not only did faculty rely upon colleagues, but the tendency was to lean on those faculty that had been at the institution for an extended period. SG003, SG007, and SG009 shared similar sentiments summarizing this perspective by utilizing the term "seasoned" faculty. SG007 described how she gained her understanding of shared governance when entering higher education by stating, "Going to other faculty. I would often ask the more 'seasoned' faculty questions when I didn't understand something."

   SG003 similarly stated:

   I would go with somebody, an instructor that had been here longer, and be like, "Okay, what was that about?" Or, "What does that mean?" I would observe one of the seasoned faculty who had been here for a long time. Watching her voice stuff in Faculty Assembly and then meeting with her within our division. That helped me understand what was happening.

   Additionally, a few faculty relied on their colleagues as a result of feeling uncomfortable speaking out during meetings and/or not having an understanding of their role on a faculty committee due to not understanding higher education culture. For example, SG002 described the feeling of insecurity, stating:

Sometimes there are things you're not even sure how to get that information for. So in

terms of wanting to speak out or having something to say or even a question, and this

idea that this is going to sound so stupid, so I need to ask it to somebody who's not going

to look at me and go, "You're so stupid," you know?

SG013 concurred with this perspective, stating, "I'm not near comfortable to speak up. And if I

have questions . . . I actually just will go to them and ask outside of the meeting instead to bring

it up and gain clarification on what they were discussing."

There were a few faculty, however, who felt that there were not any seasoned faculty

within their discipline to whom they could turn for assistance. While they desired such faculty

members, they relied on each other to learn together. SG006 stated, "Mostly I'm asking another

faculty and she's been here only a year and a half." Similarly, SG007, who had only been at the

institution a few years, stated, "I look at the division now, however, and realize that I am one of

the more seasoned faculty and there isn't the years of experience of support that there was in the

past."

Internal motivation. A common factor described by all the faculty as a reason for their

involvement in shared governance, or desire to learn more regarding the topic, was an internal

motivation and drive to be involved. SG002 summarized the perspectives of the faculty when she

stated:

I feel like it's mine. I feel like we're all in it together and everybody is sort of part owners

of it and that we're all responsible for it. And if somebody has something that's going to

make it better, then they need to bring it, and that you're also responsible for bringing it if

you have something that's going to improve across the board . . . I think everybody

should be all in and that it should be sort of a collaborative thing across the board. And if

86

you've got something that's going to contribute or you know something that's damaging, that you should be a part of those conversations and contributing to the overall good.

Additionally, many faculty discussed that part of their motivation was wanting to be part of the greater good of the institution and of the change that they would like to see. Several of the faculty believed that if they wanted to have an opinion regarding the processes at the institution, it required them to be involved. If they were not involved, then they had no right to complain about topics. SG003 and SG013 had similar sentiments regarding the need to be involved. SG003 believed faculty had to speak up in order to have an opinion, stating, "If you're not going to say anything, then that's your fault for not bringing it up. . . . If you want to see the change happen, be a part of the change." SG013 similarly stated, "I believe if I don't [get involved], then I really shouldn't even complain about anything. If I don't participate, then I don't have the option to just complain about what's happened if I'm not going to participate."

SG011's perspective summarized the overall views of the participants when she stated:

> I care about the college, and I want it to be successful, so I wanted to have some input and hopefully helping it to still be successful. So, I would say it's really wanting to make the college the best it can be and to serve students' needs and to make it a vibrant place where new ideas are accepted and where things are happening, changes can be made. I want to be part of that evolution of the college towards maybe something better.

In addition to being motivated by feeling the need to voice an opinion and wanting to see the institution succeed, many of the faculty cited their own personalities as playing a role in their desire to be involved in shared governance. Many of the faculty had personalities that required them to set high expectations for themselves, which motivated them to become involved in institutional processes. For example, SG0009 stated, "I'm going to look to see what's going on

87

and then what I can suggest to improve that piece of it within our means. But again, that's just my personality."

Internal motivation was not only observed by the participants as an internal quality, but they also extended the quality to many of the faculty at the institution. SG010's observation regarding herself and the faculty at the institution summarizes this view:

It's also my personality . . . because I always question stuff . . . I think a lot of it is intrinsic because I think when you look at the people on our campus that are involved in a lot of things, it has to do in many ways with their personalities, and it's something they want. Because some of this stuff is a lot of work, and it's for no compensation besides pride and that you want the institution to be better. So, I think a lot of the people that do a lot of the work on campus are doing so because they're personally driven to do so.

Only a couple of faculty did not describe any personal motivation to be involved in shared governance. In these instances, the faculty members referred to their inability to visualize the impact their involvement would have upon the institution. SG001 stated, "I honestly didn't care because what am I going to change? I can't make an impact." SG007 similarly stated, "If you hear of things not changing, or the involvement not making a difference, why would you want to be involved?" As a result of being unable to see the impact of their involvement, these faculty members did not possess the internal motivation described by the other faculty members. Review of qualitative documents demonstrated that these faculty were ones that were not present at nonmandatory institutional meetings that discussed strategic planning and future directions of the institution, while all other faculty within the study appeared to participate in the various discussion meetings. Similar results were seen when reviewing minutes of Faculty Assembly Committees, with particular faculty members signed up to serve on the committee but rarely

88

attending a meeting. These instances appear to be limited to a handful of faculty, all from the same Division.

Factors inhibiting involvement. While the resources that had assisted them in understanding shared governance were identified, there were also many perceived factors that were identified as diminishing the faculty's understanding and involvement in shared governance in their transition to higher education. These factors impacted upon how faculty learned about shared governance and/or inhibited their involvement in its processes.

Poor training methods. Almost all the faculty described many negative feelings regarding how they were onboarded to the institution and tools to assist them in transitioning to higher education. In relation to shared governance specifically, faculty discussed a lack of orientation or training concerning this concept. They expressed a desire for a better onboarding program that acclimated them to the higher education culture as this was an area with which they were unfamiliar. SG006 bluntly stated, "We need an onboarding program because this was pathetic. . . . It wasn't the best orientation I've ever had. . . . Obviously, not very memorable." This lack of effective training led to faculty being left to acclimate to higher education on their own. SG008 referred to it as learning through a process of "trial and error." SG007 described the overall orientation process by stating, "I pretty much had to acclimate myself. It's kind of sink or swim with no development process."

Nearly all the faculty discussed how they had felt their orientation to the institution consisted of an overload of information, which prevented the retention of the knowledge to which they were being introduced. The processes were described by SG007 and SG010 as "drinking from the water hose." The orientation process was described as "overwhelming" by many of the faculty, not only due to the structure but as a result of the acclimation to a new

institutional culture. For example, SG009 stated, "I remember it [orientation] being very overwhelming, and being like 'I have no idea what any of this is.'"

Only one faculty member, SG009, felt she had a good orientation experience. This experience, however, was not the institutional norm and differed from the methods through which the other faculty were oriented. SG009 was able to begin work prior to the typical orientation and was also able to meet individually with the program director to review policies. She also had several days to work directly with her supervisor to understand the basics of her new position. SG009 recognized the benefit she had received from this stating, "I feel like if I wouldn't of had that prior time, that first day at new faculty orientation I would have wanted to cry. . . . I really felt like being introduced to that prior helped a ton."

Most faculty members had a new faculty orientation that only lasted one day and expressed a desire for training methods that had extended throughout their first year or a mentorship program to provide resources upon which the faculty member could rely as they acclimated to higher education and their new role. There was also a desire to have a cohort within which they could develop relationships with other faculty as they met throughout the year for training. Many of the faculty simply desired a structured program for assistance beyond the initial orientation. Many faculty agreed with SG008's perspective that she still "had no idea what she was doing" after the initial orientation, as well as SG012's feeling of "being thrown to the wolves." SG006 described the following desire:

> Somebody that had the actual time and responsibility to sit with me on a frequent basis to help me do the things I don't know how to do. And kind of guide me along and encourage me and touch base with me, so I have a clue of how I'm doing.

Agendas and training materials for the institution's faculty onboarding were reviewed to assess structure and topics covered. Current onboarding practices supported faculty's perspectives, primarily consisted of a one-day New Faculty Orientation that provided faculty with a brief orientation to their role as a faculty member and the institution. Topics covered within the day focused on the functions of a variety of offices on campus, such as the Registrar's Office, Career and Learning Center, and Disability Services. Time was allotted to discuss the mission and identity of the institution. Over lunch, there was an informal discussion about Faculty Assembly. The remainder of the time focused on educational technology, ensuring that they had the necessary tools for the start of class, and working with their specified programs regarding programmatic needs at the start of the academic year. The agenda for the day listed follow-up events to be held throughout the year on specific topics, such as reviewing institutional forms, posting grades, and assessment; however, no materials on these events were available for review.

Professional development opportunities for faculty were additionally reviewed. Faculty Assembly has a Faculty Development Committee that holds a variety of professional development opportunities throughout the academic year. Recently, they established Professional Learning Communities (PLCs) to allow faculty to delve deeper into specific topics. Faculty are encouraged, but not required to sign up to be part of a PLC. However, it appeared that almost all the faculty within the study signed up to participate. PLCs, however, appeared to be primarily focused on topics within the classroom, such as writing-intensive courses, rubrics, and incorporating simulation. However, proposed topics for the next set of PLCs does include one concerning Faculty Expectations.

Feelings of being overwhelmed. Several faculty not only felt that their orientations were overwhelming but attributed this feeling to their overall sense of being a faculty member as well. The faculty discussed how the acclimation to a new work culture and their new role caused them to prioritize duties within the classroom over involvement in shared governance. For example, SG006 stated, "I'm so overwhelmed with everything else that . . . it doesn't matter who is president, doesn't matter the chain of command, doesn't matter anything because I'm just trying to keep my head above water." Those faculty members who had been at the institution over a period of time felt that they were overwhelmed with other duties, such as teaching overloads, assisting with programmatic issues, or miscellaneous other tasks. This feeling of being overwhelmed prevented them from taking on an active role within shared governance and fully understanding higher education culture. SG009 summarized the feelings of the faculty, stating:

> So many of us are on overload. . . . And so, when you're thinking of adding anything else in, it's like where? And to learn how to do it? Where can I even find the time to do that? . . . I would have to give something up on this side, and I know I can't. You have all these other things that are pulling you in every direction for teaching right now.

Faculty workload documents did validate that many of the faculty are currently teaching above the faculty requirement listed within the handbook. The faculty handbook states the requirement for faculty workload to be between 22–26 credits during the academic year, not including summer. This workload does not include release for scholarship, service, or academic advising, as these are contractual obligations in which faculty are expected to participate. Falf of the faculty within the study had workloads greater than 26 credits, with two of the faculty teaching more than 10 credits above the maximum workload.

The amount of time needed to commit to committees was a factor taken into consideration when faculty volunteered. Some faculty cited specific committees in which they did not want to participate principally because of the amount of work that was required by the individuals serving on the committees when they already had very busy schedules. SG001 stated, "I refuse to be on the Curriculum Committee, that one's too much work. Welfare, either, that one seems to be a lot of work." The time commitment required also prevented faculty from taking on active roles within the Faculty Assembly, as SG010 mentioned stating, "there's a lot of, a lot, lot of stuff that's piled on those people. . . . People don't maybe want that job because there's so much attached to it."

