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An Investigation of the Effect of Selected Policy Elements on the Function of Faculty in an Online Learning Environment

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AN INVESTIGATION OF THE EFFECT OF SELECTED POLICY ELEMENTS ON THE FUNCTION OF FACULTY IN AN ONLINE LEARNING ENVIRONMENT

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Approval of Dissertation

We, the faculty supervising the work of Sara Ann Brown, affirm that the dissertation, *An Investigation of the Effect of Selected Policy Elements on the Function of Faculty in an Online Learning Environment*, meets the high academic standards for original scholarship and creative work established by the EdD Program in **Leadership Studies** and the College of Education and Professional Development. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.

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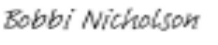
Dr. Bobbi Nicholson		3/30/2021
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DEDICATIONS

This dissertation is dedicated to my children, Elijah and Josiah.

CONTENTS

LIST OF TABLES

ABSTRACT

This study examined the perceptions of online teaching faculty and the workload policies which do not often account for the differences in requirements for online teaching including time commitments, professional development and training, technology access and support, and quality standards for course development and teaching. Full-time and adjunct faculty assigned to teach at least one fully online course within the Kentucky Community and Technical College System (KCTCS) were included in the study and surveyed electronically. The survey addressed common differences for online teaching and allowed respondents (N = 509) to provide additional comments for each section. While improvements to online course quality and quality assurance efforts have occurred and were noted from respondents, findings suggest challenges for online teaching faculty included the time to design and deliver, interact with students, and manage large enrollment capacities in online courses. Administrative policy and procedure recommendations have been created as a result of the study findings.

CHAPTER 1

INTRODUCTION

The dynamic nature of higher education has always meant that the administration, faculty, and staff would find it necessary to adjust to the changes and challenges that come with changing times. Arguably one of the most dynamic of these changes occurred when face-to-face learning courses were moved to online environments. The rapid shift of face-to-face classes online with the aid of learning management systems meant faculty had to quickly learn to navigate the online teaching process. This method was so drastically different than the in-person classroom that pedagogy changes added complications. To further complicate the transition, the technology used caused additional strain on faculty as they learned a new environment and the tools needed to successfully navigate that environment.

Administrators, unfamiliar with the upskilling being asked of faculty or the time commitments required for teaching online, did not always address these changes by shifting faculty workloads and responsibilities in such a way quality and positive progress would not be compromised. This shift to online instruction forced faculty to address continuous changes in online best practices, understand federal requirements, and enhance technology skills. In the nearly two decades after adoption of online courses, online teaching faculty and administration continue to be challenged in adjusting to faculty commitments, faculty training needs and development, technology access and support, and the need to develop and teach quality online courses (Burnette, 2015; Gregory & Lodge, 2015; Hammond, Coplan & Mandernach, 2018) .

Study Context

The demand for colleges to remain relevant in a competitive market forced most institutions to push faculty to online courses without the appropriate training or time to develop

courses. In the early 1990s, much of the literature focused on faculty development and training, especially as it applied to higher education expectations, diversity, and technology (Lee, 2000). The research began to shift by the late 1990s and into the early 2000s, with concerns moving to distance education, specifically online education and its nuances. Of those nuances, faculty development, often referred to as faculty support and training, and issues related to maintaining the integrity of courses hosted online, were the focus of the concerns and most research.

Concurrently, colleges had begun to offer stipends for online course development and teaching online to encourage and incentivize faculty to move online in an effort to counteract the belief that online courses represented a compromise or were substandard in some way (Wilson, 2000; Parker, 2003). The literature also referenced administrative support for these online courses and programs (Giannoni & Tesone, 2003). Specifically, these research findings focus on bringing reluctant faculty into the fold to teach online (faculty attitudes and motivation), supporting the infrastructure (purchase of technology and learning management systems), and training and development of faculty (Giannoni & Tesone, 2003; Lee, 2000; Lee, 2002; McGraw,1999). A less frequently cited online teaching concern is related to ensuring the quality of online courses which requires addressing some combination of the aforementioned issues (Brooks, 2003). Course quality, however, is still a developing concept including what exactly that should encompass.

Throughout the research it is noted the faculty motivation to teach online had driven much of the administrative effort for online courses. The research related to faculty motivation for teaching online is connected to issues of reward and incentive, course release for development and training, and workload not often accounted for in supporting faculty for the challenging role of teaching online (Bettinger, et al, 2017; Gregory & Lodge, 2015; Haggerty,

2015). Faculty in these studies also reported they have not always seen the connection between their online teaching and the support of the institution (McGee, Windes, & Torres, 2017). These areas of concern are the responsibility of the administrator and are an often absent piece of the support matrix.

Researchers of online teaching and learning have found through multiple studies that faculty who perceived strong administration and institutional support also had higher levels of satisfaction, motivation and/or more positive attitudes about online teaching (Hammond, Coplan & Mandernach, 2018; Harrison, 2012). Most sources agree that support for online teaching includes professional development and training for such areas as classroom and online technology, teaching strategies, design standards, managing student expectations, and administrative expectations (Herman, 2013; McGee, Windes, & Torres, 2017). Some institutions also offer stipends or other monetary awards, release time for creation of courses and professional development, and/or other workload adjustments for faculty who teach online.

Herman (2013), however, found these were inconsistent practices among institutions. Similarly, most faculty workload policies fail to address the time and effort required to design and teach quality online courses and are also inconsistent across institutions (Gregory & Lodge, 2015). Without a policy to protect online faculty from an antiquated workload formula that does not account for the intricacies of online learning and teaching with technology, there is no assurance the integrity of online courses can be maintained or faculty burnout and/or attrition will not cause problems for the institution and its students.

Problem Statement

Nationally, online instruction in higher education has grown steadily over the past two decades. This increased commitment to online instruction has been especially evident in

community college systems, including the Kentucky Community and Technical College System (KCTCS). Despite the commitment to online course/program delivery, the development and emergence of relevant policies has not kept pace with the unique demands associated with this expansion of online delivery. This policy and individual college procedure gap is especially evident as it relates to the role/function of faculty in an online instructional context. There is a limited amount of data documenting faculty views regarding needed updates/revisions for relevant online environment policies.

Purpose of the Study

Given this context, this study seeks to determine faculty views regarding the impact of selected policy elements on faculty role/function in transitioning from a traditional instructional delivery model to an online delivery model in a statewide community and technical college system. Elements of faculty role/function addressed include faculty commitments and engagement, quality control and monitoring, professional development and training, and technology access and support. Study findings will be translated into a set of system/institutional policy/administrative recommendations and guidelines.

Research Questions

Specific research questions to be addressed in this study include:

1. How are faculty commitments/engagement addressed institutionally as it pertains to teaching online?
2. What types of training/professional development do faculty receive as it pertains to teaching online?
3. What measures are in place to ensure that faculty receive technology access and support for quality online teaching?

4. What measures are in place to support faculty in the development and delivery of quality online courses?

Significance

If faculty workload is not considered as part of administrative and institutional support for online teaching, willingness toward and attitudes about teaching online, as well as maintaining the integrity and quality of online programs/courses, suffer. Institutional and administrative support are clearly needed for faculty to be successful teaching online, and most faculty perceive some level of support. The debate about the difference in time requirements for online versus face-to-face classes continues without a definitive formula to account for mandatory on-campus office hours, course development/design, course delivery, and time differences spent in grading, providing feedback, and student interaction. How administrators structure faculty time to provide institutional and administrative support has the potential to create a better environment to accomplish the work necessary to design and teach quality online courses. This study analyzes the elements required of instructors for quality online courses, including the roles and responsibilities related to faculty teaching online.

The study also identifies perceptions about faculty commitments and requirements of teaching online versus those for face-to-face courses and the level of faculty development and support necessary to be successful. Study findings should help administrators understand the time constraints on faculty and the support needs of online faculty that should be considered in formulating institutional policies. There may also be practical implications for reducing burnout and/or attrition of online faculty, recruiting new online faculty, and changing attitudes of faculty about online teaching.

Delimitations

The study was limited to the perceptions and experiences of online teaching faculty in the Kentucky Community and Technical College System (KCTCS). KCTCS is comprised of 16 regional campuses that operate under a shared set of Board of Regents Administrative Policies as well as the policies and procedures established by KCTCS. Those policies establish a general set of guidelines and expectations regarding faculty workload. Each of the 16 colleges has also established local practices for faculty regarding office hours, time on campus, course enrollment sizes and distribution of faculty duties and workload. The levels of support and training, as well as online teaching expectations also vary across the campuses.

The study population only focused on those faculty who were assigned to teach at least one online class in the Spring 2020 semester. This parameter limited faculty participation to those with current and related experience with online teaching.

CHAPTER 2

REVIEW OF LITERATURE

Chapter 2 contains the review of the literature supporting this study. The literature reviewed encompassed faculty commitments and engagements, faculty development and training, quality control and evaluation, and technology access and support. A final section provides a summary of the findings.

Faculty commitments and engagement

Wilson (2000) studied faculty and administration concerns related to the creation of the Kentucky Virtual University (KYVU) which was legislated through HB 1 to provide access to distance learning (DL) courses provided by the colleges and universities of Kentucky. Many faculty were concerned about distance learning and felt they were rushed into the process. Wilson (2000) presented findings related to institutional barriers and support, as well as concerns about online teaching and quality. The author noted time as a barrier, specifically time to prepare courses and time to participate in training. She found faculty perceived barriers related to incorporating instructional technology such as technical support, availability of instructional designers, reward/recognition, and incentive/motivation. Additionally, faculty comments indicated they saw personal technology equipment, workload, financial support and student motivation as barriers as well. Faculty expressed specific concerns about wanting to learn and experiment online, but "workload and workload calculations inhibit[ed] their participation in DL" (p.166). Faculty also asked for flexibility to work from home (reduced number of hours on campus).

Brooks (2003) provided a review and assessment of attitudes related to online education. Brooks believed that administrators should deploy several strategies to attract and subsequently

retain faculty to teach online. He/She felt this was a difficult challenge because of faculty perceptions regarding teaching online and tasked administrators to address that issue by speaking favorably about distance learning. Brooks also found that a balance was needed between extrinsic and intrinsic motivating factors like those identified by Giannoni and Tesone (2003). Brooks' (2003) findings suggested faculty can be motivated to participate in online education initiatives with the appropriate support from administrators. Brooks' findings are consistent with the more recent research as many of the same issues regarding faculty attitudes and online teaching still exist – as does the need for administrative support.

Giannoni and Tesone (2003) provided findings from a focus group charged with creating a survey that measured senior faculty's reasons for teaching online. The authors compared their findings to the literature reviewed for the preliminary research. In comparison, they found release time ranked equally as high in the literature as both the raw scores and weighted averages of the focus group. Other prevalent themes from literature and the focus group for motivations and support for faculty were teaching development, technical support, intellectual challenge, and personal satisfaction. This research, though limited in participants, revealed how administrators could recruit, support, and retain motivated faculty for online teaching.

Parker (2003) provided a synopsis of the literature regarding motivations for teaching online. The intrinsic motivators that appeared most often were self-satisfaction, the anticipation of a more flexible schedule, and the ability to reach a wider audience. Extrinsic motivators most frequently requested were financial reward, decreased workload, and release time to develop and teach. Parker also indicates "63 percent of America's college instructors develop and teach distance courses with no financial renumeration" and "even though development time is greatly increased in distance education, most colleges see that as part of the standard faculty workload"

(p. 4). Parker's findings suggest a reduction in workload is often not given because of reduced funding and the availability of faculty. Additionally, the findings suggest "most community college faculty see distance delivery of education as part of their job" (p. 5).

In a one-course comparison study, Turgeon and Thompson (2004) highlighted the importance of administrator awareness regarding faculty workload issues and barriers to participation in online learning in order to create a more equitable assignment of faculty time and duties. The study also recommended careful planning and appropriate allocation of faculty to ensure effective courses for students. While the study results were contrary to what most other literature suggests, the study also only took into account course delivery rather than design. Their conclusion focused on careful planning for instructors to make courses "manageable and educationally effective" (p. 105).

Mupinga and Maughan (2008) explored online instructor workload issues in higher education institutions. Their findings revealed no consistency in workload practice for the number of students in online classes, office hours, course load, and online faculty incentives. They also were unable to identify a formula used to calculate workload for online faculty. Their research showed that faculty had greater time commitments for online courses than for in-person courses and addressed this as an issue that administration would need to resolve. The student cap and course loads were often the same for both modes of delivery, but some incentives were provided to faculty who developed online courses.

The additional time required for online teaching was found to be a barrier to teaching online in Seaman's (2009) study. Faculty identified several barriers to teaching online, but the most frequent responses were related to the "additional effort to develop", "students need more discipline", and "additional effort to deliver". Each of these elements create a challenge for

online instructors that is not found in an in-person course. Seaman identifies these specific barriers as part of the "unique nature of the online course" (p.33). Seaman's study was part of a larger study conducted by the Association of Public and Land-Grant Universities which addressed online learning as a strategic asset. The study also used faculty voices to evaluate institutional infrastructure and support – an administrative issue frequently identified in other studies.

Consistent with Seamen's (2009) findings, Orr, Williams, and Pennington (2009) found faculty barriers in teaching online often related to course load and time required to develop courses. Their findings from interviews highlighted faculty concerns about developing a course and that a course release allowed them more time to develop a quality course. Faculty also expressed the willingness and desire to work with an instructional designer or other development staff since course development was so time consuming. Faculty did not feel they should have to gain significant technological knowledge to teach a course and should instead spend their time as the subject expert. Faculty also expressed the need for organizational efforts to communicate and share a vision of the role of online education and greater recognition for online teaching.

Wasilik and Bolliger (2009) investigated faculty satisfaction in a study of 43 online teaching faculty from a land-grant university. They concluded faculty satisfaction is "central to the success of online programs" in higher education. The findings also suggested higher levels of student interaction in online courses led to higher satisfaction among faculty. Those same findings showed lower levels of student interactions led to frustration among faculty teaching online courses. These results indicated faculty value that interaction and are motivated by the engagement of their students and the learning communities they create. Faculty in the study also

reported their workload had increased, but the increase did not diminish their willingness to teach online.

