

Faculty Development: Fostering the Professional Growth of Teacher Education Faculty

Amy Gratch Hoyle

(Education Policy and Leadership Department at Cabrini College, USA)

Abstract: This paper presents findings from a study of faculty development intended to support faculty in graduate teacher education to integrate teaching for social justice into their courses. The paper includes findings from a mixed-methods study of faculty support needs and the impact of a Summer Seminar in Educational Foundations on graduate teacher education faculty teaching educational foundations in a Master of Education program in which most students are practicing K-12 teachers. While not the explicit intention, the seminar described in this paper has become a Community of Practice (CoP) for these faculty members and through this CoP they have experienced support in the development of knowledge, values, beliefs and teaching practices essential their professional development as teacher educators.

Key words: faculty development, community of practice, social justice education

1. Introduction

A primary goal of the author's work is to develop and implement practices in graduate teacher education which promote teaching for social justice in PreK-12 schools. In order to promote teaching for social justice in schools, graduate teacher education faculty must possess knowledge, values, beliefs and teaching practices aligned with social justice education. This paper focuses on faculty development designed to support faculty in developing the necessary knowledge, values, beliefs and teaching practices in order to integrate teaching for social justice into their graduate teacher education courses. The paper includes a brief summary of findings from a survey of faculty support needs and focuses on the development and impact of the seminar designed in response to the survey findings. The faculty participants in the seminar teach graduate educational foundations courses in a Master of Education program in which most students are practicing K-12 teachers. While not the explicit intention, the Summer Seminar in Educational Foundations, which has taken place for the past three summers, has become a Community of Practice (CoP) for these faculty members and through this CoP faculty members have experienced support in the development of knowledge, values, beliefs and teaching practices essential their professional development as teacher educators.

This paper is based on an on-going mixed-methods study of faculty responsible for teaching educational foundations courses at a small liberal arts College in the Northeast. Using an on-going and iterative approach,

Amy Gratch Hoyle, Ph.D., Assistant Professor, Education Policy and Leadership Department at Cabrini College; research areas/interests: include the socialization of teachers, adjunct faculty support, and the impact of neoliberal reforms on education. E-mail: ag3239@cabrini.edu.

themes are identified in interviews and explored through surveys and additional interviews in which themes are again identified and explored further. The College mission is based on a “commitment to social justice” and to making learners “engaged citizens of the world”. This mission is integrated into the Master of Education program primarily through two core educational foundations courses. While the College mission is grounded in social justice, relatively few of the K-12 teachers enrolled in the graduate program enter the program with a social justice orientation. And findings from interviews during the initial stage of this study indicate that faculty teaching the foundations courses have limited experience in the area of social justice education and educational advocacy and express limited success in bringing the mission into their courses. Findings from the initial phase of the study suggest that these faculty members were thus largely unsuccessful in engaging their students, the K-12 teachers, in advocacy and action in their own classrooms and school communities.

During the initial phase of this research faculty members indicated that they wanted additional faculty development in the areas of social justice education and educational foundations in order to more fully integrate the social justice mission into the courses, and thus engage the students in social justice education in their own classrooms. Faculty also indicated a desire for opportunities to collaborate with colleagues in lifelong learning and professional development experiences. In response to the needs expressed by faculty the author designed and implemented the Summer Seminar in Educational Foundations for faculty involved in teaching the core courses.

While there has been a great deal of discussion around preparing initial certification candidates to teach and advocate for social justice, we need to expand this dialogue to include working with practicing teachers in graduate teacher education programs. The findings presented in this paper encourage dialogue about promoting the development and understanding of values, beliefs and teaching practices aligned with social justice education in graduate teacher education. This paper describes the results of faculty development for graduate faculty dedicated to a social justice mission and opens space for essential dialogue. More specifically, the findings indicate that experience in an unintentional Community of Practice (CoP) focused around teaching for social justice provides essential faculty support. And while experience in the CoP engages faculty in efforts to promote social justice education in their graduate teacher education courses, findings indicate shortcomings in the approach and directions for improved approaches to faculty development. Through sharing these findings, the author hopes to generate much-needed further discussion around supporting faculty and preparing practicing teachers to teach for social justice.

While part-time faculty development typically focuses on orientation to the institution and providing general information about institutional resources, the Seminar helps integrate part-time faculty into the life of the College through providing space for collaboration and intellectual discourse among part-time and full-time faculty members. The Seminar provides opportunities for part-time and full-time faculty members to share resources and strategies; participate in a learning community; and, develop strategies for carrying the mission (teaching for social justice) into our courses (and into K-12 schools). The Summer Seminar meets faculty support needs identified by teacher education faculty through providing opportunities to engage in dialogue with colleagues around pedagogical strategies and course subject matter. Results from the post-Seminar surveys and interviews indicate this intensive approach to faculty support provides adjunct faculty members space to engage in academic discourse which makes them feel more integrated into the culture of the institution and more prepared to meet the needs of students in their courses. In other words, over the three years during which faculty have participated in the Summer Seminar, it has become a Community of Practice for part-time and full-time faculty. The results of the study reflect faculty members’ increased confidence in their pedagogical strategies and content knowledge as a

result of participation in this CoP. In addition, the results suggest directions for future Seminars in terms of how to support faculty to teach for social justice in their graduate education courses.