Several faculty members also discussed being too involved with issues within their own programs. Involvement in these areas caused the faculty to feel that they did not have time to worry about global issues at the institution or the need for them to gain an understanding of shared governance. SG003 described how her discipline "seemed to be swimming in our own issues." She went on to state that the issues within the program made her feel as if she was "stretched too thin" and that she did not have time to be involved in shared governance. SG009 similarly stated, "I think a big part is our division is a mess. . . . We've got some struggles . . . the management relies on you to do a lot of the procedures because you know what's going on." This perception seemed to be experienced primarily by faculty housed within the same division. Minutes from division meetings demonstrated that this particular division had several projects in which they were working through that required faculty to dedicate much time to programmatic and curriculum revisions.

Institutional processes and communication. The institutional processes set in place, and the communication between entities at the institution were common areas that most faculty felt

inhibited their ability to understand or be involved in shared governance. Some processes were directly related to shared governance, while others were specific to the institution. SG001, SG005, and SG007 all had similar viewpoints in regard to institutional processes, which aligned with those of the other faculty. SSG007 simply stated, "I feel that the communication is a barrier to involvement, as well as the processes it slows down."

SG001 described her frustration as being due to the change in institutional culture, as she had previously been used to a well communicated process. The unclear processes involved in shared governance were one of the primary frustrations, stating, "There's always these forms; then there's this committee, then there's this, then there's just all these difficult unseen, invisible layers that you have to get to before you can get any movement. . . . I think it's frustrating because of that process." SG005 confirmed this sentiment; she expressed feeling frustrated by the structure of academia as she transitioned to higher education and that the structure prevented creative thinking, stating, "There's so many policies and rules about everything. If there's something, there's a policy about it. Don't think outside; there's a policy. It's not creative . . . it's just thinking differently about the structure of academia policy . . . that stuff was just a shock."

Part of the faculty's struggle with the processes of shared governance was the lack of organization within the institution itself, which promoted their lack of understanding of the processes. Some of the disorganization was division-specific concerns, however, some was consistent across both divisions. The lack of organization let to faculty feeling as though concerns were simply sprung upon them, which prevented them from planning accordingly and being able to manage their time. For example, SG005 stated, "Everything's like last minute and emergency, I don't operate like that. I'm organized, I'm a planner, I can't stand it." Similarly, SG006 expressed her frustrations stating, "Lack of organization is an issue, and I knew the place

was disorganized before I took the job, but I'm like such an organized person I said well I can make a difference. Me and whose army?"

The lack of organization also appears to lead to miscommunications amongst individuals. These issues prevent faculty from becoming involved as a result of being unable to plan accordingly or being too frustrated with the process of shared governance at the institution to become involved. SG013 summarized the feeling, stating, "There's a lot of miscommunication right now, which doesn't help at all. . . . I mean, I would like to be involved more honestly, but the communication is just so lacking."

Reviewing meeting minutes, it appeared that communication varied amongst the divisions. One division rarely held any division meetings throughout the academic year, preventing faculty from being involved in discussions and not having a source in which information was communicated. While the other division did hold regular division meetings, it appears that the topics discussed in the meeting were primarily insularly focused. It appears that notification of events or deadlines that occurred within the meetings was typically short notice or with limited time to discuss. However, it is unable to be observed whether other communications occurred via institutional email.

Additionally, several faculty felt there was a lack of communication regarding what is expected of them within higher education, which prevented them from understanding their role in shared governance, hence, impacting upon their involvement in shared governance. The views of SG014 described this perception well.

I feel like there's a clear expectation. I don't feel like there's a clear explanation. It's expected of you, but if you don't know it's expected of you. . . . I think there just needs to be more of a process leading into it, and that you need to know all the expectations before

95

you go into it because otherwise once you get all involved in classes and students, that

other stuff is on the back burner until something comes up.

Roles of administration and supervisors. The faculty discussed the relationship with

their program director, the dean, and the administration as having a role in how they acclimated

to higher education and understand and are involved in shared governance. They trust these

individuals to assist and guide the faculty in what is expected of a faculty member and to assist

them in gaining an understanding of shared governance at the institution.

Communication and transparency. The need for increased communication and

transparency from supervisors and the administration emerged from the data as a subtheme. Most

faculty expressed concerns regarding the inadequate communication from the administration of

the institution. SG002 described her perception that the administration felt that the faculty had

"no concept of what's really going on" at the institution and, equally, faculty felt the same about

the administration. Without some crossover occurring within interactions, each entity is

concerned about the same issue but not communicating its perspective.

A majority of the faculty members felt that the administration tried to involve them in

institutional decisions, however, most felt as if their opinions were not truly being listened to by

the administration. The perception caused faculty to have an unclear understanding of what their

purview truly was in shared governance and to become frustrated with the concept of shared

governance. While most of the concern amongst the faculty lay with the administration, some

faculty also expressed frustration with their dean. While it appears the deans do attempt

communication, some faculty felt that they were simply being told by the dean and

administration what needed to be done rather than being allowed to discuss the issue. SG009

stated, "I didn't understand how we would hear things and not have any warning as to what was

going on with policy changes, and stuff that really impacted our role as faculty. . . . I feel like

we're told this is what you're doing." Similarly, SG007 described the frustration of the current

communication, which aligns with most of the faculty members' perceptions, stating:

> I feel the administration tries to involve us. They ask for our opinions and input in
>
> various aspects. . . . However, we always give input, and we never see anything change.
>
> They say they want our opinion, but I don't feel they are actually listening to what we're
>
> saying, as nothing is changing. We're asked our opinions but are not truly listened to and
>
> therefore don't have a true voice.

Meeting minutes did support that the administration has held several nonmandatory meetings

throughout the academic year to discuss faculty's opinions in strategic planning. However,

documents supplied appear to have presented faculty with an already determined direction, and

seeking faculty input on this direction. Supplied minutes do not demonstrate what was done with

this solicited feedback and whether the administration communicated back to the faculty how

their feedback impacted the direction that was taken.

Many of the faculty expressed frustration regarding the lack of communication with their

supervisors, which made them feel isolated in their roles in higher education. SG006, SG011,

and SG013 all expressed similar sentiments regarding how a lack of communication prevented

their acclimation to the higher education and involvement in shared governance. SG006 stated,

"I never see the program director. I rarely see the dean. Mostly I'm asking another faculty."

SG011 felt that had she had better communication with her supervisor she "might have

developed a better understanding of shared governance." SG013 similarly stated, "Having a

manager or director that is actually present would make a huge difference." According the

Faculty Handbook, the Program Director is required to have a total of six office hours scheduled

each week; otherwise the individual is able to schedule the week as desired around coursework. This requirement could allow a Program Director to be minimally on campus pending their class schedule.

Several faculty discussed the impact of turnover amongst faculty leadership and supervisors, which had led to unclear expectations regarding their roles as faculty members. Several faculty expressed having a variety of supervisors with differing expectations. The new supervisors may not have been familiar with the institution's expectations, which had led to different expectations to those listed in the faculty handbook being communicated. SG009 described this concern, stating:

> We have a lot of turnover so then you get a lot of different perceptions on what all that means and what faculty's role is with that, so, I feel like it's ever-changing because of that. I don't feel like there's one solid definition, and so that also makes it a little bit challenging.

According the College Catalog, the Dean of Division A has been at the institution three years and the Dean of Division B only one year. Additionally, the Vice President for Academics had only been at the institution seven months.

Expectations and accountability. Most faculty members discussed a desire for increased communication from their supervisors regarding what was expected of faculty within shared governance. Faculty felt there was a disconnection between the faculty's perception of their role and the administration's perception of the role. SG007 summarized this desire, stating, "Preparing faculty to be involved involves the communication of expectations. This comes from the administration level. Faculty need to know what the expectations of them are in order for them to fully develop."

All the faculty discussed that their involvement in shared governance was rarely a discussion item with their supervisors, which did not support their acclimation to higher education. Their faculty evaluations minimally assisted with development in this area. Nearly all of the faculty stated that their involvement was primarily "checked off" as completed, with minimal to no discussion regarding their involvement. SG004, SG005, SG007, and SG009 all similarly described that their evaluations had not assessed their involvement in shared governance. SG004 discussed how shared governance was on the form, "however, there is not really any discussion of it." SG007 similarly expressed that involvement was "checked off" and went on to state that "there is no conversation about how my involvement is going or contributions I've made to committees or ways to become more involved." SG005 had the larger concern that she had not had an official evaluation in recent years, and the evaluations were simply being "signed off" by her supervisor. There was no live feedback on her performance at all, let alone a conversation regarding shared governance. SG009's experiences aligned with those cited above, describing her evaluation as "short and sweet" with minimal discussion. The faculty evaluation tool reviewed does have a section that verifies that faculty served on college committees, however, the level this is assessed and discussed is at the discretion of the Dean.

Faculty felt that in addition to expectations not being discussed, there was minimal accountability for expected involvement. The faculty desired supervisors to become more involved in the process and their development. For example, SG012 believed accountability should be placed on the deans to be knowledgeable concerning the expectations of the faculty and helping their faculty become involved and acclimated to higher education. Similarly, SG010 expressed frustrations that several faculty attend Faculty Assembly, but "never say anything and never cast a vote and never engage," or faculty who sign up for a committee but do not attend the committee meetings and there are no repercussions with regard to these expectations not being

met. Review of committee meeting minutes does demonstrate that there are a few faculty who

rarely attended any of their committee meetings. Unless conversation occurred with the

supervisor regarding participation in the committees, the faculty were able to check off the

requirement of serving on a committee without actual participation in the work being completed.

Research Questions

The findings of the study were reviewed in correlation with the study research questions.

Triangulation of interview data was conducted through manual and computer coding methods,

and further supported with information from institutional documents. Through triangulation and

the development of themes, the validity and accuracy of the results were increased.

Research Question 1

RQ1. What is the understanding of shared governance by faculty who have transitioned

to higher education from industry?

During the interviews, the faculty discussed their level of understanding of shared

governance in higher education. Understanding levels varied from having never heard the term to

having a basic understanding of the concept implied by the term. Several faculty revealed never

having heard of the term "shared governance." For instance, SG001 stated, "I honestly don't

even know what that means. . . . From my perspective as a faculty member, I've honestly had to

ask over the three and a half years because I did not know for years." SG013 discussed how she

had to look up the term prior to the interview as she had never heard of it. Her quick search led to

her the simple understanding that "management and employees kind of work together." SG014

similarly did not have an understanding of the term, stating that often people voice terms of

which she "doesn't have any understanding." SG003 was also unfamiliar with the term but

understood that she played some sort of role at the division level since she voted and discussed at meetings, however, she did not realize she had an institutional role.

Some faculty had previously heard of the term; however, they did not necessarily understand how it fully applied to higher education. SG006 had heard the term in her previous position and understood how it applied in that context. This allowed her to have a broad understanding that both staff and administration were involved in making the institution run well. Others were aware of the term, but did not realize it applied to higher education, such as SG002's perception that "it was a nursing term specifically."

Other faculty had a general understanding of the term, understanding the various entities that were involved in the decision-making process in higher education. SG008, SG009, SG010, and SG011 all described their understanding of shared governance similarly. SG010's definition summarizes their views:

> My understanding of shared governance is that the faculty is responsible for some aspects of decision making, and that dovetails into what the administration does. But ultimately, decisions are made by our board of trustees. So, it's sort of like these people do this, and these people do this, and they sort of; ultimately things get approved by the BOT.

SG009 further described the faculty's role within shared governance, and how faculty needed to be "aware of what's going on, being involved with stuff, understanding the policies, having a part of that, working through that open forum." Similarly, SG011 discussed the need for faculty to be involved in institutional processes, stating, "We each have a responsibility for that. We each have to take ownership of it too."