Herman (2013) addressed incentives offered to some faculty for the development of online courses. Findings suggest this is not a universal practice, however, and the incentives varied among institution. One such incentive was release time from other work to devote more time to online course development and/or professional development. Another frequently reported incentive was related to promotion and tenure. The survey population was 782 non-profit institutions and one hundred ninety-one institutions responded for a response rate of 24%. The most frequently selected incentive reported by faculty was financial compensation. Herman's research demonstrated the importance of rewarding faculty for more time-consuming work, learning new technology, and implementing new teaching methods.

Mandernach, Hudson, and Wise (2013) provided findings from a study of eighty full-time faculty who teach four courses online as their only position responsibility. In quantifying their time, the faculty report they used 14.73% of their weekly work time responding to discussion threads and 36.93% of their weekly time grading papers. The summation of the findings revealed faculty spent more than forty hours working on four online courses weekly. There was no comparison to in-person courses for a similar population. Worley and Tesdell (2009), however, found faculty spent about 20% more time per student in an online environment when compared to face-to-face environment.

Roby, Ashe, Singh, and Clark (2013), in a study of students and faculty, found both groups perceive more time spent for online rather than in-person courses. For faculty, the authors assert online courses can be an increase in workload and can also lead to dissatisfaction when left unacknowledged and/or unrewarded by administration. The authors also recommend

administrators “not overburden instructors through excessive increases in online course offerings and section sizes in an attempt to compensate for budget constraints” (p. 35).

Similar to Seamen (2009) and Orr, Williams, and Pennington (2009), Barran and Correia (2014) found faculty expect support at the organizational level for rewards for those developing and teaching online courses. Those rewards can be monetary, recognition, and/or course release time. These rewards, their findings suggest, are necessary to validate the commitment and academic respect/value for online courses, and to encourage quality online teaching and course development.

Harrison (2015) studied eight community college leaders (7 different colleges) using an open-ended questionnaire and face-to-face interviews. The purpose of the study was to identify leadership styles and strategies that have been effective in reducing or eliminating faculty resistance to teaching online. Findings suggest the most common factors in faculty resistance to online teaching were the age of the faculty member, a belief some courses are not conducive to online learning, the level of technology skills of the faculty member, quality of online instruction, and the time requirements for developing an online course (p. 102). According to the findings, two leadership strategies could be effectively used – transformational and situational leadership. The author further concluded that because the nature of the task was to change a mind set (resistance to teaching online), transformative leadership was the leadership style most often deployed by the administrators who were interviewed. The author noted study limitations related to a limited response rate and response geographic area.

Gregory and Lodge (2015) provided a history of changes in the evolution of distance education compared to technology-enhanced learning (TEL) and the challenges faced during the transition. The authors provided information regarding the absence of workload policies and how

time and effort calculations were challenging when incorporating TEL. Their findings, synthesized from other studies, revealed faculty believe online teaching requires different skills, and more time and preparation than in-person teaching. The development of online courses, they suggest, also means faculty time allocations must be addressed by administrators to prevent a sacrifice in quality. Their findings inform the role administrators play in supporting faculty in the creation of quality online courses, training and professional development, and determining equitable workload.

Tynan, Ryan, and Lamont-Mills (2015) provided the results of interviews with academic staff in Australia regarding perceptions of workload for online teaching. Using semi-structured interviews, the authors received responses which offered an authentic voice. Comments related to time were prevalent, especially as they pertained to grading and providing feedback. Another issue related to time was how one instructor felt the amount of time worked was effectively doubled because of time spent at work and then time also spent continuing to work once at home. Technical support was also a concern of the interviewees. One comment described the frustration associated with attempting to complete a task and having the system crash. Interviewees did have difficulty quantifying time spent for online tasks, a finding consistent with other research.

Van Rooij and Zirkle (2016) reported the results of a course development project at George Mason University. Their findings indicated “that since 2013, the number of students taking at least one online course has increased by 411,000” (p. 1). That increase accounts for much of the administrative push at institutions to continue to offer and develop more online courses. The findings also showed, based on the Educause Center for Analysis and Research Survey (ECAR), 70.8% of chief academic officers believed online education is “critical to their long-term strategy”. The authors indicated that percentage was the highest since the inception of

ECAR's survey tool. While the report shared some interesting results, their findings for process improvement suggestions included providing access to instructional designers, and the equivalent of one course release in acknowledgement of the time it takes to develop an online course.

Sorensen (2015) examined the relationship between online class size and instructor performance. Study findings indicated there is a negative relationship between class size and instructor performance. The study showed that an instructor may not be effective and/or provide quality feedback to students when the class size increases. Sorensen asserted the feedback and expertise an instructor can provide is what "addresses teachable moments", provides clarity for assignment instructions and/or information, and helps students gain new knowledge.

Using a four term field experiment conducted at DeVry University, Bettinger, et al. (2017) randomly assigned 4000 sections of 111 courses into a treatment or control group. The experiment looked at the trend of increasing class enrollment capacities in online courses. While there are some aspects of a course, such as discussions and creation of classroom communities, could benefit from an increased number of students, those factors do not offset the increased faculty workload. Bettinger, et al. asserted that the faculty can respond in two ways to the increased workload: work harder or decrease the amount of "educational input each student receives" (p. 70). That acknowledgement confirms the amount of student feedback and attention would decrease in an increased enrollment setting unless the faculty work at a higher rate than in a lower enrollment course. To be readily available, provide encouragement, clarification, and respond to assignments creates an unrealistic expectation of faculty time in a course with higher enrollments. Bettinger, et al. also found students in higher enrollment courses were more likely

than students in lower enrollment courses to withdraw from class thus lowering retention numbers.

Kebritchi, Lipschuetz, and Santiague (2017) compiled a review of literature and identified three categories of issues and challenges for teaching online: Issues related to learners, instructors, and content. Issues for learners are usually related to readiness for online courses. As the authors note, however, the instructor should be prepared to help these learners. Learner issues related to participation and identity also cause instructors to spend more time engaged with the course to encourage a sense of community either through establishment of areas and assignments where students can interact or through student-instructor interactions. Issues related to content, as identified by the authors, are challenges related to course development/design, incorporating technology, and/or instructional strategies. Most of these challenges are addressed during the establishment of the course where the authors note that "content cannot simply be copied from a face-to-face to an online setting" (p. 11). Instead, instructors must be intentional when considering the design and development of the course. The authors noted instructors perceive a lack of training in this area as well as a lack of incentives for online course development. Additional issues related to instructors included the role of faculty in the course, transitioning to online, time, and teaching styles. While the issues addressed by the authors create an additional time constraint on the instructor, they assert "it takes faculty two times as long to prepare and teach online than face-to-face" (p.19). Kebritchi, Lipschuetz, and Santiague further suggested support for the students, instructors, and content development are essential for enhancing quality and provided a model where institutional support was at the center of the online education environment.

Moore (2019) offered a synthesis of the Sloan-C effective practices which showed faculty are most motivated and express satisfaction with online teaching when their course workload is reduced for online course development and teaching, they are rewarded/acknowledged for teaching online, and online teaching practices are incorporated as part of institutional practices and knowledge. Identified as an effective practice to encourage faculty, the creation and fostering of learning communities for faculty development and practice provided an opportunity for sharing and development. Within the synthesis of effective online teaching practices, the author also identified several existing learning communities providing a useful and effective repository of information and learning objects for the online teaching community.

Faculty Development and Training

Lee (2000) surveyed 237 faculty members and 38 administrators from 35 intuitions for the purpose of determining faculty and administrators instructional support for distance education. Lee (2000) used an online 5-point Likert Scale survey consisting of 35 items with each section of the survey offering areas for open ended responses. Findings indicated faculty ranked themselves lower in teaching than administration, but higher in commitment and motivation. Lee also shared findings where faculty were unaware of support services available, not that the services did not exist, but faculty did not know how to access them. The open-ended responses reflected inconsistency for support across departments/programs and delivery modes. The faculty ranked communication among other distance learning faculty as one of the most important support resources. These are similar to the results found in Hammond, Coplan, & Mandernach (2018).

Lee's 2000 study provided faculty and administrative perspectives at a time when online delivery was at the forefront of the distance education transition. In a 2002 study Lee provided perspective about the role of rewards and incentives in transitioning to online instruction. For example, Lee (2002) noted faculty responses were critical of administrators who spoke highly of new technologies but ignored instructing faculty on how and when to use those technologies. This disconnect between purchase and use would be provided as a warning by Laurillard (2007) as well. Lee (2002) provides insight into both faculty and administrative perspectives for support, especially technology support.

Lee's (2000 and 2002) survey instrument was modified and used in a study by Provost in 2015. The study reported findings from a survey of online teaching faculty (N = 633) and organizational leaders (N= 144) at land grant universities (N=5) in the northwestern region of the United States. The purpose of the study was to investigate the perceived organizational support, motivation, and satisfaction of online faculty and organizational leaders. Provost's null hypothesis pertaining to "course design" was retained when no statistically significant results were returned showing a difference between faculty and administration perceptions for course design. Statistically significant differences were found between full-time and part-time faculty for course design with full-time faculty rating it about .3 points higher. Statistically significant differences were also found between faculty and organizational leaders in relationship to personnel support where faculty responses were .8 points lower than organizational leaders. Open-ended responses showed 62 participants referencing one-on-one help with an instructional designer as part of "good personnel support". Administrators report higher instances of rewards and incentives than faculty indicating administrators perceive there is a higher system for reward

than faculty. This result was also statistically significant with the faculty mean 1 point lower than the mean for organizational leaders.

McGee, Windes, and Torres (2017) deployed a modified Delphi study with eight participants responding through the final phases of the study. The study identified 11 institutional strategies that supported the development of online teaching skills. One finding noted the need for articulated standards of performance including the statement that development should "focus on quality teaching rather than technological wizardry" (p. 399). This statement supported the belief faculty development must highlight pedagogical concepts and not delivery tools. The communication of the standards should be presented as rubrics or checklists, as suggested by the study, to have clear expectations of performance, especially as it pertains to quality. The authors also recommended communication follow a scaffolding model that promotes building, mentoring, and ongoing evaluation.

Gurley's (2018) found that a formal faculty development program, which would require a large commitment from faculty, would result in faculty who are more confident in their online teaching abilities. The findings also suggested that for successful online programs, administrators would need to invest in faculty development programs provide specific pedagogical training and effective teaching strategies. In this convenience sample study (N=86), approximately 50% of respondents had some professional development to prepare them to teach online or blended courses.

Chow, Tse, and Armatas (2018) used Rasch measurements to analyze LMS activity of faculty. According to their findings, new online teachers tend to mirror face-to-face practices and rely on basic LMS functions. They asserted these behaviors result from new faculty not being trained on online specific teaching pedagogies and as a result they are unable to apply those with

the appropriate functions and tools within the LMS. These findings suggest faculty development and training workshops should focus on “developing higher-level skills” and creating more “competent online teachers”.

Martin, Budhrani, Kumar, and Ritzhaupt (2019) conducted interviews with award winning online faculty. Results highlighted the multiple roles faculty adopt while teaching online. The interviews revealed the complex and time-consuming roles faculty assume in effective online teaching. Concurrently, the authors identified the technological, pedagogical, and course development knowledge essential for teaching an online course. One such skill is the development of instructor presence, also a requirement for meeting quality and regional accreditation standards like those of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Faculty must develop the time and technological knowledge skills through training and support provided by design and/or IT staff. Instructor presence can be a time-consuming activity since it includes such things as video creation, establishing personal connections, online office hours, and providing “timely, actionable, and substantive” feedback.

Quality Control and Evaluation

While there are organizations devoted to providing rubrics and guidelines for online course design and quality, the role of administration in encouraging and/or ensuring quality has often been overlooked. The term quality has been more clearly defined as it applies to online courses with the development of accreditation and national standards have been added to the requirements for online learning.

Southard and Mooney (2015), provided a comparative analysis of quality standards which addressed the changes in requirements from entities that provide oversight for online

learning. Their analysis addressed the areas where each of the proprietary standards focused efforts as it applied to online course design. Their analysis referenced the first set of nationally recognized standards "Quality on the Line", developed by the Institute for Higher Education Policy. These standards were divided into seven domains: institutional support, course development, teaching and learning, course structure, student support, faculty support, and evaluation and assessment.

As noted previously, there has been little focus on the responsibilities of administration in online course delivery. For example, the Quality Matters (QM) Rubric initially designed in 2006, emphasized course design and ignored course delivery. Reviewed and updated in subsequent years, the QM Rubric does not address faculty support and administrative policies. Southard and Mooney (2015) addressed other proprietary standards, trade union standards (including those offered by the American Federation of Teachers), nonprofit standards, and discipline specific standards (including those offered by the American Bar Association). The American Bar Association focuses 46% of the standards to course design and allocates 11% to course delivery and 9% towards faculty support. The authors assert the standards should be more even for design and delivery since they are equally important.

Dunn (2017) provided an assessment of the quality of online courses within the Kentucky Community and Technical College System (KCTCS). The findings indicated around one third of KCTCS colleges had a quality review rubric for "design, implementation, and continued improvement of online courses" (p. 98). While there were colleges without a formal quality rubric, Dunn suggests it "did not impact overall online course quality" (p.99). A large number of faculty (68.7%) who responded in the survey said they received training for course design. The author notes that number should be higher though given the availability and need for training.

The discrepancy may be accounted for from adjuncts who do not always participate in training. The study revealed more training, however, was needed and a formal quality review process should be implemented at the individual institutions to enhance online course quality.

Martin, Polly, Jokiaho, and May (2017) offered a global look at quality and standards. They noted quality and standards are often used as interchangeable terms which offers little assistance given the terms have different meanings. The authors analyzed twelve global publications from Australia, Canada, South Africa, Asia, Europe, and the International Organization for Standardization, including those reviewed by Southard and Mooney (2015) from the United States. They found 650 standards divided into the following categories: "instructional analysis, design, and development (164 standards), student attributes, satisfaction, and support (115 standards), and institutional mission, structure, and support (102 standards)" (p.6). Only 33 standards were related to policy and planning. Their research suggested that while there are standards related to the development of courses, and those were the most emphasized, the standards least emphasized related to technology support for faculty and policies that govern online courses. Their analysis work provided a useful comparison of available international works related to online courses and the areas viewed as most important when determining course quality.