2. Literature Review

2.1 Adjunct Faculty Support

The American system of higher education is now dependent upon the use of adjunct faculty who make up anywhere from 40-75% of faculty in higher education (Fagan-Wilen et al., 2006; Stratford, 2012; Strom-Gottfried & Dunlap, 2004). The variation is due largely to varied definitions of the term *adjunct*. While some studies include all non-tenure-track positions in this group, the term adjunct refers specifically to part-time faculty teaching in our graduate education programs. The shift to greater dependence on adjunct faculty requires an institutional commitment to adjunct support. Sustaining the life of an institution requires believing in and investing in all faculty and developing ways to foster a sense of community and belonging for all.

A mentoring program, which is used to support socialization and career development of all faculty will enhance the skills and methodologies that instructors bring to their classroom, which will in turn enhance student success. In addition, such a support program would serve to integrate adjuncts into the institution and thus more fully support professional development and engagement. Ridley (2010) found that faculty who take part in professional development are more likely to employ small group discussion, demonstrations, and related learning activities to encourage critical thinking in their classes. Additionally, both adjuncts and full-time faculty seek a sense of community, a view that they are a vital and integral part of the culture that makes up the college. A more comprehensive and integrated approach to faculty development serves this purpose.

In order to provide such a comprehensive and integrated support program, the institution must provide opportunities for interaction and collaboration between part-time and full-time faculty. According to Fagan, Wilen, et al. (2006), institutions must provide faculty development for all faculty which includes the following: Effective teaching strategies (components of effective instruction, adult education theory, demonstrations of active, collaborative, and experiential learning); Curriculum development; Information about forces that shape the curriculum; Policies and procedures (grading, syllabus preparation, departmental and university policies); Anticipating potential problems (challenging classroom situations). An emphasis must be placed on assimilating adjuncts into the broader academic community (Fagan-Wilen et al., 2006). Thus, opportunities to explore the mission of the institution with full-time faculty are vital for part-time faculty members. (For further exploration of the literature on the support needs of adjunct faculty see Hoyle, 2015.)

While the literature suggests a wide range of potentially useful directions for adjunct faculty support, much of the literature in this area is descriptive in nature. There has been relatively little research on the results of part-time faculty mentoring approaches. It is thus vital, given the increased dependence on adjunct faculty in institutions of higher education, that we examine the effectiveness of faculty support efforts. The study described here provides information about what part-time faculty members in teacher education want in terms of support as well as results of an approach to part-time faculty development. Specifically, the study described here indicates that teacher education faculty are committed to lifelong learning and value opportunities to collaborate with colleagues thus an approach to faculty development built around these values is essential. The results of such an approach suggest the value of participating in a Community of Practice for both part-time and full-time practice.

2.2 Communities of Practice & Professional Capital

According to Wenger-Trayner and Wenger-Trayner (2015), “communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (1). According to Wenger-Trayner and Wenger Trayner (2015), three elements are necessary to constitute a community of practice: the domain, the community, and the practice. A CoP “has an identity defined by a shared domain of interest,” and in pursuing this interest, “members engage in joint activities and discussions, help each other, and share information”. In addition “members of a community of practice are practitioners” (2). A community of practice requires cultivation of these three elements. Cothran-Smith and Lytle (1999) explain the importance of a “shared practice” produced through a community of practice through joint construction of knowledge of practice. MacPhail et. al. (2014) suggest that “applying this concept to a teacher education context, CoP are places and spaces where teacher educators have the opportunity to engage in worthwhile conversations and actions about the nature and direction of their work with teacher candidates” (42). The literature on Communities of Practice suggests a valuable direction for mentoring adjunct faculty. Through participation in a CoP, adjunct faculty will have opportunities to collaborate with colleagues and to establish themselves as members of the broader community at an institution. Because integration into the life of the institution is an essential goal, enhancing understanding of the institution’s mission through participation in a CoP is important at the College examined in this study.

2.3 Social Justice Education

As noted above, the mission of the College is grounded in a commitment to social justice and to prepared engaged citizens of the world. Thus teacher candidates at the institution must develop a commitment to social justice as well as knowledge and skills needed to bring social justice education into their own classrooms. Social justice education has been defined as a “conscious and reflexive blend of content and process intended to enhance equity across multiple social identity groups (e.g., race, class, gender, sexual orientation, ability), foster critical perspectives and promote social action (Bell, 1997; Cochran-Smith, 2004; Freire, 1970/1993; Weissglass, 2004).” (Carlisle L. R., Jackson B. W., & George A., 2006, p. 57).

Literature in teacher education has established a rationale for teaching social justice in K-12 classrooms and has indicated how doing so affects student outcomes. Increasing numbers of teacher preparation programs focus on preparing teacher candidates as advocates for social justice (Dover, 2009). The work presented in this paper is grounded in the argument that this outcome is equally legitimate in teacher education for practicing teachers. There exists a body of literature on preparing teacher candidates, initial certification students, to teach and be advocates for social justice (Storms, 2013; Lee, 2011; Kelly & Brandes, 2010; Clarke & Drudy, 2006).