Faculty's primary understanding of shared governance was their role within the Faculty Assembly and that it was mandatory for them to attend meetings and to be on faculty

committees. However, they did not understand their role in a broader context or the issues and concerns that should be discussed or advocated for within the meetings and committees. SG003 stated, "I'm supposed to go to this meeting and listen to what they're doing, and here I'm voting, and I don't even know what we're voting for . . . or, I'm asking 'What does that mean?' I didn't know what was even happening." SG004 described similar sentiments regarding involvement in Faculty Assembly, stating, "It wasn't similar to any other structures I'd been in. Like the whole, the voting, all of that, the way motions and all that, that was all new." These feelings were supported by Faculty Assembly minutes in which there was discussion about attempting to clarify what the faculty's role within the broader context of shared governance and involvement with the Board of Trustees.

Research Question 2

RQ2. How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

The primary method through which faculty appear to have learned about shared governance was through simply being immersed in the process. A majority of faculty did not believe they had adequate training regarding the concept, with nothing about shared governance being mentioned during their orientations. Review of orientation documents indicates that there was an informal discussion regarding Faculty Assembly over lunch, however, the extent of that discussion is unknown. Additionally, most faculty had no additional resources to assist them beyond their training on the first day. This lack of training led to the faculty members learning simply by being involved. SG002 described learning in this method as follows:

I learned about shared governance through co-workers and doing it and observing. Sitting in the Faculty Assembly meetings and paying attention and people coming to you and

asking, "Hey, can you do this or do that?" And you have to figure, "You wouldn't be

asking me this if I wasn't supposed to do it, so I'm going to assume this is part of my

role."

Additionally, all of the faculty relied on their colleagues to fill in the places where they

were missing information. If they were unsure of a process, an answer to a question, or whom to

go to for further clarification, they would turn to a colleague to assist them. SG007 discussed

utilizing peers to fulfill her committee obligations:

> Thankfully there were people on the committees that were willing to help because I had
>
> no idea what the terms meant, let alone what I was supposed to be doing on the
>
> committee. I had just picked a committee to start on and had no guidance as to what they
>
> did and what the expectation of me on the committee was.

Additionally, most of the faculty did not have mentors assigned to them. However, almost all of

them expressed a desire to have a mentor to assist them with acclimating to higher education. No

formal mentoring program appeared to have been established according to the Faculty Handbook

and reviewed professional development materials.

Many of faculty felt their supervisors could have played a larger role in acclimating them

to the institution. Faculty were made aware that they were required to participate in the Faculty

Assembly and serve on faculty committees; however, there was no encouragement or guidance

beyond the initial discussion. Many expressed frustrations that their supervisors were not

available for consultation and that there was a communication breakdown between levels.

Faculty also described how their evaluation methods did not assist in their growth in the area of

shared governance as the topic was rarely discussed with them. SG013 summarized the faculty

perception, stating, "It's hard to want to get involved when you don't have the support. We

would like to have a manager there to give guidance when we have questions, someone to go to. We don't have that." The faculty evaluation tool reviewed does appear to have a brief section regarding involvement in shared governance, however, is only beneficial to the extent that is being utilized by the supervisor.

Research Question 3

RQ3. How do the faculty's understanding of shared governance change after institutional orientation or training?

Faculty's understanding of shared governance was not impacted by their institutional orientation or training. The orientation and training methods were focused on pedagogy, technology, and the institutional mission, with minimal to no mention of shared governance during this time. SG002 described the orientation as, "It's much more technical than conversational. It's much more about getting set up and getting your passwords and those sorts of things." Several faculty members felt that better onboarding would have assisted in better acclimation to the institution. SG003 stated, "I think if there was a better onboarding, and what your role is, and what you could do here, I think you would come in a little bit more fresher and more willing to take part in certain things." SG006 similarly stated, "If onboarding weren't such a problem and I wasn't learning everything the hard way, I think I would be able to open my eyes and figure out more what's going on."

Documents reviewed regarding institutional onboarding exhibited that the current set up was a one-day briefing of the various office of the institution and the tools necessary to be successful in class on the first day. Beyond the initial orientation, it is not evident of the follow-up sessions occurred as data was unavailable. Despite this, the proposed topics for continued

sessions focused on specific tasks the faculty member needed to complete and did not contain sessions regarding acclimating to higher education.

All faculty stated that their first experience with shared governance was attendance at their first Faculty Assembly meeting. This experience made them feel extremely overwhelmed due to a minimal understanding of what was occurring and what their role was in the meeting. SG007 captured this by stating, "I remember my first Faculty Assembly meeting, just sitting in the back confused and terrified, not knowing what anything meant, what they were talking about, or even basic terminology."

Many of the faculty interviewed had been at the institution for several years. Due to the lack of orientation, training, or any discussion of the term, many faculty members stated that it had taken them years to gain an understanding of shared governance and felt as if they were still gaining an understanding. The newer faculty still did not understand what shared governance meant or how it worked at the institution. SG003 described her acclimation to the institution as taking years, which was a common sentiment amongst faculty. She stated:

> I've felt more comfortable voicing my opinions in the division within the last five years than I did initially. Like, I was pretty quiet, too, listening to get the lay of the land at the beginning for probably the first three years within the division. And then Faculty Assembly I was also very quiet probably until the last three years. I felt like I knew more and could say more or participate more.

Research Question 4

RQ4. How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

Most faculty expressed a desire to be involved in bettering the institution and being part of a positive change. However, they additionally stated that their lack of understanding inhibits their involvement. SG003 summarized the feeling, stating,

It wasn't because I was shy or didn't feel like not participating. . . . It was because I really didn't know what I was supposed to be saying or doing. . . . I was a little bit more timid when we would meet as a college. I wouldn't say as much or feel like my two cents would be worth anything because I was too new to even say anything.

SG008 discussed how she would sit on committees and attend meetings, however, she "had no idea how shared governance should work." Having a more thorough understanding would have assisted her in being more productive in these roles. While many of the faculty expressed a desire to be involved, meeting minutes demonstrate, however, that it has proven difficult to fill faculty positions on committees and that often faculty only serve on one committee. The concern of time commitment and other priorities expressed by faculty may be one of the reasons for the discrepancy.

A minimal understanding of shared governance and how it operates at the institution also led to most faculty becoming frustrated with the communication and processes at the institution. They may not have a clear understanding of the roles of each entity at the institution and, therefore, misperceptions regarding the expectations around their roles and involvement. For example, SG007 stated:

I feel that the administration micromanages the lower levels. There are processes that could be simplified by letting the dean handle it or make the decision. However, they aren't able to. . . . It may be that I don't understand the roles of each level to completely

understand what they are doing, to assist in understanding why things are the way they

are. However, I feel there could be better communication between the levels.

The faculty's minimal understanding of shared governance also led to faculty having an

insular view of the institution, often only working within their program or division, and having

no understanding or involvement in a more global context. SG003, SG005, SG009, and SG014

shared similar perceptions regarding their foci being upon their primary discipline and not from a

broader perspective. SG003 discussed feeling as though she understood how the division

meetings worked and the topics being discussed in this venue, however, beyond the division she

"didn't feel like she had much input." Similarly, SG009 discussed how her focus was upon

division-specific issues and that was "where her concern lies at, not with all the faculty policies."

SG014 similarly stated she only understood the division issues and could say "what goes through

Faculty Assembly that isn't from the division." SG005 went on to describe how the insular focus

led to an isolated feeling, stating, "I'm in my own shell, in my own department, working on all

my own little things, I don't often interact with other faculty." These perceptions are supported

by meeting minutes, with attendance being more minimal at meetings that did not pertain to the

faculty's discipline.

Chapter 4 Summary

The purpose of this single case study was to explore how faculty who transitioned to

higher education from industry understand shared governance, how their understanding of shared

governance was formed, and how these faculty perceive their involvement in shared governance.

Review of qualitative documents indicated a misalignment of faculty expectations, uncertainty of

the function of the Board of Trustees, and current professional development opportunities that do

not appear to enhance understanding of the faculty role in shared governance.

Findings from interview data produced four central themes and several subthemes. Data from the 14 faculty members were coded using the qualitative analysis software NVivo. The results obtained from the data found faculty had a minimal understanding of shared governance and how it worked at the institution. Faculty's understanding of shared governance was formed primarily through involvement in institutional processes and the assistance of their colleagues. The faculty all seemed to have a common intrinsic motivation to be involved in bettering the institution; however, factors were in place which inhibited the faculty's involvement. Faculty received no formal training on shared governance or introduction to the topic, resulting in faculty feeling overwhelmed and unclear of their roles in shared governance. The poor communication and processes in place at the institution were common sources of frustration for faculty members. Finally, faculty had expectations that their supervisors would assist them in acclimating to their new roles and clearly articulate their expectations. Chapter 5 further discusses and analyzes the findings of this study as well as the implications and recommendations for future research.

Chapter 5: Discussion and Conclusion

The transition to higher education can be difficult for faculty who have transitioned from industry. This transition can lead to faculty experiencing a culture shock in their new work environment (Hand, 2008; Wood et al., 2015). Proper training and orientation methods can help alleviate these struggles and acclimate the individual to the culture of higher education (Bejou & Bejou, 2016; Siler & Kleiner, 2001). However, institutional onboarding processes often focus primarily on acclimating faculty to the classroom and pedagogy (Kalensky & Hande, 2017). Aspects of the institution beyond the classroom may not be introduced, such as shared governance and the faculty's role within it. A review of the literature located research discussing the topics of shared governance and faculty transition. However, there is currently minimal literature that focuses on faculty who have transitioned from professional settings along with how these individuals understand and are involved in shared governance.

The understandings and assumptions of shared governance and the faculty's role within institutional processes in faculty who have transitioned to higher education may differ from those of the administration. Participating in transformative learning would allow faculty to develop an understanding of the structure, roles, and institutional processes related to shared governance. Through transformative learning, faculty can create new meaning perspectives regarding their roles in shared governance and institutional processes (Mezirow, 1991). Additionally, administration and supervisors who act as transformative leaders can assist in faculty development opportunities to benefit both the faculty and the institution.

This single-case study was conducted to examine the presuppositions of faculty who have transitioned to higher education with regard to shared governance and involvement in institutional processes along with the experiences which have shaped their understandings of

shared governance. This chapter summarizes the research that was conducted in relation to the literature. Additionally, the limitations of the study are identified, and the ways in which the findings impact upon practice and recommendations for future research are discussed.

Summary of the Results

This qualitative case study explored understandings of shared governance and institutional processes in faculty who have transitioned to higher education from industry. Additionally, their involvement in institutional processes and the experiences that shaped their understanding were examined. The study site was a small, private institution in the Midwest with approximately 45 faculty members teaching at the study site during the 2018–2019 academic year. Data were gathered from three sources: institutional data, such as handbooks; demographic surveys; and interviews with 14 full-time faculty members who had transitioned to higher education from industry.

This study was guided by four research questions:

1. What is the understanding of shared governance by faculty who have transitioned to higher education from industry?

2. How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

3. How do the faculty's understanding of shared governance change after institutional orientation or training?

4. How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

Qualitative documents were uploaded into the qualitative data analysis software, NVivo, and reviewed and categorized based on findings. After the collection of data, coding was

110

completed utilizing NVivo. The data were analyzed using open, axial, and selective coding to identify patterns and themes between the identified codes (Creswell, 2014). Upon completion of the coding, the data were compared against the expectations of faculty stated in institutional documents to discover the relationships and themes between a faculty member's understanding of shared governance, the formation of this understanding, and the expectations of the institution. The data obtained from the demographic survey were utilized to examine the population as a whole and not broken down by participant, to protect the identities of the participants.