Sanga (2017) evaluated 100 online courses at a state university in the southern United States. A course review rubric/checklist covering seven areas was used to evaluate course content and design. This work was completed as part of meeting standards for the National Council for State Authorization of Reciprocity Agreements (NC-SARA). Colleges and universities offering distance education join NC-SARA which collectively assures standards are being met for credentialing and accreditation of online courses across state lines. Sanga's

reviews revealed the absence of measurable objectives or the absence of objectives from the course were the most common issues. The author also noted problems in the organization and layout of course content, including active learning organization and assessment communication. Sanga also documented connections between course content (present, missing, quality) and researched issues, and between those issues and training needs, and why certain content and trainings are important.

Crisp and Bonk (2018) provided an analysis of learner feedback experiences and the different approaches used by instructors. In acknowledging the role of feedback as a construct central to the learning process, the authors also suggest feedback "is potentially a better indicator of quality than other constructs" (p.586). Their analysis defined six dimensions of feedback: timeliness, frequency, distribution, source, individualization, and content. As the authors noted, online learning technologies provided feedback quickly and frequently, and occasionally have the ability to provide individualized feedback as well. Feedback from sources other than the instructor, as Crisp and Bonk (2018) indicated are generally not accepted under current federal or regional accredited guidelines. These policies, like those cited by the Southern Association of Colleges and Schools Commission on Colleges (2018), specifically address regular and substantive feedback and student interaction. Personalized feedback was a missing element in college courses, as cited by the Boud and Molloy (2013) within Crisp and Bonk (2018), which the authors suggest reduces student engagement as well. Crisp and Bonk (2018) further assert "intentionally designed feedback experiences that attend to the six dimensions mitigate common instructional challenges" (p.591).

Hammond, Coplan & Mandernach (2018) surveyed 223 full-time and adjunct online faculty regarding experiences with teaching in an online environment. The responses highlighted

concerns specific to factors affecting the measures that ensured online quality. The highest ranked issue was the need for consistent and predictable schedules of specific courses. Schedules affect when and how a course is prepared. Adjunct faculty expressed concerns about the lead time of notifications about course beginnings and hire dates. Limited lead time was interpreted as a compromise in the quality of course design and preparation. Full-time faculty reported a higher response than adjunct faculty on the issue of collaboration with instructors who teach the subject and collaboration with instructors who also teach online. Respondents were least concerned about notifications when students were added or dropped from a class.

Zimmerman, Altman, Simunich, Shattuck, and Burch (2020) provided an evaluation of using intentional professional development, intentional course designs, and informal course reviews on the outcome of formal review processes. The study used Quality Matters (QM) as the evaluative standards for review. The authors assert using the Community of Inquiry framework (CoI) to guide the course design creates "interrelated teaching presence, social presence, and cognitive presence" (p.149). These elements create a supportive environment where engagement occurs with intention. Findings reflected higher scores for courses where faculty had participated in QM professional development. Similarly, courses designed to QM standards also had higher evaluation scores and 54% of those courses met standards on the first review. The authors summarize a program built around intentional faculty training, intentional course design, and internal reviews supports the institutional efforts to create supportive quality assurance for online courses.

Technology Access and Support

As mentioned previously, Wilson (2000) found faculty and administration perceived purchasing technology, learning new technology, and application of new technologies to be

barriers for distance learning. Faculty respondents in the study revealed issues related to hardware availability on campus or in classrooms, availability of technology at home, and technology support. While the study occurred at the beginning of a distance learning transition for Kentucky schools, the findings showed mixed administrative support for technology enhanced learning, purchasing, and incentives for online course development.

Laurillard (2007) acknowledged one of the largest issues administrators faced in the move to more technology enhanced learning methods was cost. This was noted in Wilson (2000) as a barrier to adoption of technology and updating existing technology. Laurillard provided a prototype "benefits-oriented cost model" which included actual fiscal costs as it pertains to the purchase and use of technology, but also the cost of time and how faculty spend their time. Laurillard discussed the difficulties with prior costing studies including cross-institution comparisons and the benefit to cost of purchasing technology. Laurillard's proposed prototype could be beneficial in addressing administrative concerns as it considers the cost of faculty.

Wickersham and McElhany (2010) identified six areas of concerns from administrators interviewed regarding online courses/programs. The six areas were barriers, university and faculty preparedness, student preparedness, support and resources for faculty and students, quality, and communication. Concerns for the technological infrastructure were mentioned in terms of preparedness and support, but also in terms of an investment. As the authors note, "technology is not a one-time purchase" (p.10). Technology investments must be continually updated and maintained to support faculty and students. Additionally, faculty had concerns for general technology support and having the technology needed to teach online successfully. In terms of technology support, the authors noted faculty would not just be the content specialist,

but also the first line of defense for technology troubleshooting creating additional workload and potentially anxiety.

Using a qualitative (interview based) approach, Lesht and Windes (2011) interviewed college administrators regarding their perceptions of factors that encourage or dissuade online teaching. Insufficient or missing technology and instructional design support was cited as a barrier to online teaching. The authors found “survival” as a motivation for faculty to teach online as enrollment numbers are reduced and online education becomes more prevalent. Time and pedagogical concerns were also added as factors that inhibited online teaching.

Burnette (2015) investigated how online education leaders can promote effective practice. The author suggests empowering faculty through collaboration and providing technical support, tools, and other online resources. This support allows faculty to feel comfortable with the online education environment. Additionally, she highlights the continued sharing of misinformation regarding online education as a hinderance for faculty motivation to online teaching. Burnette asserts the administration has a responsibility to provide data as strategy to combat resistance and to adopt best practices.

CHAPTER 3

METHODOLOGY

Chapter three presents the methods used to create and deploy the study. The organized sections include the research design, sample population, data collection, development of the survey, survey validations, data analysis, and limitations.

Research Design

This study employed a non-experimental, descriptive design using a self-report survey. The purpose of the design was to elicit information from the experiences of faculty who teach online in the Kentucky Community and Technical College System, examining faculty commitments and motivations, technology access and support, professional development and training, and quality control of online courses. The goal of the study is to provide recommendations regarding policies/administrative procedures related to teaching online, specifically workload and time commitments for online teaching faculty.

Population and Sample

Kentucky Community and Technical College System (KCTCS) is a state community college system comprised of 16 individually accredited regional colleges. The system operates under a large body of general policies with some institutionally specific policies. Practices related to workload and online teaching are generated at the individual colleges. Policies differ among the individual institutions as they apply to workload practices and even differently among groups of faculty depending on staffing, programming, and other local needs. Workload policies including class size and on-campus office hours are also determined at the individual colleges. Requirements for training and development, as well as the processes for course development and evaluation also vary among the individual colleges.

Not all faculty who teach within the system teach online, therefore, the population focused only on the approximately 1500 faculty who teach at least one fully online course as part of their teaching load and were assigned to teach online in the Spring 2020 semester. Adjunct faculty are also permitted to teach fully online courses and were included in the survey and in the number of eligible faculty.

Development of the Survey

The survey includes some questions taken from the OLISS survey used in Thompson (2017). Additionally, the studies of Lee (2000) and Provost (2015) which focused on the support of faculty for online teaching were used to guide the development of the survey. Questions related to technical support, professional development, and course design were drawn from the Provost and Thompson studies as well. While both studies mentioned incentives, the survey included specific incentives and established which incentives were offered versus those desired. Other survey questions were created and added to address other categories of interest. Survey questions were aligned to research questions which directly connect to the specific categories of information needed to make connections between institutional support, faculty perceptions, and online learning.

A researcher-developed self-report survey was the primary data collection instrument used in this study. The survey was divided into eight sections: faculty commitments and engagements, motives/incentives, course enrollment, online course time commitments, technology access and support, professional development and training, course quality, and background. Each section, except for the background information section, also provided an open-ended question area for optional additional comments.

Survey Validation

The survey was validated by a panel of experts in the field who have decades of combined experience with online teaching. Their review of the survey included completing the survey, asking questions, providing feedback about language or wording, and making recommendations regarding improvements or corrections of the survey. As a result of those recommendations, matrix questions regarding incentives were reworded to clarify the survey question. There were also minor revisions regarding syntax for questions related to time spent for online course design, delivery, and student feedback.

Data Collection

The schedule of online courses for these institutions, including the instructor assigned to teach them is located online and can be retrieved from the KCTCS website. Instructors assigned to teach online sections were contacted via email and asked to participate in the survey online. A total of 1499 faculty were invited to participate in the study. The survey was set a total of three times. It was first sent to selected faculty on April 8, 2020. They were told the survey would close on May 20, 2020. The survey was sent again on April 23, 2020 and for a final time on May 15, 2020. The survey closed to recipients on May 20, 2020.

Data Analysis

Statistical analysis was conducted using MS Excel and SPSS statistical software. There were four research questions in this study. Survey results utilized percentage distribution as the statistical data.

Research question 1, “How are faculty commitments/engagement addressed institutionally as it pertains to teaching online?”, was analyzed using results from questions in the following

survey sections: faculty commitments and engagements, motives/incentives, course enrollment, and online time commitments.

Research question 2, “What types of training/professional development do faculty receive as it pertains to teaching online?”, was analyzed using results from questions in the survey section on professional development and training.

Research question 3, “What measures are in place to ensure that faculty receive technology access and support for quality online teaching?”, was analyzed using results from questions in the survey section related to technology access and support.

Research question 4, “What measures are in place to support faculty in the development and delivery of quality online courses?”, was analyzed using results from questions in the survey section related to course quality.

In addition to the statistical data, comments from the respondents were coded to create conceptual categories. Percentage of faculty comments was also included as part of the data analysis.

Limitations

The study focused on faculty at the two-year community and technical colleges in Kentucky which are part of a state legislated system. Findings may not be representative of perceptions and experiences of faculty at other similar institutions outside of Kentucky or at four-year colleges and universities and therefore may not be generalized to other faculty at those institutions. Data were collected during a period of time when all faculty in the system were teaching online for Covid-19 remote instruction response, but only faculty who were scheduled to teach online prior to that response were invited to participate in the study. This could have potentially influenced the findings regarding online time commitments as more online activity

occurred during that time period and the added stress of a pandemic.

CHAPTER 4

FINDINGS

This chapter presents the findings from the study organized by research question. The sections include participant (faculty) attributes, faculty commitments/engagements addressed institutionally (as it pertains to teaching online), measures in place to support faculty in the development and delivery of quality online courses, types/quality of training/professional development faculty receive (as it pertains to teaching online), and current measures in place to ensure faculty receive technology access and support for quality online teaching. A final section provides a chapter summary.

Data Collection

The survey was sent in an email to all faculty (full-time and adjunct) who were assigned to teach online in Spring 2020. The survey was sent to 1499 faculty, 25 emails were returned by the email system leaving 1474 eligible participants. After incomplete survey results were removed, there were 509 usable responses, a response rate of 34.5%. Faculty participants (N = 509) consisted of 319 (62.7%) full-time faculty and 190 (37.3%) adjunct faculty. The survey responses were compiled, and open-ended responses coded. All reasonable measures to ensure anonymity, including demographic information, were employed.

Faculty Attributes

One hundred eighty-nine (59.8%) full-time faculty and 65 (34.4%) adjunct faculty have been teaching for more than 15 years. Collectively, this group represents 49.9% of the survey respondents. Forty (12.7%) full-time faculty and 46 (24.3%) adjuncts have been teaching for five or fewer years. Forty-seven (14.9%) full-time faculty and 37 (19.6%) adjunct faculty have been

teaching for six to ten years. Forty (12.7%) full-time faculty and 41 (21.6%) adjunct faculty have been teaching for 11 – 15 years.

The respondents varied in the number of years of experience teaching online. One hundred thirteen (36.2%) full-time faculty and 50 (26.5%) adjunct faculty reported more than 10 years of online teaching experience. Twenty (6.4%) full-time faculty and 15 (7.9%) adjuncts have been teaching for five or fewer years while 82 (26.3%) full-time faculty and 65 (34.4%) adjunct faculty have been teaching online for six to ten years. Ninety-seven (31.1%) full-time faculty and 59 (31.2%) adjunct faculty have been teaching online for 11 – 15 years.

Adjunct faculty were more equally distributed by age category than full-time faculty. Forty-eight (15.4%) full-time faculty and 48 (25.8%) adjuncts were ages 21-39. Eighty-one (26.0%) full-time faculty and 45 (24.2%) adjunct faculty fell into the 40-49 age range. One hundred eleven (35.6%) full-time faculty and 41 (22.0%) adjunct faculty were ages 50 – 59; the largest group of full-time faculty. Seventy-two (23.1%) full-time faculty and 52 (28.0%) adjunct faculty were 60 or older; the largest group of adjunct faculty.

One hundred seventy-nine (61.9%) full-time faculty respondents and 105 (58.7%) adjunct faculty identified as female. One hundred ten (38.1%) full-time faculty and 74 (41.3%) adjunct faculty identified as male. Faculty attributes are shown in Table 1.

Table 1 *Faculty Attributes*

Attributes		Full-time		Adjunct	
		n	%	*n*	%
Years Teaching	< 6	40	12.7	46	24.3
	6 – 10 years	47	14.9	37	19.6
	11 – 15 years	40	12.7	41	21.6
	> 15 years	189	59.8	65	34.4
Years Teaching Online	< 1	20	6.4	15	7.9
	1 – 5 years	82	26.3	65	34.4
	6 – 10 years	97	31.1	59	31.2
	> 10 years	113	36.2	50	26.5
Age	21 – 39	48	15.4	48	25.8
	40 – 49	81	26.0	45	24.2
	50 – 59	111	35.6	41	22.0
	≥ 60	72	23.1	52	28.0
Sex	Female	179	61.9	105	58.7
	Male	110	38.1	74	41.3

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Faculty respondents were also asked for their departmental affiliation. Twenty-eight (9.1%) full-time faculty and 12 (6.4%) adjunct faculty were associated with the Allied Health/Health Sciences department. Eighty-three (26.9%) full-time faculty and 59 (31.4%) adjunct faculty represented the Arts and Humanities division; the largest group for both full-time and adjunct faculty. Twenty-one (6.8%) full-time faculty and 16 (8.5%) adjunct faculty responded they were Business faculty. Sixty-eight (22.1%) full-time faculty and 19 (10.1%) adjunct faculty belong to Career and Technical Education (CTE). Thirty-nine (12.7%) full-time

faculty and eight (4.3%) adjunct faculty were in the math division. Thirty-three (10.7%) full-time faculty and 15 (8.0%) adjunct faculty responded they were Natural Sciences faculty. Thirty-two (10.4%) full-time faculty and 49 (26.1%) adjunct faculty belong to the Social and Behavioral Science division. Four (1.3%) full-time faculty and ten (5.3%) adjunct faculty were classified as other. Institutional departments represented in the study are located in Table 2.