While this literature provides useful insights, there is relatively little research examining how teacher education programs for practicing teachers can prepare practicing teachers to teach and advocate for social justice. Picower (2011), Henning (2013) and others do describe experiences and needs of practicing social justice educators, but much of this research centers on teachers already oriented toward social justice education. We need to learn more in terms of preparing practicing teachers to understand the political nature of schools and their own beliefs, among other things, in order to engage them as change agents for social justice. We need to learn more about what motivates experienced K-12 educators to become advocates for social justice in their schools and school communities. The study described here provides some direction for preparing graduate teacher education faculty, working with practicing K-12 educators, to promote social justice education in their courses.

3. Methodology

The findings described below are based on a two-year mixed-method study involving interviews, a survey, and written feedback from participants. The initial plan for the study was to interview part-time faculty involved in teaching one or both educational foundations courses in the graduate education programs at the College to learn how part-time faculty teach for social justice in graduate teacher education.

During the 2012-13 academic year, the College employed 32 faculty members to teach the educational foundations courses in the M.Ed. program. This number includes the two full-time faculty members charged with developing and stewarding the courses along with 28 part-time faculty members. During the initial phase of the study, ten part-time faculty members teaching the educational foundations courses (33% of the total) volunteered to participate in a series of open-ended interviews throughout the 2012-2013 academic year. Interviews were transcribed and themes were identified. While the initial focus of the research was to identify how the faculty members integrated social justice education in their courses, the first round of interviews revealed that this was largely not happening and that faculty members needed additional mentoring in this area. In fact, the interviews revealed the need to understand the basic support needs of part-time faculty beyond those related to teaching for social justice.

Employing an on-going and interactive approach to the research, the researcher identified themes in the data and created a survey based on the initial interview findings to better understand these basic support needs. The survey was designed to learn more about what was and was not working for the part-time faculty members teaching in the graduate education program in terms of support. In addition, the survey included questions related to the College mission. The survey was distributed to 120 part-time faculty members and 55 responded yielding a 45.8% return rate.

The grounded theory approach used in this study, using the constant comparative method of analysis, has involved multiple iterations through which the author has coded data from a number of sources including surveys and interviews. As outlined briefly below, the author expanded and adjusted approaches to faculty development based on findings from the initial interviews and the survey. The Summer Seminar described in this article was largely designed based on these findings. Through post-seminar surveys and interviews, the initial themes were examined further and through selective coding the author is able to articulate specific implications of the study.

In July 2015, nine faculty members — 4 full-time and 5 part-time — participated in the Summer Seminar in Educational Foundations. This Seminar was developed in large part in response to faculty support needs identified in the initial interviews and the 2013 survey. In order to develop the Seminar and to understand the needs of the participants further, faculty members interested in participating in the Seminar were asked to submit an application essay explaining, why s/he was interested in participating in the Seminar; any background studies s/he had undertaken in educational foundations as well as in what discipline(s) s/he holds graduate degree(s); and, what, if any, questions about foundations of education or socio-cultural educational theory s/he would bring and hope to address in the Seminar. In both 2014 and 2015 the essays have been analyzed in order to identify themes.

In both 2014 and 2015 a post-Seminar survey was implemented in order to evaluate the success of the Seminar and determine directions for on-going faculty support. In addition, faculty members in both 2014 and 2015 voluntarily participated in both pre- and post-Seminar interviews. These open ended interviews were transcribed and analyzed. Analysis of the post-Seminar surveys and interviews reveals themes around faculty support needs as well as around integrating the social justice mission into the educational foundations courses. In

addition the 2015 findings reveal the development and value of being a member of a Community of Practice for faculty members participating in the Seminar.

Two participants, Ashley and Suzanne, volunteered to be interviewed following the 2015 Seminar. Ashley has participated in the seminar for three years, since its inception in 2013. Ashley is White and lives and teaches in Philadelphia in a public high school in a poor section of the city. The high school serves a diverse student population. While the majority of the student population at the school is African American, there are also many recent immigrants. Ashley teaches English Language Learners speaking 18 different languages and is deeply committed to giving her students voice and a sense of agency. Suzanne is African American and also teaches in Philadelphia. Suzanne's school is a charter school in a more affluent area of the city. The student population is less diverse and while Suzanne is committed to bringing greater race consciousness to teachers, she seems less focused on bringing such social issues into her middle school literature classroom. Both Ashley and Suzanne are currently pursuing doctoral degrees, demonstrating both their passion for learning and their commitment to lifelong learning. More than the other participants in the seminar, Ashley and Suzanne are both eager to offer suggestions for improving the educational foundations courses thus it is not surprising that they volunteered to participate in the interviews.

The focus of this paper is on the 2015 Summer Seminar, the content and format of the Seminar as well as its impact on faculty members. The findings presented here include themes identified in the 2015 Seminar application essays, post-Seminar surveys, and post-Seminar interviews.

4. Results & Discussion or Findings

The educational foundations courses in the Master of Education program at the College are interdisciplinary and serve as the core courses in the programs. They are academically rigorous and designed specifically to help students understand issues related to social justice through philosophical, sociocultural and historical lenses. Through these courses, in line with the mission of the College, graduate teacher education students are engaged in exploration, critique, and experiences aimed at encouraging them to become agents for change. While the faculty members in the study engaged their students, practicing K-12 teachers, in critical analysis of issues related to diversity and structural inequities in these courses, they experienced limited success engaging their students more actively in working democratically in their own classrooms. The Summer Seminar described in this paper was designed to provide faculty support and development in this area. Through exploration of course texts and examination of both research and action for social justice, the faculty members who participated in the Seminar feel more confident as they work to prepare their students to teach for social justice.