Review of qualitative documents indicated a misalignment of faculty expectations, uncertainty of the function of the Board of Trustees, and current professional development opportunities that do not appear to enhance understanding of the faculty role in shared governance. Four central themes, as well as several subthemes, were identified through the data analysis. The study found that the faculty had a minimal understanding of shared governance and how it was structured at the institution. Most faculty had received minimal to no introduction to shared governance during their orientation and onboarding. Their understanding was developed through being immersed in the process and a reliance upon colleagues for information. Communication and clear institutional processes were lacking to support the faculty during their transition. Faculty entered the position with the expectation that there would be support and guidance regarded what was expected of them by their supervisors. The lack of training and communication regarding the expectations of faculty beyond the classroom, in addition to the transition to a new work culture, caused many of the faculty to feel overwhelmed by all that was expected of them in their new roles. However, the majority of faculty also discussed personal attributes of internal motivation that assisted them in developing their understanding and becoming involved in the institutional processes.

Discussion of the Results

Research Question 1

What is the understanding of shared governance by faculty who have transitioned to higher education from industry?

The study results indicated that the faculty had varying levels of understanding of the term "shared governance." Several of the faculty had never heard the term prior to involvement in the study. Other faculty were aware of the term; however, they did not understand how it applied to higher education. The few faculty who did understand the term only had a general understanding of how it was utilized at the institution. Many faculty had derived a definition of shared governance based on the term itself, establishing that it meant a shared power between entities.

When asked to describe their level of understanding of shared governance, a large majority placed their understanding at a low level, explaining that they had a basic understanding of the term but did not know how they, as faculty members, fitted into the concept. Those faculty that placed themselves as having a higher understanding all stated that it took them five years or more to gain the understanding that they had. While these faculty initially placed themselves as possessing a strong understanding of shared governance, as the interviews progressed, many admitted that their understanding was not as strong as they had initially thought. As various topics were discussed throughout the interviews, their perceptions of shared governance may have altered as they evaluated the term from a different perspective.

The primary understanding that most faculty agreed they comprehended was the chain of command at the institution. The faculty had a reasonably strong understanding of the organizational structure of the institution, except for the corporate board. Most of the faculty

were not aware that the institution operated with a corporate board in addition to the board of

trustees. While the faculty were aware of the organizational structure, the majority of the faculty

members stated that the most difficult concept to understand regarding shared governance was

the role of each of the entities and what each had authority over. This lack of understanding of

where authority lay led to the faculty's confusion regarding to whom concerns and opinions

regarding institutional processes should be voiced, or if that was even within their purview. This

was evident in the review of institutional documents, as well. Discussions were held within

Faculty Assembly regarding the role of the Board of Trustees and their interactions with the

faculty, attempting to clarify the confusion of how the two stakeholders work together.

Faculty felt they had a general understanding of the institution's faculty senate, referred

to as the Faculty Assembly. There was an understanding that this was the body that focused upon

academic issues. However, there was not a clear understanding of what the body had authority

over or what occurred once the issues or concerns were discussed. The understanding of the

committee structure and the roles of the faculty committees varied according to each faculty

member. Faculty had stronger understandings of the committees on which they had served and

minimal understanding of the roles of the other committees. Almost all the faculty stated that

their understanding of the committees came primarily through being required to serve on a

committee; if it were not for their involvement in the committee, their understanding would be

much lower. The role and purview of all of the committees are outlined within the Faculty

Handbook.

Their understanding of college committees, the roles of faculty in institutional processes,

and the dissemination of information was much lower than the previously mentioned entities.

Many of the faculty did not know that there was faculty representation on college committees,

or, if they did, did not understand the faculty's role on these committees. This was similar for faculty representation on the committees of the board of trustees. Faculty did not appear to have the understanding that this was the faculty body's representative for voicing concerns and opinions at an institutional level or to assist with institutional processes, such as strategic planning and budgets. Faculty Assembly minutes support these perspectives, exhibiting that much discussion has occurred concerning the role of faculty representatives.

Research Question 2

How do faculty who transitioned to higher education from industry describe the formation of their understanding of shared governance?

Faculty discussed that the primary method through which they gained an understanding of shared governance was by being involved in the process. All faculty stated that their first experience with shared governance was through the faculty governing body, the Faculty Assembly. According to the faculty handbook, attendance at the Faculty Assembly is mandatory for all faculty along with serving on two committees per year. The specifics of the expectations were not clear to all the faculty; however, most were aware that they were to attend and serve in some capacity on a committee. Most of the faculty members stated that their understanding of shared governance came through observing the processes and discussions of the Faculty Assembly meetings. Not all felt fully comfortable participating in these meetings due to their lack of understanding, and they felt that they played more of an observation role than that of an active member.

The subcommittees of the Faculty Assembly allowed the faculty members to learn through participation. Prior to serving on these committees, they were not aware of their function or what they entailed. However, by being obligated to serve on a committee, most of the faculty

114

felt that they were able to increase their understanding of the institutional processes. This understanding appeared to be limited to the subcommittees on which they served, causing a more global perspective of shared governance at the institution to still be missing for some of the faculty. Additionally, certain committees have attained a stigma, and faculty appear to avoid these committees due to the commitment and work that they entail. This is demonstrated in the Faculty Assembly minutes through the difficulty in obtaining faculty to fill representative roles on particular committees.

In addition to learning through being involved in the process, all the faculty cited their reliance on colleagues in assisting them in understanding shared governance and the institutional processes. The institution does not have a firm mentoring process in place. Faculty sought their own "mentors" through faculty members with whom they had become acquainted. Several of the faculty used the term "seasoned" to reference the long-term faculty members with institutional knowledge to whom they would turn for assistance. In some instances, however, faculty stated that due to the faculty turnover, the faculty members within their primary area were all relatively new, and it was the newer faculty who were trying to assist each other. Many faculty also only sought assistance when they needed an answer to a question or were confused by a concept. This left gaps in the faculty's knowledge of shared governance as they had not known they needed to ask the question in the first place.

The faculty's understanding of shared governance was partially developed due to their personal motivation to become more involved in the institution. Many of the faculty described a desire to assist in the betterment of the institution, as well as a personal responsibility to understand their role as a faculty member. Several of the faculty members stated that their personality was one which meant they felt the need to seek answers to questions rather than

remain in the dark. Due to the limited training and development opportunities regarding shared governance, the faculty's intrinsic motivation to become involved greatly benefited their level of understanding.

Research Question 3

How do the faculty's understanding of shared governance change after institutional orientation or training?

The faculty's understanding of shared governance changed minimally after institutional orientation or training, with many of them stating that it took them years to gain the understanding they now held of shared governance. Most of the faculty stated that they had received poor orientations and training when commencing their positions in higher education. A majority of the faculty's orientations were intense one-day trainings that left the faculty feeling overwhelmed and anxious prior to the start of school. There was minimal, if any, discussion regarding shared governance at these trainings. The primary focus of these orientations appears to have been preparing the faculty for their first day of class by ensuring their logins and technology worked properly and reviewing the essentials of good pedagogy. Additionally, there was a focus on the mission of the institution as a religious institution and their relationship with the Sisters who sponsor the institution. While the religious focus of the sponsoring body was discussed, there was no discussion on how it was incorporated into the shared governance of the institution.

The faculty stated that their first experience with shared governance was the first Faculty Assembly meeting during the return to school orientation for the entire faculty. During this meeting, faculty did not understand the basic terminology of higher education, let alone how shared governance worked at the institution and their role within it. All the faculty stated that

they felt lost and overwhelmed at their initial Faculty Assembly meetings and that it took much effort on their part to gain an understanding of what was occurring and the functions of the assembly. Additionally, faculty did not understand the functions of the Faculty Assembly subcommittees before their involvement on the committees, leading to feelings of being overwhelmed as they sat on these committees.

Participation in shared governance processes was one of the key methods through which the faculty learned about shared governance at the institution. Their participation increased their understanding of shared governance, however, only in relation to the degree that the faculty member participated and in what particular capacity. The faculty members had a good understanding of the functions of the committees that they had served on but did not have a strong understanding of how governance worked beyond those particular committees. Their views also became siloed based on their involvement, which meant they only focused upon topics that pertained to their programs or the committees on which they served.

The institution does not have a formalized mentoring process in which the faculty participated; however, a majority of the faculty stated they had relied on their colleagues to assist in their understanding of shared governance. Of the practices in which the faculty participated, this appeared to be the resource on which the faculty most relied and from which they gained their understanding. When faculty did not understand a topic that was being discussed or a process that was occurring, they would turn to their colleagues for clarification and guidance. The use of their colleagues aided their understanding by means of the communication of institutional knowledge by the more tenured faculty members. This understanding was reliant upon the faculty member seeking assistance and guidance and correlated to the questions asked.

If the faculty member was unaware of the need to seek clarification or more depth with regard to a topic, their understanding remained superficial.

Research Question 4

How do faculty who transitioned to higher education from industry perceive their involvement in shared governance and institutional processes?

Overall, the faculty's understanding inhibited their involvement in shared governance and the institutional processes at the college. The faculty did not have a clear understanding of what their role was within shared governance and, therefore, did not fully engage with the process. Many of the faculty stated that they felt that they were not able to fully participate within the committees on which they served as they did not understand the operations of the committee or the topics on which they were working. Several faculty members had to treat their initial term on a committee as an observation year, that is, to learn the functions of the committee rather than assisting in completing its work.

One of the areas of frustration amongst the faculty was the miscommunication of expectations from their supervisors and the administration. The expectations of the faculty as outlined within the faculty handbook differed from what many of the faculty believed the expectations to be. The faculty handbook states that faculty are expected to serve on a minimum of two committees in each academic year. However, the communication of this expectation differed from individual to individual and often did not match the handbook. The faculty's lack of involvement could, thus, also be attributed to the miscommunication of expectations.

Additionally, supervisors and the administration appeared to promote shared governance amongst the faculty. However, faculty's perceptions of shared governance may have been influenced by the lack of importance placed upon it by their supervisors and, hence, they had

118

prioritized it accordingly. Without knowledge of how shared governance works and why it is important, coupled with a lack of encouragement or evaluations by their supervisors, involvement in shared governance does not become a priority compared to the other items the faculty are being asked to do. Many faculty stated they were too overwhelmed with their other duties to participate in shared governance and the institutional processes.

Motivation and personal drive were the guiding factors that drove faculty to become involved in shared governance. However, despite the desire to make the institution better, many of the faculty did not have a strong enough understanding of shared governance to understand how they could assist with the institutional processes. Without an understanding of their role, faculty did not become involved with voicing faculty concerns at an institutional level. Additionally, without a full understanding of the roles and importance of all the committees, faculty chose to serve only on those committees in which they could see a personal benefit or that were the least time-consuming. Rather, they relied upon the faculty's natural leaders to take on the harder, more time-consuming roles, with a minimal desire to assist in the process.

Discussion of the Results in Relation to the Literature

The findings from this study supported the literature on shared governance, the struggles of transitioning to higher education, and the impact of administration and supervisors on faculty understanding. Review of data indicated that the faculty who had transitioned to higher education from industry exhibited a limited understanding of shared governance, expressed frustrations with how they were acclimated to higher educations, and desired increased communication and interactions with the administration and their direct supervisors. Beckwitt et al. (2010) have discussed how institutions have a more effective model of shared governance when there is a

119

clear understanding of the roles of the individuals within the model. Effective models lead to increased communication, productivity, morale, and faculty retention.