Table 2 *Institution Departments*

Department	Full-time		Adjunct	
	n	%	*n*	%
Allied Health/ Health Science	28	9.1	12	6.4
Arts and Humanities	83	26.9	59	31.4
Business	21	6.8	16	8.5
CTE	68	22.1	19	10.1
Math	39	12.7	8	4.3
Natural Science	33	10.7	15	8.0
Social/Behavioral Science	32	10.4	49	26.1
Other	4	1.3	10	5.3

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Faculty Commitments/Engagement for Online Instruction

Faculty commitments/engagements for online instruction includes teaching load (total and online), time commitments for online courses, course enrollment capacity, and incentives to support online instruction.

Total and Online Teaching Loads

The standard academic teaching load at most institutions for full-time faculty is 15 credit hours, but how that is distributed may vary. No full-time faculty and only six (3.2%) adjunct

faculty reported their teaching load was fewer than three credit hours. Fourteen (4.4%) full-time faculty and 66 (34.9%) adjunct faculty reported their teaching load was between three and five credit hours. Sixteen (5.0%) full-time faculty and 85 (45.0%) adjunct faculty reported their teaching load was between six and eleven credit hours. Ninety-seven (30.5%) full-time faculty and 22 (11.6%) adjunct faculty reported a teaching load between 12 and 15 hours. One hundred ninety-one (60.1%) full-time faculty and ten (5.3%) adjunct faculty reported a teaching load greater than 15 credit hours.

Twenty-three (7.3%) full-time faculty and ten (5.4%) adjunct faculty reported the online portion of their teaching load was fewer than three credit hours. Fourteen (4.4%) full-time faculty and 66 (34.9%) adjunct faculty responded their online teaching load was three to five credit hours. Sixteen (5.0%) full-time faculty and 85 (45.0%) adjunct faculty responded their online teaching load was between six and eleven credit hours. Ninety-seven (30.5%) full-time faculty and 22 (11.6%) adjunct faculty reported they teach between 12 and 15 hours online. One hundred ninety-one (60.1%) full-time faculty and ten (5.3%) adjunct faculty responded their online course load was greater than fifteen credit hours. Teaching load data are provided in Table 3.

Table 3 *Total and Online Teaching Load*

		Overall Hours		Online Hours	
Credit Hours		*n*	%	*n*	%
Fewer than 3	Full-time	0	0	23	7.3
	Adjunct	6	3.2	10	5.4
3 – 5	Full-time	14	4.4	97	30.7
	Adjunct	66	34.9	83	45.1
6 – 11	Full-time	16	5.0	114	36.1
	Adjunct	85	45.0	76	41.3
12 – 15	Full-time	97	30.5	60	19.0
	Adjunct	22	11.6	12	6.5
Greater than 15	Full-time	191	60.1	22	7.0
	Adjunct	10	5.3	3	1.6

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Time Commitments to Online and In-Person Courses

Ten (3.2%) full-time faculty and twelve (6.6%) adjunct faculty responded they spent less time designing online courses than in-person courses. Eighty-two (26.6%) full-time faculty and 71 (38.8%) adjunct faculty reported the time to design online courses was about the same as in-person courses. Two hundred sixteen (70.1%) full-time faculty and 100 (54.6%) adjunct faculty responded they devoted more time to designing online courses than their in-person courses.

Time devoted to delivering an online course refers to time spent teaching, providing instruction, and/or instructional guidance. Seventy-eight (27.1%) full-time faculty and 49 (28.8%) adjunct faculty responded they spent less time for online course delivery. Ninety-three (32.3%) full-time faculty and 68 (40.0%) adjunct faculty replied they spent about as much time for online delivery as in-person delivery. One hundred seventeen (40.6%) full-time faculty and 53 (31.2%) adjunct faculty responded they spent more time for online course delivery than for in-person courses.

Fifteen (4.8%) full-time faculty and 12 (6.4%) adjunct faculty felt they spent less time on student interactions in online courses compared to in-person courses. Fifty-four (17.3%) full-time faculty and 49 (26.2%) adjunct faculty responded they spend about the same amount of time on student interactions in online and in-person courses. Two hundred forty-four (78.0%) full-time faculty and 126 (67.4%) adjunct faculty responded they spent more time in online courses on student interactions than they did for in-person courses Time commitment data are provided in Table 4.

Table 4 *Faculty Time Commitments to Online and In-Person Courses*

Factor	Level	Full-Time		Adjunct	
		n	%	*n*	%
1. Time devoted to course design in an online course component to an in-person course.	Less	10	3.2	12	6.6
	Same	82	26.6	71	38.8
	More	216	70.1	100	54.6
2. Time devoted to course delivery in an online course compared to an in-person course	Less	78	27.1	49	28.8
	Same	93	32.3	68	40.0
	More	117	40.6	53	31.2
3. Time devoted to student interaction in an online course compared to an in-person course.	Less	15	4.8	12	6.4
	Same	54	17.3	49	26.2
	More	244	78.0	126	67.4

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Ninety-three full-time faculty and 38 adjunct faculty provided additional comments regarding the amount of time to design and deliver online courses. The comments fell within nine categories and occasionally addressed more than one category. Fourteen (15.0%) full-time faculty and ten (26.3%) adjunct faculty responded they spent more time for communication/correspondence in an online course. Nine (9.7%) full-time faculty and five (13.2%) adjunct faculty responded they spent more time in their online courses because of

technology support/issues. Five (5.4%) full-time faculty and three (7.9%) adjunct faculty responded they spent more time in online course because of student interactions. Three (3.2%) full-time faculty and two (5.3%) adjunct faculty responded they spent more time in online courses creating assignments.

Twenty-eight (30.1%) full-time faculty and 15 (39.5%) adjunct faculty commented they spent more time preparing content for online classes versus “on the fly” content presentation that can occur during in-person courses. Three (3.2%) full-time faculty and no adjunct faculty responded they spent more time clarifying instructions for online courses. Twenty-eight (28.0%) full-time faculty and two (5.3%) adjuncts commented online courses take more time than in-person courses. Four (4.3%) full-time faculty and one (2.6%) adjunct faculty responded they spend the same amount of time for in-person and online courses. One (1.1%) full-time faculty and no adjunct faculty responded they spent more time on in-person courses than online courses. Comments related to time to design and deliver online courses are provided in Table 5.

Table 5 *Comments Related to Time to Design and Deliver Online Courses*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1. More Time for Communication/Correspondence	14	15.0	10	26.3
2. More Time spent for Technology Support/Issues	9	9.7	5	13.2
3. More Time for Student Interactions	5	5.4	3	7.9
4. More Time for Assignment Creation	3	3.2	2	5.3
5. Time Spent Preparing vs. "on the fly" Content Creation	28	30.1	15	39.5
6. Clarification of Instructions	3	3.2	0	0.0
7. Online Takes More Time than In-Person	28	30.1	2	5.3
8. I Spend the Same Amount of Time	4	4.3	1	2.6
9. I Spend More Time for In-Person Classes	1	1.1	0	0.0

N = 131 (Full-time Faculty *n* = 93; Adjunct Faculty *n* = 38)

Enrollment Capacity

Enrollment capacity for online courses versus in-person courses was reported to be the same for one hundred fifty-one (48.1%) full-time faculty and 120 (64.5%) adjunct faculty. One hundred sixty-three (51.9%) full-time faculty and 66 (35.3%) adjunct faculty reported the enrollment was not the same in online courses as it is for in-person courses. Of that group, ten (6.5%) full-time faculty and 12 (20.0%) adjunct faculty responded their caps for online courses was lower than in-person. One hundred forty-four (93.5%) faculty and 48 (80%) adjunct faculty responded the enrollment capacity was higher in their online courses. Ninety-three (62.0%) full-time faculty and 20 (37.7%) adjunct faculty who reported a higher enrollment capacity for online courses also reported those higher numbers hindered their online teaching capabilities. Fifty-

seven (38.0%) full-time faculty and 33 (62.3%) adjunct faculty responded their online teaching capabilities were not hindered by higher enrollment capacities. Data for enrollment capacity are provided in Table 6.

Table 6 *Faculty Course Enrollment Capacities*

Factor	Level	Full-Time		Adjunct	
		n	%	*n*	%
1. Is the enrollment cap in the online course the same as in-person courses?	Yes	151	48.1	120	64.5
	No	163	51.9	66	35.5
2. If no to #1, is the enrollment cap higher or lower?	Lower	10	6.5	12	20.0
	Higher	144	93.5	48	80.0
3. If higher in #2, are there elements of your online teaching that are hindered by the higher caps?	Yes	93	62.0	20	37.7
	No	57	38.0	33	62.3

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Seventy-six full-time faculty and 17 adjunct faculty provided additional comments regarding online teaching elements that were hindered by the higher caps. The comments fell within six categories and occasionally addressed more than one category. Forty-one (53.9%) full-time faculty and nine (52.9%) adjunct faculty responded the level and amount of feedback to students was hindered by larger cap sizes in online courses. Six (7.5%) full-time faculty and three (17.6%) adjunct faculty indicated they had to reduce content in their online courses as a result of higher enrollment caps. Eight (10.5%) full-time faculty and one (5.8%) adjunct faculty mentioned they relied more heavily on course automation and/or publisher content to compensate for larger cap sizes in online courses. Sixteen (21.1%) full-time faculty and four

(23.5%) adjunct faculty indicated because of larger enrollment caps, the amount of time spent grading a larger quantity of student assignments hindered and delayed how quickly students would get assignments returned to them with grades. Twelve (15.8%) full-time faculty and three (17.6%) adjunct faculty responded the level and/or amount of interaction in a class was hindered by larger capacities in online courses. Eight (10.5%) full-time faculty and three (17.6%) adjunct faculty commented how communication, including responding to emails, was hindered by larger capacities in online courses. Comments related to the elements of online teaching hindered by higher enrollment caps are summarized in Table 7.

Table 7 *Elements of Online Teaching Hindered by Higher Caps*

Themes	Full-time		Adjunct	
	n	%	*n*	%
Feedback	41	53.9	9	52.9
Reduction of Content	6	7.9	3	17.6
Course Automation	8	10.5	1	5.8
Grading Time (not specific to feedback)	16	21.1	4	23.5
Interaction	12	15.8	3	17.6
Communication (ex. *email*)	8	10.5	3	17.6

N = 93 (Full-time Faculty *n* = 76; Adjunct Faculty *n* = 17)

Eighty-nine full-time faculty and 43 adjunct faculty provided additional comments regarding enrollment capacity. The comments fell within 11 categories and occasionally addressed more than one category. Ten (11.2%) full-time faculty and nine (20.9%) adjunct faculty replied course enrollment capacity was or should be thirty or less. Eleven (12.4%) full-time faculty and three (6.9%) adjunct faculty indicated financial compensation was provided for courses with higher enrollment caps. Fifteen (16.9%) full-time faculty and five (11.6%) adjunct

faculty identified overcapacity as a problem. Thirteen (14.6%) full-time faculty and seven (16.2%) adjunct faculty provided general comments regarding online class size. Five (5.6%) full-time faculty and one (2.3%) adjunct faculty responded online course capacity was the same as in-person courses.

Thirteen (14.6%) full-time faculty and no adjunct faculty responded online course capacity was not limited because there were not a limited number of seats as there are in an in-person course. Eleven (12.3%) full-time faculty and three (6.9%) adjunct faculty stated their institutions had inconsistent enrollment capacity practices. Six (6.7%) full-time faculty and no adjunct faculty responded online courses were frequently over capacity. Four (4.4%) full-time faculty and no adjunct faculty indicated the use of course automation allowed for larger enrollment capacity in online courses. One (1.1%) full-time faculty and seven (16.2%) adjunct faculty responded they did not know what the enrollment capacity was on their courses. Seven (7.8%) full-time faculty and five (11.6%) adjunct faculty responded that enrollment capacity was not a problem. Comments related enrollment capacity in online courses are summarized in Table 8.

Table 8 *Comments on Enrollment Capacity*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1. Course enrollment capacity was or should be 30 or less	10	11.2	9	20.9
2. Financial compensation for additional enrollment over cap	11	12.4	3	6.9
3. Over capacity as a problem	15	16.9	5	11.6
4. General comments regarding online class size	13	14.6	7	16.2
5. Online course capacity same as in-person	5	5.6	1	2.3
6. Online course capacity not limited because of seats	13	14.6	0	0.0
7. Inconsistent enrollment capacity practice	11	12.3	3	6.9
8. Online courses frequently over capacity	6	6.7	0	0.0
9. Course automation allows for larger enrollment capacity online	4	4.4	0	0.0
10. I don't know what the enrollment capacity is	1	1.1	7	16.2
11. Enrollment capacity is not a problem	7	7.8	5	11.6

N = 132 (Full-time Faculty *n* = 89; Adjunct Faculty *n* = 43)

Incentives for Online Instruction

Institutions have offered various incentives to support online instruction to address the difference in time commitments associated with online versus in-person course development and delivery. Forty-two (13.2%) full-time faculty and ten (5.3%) adjunct faculty indicated earning tenure/promotion was provided by their institution to support online teaching. One hundred twenty-nine (40.4%) full-time faculty and 60 (31.6%) adjunct faculty responded they desired for

their institution to offer earning tenure/promotion as support for online teaching. One hundred eighteen (37.0%) full-time faculty and 66 (34.7%) adjunct faculty responded their institution offers financial compensation for teaching online. One hundred ninety-six (61.4%) full-time faculty and 106 (57.4%) adjunct faculty responded they desired for their institution to offer financial compensation for teaching online. Forty-five (14.1%) full-time faculty and 28 (14.7%) adjunct faculty reported their institutions offer financial compensation for the development of online courses, while 200 (67.7%) full-time faculty and 118 (62.1%) adjunct faculty responded they desired for their institutions to do so.