As previously mentioned, analysis of the initial interviews indicated more support was needed for part-time faculty who were often teaching outside of their field of expertise and were given relatively little direct support from the College. In 2013, in order to understand the support needs of part-time faculty I surveyed 55 part-time faculty members at the institution. With a 45.8% return rate, I was able to learn that part-time faculty members sought more opportunities to collaborate with peers and faculty development to learn new pedagogical strategies. And while part-time faculty did not explicitly indicate desire to know more about the social justice mission of the College in the survey, the survey did reveal limited knowledge about the mission (Hoyle, 2015). Findings from the survey influenced faculty support. Thus faculty development was designed intentionally to focus on the social justice mission largely through exploring theoretical work in educational foundations.

The focus of faculty mentoring shifted in that the author more intentionally created opportunities for part-time faculty to collaborate with colleagues and to share pedagogical approaches. This improved mentoring approach is reflected in the Summer Seminar in Educational Foundations. While part-time faculty development typically focuses on orientation to the institution and providing general information about institutional resources, the Seminar was designed to provide space for collaboration among all faculty members. The Seminar provides opportunities for part-time and full-time faculty members to share resources and strategies; participate in a learning community; and, develop strategies for carrying the mission (teaching for social justice) into our courses (and into K-12 schools).

The Summer Seminars in 2014 and 2015 were designed to provide faculty opportunities to examine the intersection of interpretive and critical educational perspectives. The purposes of the Seminar as described in the invitation to participate include, studying works in educational research and theory in depth and in relation to conceptions social justice, democratic values, and educational policy; providing a forum for education faculty to engage in conversations about and to develop pedagogies for teaching critical perspectives in educational foundations to education students at all levels of study; and exploring ways in which coursework in the foundations of education might further serve to integrate the core values and mission of the College into the learning outcomes of education programs and courses at all levels.

Results from the post-seminar surveys and interviews indicate this intensive approach to faculty support provides adjunct faculty members space to engage in academic discourse which makes them feel more integrated into the culture of the institution and more prepared to meet the needs of students in their courses. While the 2014 Seminar increased faculty members' confidence in carrying the social justice mission into their courses (Hoyle, 2015), findings presented here indicate that the 2015 Seminar was less successful in achieving this critical goal.

This paper describes the 2015 Summer Seminar in Educational Foundations and its impact on faculty. Research findings from the 2014 Seminar revealed interesting findings in terms of how those of us in teacher education, especially those of us working with practicing teachers, can find ways to engage our students in deeper reflection about their beliefs and values as well as strategies that propel them to take active roles as agents for social justice in their own classrooms and school communities. Findings from the 2015 Seminar reinforce some of the earlier findings, indicating that this approach to faculty development engages faculty in reflection about their beliefs and values and propels them to use new strategies in their teaching. The impact in terms of educating for social justice explicitly, however, is less obvious than in the earlier research. Analysis of findings from surveys and interviews during and following the 2014 Seminar shed light on how beliefs and values, classroom instruction, and social justice are connected and what this connection means for teacher education faculty and graduate teacher education students (K-12 teachers) (Hoyle, 2015). The 2014 findings led to changes in the foundations courses as well as to improvements in faculty support and mentoring which seem to have increased the impact of the core foundations courses in terms of promoting social justice education. The 2015 Seminar was valuable in establishing a Community of Practice in which faculty members engaged in critical dialogue and generated pedagogical strategies for teaching in the foundations courses. The Seminar, however, seems to have less obvious impact on the faculty members' commitment to teaching for social justice. Exploring the benefits and limitations of the 2015 Seminar as well as the reasons for this difference between the two Seminars expands the discourse about preparing experienced teachers to teach for social justice through faculty development seminars in educational foundations.

4.1 Participant Goals: Lifelong Learning, Collaboration & Social Justice

Application essays submitted by participants in the 2015 Seminar revealed their goals and expectations for the Seminar revolved around two broad areas. Table 1 includes representative statements from 2015 participant's application essays reflecting these two broad areas. First, applicants expressed a commitment to lifelong learning and saw the Seminar as an opportunity to collaborate with colleagues, explore texts, share strategies, and improve their teaching. Second, applicants expressed a desire to address concerns related to social justice in education.

Table 1 2015 Seminar Application Essays: Participant Goals/Values

Lifelong Learning & Collaboration	In order to enhance my personal and professional development in education, I look forward to having the opportunity to participate in the Collaborative Summer Seminar in Educational Foundations. I am always seeking alternative ways in which I can inform my learning through thoughtful discussion of my perspectives as well as those of my colleagues on educational topics.
	More knowledge in this area will provide for a marked difference in my personal and professional depth of understanding in education. Listening to and learning from others will provide me with wisdom and the opportunity to incorporate my new knowledge into more thoughtful developed lessons with my students.
	Leading learning and being a learner are interchangeable. Using the lens of culture to view teaching and learning is a powerful tool to begin framing professional growth and development.
Social Justice Education	[I want to participate in the 2015 Seminar because] I realized [during the 2013 Seminar] that my concern for social justice coincided with [the] College's clear passion and solid support for the welfare of others in need.
	Education and our access to and level of education can directly relate to how we experience social justice and the privileges available in living a democratic life.
	I am interested in participating in the seminar because it strengthens by background knowledge of the core components of teaching for democracy, social justice, and the common good. It gives me the time and space to explore the researchers and ideas in the subject area and how I can better relate these ideas to my students. Being part of the seminar reminds me that the education process is a large part of a society that should provide equity in education.
	I am hoping the Seminar can shed light on where the inequities in our educational system come from and how to address them.