An Understanding of Shared Governance Is Needed

A mutual understanding of shared governance is required for institutions to attain an effective, sustainable shared governance model (Cordes et al., 2013; Crellin, 2010). During the interviews, faculty were questioned regarding their understanding of shared governance both in a broader context and specifically at the institution. Most faculty expressed only a minimal understanding of the concept of shared governance, with some faculty having never even heard the term before the interviews. The faculty expressed confusion over the roles and responsibilities of each stakeholder with an unclear understanding of how they worked together. The feelings of the faculty aligned with SG011 when she stated, "I did not understand how much power the board had versus the faculty versus the staff, I don't really understand. I couldn't map out what each sector of the college is necessarily responsible for in terms of governance."

Stensaker and Vabø (2013) stated that all stakeholders must embrace their roles in shared governance. Confusion or complacency amongst stakeholders may lead to delays in decision making and static progression in times of rapid change (Stensaker & Vabø, 2013). The faculty's vague understanding of the roles of the shared governance stakeholders appears to have caused such delays in decision making at the institution. Faculty expressed concerns about communication and ineffective institutional processes. SG001 described the frustration, stating, "There's just all these difficult unseen, invisible layers that you have to get to before you can get any movement." While it is acknowledged that there might be additional factors impacting these concerns, the unclear expectations and understanding of the faculty members does not aid the situation.

Involvement in shared governance is necessary for the model to operate effectively

(Crellin, 2010; Stensaker & Vabø, 2013). Faculty involvement is increasingly important as the

declining percentages of full-time faculty at institutions impact the effectiveness of shared

governance given that less faculty are now involved in the governance structure (Crellin, 2010).

The minimal understanding of shared governance, confusion amongst roles, and communication

barriers have prevented the faculty from being involved to their full potential. The faculty have

an overall understanding that they should be involved; however, they do not understand to what

degree they should be involved and the input that they are able to provide beyond their primary

disciplines. SG010 stated, "I think divisionally, we kind of get what we're supposed to do and

how we impact each other. Beyond that, not as much."

The miscommunication of expectations and lack of understanding regarding the roles

within shared governance can also lead to struggles between faculty and the administration.

Conflict between faculty and the administration develops when faculty feel they are not involved

in the decision-making process (Barden & Curry, 2013). During the interviews, a majority of

faculty expressed concerns regarding their interactions with the administration. Many faculty

members felt that the administration did not truly value their opinions or consider their input.

Rather, they felt decisions were made at a higher level, and the faculty were simply being

humored by being asked for their opinions. SG008 stated:

> Main decisions at our institution seem to be made by one group of people, and so it
>
> doesn't seem like there's a lot of shared governance that actually works like it should. . . .
>
> I don't know necessarily that the other shared governance groups always want our input.

Barden and Curry (2013) discuss how communication flows between entities and effective

collaboration can assist in this struggle. Unfortunately, communication was one of the primary

frustrations of the faculty members. SG013 summarized the impact of miscommunication on the faculty's involvement in shared governance when she simply stated, "I mean I would like to be involved more honestly, but the communication is just so lacking."

Difficult Transitions to Higher Education Due to Culture Shock

Understanding of and involvement in shared governance by faculty who have transitioned to higher education may be impacted simply by the different institutional cultures that exist between industry and higher education. Faculty who have transitioned to higher education from industry may not understand the higher education culture and have expectations that vary from those who have been in academia for an extended period (Gourlay, 2011). The study participants' perspectives supported the literature in this respect, as many of the faculty discussed that it took time for them to acclimate to the different institutional culture. Almost all the faculty stated that their prior careers and education did not prepare them for the transition to higher education, even those faculty who sought degrees in education. SG005 stated, "I guess in practice you are more of an employee . . . you're not really involved with the governance of the organization that you work for . . . it's just a whole other world." SG009 supported this perspective, describing academia as "very foreign" in comparison to her previous career, stating that it is "not at all like the outside world."

The transition to higher education from industry can be difficult for faculty members as they experience a culture shock. Faculty may feel isolated in the new institutional culture, as they feel out of place in their positions (Gourlay, 2011; Wood et al., 2015). SG006 described feeling "more isolated" in her current position at the institution than she had in her prior career, referring to it as "a lonelier profession." This sense of isolation can lead to faculty becoming siloed within their own disciplines as they do not have a sense of belonging with others at the institution

122

(Johnson et al., 2017). Many of the faculty discussed how they felt comfortable with the workings of their own division but not in the broader context of working collaboratively across the institution. SG006 stated:

> I didn't get to know the staff and administration as well as other people, so I felt a certain removal, and I still feel a little bit of a distance because I don't see them every day. I think if I could have communicated more with not just the faculty but with the staff and the administration, I might have developed a better understanding of shared governance.

The effectiveness of shared governance can be impacted when faculty have insular perspectives and lack a broader interest in institutional processes (Johnson et al., 2017).

The literature also discussed how involvement in shared governance for new faculty members might be difficult at some institutions due to limitations on who is permitted to serve on committees (Johnson et al., 2017). This limitation did not hold true for the study site, as many of the faculty cited being able to be involved on committees within their first year as helpful in acclimating to the institution and gaining an understanding of shared governance. Holland (2016) discussed how individuals transitioning from industry become further isolated from understanding shared governance structure when they are unable to participate, even at a minimal level (Holland, 2016). While there were mixed perspectives on whether the faculty felt that they could effectively contribute to these committees initially, they unanimously agreed that this was one of the primary methods through which the faculty learned about the governance structure of the institution.

Communication of Expectations Required for Acclimation to Higher Education

Faculty transitioning to higher education enter their positions with the perception that the tools and resources necessary to smoothly acclimate to higher education will be in place at the

institution (Gourlay, 2011). It is the responsibility of the administration to ensure there are established faculty development opportunities that assist in acclimating the faculty to the institution; understanding the role of an instructor; acquiring pedagogical skills; and gaining knowledge of the organizational structure, culture, organization and governance (Boucher et al., 2006). Almost all the faculty at the study site felt that the training they received when they entered the institution was inadequate and they were often left to fend for themselves in their new positions. SG002 discussed how her orientation did not provide her with a general understanding of her new role in higher education, stating, "In terms of information and responsibility and that sort of thing, nobody ever says that. I think you figure that out." SG006 described the orientation as "pathetic," wishing that it had better assist her in the transition to her position so that she was not "learning things the hard way."

Bronson and Merryman (2010) discussed how processes cannot be fully taught and retained in one day, causing one-day orientations to be less effective than orientations that extend throughout the semester or over several days. Most of the faculty underwent orientations that were one-day experiences, leaving them overwhelmed and without the information and tools they desired to be successful. The minimal orientation left SG007, along with most of the faculty interviewed, feeling as if she had to "acclimate herself" to her position. Many of the faculty expressed a desire for an extended orientation that allowed them to work with a cohort of faculty throughout their first year. The faculty additionally had a desire to work with established faculty at the institution, either through mentorship or having a variety of faculty present at training meetings. Almost all the faculty cited working with colleagues as the primary method through which they had learned about shared governance. However, there was also a desire for a more

124

structured venue in which to interact with the faculty. SG006's desires summarized the thoughts of the faculty when she stated:

> [I want] somebody that had actual time and responsibility to sit with me on a frequent basis to help me do the things I don't know how to do. And kind of guide me along and encourage me and touch base with me, so I have a clue of how I'm doing.

Integrated approaches to orientation allow time for faculty to ask questions as issues arise during the semester and also provide opportunities to form relationships with colleagues (Bronson & Merryman, 2010).

In addition to established orientation methods, it is the responsibility of the institution's administration to provide the faculty with the resources they need to acclimate to their new positions in higher education (Kalensky & Hande, 2017). It is important that leaders assist in the establishment of a conducive work environment that supports and encourages involvement in shared governance. Faculty expressed a desire for increased interactions and communication with their supervisors regarding their expectations with regard to institutional governance. Many faculty felt their interactions with their supervisors had impacted upon their involvement in shared governance. Faculty become more involved in shared governance when their dean develops a relationship with the faculty member and encourages and discusses their involvement in shared governance with them. Almost all the faculty members stated that this was not currently occurring with their current supervisors and that their involvement was simply checked off in their evaluations. Several faculty expressed frustration at the lack of communication and interactions with their dean. SG013 expressed how having a supervisor who "was actually present would make a big difference." She went on to state "how it's hard to want to get involved when you don't have the support." An institution must have leaders in place who

motivate faculty participation in shared governance and who foster a culture of collaboration amongst the shared governance stakeholders (Ashby, 2016; Bejou & Bejou, 2016).

Limitations

There are limitations that can be identified in the study. The single-case study methodology allows researchers to gain deeper insights into participants' perceptions. However, the small sample size of the methodology can provide a distorted view of the concepts examined, causing the results to be difficult to generalize to a wider population (Creswell, 2014). This study examined one small Midwestern private college. Every institution has unique characteristics that influence how the perceptions of participants are shaped and may not be characteristic of the broader population. Second, the study relied upon the participants' perceptions and experiences with shared governance. The study findings were obtained through qualitative interviews, meaning the data may potentially be skewed due to the information being filtered through the views of the participants (Creswell, 2014).

A third limitation is the potential for research bias due to the research having a professional connection with the institution. Faculty that held a direct professional connection to the researcher were excluded from participation in the study to remove any potential influence by the researcher. This limitation excluded a large subset of faculty who had transitioned to higher education from industry from participation in the study. Faculty may have skewed their responses due to the researcher's professional connection to the institution. Additionally, population sampled was compromised of all Caucasian females, potentially skewing the results based on race and gender.

Implication of the Results for Practice, Policy, and Theory

This study revealed several recommendations for the study site's orientation and professional development programs for faculty members on the matter of shared governance. Reflecting on the experiences of individuals who have transitioned to higher education from industry aids the development of resources and an institutional culture that supports the development of faculty's understanding of shared governance (Holyfield & Berry, 2008; Kalensky & Hande, 2017). The recommendations pertain to establishing clear expectations of faculty involvement in shared governance, professional development methods that support education in shared governance, increased communication between administration and supervisors with faculty members, and transformative learning.

Expectations of Faculty Members in Shared Governance

The faculty discussed that the transition to higher education was a culture shift from their previous careers and that their professional backgrounds did not prepare them for the expectations of the faculty role. What is expected of faculty members needs to be clearly communicated as faculty transition to higher education. Many faculty transition to higher education without an understanding of shared governance and do not have a clear understanding of the role of the faculty member beyond the classroom. These expectations should be specifically communicated to the faculty during the hiring process, allowing them the opportunity to form a basic understanding of what is expected of a faculty member at the institution. Ensuring that faculty are aware of these expectations may assist in the acclimation of faculty to their new roles and also aid in faculty retention.

The faculty governance structure and the administration should review institutional documents to ensure that expectations are adequately reflected in the documentation. The study

site's policies and documentation contradicted itself with regard to the expectations of faculty members in shared governance. This discrepancy leads to confusion amongst not only the faculty transitioning to their new roles, but between the faculty body and the administration as each may have a different understanding of what is expected with regard to faculty involvement. A thorough review and editing of all documents should periodically take place to locate any inconsistencies and to communicate expectations clearly.