Eighteen (5.6%) full-time faculty and 12 (6.3%) adjunct faculty reported release time for training for online teaching was offered by the institution while 178 (55.8%) full-time faculty and 53 (27.9%) adjunct faculty reported a desire for release time for training for online teaching. Fifteen (4.7%) full-time faculty and 12 (6.3%) adjunct faculty reported their institutions offered release time for online course development. Two hundred three (63.6%) full-time faculty and 59 (31.1%) adjunct faculty desired release time for online course development. Reduction in on campus hours was available to forty-five (14.1%) full-time faculty and 21 (11.1%) adjunct faculty, but was desired by 163 (51.1%) full-time faculty and 44 (23.2%) adjunct faculty.

Thirteen (4.1%) full-time faculty and ten (5.3%) adjunct faculty reported their institutions provided reductions in course loads to support online instruction while 120 (37.6%) full-time faculty and 35 (18.4%) adjunct faculty desired a reduction in course load to support online instruction. Sixty (18.8%) full-time faculty and 40 (21.1%) adjunct faculty said recognition for quality online instruction was available. One hundred eighty-four (57.7%) full-time faculty and 93 (48.9%) adjunct faculty responded recognition for quality online instruction would be a

desirable incentive for support. Data regarding incentives for online instruction support are provided in Table 9.

Table 9 *Availability and Desirability of Selected Incentives to Support Online Instruction*

Incentive	Level	Full-Time		Adjunct	
		n	%	*n*	%
1. Earning tenure/promotion	Provided	42	13.2	10	5.3
	Desired	129	40.4	60	31.6
2. Financial compensation for online teaching	Provided	118	37.0	66	34.7
	Desired	196	61.4	109	57.4
3. Financial compensation for course development	Provided	45	14.1	28	14.7
	Desired	216	67.7	118	62.1
4. Release time for training	Provided	18	5.6	12	6.3
	Desired	178	55.8	53	27.9
5. Release time for course development	Provided	15	4.7	12	6.3
	Desired	203	63.6	59	31.1
6. Reduction in on campus hours	Provided	45	14.1	21	11.1
	Desired	163	51.1	44	23.2
7. Reduction in course load	Provided	13	4.1	10	5.3
	Desired	120	37.6	35	18.4
8. Recognition for quality online teaching	Provided	60	18.8	40	21.1
	Desired	184	57.7	93	48.9

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)

Training/Professional Development for Online Teaching Faculty

Respondents were asked to respond to three questions about the training/professional development on the pedagogy of online teaching provided by their institution. Six (1.9%) full-time faculty and five (2.7%) adjunct faculty strongly disagreed professional development regarding pedagogy for online teaching was provided. Forty-seven (14.9%) full-time faculty and

fourteen (7.4%) adjunct faculty disagreed professional development regarding pedagogy for online teaching was provided. Sixty-six (20.9%) full-time faculty and 42 (22.3%) adjunct faculty neither agreed nor disagreed professional development regarding pedagogy for online teaching was provided. One hundred thirty-four (42.4%) full-time faculty and 83 (44.1%) adjunct faculty agreed professional development regarding pedagogy for online teaching was provided. Sixty-three (19.9%) full-time faculty and 44 (23.4%) adjunct faculty strongly agreed professional development regarding pedagogy for online teaching was provided.

Regarding having the time to attend training, eleven (3.5%) full-time faculty and ten (5.3%) adjunct faculty strongly disagreed they had time to attend training/professional development. Ninety (28.5%) full-time faculty and 45 (23.8%) adjunct faculty disagreed they had time to attend training/professional development. Fifty-three (16.8%) full-time faculty and 51 (27.0%) adjuncts neither agreed nor disagreed they had time to attend training/professional development. One hundred twenty-eight (40.5%) full-time faculty and 60 (31.7%) adjunct faculty agreed they had time for training/professional development. Thirty-four (10.8%) full-time faculty and 23 (12.2%) adjunct faculty strongly agreed they had time to attend training/professional development.

Finally, respondents were asked the extent to which the training/professional development provided met their needs for teaching online. Six (1.9%) full-time faculty and seven (3.7%) adjunct faculty responded they strongly disagreed that training met their needs. Sixty-two (19.7%) full-time faculty and 15 (7.9%) adjunct faculty disagreed the available professional development/training met their needs. Eighty-three (26.3%) full-time faculty and 63 (33.2%) adjunct faculty neither agreed nor disagreed the professional development/training met their needs. One hundred thirty-two (41.9%) full-time faculty and 79 (41.6%) adjunct faculty agreed

the professional development/training met their needs. Thirty-two (10.2%) full-time faculty and 26 (13.7%) adjunct faculty strongly agreed the professional development/training met their needs. Data for training/professional development for online teaching are provided in Table 10.

Table 10 *Professional Development and Training for Online Teaching*

Factor	Faculty Type	SD		D		N A/D		A		SA	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
1. My institution provides professional development on the pedagogy (teaching styles) for online teaching.	FT	6	1.9	47	14.9	66	20.9	134	42.4	6.3	19.9
	ADJ	5	2.7	14	7.4	42	22.3	83	44.1	44	23.4
2. I have time to attend the professional development/training that I need for online teaching.	FT	11	3.5	90	28.5	53	16.8	128	40.5	34	10.8
	ADJ	10	5.3	45	23.8	51	27.0	60	31.7	23	12.2
3. The professional development/training provided meets my needs for teaching online.	FT	6	1.9	62	19.7	83	26.3	132	41.9	32	10.2
	ADJ	7	7.3	15	7.9	63	33.2	79	41.6	26	13.7

N = 509 (FT = Full-time Faculty *n* = 319; Adj = Adjunct Faculty *n* = 190)
Scale: SD = Strongly Disagree; D = Disagree; N A/D = Neither Agree or Disagree; A = Agree; SA = Strongly Agree

Sixty-two full-time faculty and thirty-eight adjunct faculty provided additional comments regarding professional development. The comments fell within seven categories and occasionally addressed more than one category. Eight (12.9%) full-time faculty and four (10.5%) adjunct faculty responded the time and/or location of the training was problematic or inconvenient. Fifteen (24.1%) full-time faculty and six (15.8%) adjunct faculty indicated the types of training offered were not desired or were not what was needed. Fourteen (22.6%) full-time faculty and eight (21.1%) adjunct faculty responded they were too busy to attend training. Seven (11.3%)

full-time faculty and one (2.6%) adjunct faculty responded there are not enough training options/opportunities. Three (5.9%) full-time faculty and one (2.6%) adjunct faculty did not know what trainings they needed. Nineteen (30.6%) full-time faculty and 14 (36.8%) adjunct responded they were satisfied with the professional development at their institutions. Two (3.2%) full-time faculty and five (13.1%) adjunct faculty responded they did not need help. Comments related to professional development are summarized in Table 11.

Table 11 *Comments on Professional Development*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1.Time/Location Offered (Inconvenient)	8	12.9	4	10.5
2.Types of Training/ Not the Training Needed	15	24.1	6	15.8
3.Too Busy	14	22.6	8	21.1
4.Not Enough Training Options	7	11.3	1	2.6
5.Don't Know What Trainings are Needed	3	5.8	1	2.6
6.Satisfied with Professional Development	19	30.6	14	36.8
7.I Do Not Need Help	2	3.2	5	13.1

N = 100 (Full-time Faculty *n* = 62; Adjunct Faculty *n* = 38)

Quality Assurance

Respondents were asked to respond to five questions about the quality assurance measures at their institution. Three (1.0%) full-time faculty and three (1.6 %) adjunct faculty strongly disagreed their institution has a quality assurance process to aid in the development of courses. Thirty-eight (12.1%) full-time faculty and 13 (7.0%) adjunct faculty disagreed their institution has a quality assurance process to aid in the development of courses. Sixty-six (21.0%) full-time faculty and 40 (21.4%) adjunct faculty neither agreed nor disagreed their

institution has a quality assurance process to aid in the development of courses. One hundred twenty-seven (40.4%) full-time faculty and 91 (48.7%) adjunct faculty agreed an assurance process was in place to aid in development of online courses. Eighty (25.5%) full-time faculty and 40 (21.4%) adjunct faculty strongly agreed their institution has a quality assurance process to aid in the development of courses.

Regarding regular reviews of online courses to ensure quality of course content, six (1.9%) full-time faculty and four (2.1%) adjunct faculty strongly disagreed such a process occurred. Forty (12.7%) full-time faculty and 12 (6.3%) adjunct faculty disagreed their institution has a process for regularly reviewing online courses to ensure the quality of the course content. Sixty-five (20.6%) full-time faculty and 44 (23.3%) adjuncts neither agreed nor disagreed the institution has a process for regularly reviewing online courses to ensure the quality of the course content. One hundred thirty-four (42.5%) full-time faculty and 81 (42.9%) adjunct faculty agreed their institution has a process for regular review of online courses to ensure the quality of online course content. Seventy (22.2%) full-time faculty and 48 (25.4%) adjunct faculty strongly agreed the institution has a process for regularly reviewing online courses to ensure the quality of the course content.

Respondents were asked about the timeliness of feedback received from the institution for online course reviews. Nine (2.8%) full-time faculty and six (3.2%) adjunct faculty responded they strongly disagreed online course review feedback was received in a timely manner. Fifty-two (16.5%) full-time faculty and 24 (12.6%) adjunct faculty disagreed feedback was provided in a timely manner. Ninety-seven (30.7%) full-time faculty and 46 (24.2%) adjunct faculty neither agreed nor disagreed the institution provided online course review feedback in a timely manner. One hundred nine (34.5%) full-time faculty and 70 (36.8%) adjunct faculty

agreed the institution provided timely feedback for online course reviews. While forty-nine (15.5%) full-time faculty and 44 (23.2%) adjunct faculty strongly agreed the institution provided online course review feedback in a timely manner.

Respondents were asked about institutional recognition for online courses that meet or exceed institutional and/or national standards. Thirty-two (10.2%) full-time faculty and 14 (7.4%) adjunct faculty strongly disagreed there was recognition for online courses that meet or exceed standards. Ninety-six (30.5%) full-time faculty and 33 (17.4%) adjunct faculty disagreed there was institutional recognition for online courses that meet or exceed standards. One hundred four (33.0%) full-time faculty and 92 (48.4%) adjunct faculty neither agreed nor disagreed the institution provided recognition for online courses that meet or exceed institutional and/or national standards. Sixty-five (20.6%) full-time faculty and 38 (20.0%) adjunct faculty agreed the institution recognized online courses that meet or exceed standards. Eighteen (5.7%) full-time faculty and 13 (6.8%) adjunct faculty strongly agreed online courses that meet or exceed institutional and/or national standards are recognized by the institution.

In addition to the design of the course, faculty at some institutions are also evaluated based upon other criteria. Eighteen (5.8%) full-time faculty and seven (3.7%) adjunct faculty strongly disagreed their online courses are evaluated for online delivery, instructional methods and practice. Sixty-seven (21.4%) full-time faculty and 21 (11.1%) adjunct faculty disagreed their online course are evaluated based upon online delivery, instructional methods and practice. One hundred two (32.6%) full-time faculty and 75 (39.7%) adjunct faculty neither agree nor disagree that their online courses are evaluated for criteria related to instruction practices. Ninety-six (30.7%) full-time faculty and 62 (32.8%) adjunct faculty agreed their online courses are evaluated for delivery, instructional methods and practice. Finally, thirty (9.6%) full-time

faculty and 24 (12.7%) adjunct faculty strongly agreed their online courses are evaluated for delivery, instructional methods and practice. Data for quality assurance practices and process are in Table 12.

Table 12 *Online Course Quality Assurance Measures*

Quality Measure	Faculty Type	SD		D		N A/D		A		SA	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
1. My institution has a quality assurance process to aid in the development of courses	FT	3	1.0	38	12.1	66	210	127	40.4	80	25.5
	ADJ	3	1.6	13	7.0	40	21.4	91	48.7	40	21.4
2. My institution has a process for regularly reviewing online courses to ensure the quality of the course content	FT	6	1.9	40	12.7	65	20.6	134	42.5	70	22.2
	ADJ	4	2.1	12	6.3	44	23.3	81	42.9	48	25.4
3. My institution provides online course review feedback to instructors in a timely manner	FT	9	2.8	52	16.5	97	30.7	109	34.5	49	15.5
	ADJ	6	3.2	24	12.6	46	24.2	70	36.8	44	23.2
4. Online courses that meet or exceed institutional and/or national standards are recognized.	FT	32	10.2	96	30.5	104	33.0	65	20.6	18	5.7
	ADJ	14	7.4	33	17.4	92	48.4	38	20.0	13	6.8
5. Faculty teaching online are evaluated based upon online delivery, instructional methods and practice.	FT	18	5.8	67	21.4	102	32.6	96	30.7	30	9.6
	ADJ	7	3.7	21	11.1	75	39.7	62	32.8	24	12.7

N = 509 (FT = Full-time Faculty *n* = 319; Adj = Adjunct Faculty *n* = 190)
Scale: SD = Strongly Disagree; D = Disagree; N A/D = Neither Agree or Disagree; A = Agree; SA = Strongly Agree

Seventy-one full-time faculty and 24 adjunct faculty provided additional comments regarding the quality assurance process at their institutions. The comments fell within eight categories and occasionally addressed more than one category. Twenty-six (36.6%) full-time faculty and five (20.8%) adjunct faculty responded improvements to the quality assurance process were needed. Four (5.6%) full-time faculty and one (4.1%) adjunct faculty indicated their institutions did not have a quality assurance process. Eighteen (25.3%) full-time faculty and 12 adjunct (50.0%) faculty responded with comments that indicated they were unsure/unfamiliar about the quality assurance process at their institution. Twenty (28.1%) full-time faculty and two (8.3%) adjunct faculty responded the quality assurance process is insufficient. Five (7.0%) full-time faculty and one (4.1%) adjunct faculty indicated more feedback is needed. Six (8.4%) full-time faculty and three (12.5%) adjunct faculty responded the quality assurance process at their institutions was sufficient. Comments related to the quality assurance process are summarized in Table 13.