The desire for a collaborative learning experience is consistent with findings from the 2014 surveys, application essays, and interviews. And, having self-selected to participate in the Summer Seminar, it is not surprising that each of the participants is committed to lifelong learning and collaboration. The second area, a commitment or at least an interest in social justice education, is a theme reflected across all applications in both 2014 and 2015. This is in line with the College mission and with the educational foundations courses. Because the Seminar targets faculty teaching the foundations courses, this goal is also not entirely surprising. The comments related to this area, however, reflect a wide range of expertise and experience among the faculty members in regards to social justice education.

The content and format of the 2015 Seminar were based on findings from the part-time faculty survey, application essays, along with my initial goals for mentoring part-time faculty to teach for social justice and increase the academic rigor in our programs. The Seminar was developed around the following topics:

- The College Mission – Academic excellence & a commitment to social justice
- Contemporary school reform and issues of equity and justice
- The attack on public education in America
- Teaching for critical thinking

This content reflects my goals and my belief that in order to advocate for justice in schools teachers must

understand the neoliberal context in which we work. The content also reflects applicant interests as reflected in their essays as it provides opportunities to examine social justice education and to collaborate with colleagues. Finally, the content reflects support needs indicated in data from the part-time faculty survey in that it allows for collaboration and professional development around both content and pedagogy. This content is distinct from that in the 2014 Seminar which focused on the College mission as well as on neoliberalism's assault on social justice teaching and strategies for responding to this assault, strategies for teaching for social justice.

Nine faculty members participated in the 2015 Seminar, four full-time faculty members with expertise in the area of educational foundations and five part-time faculty members with a range of backgrounds in this area but limited academic expertise. Application essays indicate that all nine participants shared commitment to both lifelong learning and teaching for social justice. As in 2014, the Seminar met for one week during the summer, three hours each day for five days. Participants were given readings and a syllabus with a schedule in advance of the seminar. During the 2015 Seminar participants read three texts, Gorski and Zenkov's (2014), *The Big Lies of School Reform*; Kuhn's (2014), *Fear and Learning in America*; and, Brookfield's (2012), *Teaching for Critical Thinking*.

During each daily session participants reflected on essential questions; participated in "deep reading" of assigned texts (exploring theory); discussed pedagogy and shared resources; reviewed the day's experience; and set goals for the following day's session. As with the content of the Seminar, the format provides for support needs indicated through the part-time faculty survey, providing daily opportunities to collaborate and develop both content knowledge and pedagogical strategies. The Brookfield (2012) text was especially well-received and provided pedagogical strategies and prompted critical analysis around why we do what we do. Brookfield's approach to teaching for critical thinking is well-suited for both the Seminar and for the educational foundations courses in our graduate education program. The format of the Seminar also served interests identified in participants' application essays as well my goals, as we had space to collaborate, to share teaching strategies, and to engage in analysis of literature in educational foundations.

4.2 Seminar Results: Faculty Development in a Community of Practice

In 2014 participants completed a survey at the end of the Seminar and two participants — one full-time faculty member and one part-time faculty member — participated in interviews both before and after the seminar. Feedback from the 2014 survey and interviews indicates the benefits of the collaborative nature of learning in the seminar. Participants described both personal and professional growth and inspiration as a result of participation. In addition, participants found valuable the sharing of materials and strategies. Hoyle (2015) describes findings from the 2014 Seminar reflecting the ways in which the Seminar supported participants' growth in five areas: lifelong learning through collaboration; overall growth as a teacher; development of pedagogical strategies; knowledge of course content; and, commitment to social justice education.

While four 2014 participants returned in 2015, the findings of the post-Seminar survey and interviews reveal differences in terms of the perceived benefits of the Seminar. While findings from the two interviews (described below) demonstrate the value of the Seminar to two participants in terms of understanding of and commitment to education for social justice, none of the participants mentioned social justice or social justice education in response to open-ended questions in the survey. Instead when asked about how the Seminar supported their work at the College, all participants focused on the opportunity to collaborate with colleagues and to learn valuable pedagogical strategies. While many participants mentioned enjoying the readings — one wrote, "I loved all of the

readings” — the focus on content knowledge development, present in 2014, was also absent from the 2015 surveys and interviews. While the 2014 Seminar was beneficial in strengthening commitment to and knowledge about education for social justice, the primary benefits of the 2015 Seminar seem to be the establishment of a Community of Practice through which faculty members could collaborate and develop pedagogical strategies. These benefits are certainly worthwhile but insufficient given the mission of the College and the goals of the Seminar. Comparison of the 2014 and 2015 Seminars which will be explored further below suggests the readings selected in 2015, and the consequent shift in content may largely explain the different results.