Professional Development Opportunities

The administration needs to reevaluate how faculty are acclimated to their institution. The faculty did not feel that one-day orientation methods were beneficial to understanding higher education or shared governance; rather, the faculty simply felt overwhelmed and left alone to answer any questions that arose. Review of onboarding documents demonstrated a minimal experience for acclimating faculty to the institution and that focused primarily on pedagogy. Onboarding processes need to be examined to determine methods in which faculty can better enter the institution and that limits feelings of being overwhelmed by the transition. In this regard, structured professional development opportunities on a variety of topics regarding institutional culture that extend throughout the academic year should be examined. Current programing should also be examined to potentially acclimate faculty to the institution in a more in-depth process much earlier than current practices. This method would provide faculty more time to acclimate to the institution with less stress than the current one-day orientation immediately before the start of the academic year.

Faculty were reliant upon their colleagues to assist them in gaining an understanding of higher education and shared governance. The faculty expressed a desire for a structured format in which to interact with their colleagues, such as a mentorship program or periodic meetings

with faculty to review specific topics. The faculty also discussed building relationships with other faculty members through participation in professional development opportunities as a cohort. The professional development opportunities should assist in establishing a feeling of inclusion to prevent the feelings of isolation that were described by faculty members. The feasibility of a formal mentorship program that pairs experienced faculty with those entering the institution should be examined. Additionally, forming new faculty cohorts that meet regularly throughout the academic year provides faculty with resources and individuals whom are undergoing similar experiences from which they can learn and build relationships.

Communication

Inadequate communication with their supervisors was one of the primary frustrations of faculty members. Leadership at the institution must ensure they are taking the proper steps to establish a conducive work environment and establish communication protocols with faculty members. Many faculty felt that their supervisors did not encourage them to participate in shared governance and that they did not have opportunities to discuss their involvement. Supervisors should be well versed in the expectations of faculty members and actively discuss the faculty's experiences at the institution. Communication with faculty should be ongoing and take place on a regular basis, allowing faculty the opportunity to ask questions and for the supervisor to provide guidance. Additionally, supervisors must uphold their responsibility to hold faculty accountable by providing regular feedback and evaluations as established by the institution.

Additionally, faculty expressed frustrations regarding communication with the administration that they felt inhibited their involvement in shared governance. Effective shared governance models require all stakeholders to embrace the structure. Proper communication between entities should be examined to find the areas in which communication could be

129

improved. Faculty expressed the feeling that the administration did not actively listen to their opinions, but simply humored them by asking for feedback. After their input was sought, there was minimal communication regarding the decisions that were made with the feedback. The administration should examine their communication protocol to ensure that they are closing the loop regarding the communication of the decisions that are made and that all pertinent parties are involved in the discussion.

Transformative Learning

Transformative learning emphasizes the importance of understanding how meaning perspectives are formed and being open to others' views (Mezirow, 1991). Faculty need to reflect on the choices they make in their faculty role in order to have a more institutional view. By doing so, faculty transform how they view the faculty role by being willing to accept alternate views. Consequently, faculty interact differently within their role and the institution by forming opinions or making decisions that are based not only on their own perspectives but also by examining possible reasons for other views.

Faculty who have worked in industry prior to higher education have differing perspectives regarding their role in higher education than those of the administration of the institution. Faculty transitioning to higher education from industry may have preconceived ideas regarding the functions of a faculty member (Kalensky & Hande, 2017). These assumptions are often based on the limited knowledge and exposure the individual has had prior to entering higher education (Hand, 2008; Kalensky & Hande, 2017). Once in the faculty role, the individual needs to be open to examining the role from a different perspective.

Faculty members' behaviors are based on the interactions they have with those at the institution. A faculty member's perceived meaning of shared governance, therefore, is

constructed based upon how it is discussed and prioritized by the administration. The administration must provide the tools for faculty to reflect upon their perceptions of the faculty role, clarify meanings and expectations, and allow them to adapt their meaning perspectives accordingly. Without proper communication and clarification of meanings and expectations, faculty members cannot adjust their perspectives accordingly.

The administration must also undergo transformative learning as they examine the meaning perspectives of faculty who have transitioned to higher education. Individuals in leadership positions must be able to reflect on alternative perceptions and make appropriate decisions as a result. Leaders who are acting as transformative leaders can focus on the development of their organizations and influence their followers in supporting the organizational mission through reflection and interpretations of various perspectives, and being open to potentially transforming their views. In this way, transformative leaders can focus upon the development of their areas and encourage faculty involvement in shared governance through motivating and inspiring those they lead (Stone et al., 2003). The leadership should motivate the faculty within their department to understand the benefits of shared governance and what is expected of those in a faculty role while being empathetic to the needs, concerns, and feelings of those faculty members. When administration and supervisors act as transformative leaders, they are able to identify how faculty empowerment aligns with the institution's mission and goals and motivate and guide faculty to an understanding of the importance of active involvement in institutional processes.

Recommendations for Further Research

Based on the findings of this study, several potential areas for future research have emerged. The findings of this study were limited to a small private institution in the Midwest,

131

limiting the sample size. Expanding the study to multiple sites and conducting explorations on a larger scale would assist in validating the results of this study. Larger scale studies would allow researchers to examine the concepts from different angles, such as examining faculty perceptions as they are going through the transition to higher education. These perspectives would assist in supporting the results found in this study.

Examining multiple sites would also be beneficial due to shared governance models differing from institution to institution. The study site's model required the mandatory attendance of all faculty as voting members. Examining the understanding of shared governance of faculty who have transitioned to higher education at institutions with a differing model may yield different results. Additionally, faculty at the study site are required to serve on faculty committees as new faculty members, while other institutions are more selective regarding who may serve as committee members. While the study site requires involvement, further research could be conducted on the effectiveness of these faculty members on faculty committees.

The qualitative case study was limited due to focusing only upon the perspectives of faculty who have transitioned to higher education and did not include the perspectives of their supervisors or the administration. As the role of supervisors and administration is discussed in the findings of this study, conducting a study that included the perspectives of these parties would assist in supporting the data gathered. Understanding the supervisors and administration's perspectives would allow a more thorough examination of the correlation between the role of the supervisor and the acclimation of the faculty member to higher education and involvement in shared governance.

One of the primary concerns raised in this study was the lack of training regarding shared governance. Many faculty stated that it took them years to gain a basic understanding of the

concept. Conducting further research into professional development methods in which faculty best gain an understanding of shared governance would assist in the creation and implementation of effective professional development protocols for faculty transitioning to higher education.

Most of the faculty stated that they felt a mentorship program would have been beneficial to their acclimation to higher education. Foundational research regarding mentorship exists, however, this research could be expanded to look at mentorship programs specifically for faculty transitioning to higher education from industry, as well as mentorship in aspects of shared governance. Further research in this area would assist in developing mentorship programs that fully assisted in acclimating faculty transitioning to higher education from industry to higher education culture.

Conclusion

This single-case study explored the understanding of and involvement in shared governance in individuals who have transitioned to higher education from industry. The research questions aimed to gain insight into how these faculty understood shared governance, the factors that assisted in gaining their understanding and how institutional training impacted upon their understanding, and how their understanding impacted upon their involvement in shared governance. Data were gathered through interviews with 14 faculty members who had transitioned to higher education.

Faculty described experiencing a culture shock as they transitioned to higher education. The term "shared governance" was foreign to most faculty, and the faculty concurred that it took them years to gain a general understanding of how governance worked at the institution. The faculty had a general understanding of the organizational structure of the institution but did not have a clear understanding of the roles of each entity. Qualitative data were reviewed as part of

133

the study in addition to the faculty interviews. A review of the institutional documents found that there were discrepancies between internal policies and expectations. This contradictory information has led to confusion amongst the faculty in what their expectation is regarding shared governance.

The faculty's understanding of shared governance was inhibited by several factors. Almost all the faculty stated that their orientation to the institution did not assist them in acclimating to the higher education culture or shared governance. Rather, the orientation left them feeling overwhelmed and alone following its completion. The faculty desired an extended orientation that provided further insight into higher education and the expectations of them as faculty members regarding shared governance. Additionally, the faculty felt having a designated mentor or increased interactions with seasoned faculty would assist in having a resource to clarify concepts. In addition to orientation methods, faculty felt that their involvement in shared governance was also inhibited by the poor communication of expectations by their supervisors, as well as inadequate communication from the administration. Finally, several faculty felt that there simply was not enough time to become involved as other obligations took priority over shared governance.

Due to the culture shock of entering higher education and poor orientation methods, faculty relied on a variety of resources to assist them in gaining their understanding of shared governance. All faculty stated that they had to learn purely through becoming involved in the process. Serving on faculty committees and attending meetings allowed them to see the process in action and observe how governance worked at the institution. The faculty turned to their colleagues when clarification or assistance in institutional processes was required, citing that the seasoned faculty at the institution were important in the development of their understanding.

Unfortunately, there is no formal process that allows the faculty members to be mentored by these faculty members. Overall, it was the faculty's personal motivation to becoming involved that assisted in their gaining understanding.

The faculty's involvement in shared governance was impacted by their supervisors and the institution's administration. Faculty desire a relationship with their supervisors in which they receive feedback on their performance and guidance regarding their involvement in shared governance. Similarly, the faculty desired increased communication and transparency from the administration and the inclusion of faculty in institutional decisions.

This study has demonstrated that faculty transitioning to higher education require a structured extended orientation or mentoring program to assist them in developing an understanding of shared governance. Without such methods in place, faculty evidently lack an understanding of shared governance and institutional processes. Additionally, the communication between shared governance stakeholders must be examined to ensure that the institution's shared governance model is effective and supports the institutional processes.

References

[Study site]. (2018) Census Report. Midwest: [Study site]

American Association of University Professors. (1966). Statement on government of colleges

and universities. Retrieved from https://www.aaup.org/report/statement-government-

colleges-and-universities

American Association of University Professors. (2017). Trends in the academic labor force,

1975–2015. Retrieved from

https://www.aaup.org/sites/default/files/Academic_Labor_Force_Trends_1975-2015.pdf

Ashby, J. N. (2016). *Shared governance: Developing a scale to understand faculty and*

administrative perceptions and its implementation and colleges and universities

(Doctoral dissertation). Available from ProQuest Dissertations and Thesis. (10288472)

Baldwin, R. G., & Chronister, J. L. (2000). *Teaching without tenure: Policies and practices for a*

new era. . [ProQuest Ebook Central]. Retrieved from https://ebookcentral.proquest.com

Barden, D. M., & Curry, J. (2013). Faculty members can lead, but will they? Academe needs a

new breed of professors, who aspire to leadership roles. *The Chronicle of Higher*

Education, *59*(31). Retrieved from

http://link.galegroup.com.cupdx.idm.oclc.org/apps/doc/A326493331/AONE?u=conu&sid

=AONE&xid=2786eb95

Beckwitt, G. E., Silverstone, S., & Bean, D. (2010). Creating a culture of academic assessment

and excellence via shared governance. *Contemporary Issues in Education Research*, *3*(2),

35–48. Retrieved from http://cupdx.idm.oclc.org/login?url=https://search-proquest-

com.cupdx.idm.oclc.org/docview/196350539?accountid=10248

Bejou, D., & Bejou, A. (2016). Shared governance: The key to higher education equilibrium. *Journal of Relationship Marketing*, *15*(1–2), 54–61. https://doi.org/10.1080/15332667.2015.1091630

Bertelsen, P. (2005). *Free will, consciousness and self: Anthropological perspectives on Psychology.* New York, NY: Berghahn Books

Bilal, Guraya, S. Y., & Chen, S. (2017). The impact and effectiveness of faculty development program in fostering the faculty's knowledge, skills, and professional competence: A systematic review and meta-analysis. *Saudi Journal of Biological Sciences*. https://doi.org/10.1016/j.sjbs.2017.10.024

Blumer, H. (1969). *Symbolic interactionism: Perspective and method.* Englewood Cliffs, NJ: Prentice-Hall.