Table 13 *Comments on Quality Assurance and Instructional Support*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1.Improvements Needed	26	36.6	5	20.8
2.Institution Does Not Have a Process	4	5.6	1	4.1
3.Unclear About Process	18	25.3	12	50.0
4.Process Is Insufficient	20	28.1	2	8.3
5.More Feedback Is Needed	5	7.0	1	4.1
6.Process Is Sufficient	6	8.4	3	12.5

N = 95 (Full-time Faculty *n* = 71; Adjunct Faculty *n* = 24)

Technology Access and Support for Quality Online Teaching

Technical support for online teaching includes both training for Blackboard LMS and desktop support, whereas access refers to the availability of technology and peripherals necessary for online course delivery. Four (1.3%) full-time faculty and three (1.6%) adjunct faculty strongly disagreed their institution provided adequate technical support for online teaching. Six (4.9%) full-time faculty and seven (3.8%) adjunct faculty disagreed the technical support provided by the institution was adequate. Twenty-five (7.9%) full-time faculty and 12 (6.5%) adjunct faculty neither agreed nor disagreed adequate technical support was provided by their institutions. One hundred thirty-three (42.1%) full-time faculty and 69 (37.1%) adjunct faculty agreed the technical support provided to them was adequate. One hundred forty-eight (46.8%) full-time faculty and 95 (51.1%) adjunct faculty strongly agreed adequate technical support was provided at their institutions.

Eleven (3.5%) full-time faculty and ten (5.3%) adjunct faculty strongly disagreed the college provides them with technology necessary to deliver their online courses. Ninety (28.5%)

full-time faculty and 45 (23.8%) adjunct faculty disagreed the college provides them with the necessary technology to deliver their online courses. Fifty-three (16.8%) full-time faculty and 51 (27.0%) neither agreed nor disagreed that necessary technology was provided by the institution to deliver online courses. One hundred twenty-eight (40.5%) full-time faculty and 60 (31.7%) adjunct faculty agree their institutions provided the necessary technology. Thirty-four (10.8%) full-time faculty and 23 (12.2%) adjunct faculty strongly agree the necessary technology needed to deliver online courses was provided.by their institutions. Data regarding technology access and support are provided in Table 14.

Table 14 *Technology Access and Support for Online Teaching*

Type of Support	Faculty Type	SD		D		N A/D		A		SA	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
1. The college provides adequate technical support (ex. Blackboard training, technology troubleshooting tips) for faculty in the development of online courses.	FT	4	1.3	6	4.9	25	7.9	133	42.1	148	46.8
	ADJ	3	1.6	7	3.8	12	6.5	69	37.1	95	51.1
2. The college provides faculty teaching online with the necessary technology to deliver their online course(s).	FT	11	3.5	90	28.5	53	16.8	128	40.5	34	10.8
	ADJ	10	5.3	45	23.8	51	27.0	60	31.7	23	12.2

N = 509 (FT = Full-time Faculty *n* = 319; Adj = Adjunct Faculty *n* = 190)
Scale: SD = Strongly Disagree; D = Disagree; N A/D = Neither Agree or Disagree; A = Agree; SA = Strongly Agree

Eighty-two full-time faculty and 44 adjunct faculty provided additional comments regarding technology access and support. The comments fell within eight categories and occasionally addressed more than one category. No full-time faculty and 14 (31.8%) adjunct faculty replied no technology had been provided to them. Five (6.0%) full-time faculty and two (4.5%) adjunct faculty indicated technology support was available. Five (6.0%) full-time faculty and three (6.8%) adjunct faculty responded technology support was insufficient. One (1.2%) full-time faculty and three (6.8%) adjunct faculty were unclear about technology policies for online

courses. Thirty-nine (47.5%) full-time faculty and five (11.3%) adjunct faculty responded technology support could be improved. Twelve (14.6%) full-time faculty and seven (15.9%) adjunct faculty commented with a general technology related issue. Nineteen (23.1%) full-time faculty and six (13.6%) adjunct faculty were satisfied with access and support. Two (2.4%) full-time faculty and one (2.2%) adjunct faculty responded the institution had a poor policy or that the policy was not enforced. Data for comments related to technology access and support is in Table 15.

Table 15 *Comments on Technology Access and Support*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1.No Technology Provided	0	0.0	14	31.8
2.Technology Support Available	5	6.0	2	4.5
3.Technology Support Insufficient	5	6.0	3	6.8
4.Unclear about technology policies for Online Courses	1	1.2	3	6.8
5.Technology Support Could be Improved	39	47.5	5	11.3
6.General Technology Related Issues	12	14.6	7	15.9
7.Satisfied with Access and Support	19	23.1	6	13.6
8.Poor Policy/Policy Not Enforced	2	2.4	1	2.2

N = 126 (Full-time Faculty *n* = 82; Adjunct Faculty *n* = 44)

Policies and procedures for online education and delivering courses help establish expectations for technology use. Six (1.9%) full-time faculty and two (1.1%) adjunct faculty responded they strongly disagreed there are clear and consistent policies for online education at their institutions. Forty-seven (14.9%) full-time faculty and 13 (6.9%) adjunct faculty responded

they disagreed there are clear and consistent policies for online education at their institutions. Forty (22.2%) full-time faculty and 29 (15.3%) adjunct faculty were neither agreed nor disagreed regarding institution policies for online education. Regarding clear and consistent policies for online education, 123 (39.0%) full-time faculty and 77 (40.7%) adjunct faculty agreed the institution had established those policies. Sixty-nine (21.9%) full-time faculty and 68 (36.0%) adjunct faculty strongly agreed the college had established clear and consistent policies for online education.

The results regarding procedures for designing and delivering an online course were similar to those about the policies for online education. Four (1.3%) full-time faculty and one (0.5%) adjunct faculty responded they strongly disagreed there are clear and consistent procedures for online education at their institutions. Sixty (19.0%) full-time faculty and 16 (8.4%) adjunct faculty responded they disagreed there are clear and consistent procedures for online education at their institutions. Eighty-one (25.6%) full-time faculty and 37 (19.5%) adjunct faculty were neither agreed nor disagreed regarding institution procedures for online education. Regarding clear and consistent procedures for online education, 114 (36.1%) full-time faculty and 87 (45.8%) adjunct faculty agreed the institution had established those procedures. Fifty-seven (18.0%) full-time faculty and 49 (25.8%) adjunct faculty strongly agreed the college had established clear and consistent procedures for online education. Data for policy and procedures for online courses are found in Table 16.

Table 16 *Policies and Procedures for Online Teaching*

Type of Support	Faculty Type	SD		D		N A/D		A		SA	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
1. The college has established clear and consistent policies for online education.	FT	6	1.9	47	14.9	40	22.2	123	39.0	69	21.9
	ADJ	2	1.1	13	6.9	29	15.3	77	40.7	68	36.0
2. The college has established clear and consistent procedures for online education.	FT	4	1.3	60	19.0	81	25.6	114	36.1	57	18.0
	ADJ	1	0.5	16	8.4	37	19.5	87	45.8	49	25.8

N = 509 (FT = Full-time Faculty *n* = 319; Adj = Adjunct Faculty *n* = 190)
Scale: SD = Strongly Disagree; D = Disagree; N A/D = Neither Agree or Disagree; A = Agree; SA = Strongly Agree

Eighty full-time faculty and 33 adjunct faculty provided additional comments regarding quality assurance and instructional support. The comments fell within eight categories and occasionally addressed more than one category. Twenty-six (32.5%) full-time faculty and five (15.1%) adjunct faculty responded improvements for quality assurance processes/procedures are needed at their institutions. Four (5.0%) full-time faculty and one (3.0%) adjunct faculty indicated their institution does not have a quality assurance process. Eighteen (22.5%) full-time faculty and 12 (5.8%) adjuncts made comments that indicated they were unclear about their institutional quality assurance process. Twenty (25.0%) full-time faculty and two (6.0%) adjunct faculty responded the quality assurance process at their institution was insufficient. Five (6.3%) full-time faculty and one (3.0%) adjunct faculty desired more feedback from the quality assurance process. Six (7.5%) full-time faculty and three (9.0%) adjunct faculty responded their institutional quality assurance process was sufficient. One (1.3%) full-time faculty and four

(12.1%) responded with general comments about the quality assurance process. Eight (10.0%) full-time faculty and five (15.1%) adjuncts commented they had no additional comments. Comments related to the quality assurance process and instructional support are summarized in Table 17.

Table 17 *Comments on Quality Assurance and Instructional Support*

Themes	Full-time		Adjunct	
	n	%	*n*	%
1.Improvements Needed	26	32.5	5	15.1
2.Institution Does Not Have a Process	4	5.0	1	3.0
3.Unclear About Process	18	22.5	12	36.4
4.Process Is Insufficient	20	25.0	2	6.0
5.More Feedback Is Needed	5	6.3	1	3.0
6.Process Is Sufficient	6	7.5	3	9.0
7.General Comment	1	12.5	4	12.1
8.No Comment	8	10.0	5	15.1

N = 113 (Full-time Faculty *n* = 80; Adjunct Faculty *n* =33)

ANCILLARY FINDINGS

Ancillary findings included analysis of data for incentives, time utilization, and professional development, and respondent background information.

Analysis of Faculty Incentives by Department

Tenure/Advancement in rank as a faculty incentive for teaching was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 19 (47.5%) faculty selected tenure/advancement in rank as an incentive for online teaching. Sixty-two (44.6%) of the 139 Arts and Humanities faculty selected tenure/advancement in rank as an incentive for online teaching. Fifteen (41.7%) of the 36 Business faculty selected

tenure/advancement in rank as an incentive for online teaching. Twenty-one (28.0%) of the 75 Career and Technical Education faculty selected tenure/advancement in rank as an incentive for online teaching. Seventeen (36.2%) of the Math faculty and 17 (36.2%) of the Science faculty selected tenure/advancement in rank as an incentive for online teaching. Twenty-three (24.8%) of the 81 Social/Behavioral Sciences faculty selected tenure/advancement in rank as an incentive for online teaching. Data for tenure/advancement in rank as an incentive for online teaching by department are provided in Table 18.

Table 18 *Tenure/Advancement in Rank as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	19	47.5
Arts and Humanities	139	62	44.6
Business	36	15	41.7
CTE	75	21	28.0
Math	47	17	36.2
Natural Science	47	17	36.2
Social/Behavioral Science	81	23	24.8

N=509

Financial compensation for teaching as a faculty incentive for online teaching was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 22 (55.5%) faculty selected financial compensation as an incentive for online teaching. Eighty-eight (63.3%) of the 139 Arts and Humanities faculty selected financial compensation as an incentive for online teaching. Twenty-four (66.7%) of the 36 Business faculty selected financial compensation as an incentive for online teaching. Forty-six (61.3%) of the 75 Career and Technical Education selected financial compensation as an incentive for online teaching. Twenty-four (51.1%) of the Math faculty and 27 (57.4%) of the Science faculty

selected financial compensation as an incentive for online teaching. Fifty-three (65.4%) of the 81 Social/Behavioral Sciences selected financial compensation as an incentive for online teaching. Data for financial compensation as an incentive for online teaching by department are provided in Table 19.

Table 19 *Financial Compensation for Teaching as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	22	55.0
Arts and Humanities	139	88	63.3
Business	36	24	66.7
CTE	75	46	61.3
Math	47	24	51.1
Natural Science	47	27	57.4
Social/Behavioral Science	81	53	65.4

N=509

Financial compensation as a faculty incentive for online course development was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 25 (62.5%) faculty selected financial compensation for online course development as an incentive. Ninety-nine (71.2%) of the 139 Arts and Humanities faculty selected financial compensation for online course development as an incentive. Twenty-four (66.7%) of the 36 Business faculty selected financial compensation for online course development as an incentive. Forty-three (57.3%) of the 75 Career and Technical Education selected financial compensation for online course development as an incentive. Thirty-two (68.1%) of the Math faculty and 30 (63.8%) of the Science faculty selected financial compensation for online course development as an incentive. Fifty-seven (70.4%) of the 81 Social/Behavioral Sciences selected financial compensation for online course development as an

incentive. Data for financial compensation for online course development as an incentive by department are provided in Table 20.

Table 20 *Financial Compensation for Online Course Development as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	25	62.5
Arts and Humanities	139	99	71.2
Business	36	24	66.7
CTE	75	43	57.3
Math	47	32	68.1
Natural Science	47	30	63.8
Social/Behavioral Science	81	57	70.4

N=509

Release time for training as a faculty incentive for online teaching was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 22 (55.0%) faculty selected release time for training as an incentive. Seventy-five (54.0%) of the 139 Arts and Humanities faculty selected release time for training as an incentive. Fifteen (41.7%) of the 36 Business faculty selected release time for training as an incentive. Twenty-six (34.7%) of the 75 Career and Technical Education selected release time for training as an incentive. Twenty-three (48.9%) of the Math faculty and 26 (55.3%) of the Science faculty selected release time for training as an incentive. Thirty-two (39.5%) of the 81 Social/Behavioral Sciences selected release time for training as an incentive. Data for release time for training as an incentive for online teaching by department are provided in Table 21.

Table 21 *Release Time for Training as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	22	55.0
Arts and Humanities	139	75	54.0
Business	36	15	41.7
CTE	75	26	34.7
Math	47	23	48.9
Natural Science	47	26	55.3
Sociology/Behavioral Science	81	32	39.5

N=509

Release time for online course development as a faculty incentive was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 22 (55.0%) faculty selected release time for online course development as an incentive. Eighty-three (59.7%) of the 139 Arts and Humanities faculty selected release time for online course development as an incentive. Seventeen (47.2%) of the 36 Business faculty selected release time for online course development as an incentive. Thirty-seven (49.3%) of the 75 Career and Technical Education selected release time for online course development as an incentive. Twenty-seven (57.4%) of the Math faculty and 27 (57.4%) of the Science faculty selected release time for online course development as an incentive. Thirty-four (42.0%) of the 81 Social/Behavioral Sciences selected release time for online course development as an incentive. Data for release time for online course development as an incentive by department are provided in Table 22.

Table 22 *Release Time for Online Course Development as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	22	55.0
Arts and Humanities	139	83	59.7
Business	36	17	47.2
CTE	75	37	49.3
Math	47	27	57.4
Natural Science	47	27	57.4
Social/Behavioral Science	81	34	42.0

N=509

Reduction in on-campus hours as a faculty incentive for online teaching was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 21 (52.5%) faculty selected reduction in on-campus hours as an incentive. Sixty-three (45.3%) of the 139 Arts and Humanities faculty selected reduction in on-campus hours as an incentive. Fifteen (41.7%) of the 36 Business faculty selected reduction in on-campus hours as an incentive. Twenty-nine (38.7%) of the 75 Career and Technical Education selected reduction in on-campus hours as an incentive. Eighteen (38.3%) of the Math faculty and 18 (38.3%) of the Science faculty selected reduction in on-campus hours as an incentive. Twenty-nine (35.8%) of the 81 Social/Behavioral Sciences selected reduction in on-campus hours as an incentive. Data for reduction in on-campus hours as an incentive by department are provided in Table 23.