Table 2 2015 Seminar Survey Results: Participant Growth in Two Areas

Collaboration	<p>The Seminar provided opportunities to:</p> <ul style="list-style-type: none"> • learn through collaboration • engage in professional discourses with colleagues and to learn from them • benefit from what everyone shared based on each one’s background • spend time with colleagues having thoughtful discussions. • collaborate on generating ideas about how to incorporate the Seminar’s content/readings into our courses
Improving Practice – Pedagogical Strategies	<p>The Seminar provided opportunities to:</p> <ul style="list-style-type: none"> • expand my knowledge personally and to learn ways to incorporate new ideas into my own teaching • [gain] strategies to use • learn from the style you utilized [in the Seminar] • [get] support as a faculty member because it provided the tools and strategies I can and will use in my classroom • [see] academic rigor and critical thinking integrated into assignments and discussions. Excellent modeling • I feel better prepared to offer new instructional strategies with my students • learn how to use articles in a different way. I have a better understanding of what it means to “close read” a text. • consider ways to integrate critical thinking into the curriculum and pedagogical strategies. • dissect and critically analyze texts and connect them with my experience

The results of the post-seminar survey provide insight into what participants value from their experience in the Seminar. Specifically opportunities for collaboration and developing pedagogical strategies are valued by the participants. Consistent with the Wengery-Trayner and Wenger-Trayner (2015) definition, the Seminar has established a Community of Practice in which faculty who share a passion for and commitment to teaching learn how to improve their teaching practice as they interact regularly. This CoP is distinct from many in that the membership changes over time as some participants return to the Seminar each summer and new members join. Regular meetings continue throughout the year as we hold faculty development meetings each semester. It will be beneficial, however, if we develop mechanisms for on-going collaboration and conversation throughout the year between summer seminars.

The interviews following the Seminar, which provided opportunities for deeper participant reflection, support the survey findings in that the two participants interviewed following the Seminar, Ashley and Suzanne, both focused attention on collaboration with colleagues and on developing pedagogical strategies as benefits of participation in the Seminar. As noted, in 2014 seminar participants mentioned increased understanding of social justice and social justice education as an important benefit of the Seminar. In 2015 this was absent from the survey findings. Because these topics were central to the goals of the Seminar, however, it was important to ask about them explicitly during the post-Seminar interviews. Ashley and Suzanne, were interviewed within two weeks of

the Seminar. In addition to reinforcing survey findings related to the benefits of the Seminar, the interviews add some insight into how these two participants conceptualize social justice education. Both Ashley and Suzanne also mentioned the need to bring race consciousness and the examination of cultural identity into the foundations courses.

Table 3 illustrates the four primary themes that emerged from the interview data: the benefit of the Seminar in terms of materials and knowledge gained; the benefit of the Seminar in terms of pedagogical strategies learned; and, the participant's thoughts on educating for social justice; the need to incorporate the study of race into the foundations courses.

Table 3 2015 Seminar Interview Results: Reflection on Four Areas

Resources: Materials & Information	Ashley: I liked that we focused on books, and I thought about this, even how it compares to 521, like how we do so many different articles. That's nice, but now also having a book, too, is nice because it's already set up and organized for you and you don't have to think, okay, what articles are repetitive and, you know, which am I going to pull out. Like it's already set up. I really loved the two books. My favorite was — the one I can't remember, the name. School reform. The Big Lie. Yeah, that book I loved, so we should totally use that one. (4-5)
	Suzanne: What I got out of it was a real understanding about social justice and social justice education for the common good, learning a lot about the neoliberal agenda to which I had no clue. I've seen the words 1,001 times over my 20 year experience, but I could never understand exactly what it was and just to get it in laymen's terms rather than philosophical or using these big huge words, it was just very straightforward, and I use that knowledge in the classroom with the EDG540 course. (3)
Pedagogical Strategies	Ashley: The one thing that I used already in a couple different ways is the Affirm and Challenge, and I just added that onto when they do their panel discussions... so they choose one thing they affirm, one thing they challenge, and they write on a piece of paper and they tape it around the room. So it's like a gallery walking with all those quotes. And then after everyone gets up and reads each other's and they stand by one paper that they affirm or challenge, and they can't be with their own group; they have to do someone else's. And then they end up in different groups.... In the beginning they're in a group. And they choose one affirmation and one challenge in their group. Then they post them and then everyone walks around and chooses a different one. (9-10)
	Suzanne: I used a method from the seminar in my class as far as the textbook, and I have to admit they did not like this textbook, and when I read it, I said, "Okay, I see why," so what I did was I assigned each student a section in Chapter 9. And I gave them a list of questions, you know, for that, and I said, "You're gonna come in and present... And I said, the last question was, "If you had the opportunity to rename or give another title for a certain section, what would you call it?" And they loved it, they loved it, and they came, "Oh, Professor, that was the best." I told the student, "You're challenging the text, you're challenging the assumptions in the text. That's your part. That's what you're supposed to do." (13-14)
Education for Social Justice	Ashley: Giving students a voice and empowering them to help themselves, and I — that comes with engaging them and doing things, like inviting them to get involved, showing them exactly how. That's why I loved that 521 advocacy in action assignment so much. I wish we can do more with that. I think, you know, we could be creative in getting — you know, pushing students to actually becoming involved instead of just finding out about it; but just finding out about it is great, too. (6-7)
	Suzanne: [Social Justice education is] just that freedom of just thinking intellectually and just thinking outside the box and just not accepting things for what they are on paper or on books. They're important, the statements are important, but it's just learning to look at several different assumptions and always stressing in the course that these are done by assumption, not to say that it's set in stone. So what do you get out of it? What's your assumption? Will you question your own assumption regarding that as well? (5-6)
	Suzanne: Being a teacher is just, okay, you're here in the classroom and you're doing everything the administrator tells you do. But what are you going to do to educate, to make sure that they become lifelong learners and you yourself become a lifelong learner? It doesn't stop. You have to keep reading. You have to keep questioning. You have to keep critiquing, but at the same time maintaining some form of boundaries, because we don't want to — because we all still need our jobs, but just going beyond the classroom and being more than a