Boucher, B. A., Chyka, P. A., Fitzgerald, W. L., Jr., Hak, L. J., Miller, D. D., Baker, R. B., . . . Gourley, D. R. (2006). A comprehensive approach to faculty development. *American Journal of Pharmaceutical Education*, *70*(2), 6–27. Retrieved from http://cupdx.idm.oclc.org/login?url=https://search-proquest-com.cupdx.idm.oclc.org/docview/211298089?accountid=10248

Bowen, W. G., & Tobin, E. M. (2015, January 5). Toward a shared vision of shared governance. *The Chronicle of Higher Education*. Retrieved from https://search-proquest-com.cupdx.idm.oclc.org/docview/1645649621?accountid=10248&rfr_id=info%3Axri%2Fsid%3Aprimo

Boyden, K. M. (2000). Development of new faculty in higher education. *Journal of Professional Nursing*, *16*(2), 104–111. https://doi.org/10.1016/S8755-7223(00)80023-X

Bronson, P., & Merryman, A. (2010, July 19). The creativity crisis. *Newsweek LLC*, *156*(3), 44–
44. Retrieved from

http://link.galegroup.com.cupdx.idm.oclc.org/apps/doc/A231340854/AONE?u=conu&sid
=AONE&xid=edbcf1d1

Brookfield, S. (2009). Engaging critical reflection in corporate America. In J. Mezirow & E.W.
Taylor (Eds.), *Transformative learning in practice* (pp. 125–135). Retrieved from

https://cupo.blackboard.com/bbcswebdav/pid-289625-dt-content-rid-

3576065_1/courses/20164040989-

cup/resources/week4/w4%20Engaging%20Critical%20Reflection.pdf

Bryant, K. G. (2014, August 23). Developing a simulation training program for faculty. *Austin
Journal of Nursing and Health Care*, *1*(1), 1004–1005. Retrieved from

http://austinpublishinggroup.com/nursing/fulltext/nursing-v1-id1004.php

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol
refinement framework. *The Qualitative Report, 21*(5), 811–831.

Retrieved from https://nsuworks.nova.edu/tqr/vol21/iss5/2

Collaborative on Academic Careers in Higher Education. (2019). Selected dimensions of the
faculty workplace experience. Retrieved from https://coache.gse.harvard.edu/files/gse-
coache/files/aacu19_coache_butwhataboutfaculty_datahandout_v20190125.pdf

Columbia University. (2016). Guide to best practices in faculty mentoring. Retrieved from
https://provost.columbia.edu/sites/default/files/content/MentoringBestPractices.pdf

Cordes, J. W., Dunbar, D., & Gingerich, J. (2013). How to evaluate a faculty governance
structure. *Academe*, *99*(3), 35–39. Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/docview/1373476864/3BE4A1806744092PQ/1?accountid=1024

8

Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults*. San Francisco, CA: Jossey-Bass.

Crellin, M. A. (2010). The future of shared governance. *New Directions for Higher Education*, *151*, 71–81. https://doi.org/10.1002/he

Creswell, J. W. (2014). *Research design* (4th ed.). Retrieved from www.vitalsource.com

Elliott, M., Rhoades, N., Jackson, C. M., & Mandernach, B. J. (2015, January). Professional development: Designing initiatives to meet the needs of online faculty. *Journal of Educators Online*, *12*(1), 160–188. Retrieved from http://files.eric.ed.gov.cupdx.idm.oclc.org/fulltext/EJ1051031.pdf

Emerine, J. (2015). The role of communication faculty in collegial governance. *Journal of Communication*, *34*(1), 53–58.

Flick, U. (2007) Concepts of triangulation. *Managing quality in qualitative research.* https://doi.org/ 10.4135/9781849209441.n4

Frey, B. B. (2018). Member check. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. https://doi.org/10.4135/9781506326139.n426

Gallant, A. (2014). Symbolic interactions and development of women leaders in higher education. *Gender, Work and Organization*, *21*(3), 203–216. https://doi.org/10.1111/gwao.12030

Geiger, R. L. (2005). *The ten generations of American higher education*. Baltimore, MD: John Hopkins University Press.

Gourlay, L. (2011). 'I'd landed on the moon': A new lecturer leaves the academy. *Teaching in Higher Education*, *16*(5), 591–601. https://doi.org/10.1080/13562517.2011.605548

Hallowell, E. M. (2011). *Shine: Using brain science to get the best from your people*. Boston,

MA: Harvard Business Review Press.

Hamo, M., Blum-Kulka, S., & Hacohen, G. (2004). From observation to transcription and back:

Theory, practice, and interpretation in the analysis of children's naturally occurring

discourse. *Research on Language and Social Interaction*, *37*(1), 71–92

Hancks, M. L. (2013). *Faculty perceptions of conflict with administrators: An analysis of the*

associations between the nature of conflict and positive and negative outcomes (Doctoral

dissertation). Retrieved from https://search.proquest.com/docview/1461395986?pq-

origsite=primo

Hand, M. W. (2008). Formalized new-faculty orientation programs: Necessity or luxury? *Nurse*

Educator, *22*(2), 63–66. https://doi.org/10.1097/01.NNE.0000299504.55399.11

Heaney, T. (2010). Democracy, shared governance, and the university. *New Directions for Adult*

and Continuing Education, *128*, 69–79. https://doi.org/10.1002/ace

Holland, B. A. (2016). Factors influencing faculty engagement - then, now and future. *Journal of*

Higher Education Outreach and Engagement, *20*(1), 73–82. Retrieved from

http://openjournals.libs.uga.edu/index.php/jheoe/article/viewFile/1596/915

Holyfield, L. J., & Berry, C. W. (2008). Designing an orientation program for new faculty.

American Dental Education Association, *72*(12), 1531–1543. Retrieved from

http://www.jdentaled.org/content/72/12/1531

Hubbell, L. (2012). Understanding faculty and administrator conflict in the university.

International Journal of Education Research, *7*(1), 16–29. Retrieved from

http://go.galegroup.com.cupdx.idm.oclc.org/ps/i.do?&id=GALE|A299759798&v=2.1&u

=conu&it=r&p=AONE&sw=w&authCount=1

Hurst, S., Arulogun, O. S., Owolabi, M. O., Akinyemi, R., Uvere, E., Warth, S., & Ovbiagele, B. (2015). Pretesting qualitative data collection procedures to facilitate methodological adherence and team building in Nigeria. *International Journal of Qualitative Methods, 15*, 53–64.

Johnson, A. L., Duvivier, R. S., & Hambright, G. W. (2017). Shared university governance: Faculty perceptions on involvement and leadership. *Leadership and Research in Education*, *4*(1), 10–26. Retrieved from https://files.eric.ed.gov/fulltext/EJ1160816.pdf

Kalensky, M., & Hande, K. (2017). Transition from expert clinician to novice faculty: A blueprint for success. *The Journal of Nurse Practitioners*, *13*(9), e433–e439. https://doi.org/10.1016/j.nurpra.2017.06.005

Kater, S. T. (2017). Community college faculty conceptualizations of shared governance: shared understandings of a sociopolitical reality. *Community College Review*, *45*(3), 234–257. https://doi.org/10.1177/0091552117700490

Kirchoff, D. H. (2010). *The perceived role competencies and qualifications of newly hired novice and experienced nurse educators in Prelicensure Registered Nurse programs: A regional study* (Doctoral dissertation). Available from ProQuest Dissertations Publishing. (3448219)

Law, A. V., Jackevicius, C., Murray, W. I., Hess, K., Pham, D. Q., & Min, D. I. (2012). Impact of a faculty orientation and development committee. *Am J Pharm Educ*, *76*(1), 3–10. https://doi.org/10.5688/ajpe7613

Mauer, R. (n.d.). New employee onboarding guide: Proper onboarding is key to retaining, engaging talent. Retrieved from https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/new-employee-onboarding-guide.aspx

McGrane, W. L. (2013). *Shared governance and regional accreditation: Institutional processes and perceptions* (Doctoral dissertation). Available from ProQuest Dissertations and Theses. (3603541)

Meredith, G. M. (1989). Levels of organizational responsibility in a new faculty orientation programs. *Psychological Reports*, *65*, 241–242. https://doi.org/10.2466/pr0.1989.65.1.241

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Miller, C. (2012, March). Face-off: in-seat vs. online classes. *Columbia College*. Retrieved from https://www.ccis.edu/nationwide/newsletters/kansascitynews-2012-03.pdf

Piland, W. E., & Bublitz, R. F. (1998). Faculty perceptions of shared governance in California community colleges. *Community College Journal of Research Practice*, *22*(2), 99–110. https://doi.org/10.1080/1066892980220201

Randall, L. M. (2012). Transforming a university: A study of process leadership. *Academy of Educational Leadership*, *16*(2), 1–20. Retrieved from http://link.galegroup.com.cupdx.idm.oclc.org/apps/doc/A289620435/AONE?u=conu&sid=AONE&xid=392278e0

Robinson, K. (2011). *Out of our minds: Learning to be creative* (Rev ed.). [Nook version]. Retrieved from www.barnesandnoble.com/w/out-of-our-minds-ken-robinson/1100232724?ean=9781907312472

Schmuck, R. A., Bell, S. E., & Bell, W. E. (2012). *The handbook of organizational development in schools and colleges: Building regenerative capacity* (5th ed.). Santa Cruz, CA: Exchange Pointe International (EPI).

Siler, B. B., & Kleiner, C. (2001). Novice faculty: Encountering expectations in academia. *Journal of Nursing Education*, *40*(9), 397–403. Retrieved from https://search-proquest-com.cupdx.idm.oclc.org/docview/203961546?OpenUrlRefId=info:xri/sid:primo&accountid=10248

Sorcinelli, M. D. (1994). Effective approaches to new faculty development. *Journal of Counseling and Development*, *72*(5), 474–479. Retrieved from http://cupdx.idm.oclc.org/login?url=http://search.proquest.com.cupdx.idm.oclc.org/docview/219018573?accountid=10248

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stensaker, B., & Vabø, A. (2013). Re-inventing shared governance: Implications for organizational culture and institutional leadership. *Higher Education Quarterly*, *67*(3), 256–274. https://doi.org/10.1111/hequ.12019

Stone, A. G., Russel, R. F., & Patterson, K. (2003). Transformational versus servant leadership: A difference in leader focus. Retrieved from https://www.regent.edu/acad/global/publications/sl_proceedings/2003/stone_transformation_versus.pdf

Tessier, S. (2012). From field notes, to transcripts, to tape recordings: Evolution or combination? *International Journal of Qualitative Methods, 11*(4), 446–460. https://doi.org/10.1177/160940691201100410

U.S. Department of Education, National Center for Education Statistics. (2017). Characteristics of postsecondary faculty. Retrieved from https://nces.ed.gov/programs/coe/indicator_csc.asp

U.S. Department of Education, National Center for Education Statistics. (2018). Classification of

   instructional programs (CIP). Retrieved from

   https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88119

U.S. Department of Education, National Center for Education Statistics. (2018). *The Condition

   of Education 2018* (NCES 2018-144), Characteristics of Postsecondary Faculty.

   Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018144

Welch, G. F. (2003). A new faculty orientation program: Building a core of new faculty to shape

   the future of the college. *New Directions for Community Colleges*, *2002*(120), 11–16.

   https://doi.org/10.1002/cc.84

Williams, J., Ritter, J., & Bullock, S. M. (2012). Understanding the complexity of becoming a

   teacher educator: Experience, belonging, and practice within a professional learning

   community. *Studying Teacher Education*, *8*(3), 245–260.

   https://doi.org/10.1080/17425964.2012.719130

Wood, C., Farmer, M. D., & Goodall, D. (2015). Changing professional identity in transition

   from practitioner to lecturer in higher education: an interpretive phenomenological study.