Table 23 *Reduction in On-Campus Hours as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	21	52.5
Arts and Humanities	139	63	45.3
Business	36	15	41.7
CTE	75	29	38.7
Math	47	18	38.3
Natural Science	47	18	38.3
Social/Behavioral Science	81	29	35.8

N=509

Reduction in course load as a faculty incentive for online teaching was analyzed by comparing individual faculty department affiliations. Of the 40 faculty in the Allied Health department, 14 (35.0%) faculty selected reduction in course load as an incentive. Fifty-three (38.1%) of the 139 Arts and Humanities faculty selected reduction in course load as an incentive. Thirteen (36.1%) of the 36 Business faculty selected reduction in course load as an incentive. Nineteen (25.3%) of the 75 Career and Technical Education selected reduction in course load as an incentive. Thirteen (27.7%) of the Math faculty and 12 (25.5%) of the Science faculty selected reduction in course load as an incentive. Twenty (24.7%) of the 81 Social/Behavioral Sciences selected reduction in course load as an incentive. Data for reduction in course load as an incentive for online teaching by department are provided in Table 24.

Table 24 *Reduction in Course Load as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	14	35.0
Arts and Humanities	139	53	38.1
Business	36	13	36.1
CTE	75	19	25.3
Math	47	13	27.7
Natural Science	47	12	25.5
Social/Behavioral Science	81	20	24.7

N=509

Recognition for online teaching efforts as a faculty incentive for online teaching was analyzed by comparing individual faculty departmental affiliations. Of the 40 faculty in the Allied Health department, 24 (60.0%) faculty selected recognition for online teaching efforts as an incentive. Eighty-five (61.2%) of the 139 Arts and Humanities faculty selected recognition for online teaching efforts as an incentive. Twenty-one (58.3%) of the 36 Business faculty selected recognition for online teaching efforts as an incentive. Thirty-three (44.0%) of the 75 Career and Technical Education selected recognition for online teaching efforts as an incentive. Twenty-eight (59.6%) of the Math faculty and 26 (55.3%) of the Science faculty selected recognition for online teaching efforts as an incentive. Forty (49.4%) of the 81 Social/Behavioral Sciences selected recognition for online teaching efforts as an incentive. Data for recognition for online teaching efforts as an incentive for online teaching by department are provided in Table 25.

Table 25 *Recognition for Online Teaching Efforts as a Faculty Incentive by Department*

Department	Total *n*	*n* selected	%
Allied Health	40	24	60.0
Arts and Humanities	139	85	61.2
Business	36	21	58.3
CTE	75	33	44.0
Math	47	28	59.6
Natural Science	47	26	55.3
Social/Behavioral Science	81	40	49.4

N=509

Analysis of Faculty Incentives by Faculty Status and Sex

Preferred incentives were analyzed by comparing faculty status and sex. Of the 179 female full-time faculty, 74 (41.3%) selected earning tenure/promotion for online teaching as an incentive. Of the 105 female adjunct faculty, 25 (23.8%) selected earning tenure/promotion for online teaching as an incentive. 41 (37.3%) of the 110 male full-time faculty and 28 (37.8%) of the 74 male adjunct faculty selected earning tenure/promotion for online teaching as an incentive.

One hundred sixteen (64.8%) of the 179 female full-time faculty and sixty-two (59.0%) of the 105 female adjunct faculty selected financial compensation for online teaching as an incentive. Sixty-six (60.0%) of the 110 male full-time faculty and forty (54.1%) of the 74 male adjunct faculty selected financial compensation for online teaching as an incentive. One hundred twenty-six (70.4%) of the 179 female full-time faculty and 66 (62.9%) of the 105 female adjunct faculty selected financial compensation for online course development as an incentive. Seventy-two (65.5%) of the 110 male full-time faculty and 46 (62.2%) of the 74 male adjunct faculty selected financial compensation for online course development as an incentive.

One hundred eight (60.3%) of the 179 female full-time faculty and 30 (28.6%) of the 105 female adjunct faculty selected release time for training as an incentive. Fifty-nine (53.6%) of the 110 male full-time faculty and 20 (27.0%) of the 74 male adjunct faculty selected release time for training as an incentive. One hundred fifteen (64.2%) of the 179 female full-time faculty and 34 (32.4%) of the 105 female adjunct faculty selected release time for course development as an incentive. Seventy-three (66.4%) of the 110 male full-time faculty and 22 (29.7%) of the 74 male adjunct faculty selected release time for course development as an incentive.

Ninety-five (53.1%) of the 179 female full-time faculty and 25 (23.8%) of the 105 female adjunct faculty selected reduction in on campus hours as an incentive. Fifty-four (49.1%) of the 110 male full-time faculty and 16 (23.2%) of the 74 male adjunct faculty selected reduction in on campus hours as an incentive. Sixty-eight (38.0%) of the 179 female full-time faculty and 12 (11.4%) of the 105 female adjunct faculty selected reduction in course load as an incentive. Forty-one (37.3%) of the 110 male full-time faculty and 20 (27.0%) of the 74 male adjunct faculty selected reduction in course load as an incentive.

One hundred ten (61.5%) of the 179 female full-time faculty and 54 (51.4%) of the 105 female adjunct faculty selected recognition for online teaching efforts as an incentive. Fifty-nine (43.6%) of the 110 male full-time faculty and 33 (44.6%) of the 74 male adjunct faculty selected recognition for online teaching efforts as an incentive. Data incentive selection by faculty status and sex are provided in Table 26.

Table 26 *Preferred Incentives by Faculty Status and Sex*

Incentive	Sex	Full-Time		Adjunct	
		$n(n^1)$	% Selected	$n(n^1)$	% Selected
1. Earning Tenure/Promotion	Female	179 (74)	41.3	105 (25)	23.8
	Male	110 (41)	37.3	74 (28)	37.8
2. Financial Compensation for Online Teaching	Female	179 (116)	64.8	105(62)	59.0
	Male	110 (66)	60.0	74 (40)	54.1
3. Financial compensation for course development	Female	179 (126)	70.4	105 (66)	62.9
	Male	110 (72)	65.5	74 (46)	62.2
4. Release time for training	Female	179 (108)	60.3	105 (30)	28.6
	Male	110 (59)	53.6	74 (20)	27.0
5. Release time for course development	Female	179 (115)	64.2	105 (34)	32.4
	Male	110 (73)	66.4	74 (22)	29.7
6. Reduction in on campus hours	Female	179 (95)	53.1	105 (25)	23.8
	Male	110 (54)	49.1	74 (16)	23.2
7. Reduction in course load	Female	179 (68)	38.0	105 (12)	11.4
	Male	110 (41)	37.3	74 (20)	27.0
8. Recognition for online teaching	Female	179 (110)	61.5	105 (54)	51.4
	Male	110 (59)	53.6	74 (33)	44.6

N = 509 (Full-time Faculty *n* = 319; Adjunct Faculty *n* = 190)
$n(n^1)$ = Total (number selected)
% Selected = Percentage selected as desired

Preferred Incentives for Full-time Faculty by Age

Preferred incentives were analyzed by comparing those with full-time faculty status and age. Of the 48 full-time faculty aged twenty-one to thirty-nine, 29 (60.4%) selected earning tenure/promotion for online teaching as an incentive. Thirty-three (40.7%) of the 81 forty to forty-nine age group selected earning tenure/promotion for online teaching as an incentive. Forty-three (36.7%) of the 111 full-time faculty aged fifty to fifty-nine selected earning

tenure/promotion for online teaching as an incentive. Twenty-one (29.2%) of the 72 full-time faculty aged 60 years or older selected earning tenure/promotion for online teaching as an incentive.

Thirty-nine (81.3%) of the 48 full-time faculty aged 21 to 39 selected financial compensation for online teaching as an incentive. Forty-nine (60.5%) of the 81 full-time faculty aged 40 to 49 selected financial compensation for online teaching as an incentive. Sixty-one (55.0%) of the 111 full-time faculty aged 50 to 59 selected financial compensation for online teaching as an incentive. Forty-four (61.1%) of the 72 full-time faculty aged 60 or older selected financial compensation for online teaching as an incentive.

Forty (83.3%) of the 48 full-time faculty in the 21 to 39 age group selected financial compensation for online course development as an incentive. Fifty (61.7%) of the 81 full-time faculty in the 40 to 49 age group selected financial compensation for online course development as an incentive. Seventy-four (66.7%) of the 111 full-time faculty in the 50 to 59 age group selected financial compensation for online course development as an incentive. Forty-nine (68.1%) of the 72 full-time faculty in the 60 and older age group selected financial compensation for online course development as an incentive.

Twenty-eight (58.3%) of the 48 full-time faculty in the 21 to 39 age group selected release time for training as an incentive. Forty-three (53.1%) of the 81 full-time faculty in the 40 to 49 age group selected release time for training as an incentive. Sixty-two (55.9%) of the 111 full-time faculty in the 50 to 59 age group selected release time for training as an incentive. Forty-two (58.3%) of the 72 full-time faculty in the 60 and older age group selected release time for training as an incentive.

Thirty-four (70.8%) of the 48 full-time faculty in the 21 to 39 age group selected release time for online course development as an incentive. Fifty (61.7%) of the 81 full-time faculty in the 40 to 49 age group selected release time for online course development as an incentive. Sixty-six (59.5%) of the 111 full-time faculty in the 50 to 59 age group selected release time for course development as an incentive. Forty-nine (68.1%) of the 72 full-time faculty in the 60 and older age group selected release time for training as an incentive.

Thirty-two (66.7%) of the 48 full-time faculty in the 21 to 39 age group selected reduction in on campus hours as an incentive. Forty-three (53.1%) of the 81 full-time faculty in the 40 to 49 age group selected reduction in on campus hours as an incentive. Forty-six (41.6%) of the 111 full-time faculty in the 50 to 59 age group selected reduction in on campus hours as an incentive. Thirty-eight (52.8%) of the 72 full-time faculty in the 60 and older age group selected reduction in on campus hours as an incentive.

Twenty-two (45.8%) of the 48 full-time faculty in the 21 to 39 age group selected reduction in course load as an incentive. Twenty-nine (35.8%) of the 81 full-time faculty in the 40 to 49 age group selected reduction in course load as an incentive. Thirty-six (32.4%) of the 111 full-time faculty in the 50 to 59 age group selected reduction in course load as an incentive. Thirty-one (43.1%) of the 72 full-time faculty in the 60 and older age group selected reduction in course load as an incentive.

Thirty (62.5%) of the 48 full-time faculty in the 21 to 39 age group selected recognition for online teaching efforts as an incentive. Forty-five (55.6%) of the 81 full-time faculty in the 40 to 49 age group selected recognition for online teaching efforts as an incentive. Sixty-two (55.9%) of the 111 full-time faculty in the 50 to 59 age group selected recognition for online teaching efforts as an incentive. Forty-three (59.7%) of the 72 full-time faculty in the 60 and

older age group selected recognition for online teaching efforts as an incentive. Data on preferred incentive by faculty status and age are provided in Table 27.

Table 27 *Preferred Incentives for Full-time Faculty by Age Group*

Incentive	21 -39		40-49		50-59		60+	
	n	%	*n*	%	*n*	%	*n*	%
1. Earning Tenure/Promotion	29/48	60.4	33/81	40.7	43/111	36.7	21/72	29.2
2. Financial Compensation for Online Teaching	39/48	81.3	49/81	60.5	61/111	55.0	44/72	61.1
3. Financial compensation for course development	40/48	83.3	50/81	61.7	74/111	66.7	49/72	68.1
4. Release time for training	28/48	58.3	43/81	53.1	62/111	55.9	42/72	58.3
5. Release time for course development	34/48	70.8	50/81	61.7	66/111	59.5	49/72	68.1
6. Reduction in on campus hours	32/48	66.7	43/81	53.1	46/111	41.6	38/72	52.8
7. Reduction in course load	22/48	45.8	29/81	35.8	36/111	32.4	31/72	43.1
8. Recognition for Online Teaching	30/48	62.5	45/81	55.6	62/111	55.9	43/72	59.7

N = 319 (*n* = number age category selecting incentive/number in age category; % = percentage of respondents in age category selecting incentive)

Preferred Incentives for Adjunct Faculty by Age

Preferred incentives were analyzed by comparing those with adjunct faculty status and age. Of the 48 adjunct faculty aged twenty-one to thirty-nine, 22 (45.8%) selected earning tenure/promotion for online teaching as an incentive. Eight (17.8%) of the 45 adjunct faculty in the 40 to 49 age group selected earning tenure/promotion for online teaching as an incentive. Eighteen (43.9%) of the 41 adjunct faculty aged 50 to 59 selected earning tenure/promotion for online teaching as an incentive. Ten (19.2%) of the 52 adjunct faculty aged 60 years or older selected earning tenure/promotion for online teaching as an incentive.

Thirty-three (68.8%) of the 48 adjunct faculty aged 21 to 39 selected financial compensation for online teaching as an incentive. Twenty-nine (64.4%) of the 45 adjunct faculty aged 40 to 49 selected financial compensation for online teaching as an incentive. Twenty-three (56.1%) of the 41 adjunct faculty aged 50 to 59 selected financial compensation for online teaching as an incentive. Twenty-three (44.2%) of the 52 adjunct faculty aged 60 or older selected financial compensation for online teaching as an incentive.

Thirty-seven (77.1%) of the 48 adjunct faculty in the 21 to 39 age group selected financial compensation for online course development as an incentive. Twenty-eight (62.2%) of the 45 adjunct faculty in the 40 to 49 age group selected financial compensation for online course development as an incentive. Twenty-five (61.0%) of the 41 adjunct faculty in the 50 to 59 age group selected financial compensation for online course development as an incentive. Twenty-seven (51.9%) of the 52 adjunct faculty in the 60 and older age group selected financial compensation for online course development as an incentive.