	teacher, just being an educator for life I always felt, be more of an active participant in that. (9)
Race Consciousness	<p>Ashley: And what we're doing in 521 is just making them aware [of race]. It always floors me how people are even just saying like stereotypical things, like it just — I can't believe how much racism is still there. It's — there's so much work to be done. So just making people aware of what's out there is all we could do here because it just takes so much time. We could use the Howard book. Even the title of the book, which was <i>You Can't Teach What You Don't Know</i>, [one of my White students] said, "as soon as I seen the title of the book, I didn't like it". So I thought because [the author] was a white man saying it that it would be like more accepted, but I was wrong. I'm going to do it again in the fall, and maybe a different population of students — and what's so fun is that students at [the College] are not as educated on certain things, like anything about race. Even No Child Left Behind they didn't know.</p> <p>Suzanne: I know in the seminar we were speaking about like cultural awareness and sensitivity. Are there courses here at [the College] that focus on that? Courses that focus on race consciousness? This seems very needed here.</p>

Ashley's belief that engaging her students in social justice work requires more than understanding injustices but requires action is important in that it reflects the ideas expressed by several faculty members during the seminar week. Thus while others did not comment on social justice in the post-seminar surveys, Ashley's comments deserve attention.

In both the survey and the interviews, participants refer specifically to the texts used in the seminar. Thus it is clear and not at all surprising that the texts impact what participants take from the seminar. In 2015 texts did not include explicit focus on social justice education. The interview findings related to the need to examine race and cultural identity are especially interesting. This came up during the seminar and participants expressed reservations about making these topics central in EDG 521, sociocultural foundations. While the instructors agreed the topics are critical to understanding educational equity, they indicated their lack of expertise and comfort in exploring the topics with their students. Raising this topic in their interviews, both Ashley and Suzanne reinforced the need to support faculty so that they do feel competent in this area. These interview findings, related to both social justice education and racial identity, are important as they indicate possible directions for both the graduate courses and for future Seminars aimed at promoting teaching for social justice.

The author seeks to mentor instructors teaching the educational foundations courses so that they integrate the social justice mission into the courses. This goal influenced both the content and format of the Seminar. The Seminar's intensive, collaborative, and academically rigorous approach to faculty development was also largely the result of findings from the 2013 part-time faculty survey and the 2015 application essays. The participant's growth through the seminar reinforces the value of this approach in terms of providing opportunity for collaboration but unlike the 2014 findings, the 2015 findings suggest participants do not see the Seminar as valuable in terms of integrating the social justice mission into their courses. Participants applied for the Seminar in part due to their commitment to lifelong learning and their desire for opportunities to collaborate with colleagues. In addition to wanting opportunities to collaborate with colleagues, part-time faculty had indicated a desire for faculty development in terms of both pedagogical strategies and content knowledge. Through the Seminar, these professional educators gained content knowledge through deep reading of texts and discussion with colleagues. They shared pedagogical strategies and learned more through the readings. Findings indicate that the Seminar was responsive to the participants' goals, providing an opportunity to create a Community of Practice in which they engaged in scholarly inquiry and grew as teacher educators. The Seminar, however, was developed in large part to engage faculty in conversations about the mission and about social justice education in their classes and in their

students' K-12 classrooms. Feedback from participants regarding their commitment to social justice education does not suggest the 2015 Seminar had an impact in this area. The interview findings provide some insight into how we might improve the seminar in this area. Faculty participating in the seminar need opportunities to explore educational issues in terms of race and to explore their own racial identities. Also, the texts are critical and are clearly the foundation for what is discussed and what faculty take from the seminar. Thus, it is critical that a focus on social justice education as well as race are central to the selection of texts in the future.

5. Implications & Lingering Questions

Ashley's call for more "action" when it comes to teaching for social justice has already impacted EDG 521, the sociocultural foundations course at the College. Students in the course now examine an educational advocacy group and find ways to get involved. In addition, a new foundations course has been implemented in which graduate teacher education students study a social issue and participate in an advocacy project aimed at addressing that issue.