   Research in Post-Compulsory Education, *21*(3), 229–245.

   https://doi.org/10.1080/13596748.2016.1195

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA:

   Sage.

Appendix A: Participant Email

Dear {Faculty Name},

I am currently pursuing my doctorate at Concordia University–Portland and am in the process of completing my dissertation.

I am conducting research examining the understanding of shared governance by individuals who have transitioned to higher education from working in industry (e.g., clinician, lawyer, artist, K–12, etc.). Your participation in this study is requested. The study involves two tools to assess your understanding of shared governance, experiences that have shaped this understanding, and how your understanding impacts your involvement in shared governance and institutional processes.

1) A short demographic survey assessing qualifying factors for the study and basic demographic information. The survey should take approximately 3 minutes to complete.
2) A follow-up interview to discuss experiences that have shaped your understanding of and involvement in shared governance.

Please be assured that your responses will be kept completely confidential and all identifying markers will be removed. Interview sessions will be recorded, all recordings will be deleted after transcription and member-checking; all other study-related materials will be kept securely for 3 years from study conclusion and then destroyed. There are no repercussions for not participating in the study, for abstaining from answering a particular question in the survey or interview or withdrawing from the study.

By clicking the survey link below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Please follow link below to survey:
https://cuportland.co1.qualtrics.com/jfe/form/SV_6rLnvfE5d05P6Wp?Q_DL=6QXIJqShPsyWt
WR_6rLnvfE5d05P6Wp_MLRP_eKSWQLNUuyrGJH7&Q_CHL=gl

Thank you for your time and consideration of participation in my research study. If you have any questions, please let me know.

Sincerely,

Trisha Waldman
Concordia University–Portland
[email redacted]

Appendix B: Email for Permission to Conduct Research

RE: Permission to Conduct Research Study

To Whom It May Concern:

I am writing to request permission to conduct a research study at your institution. I am currently enrolled in the Doctorate of Education program at Concordia University–Portland and am in the process of writing my dissertation.

My research examines the understanding of shared governance by faculty who have transitioned to higher education after having worked in industry (e.g., clinician, lawyer, artist, etc.). Often, faculty members enter higher education from working in the field with little knowledge of higher education culture. Upon being hired, these faculty members are expected to acclimate to their new position and institutional culture. This transition can be difficult for many faculty members if not effectively supported by the institution. Faculty members who are not properly oriented to higher education culture may not understand their role within the shared governance of the institution, therefore impacting overall institutional processes. The research will examine the understanding of shared governance by faculty members who have transitioned from industry to higher education.

Participants in my study will be all faculty members who have transitioned to higher education from working in industry. A web-based questionnaire will be administered to gather data addressing the research questions. Participants will be contacted for follow-up interviews to discuss their experiences with shared governance. The survey/interview questions that will be used are adapted from previously validated surveys and will be externally reviewed prior to administration. All data extracted will remain unidentifiable in order to protect the confidentiality of all participants and institutions. Individual responses will remain absolutely confidential and anonymous. No costs will be incurred by either your institution or the individual participants.

Your approval to conduct this study will be greatly appreciated. I would be willing to answer any questions or concerns that you may have. Feel free to contact me at [email redacted].
If you agree, kindly reply to this email from an institutional email address or with a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this survey/study at your institution.

Sincerely,

Trisha Waldman
Concordia University–Portland

Start of Block: Demographic Questions

Q1 Did you work in industry (e.g., clinician, lawyer, artist, etc.) prior to your current teaching appointment?

○ Yes (1)

○ No (2)

Skip To: End of Survey If Did you work in industry (e.g. clinician, lawyer, artist, etc.) prior to your current teaching ap... = No

---

Q2 Do you have a Full-time faculty contract?

○ Yes (1)

○ No (2)

Skip To: End of Survey If Do you have a Full-time or Part-time faculty contract? = No

---

Q3 How many years have held a teaching appointment in higher education?

○ 0 - 1 years (1)

○ 2 - 3 years (2)

○ 4 - 6 years (3)

○ 7+ years (4)

Q4 Academic department of primary appointment:

○ Agriculture/Forestry (1)

○ Biological Sciences (2)

○ Business (3)

○ Education (4)

○ Engineering (5)

○ English (6)

○ Health-related (7)

○ History/Political Science (8)

○ Humanities/Fine Arts (9)

○ Mathematics/Statistics (10)

○ Physical Sciences (11)

○ Social Sciences (12)

○ Other Technical (13)

○ Other Non-technical (14)

Q5 What is your academic rank at the institution:

○ Instructor (1)

○ Assistant Professor (2)

○ Associate Professor (3)

○ Professor (4)

Q6 What was your career prior to entering higher education:

_____

Q7 Please select your gender:

○ Male (1)

○ Female (2)

Q8 Please select your age range:

○ 20-29 (1)

○ 30-39 (2)

○ 40-49 (3)

○ 50 + (4)

Q9 Please select your race:

◯ White/Caucasian (1)

◯ Asian/Native Hawaiian/Pacific Islander (2)

◯ African American/Black (3)

◯ American Indian/Alaskan Indian (4)

◯ Latino (5)

◯ Two or more races/ethnicities (6)

◯ Other race/ethnicity (7)

End of Block: Demographic Questions

Start of Block: Understanding of Shared Governance

Appendix D: Interview Protocol

Participant Name: _____

Discipline: _____

Email: _____

Phone: _____

Interview Instructions:
Thank you for being willing to participate in the interview portion of my research study. As mentioned before, my study seeks to understand how individuals who have transitioned to higher education from working in industry understand shared governance, experiences which assist in forming your understanding of shared governance, and how your understanding impacts involvement in shared governance and institutional processes.

Our interview today will last approximately one hour. During the interview I will ask you questions regarding how you understand shared governance, what experiences assisted in shaping your understanding, and your involvement in shared governance and institutional processes.

Prior, you completed an inform consent form indicating you are willing to participate in my study. For the interview portion of this study, do I have your permission to audiotape our conversation today?

___Yes ___No

If yes:
Thank you. Please let me know if at any point you want me to turn off the recorder or keep something you said off the record.

If no:
Thank you for letting me know. I will only take notes of our conversation.

Before we begin the interview, do you have any questions?

If any questions arise at any point in this study, you can feel free to ask them at any time. I would be more than happy to answer your questions

<u>Opener Questions</u>
1) How long have you been employed at the institution?

2) What was your career prior to entering higher education?

<u>Understanding of Shared Governance:</u>
3) What does shared governance mean to you?

4) How would you rate your overall understanding of shared governance at your institution?

   a. If you feel you have a good understanding of shared governance, approximately how many years would you estimate it took to feel you had a sufficient understanding?

5) What do you find the most difficult to understand about shared governance?

<u>Experiences Which Shape Understanding of Shared Governance:</u>
6) When you were initially hired, how were you introduced to shared governance? Did you participate in any formal processes?

7) What experiences best assisted you in gaining an understanding of shared governance?

8) Do you feel the institution provides adequate opportunities to cultivate new leaders in shared governance?

9) Do you feel the training you received in graduate school or working in the field prepared you well for your role as a faculty member? Why or why not?

<u>Involvement in Shared Governance and Institutional Processes:</u>
10) Does shared governance include a clear role for faculty members? Is the role well understood? Valued?

11) Tell me about your involvement in shared governance at the institution.

    a. Do you feel you have enough knowledge to make effective contributions to institutional processes?

12) Are you encouraged to participate in shared governance? If so, how?

    a. Is your involvement in shared governance and institutional processes assessed in your performance review? If so, how?

<u>Summative</u>
13) Is there anything which we have not touched on, but is important for our project and our understanding?

<p style="text-align: center;">Appendix E**: Informed Consent**</p>

Research Study Title: Understanding and involvement in shared governance by faculty
                                                  who have transitioned to higher education
Principal Investigator: Trisha Waldman
Research Institution: Concordia University
Faculty Advisor: Dr. William Boozang

Purpose and what you will be doing:
The purpose of this research is to examine the understanding of shared governance by individuals who have transitioned to higher education from working in industry (e.g., clinician, lawyer, artist, etc.). It is expected there will be approximately 12–15 volunteers for this study. Participation in the study is voluntary and there is no monetary compensation.

Enrollment for the study begins on February 18th, 2019 and will end on March 1, 2019.

The study involves two tools designed to assess your understanding of shared governance, experiences that have shaped this understanding, and how your understanding impacts your involvement in shared governance and institutional processes.

1) A short survey assessing qualifications for the study and demographic information. The survey should take less than three minutes to complete.
2) A one-hour follow-up interview to discuss your understanding of shared governance, experiences that have shaped your understanding of and involvement in shared governance.

Risks:
There are no risks to participating in this study other than providing your information. Please be assured that your responses will be kept completely confidential. Interview sessions will be recorded and transcribed utilizing the online transcription service Rev. All recordings will be deleted after transcription and member-checking; all other study-related materials will be kept securely for three years from study conclusion and then destroyed. All information gathered will be kept confidential and secure. Transcripts will be reviewed to remove any identifying markers of the individual. After data analysis, all participant information will remain private. Files for the study will be kept on the researcher's private computer and be password protected.

Benefits:
Information you provide will help identify and understand the perspectives of faculty transitioning to higher education in regard to shared governance and institutional processes. This information will assist institutions in being able to create tools to empower faculty to become engaged members of shared governance. Furthermore, the study provides faculty and administration with a theoretical lens for understanding how perspectives regarding governance develop and how to work collaboratively to meet institutional expectations.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell about abuse or neglect that raises concerns for your immediate health and safety.

Right to Withdraw:
Your participation in the study is greatly appreciated, however, it is acknowledged that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, I will stop asking you questions.

Contact Information:
You will receive a copy of this consent form. If you have questions, please contact me at [email redacted]. If you want to talk with a participant advocate other than the principal investigator, you can write or call the director of Concordia University's institutional review board, Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:
I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.
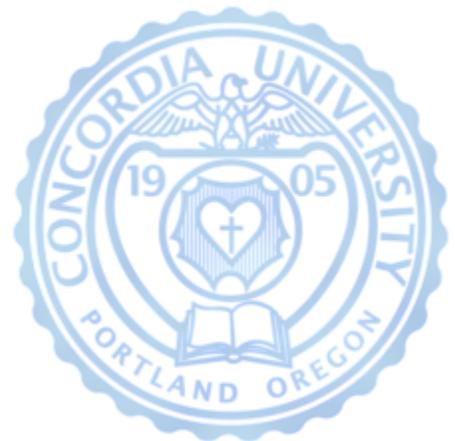
_____   _____
Participant Name   Date

_____   _____
Participant Signature   Date

_____   _____
Investigator Name   Date

_____   _____
Investigator Signature   Date

Investigator: Trisha Waldman   email: [redacted]
c/o: Professor: Dr. William Boozang
Concordia University–Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix F: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–
   Portland Academic Integrity Policy during the development and writing of this
   dissertation.

2. Where information and/or materials from outside sources has been used in the
   production of this dissertation, all information and/or materials from outside sources has
   been properly referenced and all permissions required for use of the information and/or
   materials have been obtained, in accordance with research standards outlined in the
   Publication Manual of The American Psychological Association.

_____

Digital Signature

Trisha Waldman

_____

Name (Typed)

12-3-19

_____

Date