The success of the Summer Seminar in engaging part-time and full-time faculty members in dialogue about their teaching and about the College mission is encouraging and sheds light on best practices in mentoring adjunct faculty in teacher education. Collaboration among faculty members is good for energizing and respecting the professional needs of part-time and full-time faculty. Such collaboration strengthens commitment to the institution and thus enriches student experiences. The Community of Practice developed through participation in the Seminar provides for the support needs of both full- and part-time faculty. An important implication of the findings here is that faculty will benefit from opportunities to participate in this CoP throughout the year instead of just during the 1-week summer seminar.

And, while the findings indicate participants feel positively about the Seminar experience, additional research is needed to assess the impact of such faculty development on teaching and learning in these faculty member's courses. The faculty members in the seminar collaborated to develop and implement strategies to engage their students in deeper reflection about their beliefs and values. It is important to examine the impact of this in the participants' courses.

While the 2014 Seminar engaged faculty members in deeper reflection about their beliefs and values and to take more active roles as agents for social justice in their own classrooms and school communities, this was less evident in 2015. In order to thus engage the faculty and to propel them to teach for social justice, attention must be paid to the selection of texts used in the seminar. Moving forward explicit attention will be given to including readings specifically about social justice issues and social justice education. Based on the findings presented here, this must include texts examining how race impacts education practice and educational equity. In addition, in order to support instructors in bringing cultural identity and race consciousness into their graduate teacher education courses, the seminar must include opportunities for faculty to deconstruct their own cultural identities. The Community of Practice already established through the seminar creates a safe space to do this challenging yet essential work.

References

- Brookfield Stephen D. (2012). *Teaching for Critical Thinking: Tools and techniques to Help Students Question Their Assumptions*, Jossey Bass: San Francisco, CA.
- Carlisle L. R., Jackson B. W. and George A. (2006). "Principals of social justice education: The social justice education in schools

- project", *Equity and Excellence in Education*, Vol. 39, No. 1, pp. 55–64.
- Clarke M. and Drudy S. (2006). "Teaching for diversity, social justice and global awareness", *European Journal of Teacher Education*, Vol. 29, No. 3, pp. 371–386.
- Cothran-Smith M. and Lytle S. L. (1999). "Relationships of knowledge and practice: Teacher learning in communities", *Review of Research in Education*, Vol. 24, pp. 249–305.
- Dover A. G. (2009). "Teaching for social justice and K-12 student outcomes: A conceptual framework and research review", *Equity & Excellence in Education*, Vol. 42, No. 4, pp. 506–524.
- Fagan-Wilen R., Springer D. W., Ambrosino B. and White B. W. (2006). "The support of adjunct faculty: An academic imperative", *Social Work Education*, Vol. 25, No. 1, pp. 29–51.
- Gorski Paul C. and Zenkov Kirstien (Eds.) (2014). *The Big Lies of School Reform: Finding Better Solutions for the Future of Public Education*, New York: Routledge.
- Henning N. (2013). "We make the road by walking together: New teachers and the collaborative and context-specific appropriation of shared social justice-oriented practices and concepts", *Teaching and Teacher Education*, Vol. 36, pp. 121–131.
- Hoyle A. (2015). "Collaborative faculty development with part-time faculty in teacher education", *Pennsylvania Teacher Educator*, Vol. 14, pp. 1-12, available online at: https://www.pac-te.org/uploads/1444704209_Journal%202015%20Hoyle.pdf.
- Kelly D. M. and Brandes G. M. (2010). "Social justice needs to be everywhere: Imagining the future of anti-oppression education in teacher preparation", *Alberta Journal of Educational Research*, Vol. 56, No. 4, pp. 388–402.
- Kuhn John. (2014). *Fear and Learning in America: Bad Data, Good Teachers, and the Attack on Public Education*, Teachers College Pr.: New York.
- Lee Y. A. (2011). "What does teaching for social justice mean to teacher candidates?", *The Professional Educator*, Vol. 35, No. 2, pp. 12–31.
- MacPhail A., Patton K., Parker M. and Tennehill D. (2014). "Leading by example: Teacher educators' professional learning through communities of practice", *Quest*, Vol. 66, No. 1, pp. 39–56.
- Picower B. (Fall 2011). "Learning to teach and teaching to learn: Supporting the development of new social justice educators", *Teacher Education Quarterly*, pp. 7–24.
- Ridley D. S. (March 2010). "Meeting the challenge: The assimilation of adjunct faculty into the teaching mainstream", doctoral dissertation, available online at: <http://eric.ed.gov/?id=ED516848>.
- Stratford M. (Feb 19, 2012). "A simple spreadsheet strikes the nerve among adjuncts", *The Chronicle of Higher Education*.
- Strom-Gottfried K. and Dunlap K. M. (2004). "Assimilating adjuncts: Strategies for orienting contract faculty", *Journal of Social Work Education*, Vol. 40, No. 3, pp. 445–452.
- Wenger-Trayner E. and Wenger-Trayner B. (2015). "Introduction to communities of practice: A brief overview of the concept and its uses", *Communities of Practice a Brief Introduction*, available online at: <http://wenger-trayner.com/introduction-to-communities-of-practice>.
- Ziegler G. A. and Reiff M. (2006). "Adjunct mentoring, a vital responsibility in a changing educational climate: The Lesly University Adjunct Mentoring Program", *Mentoring & Tutoring: Partnership in Learning*, Vol. 14, No. 2, pp. 247–269.