Fifteen (31.3%) of the 48 adjunct faculty in the 21 to 39 age group selected release time for training as an incentive. Fourteen (31.1%) of the 45 adjunct faculty in the 40 to 49 age group selected release time for training as an incentive. Fourteen (34.1%) of the 41 adjunct faculty in the 50 to 59 age group selected release time for training as an incentive. Nine (17.3%) of the 52 adjunct faculty in the 60 and older age group selected release time for training as an incentive.

Seventeen (35.4%) of the 48 adjunct faculty in the 21 to 39 age group selected release time for online course development as an incentive. Twelve (26.7%) of the 45 adjunct faculty in the 40 to 49 age group selected release time for online course development as an incentive. Seventeen (41.5%) of the 41 adjunct faculty in the 50 to 59 age group selected release time for

course development as an incentive. Twelve (23.1%) of the 52 adjunct faculty in the 60 and older age group selected release time for training as an incentive.

Thirteen (27.1%) of the 48 adjunct faculty in the 21 to 39 age group selected reduction in on campus hours as an incentive. Eleven (24.4%) of the 45 adjunct faculty in the 40 to 49 age group selected reduction in on campus hours as an incentive. Nine (22.0%) of the 41 adjunct faculty in the 50 to 59 age group selected reduction in on campus hours as an incentive. Ten (19.2%) of the 52 adjunct faculty in the 60 and older age group selected reduction in on campus hours as an incentive.

Nine (18.8%) of the 48 adjunct faculty in the 21 to 39 age group selected reduction in course load as an incentive. Eight (17.8%) of the 45 adjunct faculty in the 41 to 49 age group selected reduction in course load as an incentive. Twenty-seven (65.9%) of the 41 adjunct faculty in the 50 to 59 age group selected reduction in course load as an incentive. Eighteen (34.6%) of the 52 adjunct faculty in the sixty and older age group selected reduction in course load as an incentive.

Twenty-nine (60.4%) of the 48 adjunct faculty in the 21 to 39 age group selected recognition for online teaching efforts as an incentive. Eighteen (40.0%) of the 45 adjunct faculty in the 40 to 49 age group selected recognition for online teaching efforts as an incentive. Twenty-seven (65.9%) of the 41 adjunct faculty in the 50 to 59 age group selected recognition for online teaching efforts as an incentive. Eighteen (34.6%) of the 52 adjunct faculty in the 60 and older age group selected recognition for online teaching efforts as an incentive. Data on preferred incentives for adjunct faculty status and age are provided in Table 28.

Table 28 *Preferred Incentives for Adjunct Faculty by Age Group*

Incentive	21 -39		40-49		50-59		60+	
	n	%	*n*	%	*n*	%	*n*	%
1. Earning Tenure/Promotion	22/48	45.8	8/45	17.8	18/41	43.9	10/52	19.2
2. Financial Compensation for Online Teaching	33/48	68.8	29/45	64.4	23/41	56.1	23/52	44.2
3. Financial compensation for course development	37/48	77.1	28/45	62.2	25/41	61.0	27/52	51.9
4. Release time for training	15/48	31.3	14/45	31.1	14/41	34.1	9/52	17.3
5. Release time for course development	17/48	35.4	12/45	26.7	17/41	41.5	12/52	23.1
6. Reduction in on campus hours	13/48	27.1	11/45	24.4	9/41	22.0	10/52	19.2
7. Reduction in course load	9/48	18.8	8/45	17.8	11/41	26.8	6/52	11.5
8. Recognition for Online Teaching	29/48	60.4	18/45	40.0	27/41	65.9	18/52	34.6

N= 190 (*n* = number age category selecting incentive/number in age category; % = percentage of respondents in age category selecting incentive)

Full-time Faculty Time Utilization by Years of Teaching Experience

Time utilization for online courses was analyzed by comparing full faculty status and years of total teaching experience. Three (7.9%) full-time faculty who had taught less than a year responded they spent less time for course design in online classes. Twelve (31.6%) full-time faculty who had taught less than one year responded they spent about the same amount of time for course design for in-person and online courses. Twenty-three (60.5%) full-time faculty who had taught for less than one year responded they spent more time on course design for online courses.

Two (4.3%) full-time faculty who had taught one to five years responded they spent less time for course design in online classes. Nineteen (40.4%) full-time faculty who had taught one to five years responded they spent about the same amount of time for course design for in-person and online courses. Twenty-six (55.3%) full-time faculty who had taught for one to five years responded they spent more time on course design for online courses.

One (2.5%) full-time faculty who had taught six to ten years responded they spent less time for course design in online classes. Fifteen (37.5%) full-time faculty who had taught six to ten years responded they spent about the same amount of time for course design for in-person and online courses. Twenty-four (60.0%) full-time faculty who had taught for six to ten years responded they spent more time on course design for online courses.

Four (2.2%) full-time faculty who had taught ten or more years responded they spent less time for course design in online classes. Thirty-six (19.9%) full-time faculty who had taught one to five years responded they spent about the same amount of time for course design for in-person and online courses. One hundred forty-one (77.9%) full-time faculty who had taught for one to five years responded they spent more time on course design for online courses.

Eleven (30.6%) full-time faculty who had taught less than a year responded they spent less time for course delivery in online classes. Eight (22.2%) full-time faculty who had taught less than one year responded they spent about the same amount of time for course delivery for in-person and online courses. Seventeen (47.2%) full-time faculty who had taught for less than one year responded they spent more time on course delivery for online courses.

Twelve (29.3%) full-time faculty who had taught one to five years responded they spent less time for course delivery in online classes. Sixteen (39.0%) full-time faculty who had taught one to five years responded they spent about the same amount of time for course delivery for in-

person and online courses. Thirteen (31.7%) full-time faculty who had taught for one to five years responded they spent more time on course delivery for online courses.

Ten (25.0%) full-time faculty who had taught six to ten years responded they spent less time for course delivery in online classes. Fifteen (37.5%) full-time faculty who had taught six to ten years responded they spent about the same amount of time for course delivery for in-person and online courses. Fifteen (37.5%) full-time faculty who had taught for six to ten years responded they spent more time on course delivery for online courses.

Forty-four (26.0%) full-time faculty who had taught ten or more years responded they spent less time for course delivery in online classes. Fifty-four (32.0%) full-time faculty who had taught ten or more years responded they spent about the same amount of time for course delivery for in-person and online courses. Seventy-one (42.0%) full-time faculty who had taught for ten or more years responded they spent more time on course delivery for online courses.

Three (7.7%) full-time faculty who had taught less than a year responded they spent less time on student interactions in online classes. Ten (25.6%) full-time faculty who had taught less than one year responded they spent about the same amount of time on student interactions for in-person and online courses. Twenty-six (66.7%) full-time faculty who had taught for less than one year responded they spent more time on student interactions for online courses.

Two (4.3%) full-time faculty who had taught one to five years responded they spent less time on student interactions in online classes. Eleven (23.9%) full-time faculty who had taught one to five years responded they spent about the same amount of time on student interactions for in-person and online courses. Thirty-three (71.7%) full-time faculty who had taught for one to five years responded they spent more time on student interactions for online courses.

Three (7.5%) full-time faculty who had taught six to ten years responded they spent less time student interactions in online classes. Ten (25.0%) full-time faculty who had taught six to ten years responded they spent about the same amount of time on student interactions for in-person and online courses. Twenty-seven (67.5%) full-time faculty who had taught for six to ten years responded they spent more time on student interactions for online courses.

Seven (3.8%) full-time faculty who had taught ten or more years responded they spent less time on student interactions in online classes. Twenty-three (12.4%) full-time faculty who had taught ten or more years responded they spent about the same amount of time on student interactions for in-person and online courses. One hundred fifty-six (83.9%) full-time faculty who had taught for ten or more years responded they spent more time on student interactions for online courses. Data comparing full-time faculty time utilization for online courses by total years teaching experience are provided in Table 29.

Table 29 *Full-Time Faculty Time Utilization by Years of Total Teaching Experience*

Time Elements		<1		1 -5		6 -10		10+	
		n	%	*n*	%	*n*	%	*n*	%
1. Course Design	Less	3	7.9	2	4.3	1	2.5	4	2.2
	Same	12	31.6	19	40.4	15	37.5	36	19.9
	More	23	60.5	26	55.3	24	60.0	141	77.9
2. Course Delivery	Less	11	30.6	12	29.3	10	25.0	44	26.0
	Same	8	22.2	16	39.0	15	37.5	54	32.0
	More	17	47.2	13	31.7	15	37.5	71	42.0
3. Student Interaction	Less	3	7.7	2	4.3	3	7.5	7	3.8
	Same	10	25.6	11	23.9	10	25.0	23	12.4
	More	26	66.7	33	71.7	27	67.5	156	83.9

N = 319

Adjunct Faculty Time Utilization by Years of Teaching Experience

Time utilization for online courses was analyzed by comparing adjunct faculty status and years of total teaching experience. Two (4.5%) adjunct faculty who had taught less than a year responded they spent less time for course design in online classes. Twenty (45.5%) adjunct faculty who had taught less than one year responded they spent about the same amount of time for course design for in-person and online courses. Twenty-two (50.5%) adjunct faculty who had taught for less than one year responded they spent more time on course design for online courses.

Three (8.3%) adjunct faculty who had taught one to five years responded they spent less time for course design in online classes. Sixteen (44.4%) adjunct faculty who had taught one to five years responded they spent about the same amount of time for course design for in-person and online courses. Seventeen (47.2%) adjunct faculty who had taught for one to five years responded they spent more time on course design for online courses.

Three (7.7%) adjunct faculty who had taught six to ten years responded they spent less time for course design in online classes. Sixteen (41.0 %) adjunct faculty who had taught six to ten years responded they spent about the same amount of time for course design for in-person and online courses. Twenty (51.3 %) adjunct faculty who had taught for six to ten years responded they spent more time on course design for online courses.

Four (6.3 %) adjunct faculty who had taught ten or more years responded they spent less time for course design in online classes. Nineteen (30.2%) adjunct faculty who had taught ten or more years responded they spent about the same amount of time for course design for in-person and online courses. Forty (63.5%) adjunct faculty who had taught for ten or more years responded they spent more time on course design for online courses.

Sixteen (38.1%) adjunct faculty who had taught less than a year responded they spent less time for course delivery in online classes. Fourteen (33.3%) adjunct faculty who had taught less than one year responded they spent about the same amount of time for course delivery for in-person and online courses. Twelve (28.6%) adjunct faculty who had taught for less than one year responded they spent more time on course delivery for online courses.

Eleven (31.4%) adjunct faculty who had taught one to five years responded they spent less time for course delivery in online classes. Twelve (34.3%) adjunct faculty who had taught one to five years responded they spent about the same amount of time for course delivery for in-person and online courses. Twelve (34.3%) adjunct faculty who had taught for one to five years responded they spent more time on course delivery for online courses.

Eight (21.1%) adjunct faculty who had taught six to ten years responded they spent less time for course delivery in online classes. Eighteen (47.4%) adjunct faculty who had taught six to ten years responded they spent about the same amount of time for course delivery for in-

person and online courses. Twelve (31.6%) adjunct faculty who had taught for six to ten years responded they spent more time on course delivery for online courses.

Fourteen (25.9%) adjunct faculty who had taught ten or more years responded they spent less time for course delivery in online classes. Twenty-four (44.4%) adjunct faculty who had taught ten or more years responded they spent about the same amount of time for course delivery for in-person and online courses. Sixteen (29.6%) adjunct faculty who had taught for ten or more years responded they spent more time on course delivery for online courses.

Four (9.1%) adjunct faculty who had taught less than a year responded they spent less time on student interactions in online classes. Twelve (27.3%) adjunct faculty who had taught less than one year responded they spent about the same amount of time on student interactions for in-person and online courses. Twenty-eight (63.6%) adjunct faculty who had taught for less than one year responded they spent more time on student interactions for online courses.

One (2.8%) adjunct faculty who had taught one to five years responded they spent less time on student interactions in online classes. Thirteen (36.1%) adjunct faculty who had taught one to five years responded they spent about the same amount of time on student interactions for in-person and online courses. Twenty-two (61.1%) adjunct faculty who had taught for one to five years responded they spent more time on student interactions for online courses.

Two (4.9%) adjunct faculty who had taught six to ten years responded they spent less time student interactions in online classes. Nine (22.0%) adjunct faculty who had taught six to ten years responded they spent about the same amount of time on student interactions for in-person and online courses. Thirty (73.2%) adjunct faculty who had taught for six to ten years responded they spent more time on student interactions for online courses.

Five (7.7%) adjunct faculty who had taught ten or more years responded they spent less time on student interactions in online classes. Fifteen (23.1%) adjunct faculty who had taught ten or more years responded they spent about the same amount of time on student interactions for in-person and online courses. Forty-five (69.2%) adjunct faculty who had taught for ten or more years responded they spent more time on student interactions for online courses. Data for time utilization for online course by adjunct faculty status and total years teaching experience are in Table 30.

Table 30 *Adjunct Faculty Time Utilization by Years of Total Teaching Experience*

Time Elements		<1		1 -5		6 -10		10+	
		n	%	*n*	%	*n*	%	*n*	%
1. Course Design	Less	2	4.5	3	8.3	3	7.7	4	6.3
	Same	20	45.5	16	44.4	16	41.0	19	30.2
	More	22	50.5	17	47.2	20	51.3	40	63.5
2. Course Delivery	Less	16	38.1	11	31.4	8	21.1	14	25.9
	Same	14	33.3	12	34.3	18	47.4	24	44.4
	More	12	28.6	12	34.3	12	31.6	16	29.6
3. Student Interaction	Less	4	9.1	1	2.8	2	4.9	5	7.7
	Same	12	27.3	13	36.1	9	22.0	15	23.1
	More	28	63.6	22	61.1	30	73.2	45	69.2

N=190

Full-time Faculty Time Utilization by Years of Online Teaching Experience

Time utilization for online courses was analyzed by comparing full faculty status and years of online teaching experience. Two (11.8%) full-time faculty who had taught online less than a year responded they spent less time for course design in online classes. Five (29.4%) full-time faculty who had taught online less than one year responded they spent about the same amount of time for course design for in-person and online courses. Ten (58.8%) full-time faculty

who had taught online for less than one year responded they spent more time on course design for online courses.

Five (6.3%) full-time faculty who had taught online one to five years responded they spent less time for course design in online classes. Twenty-five (31.6%) full-time faculty who had taught online one to five years responded they spent about the same amount of time for course design for in-person and online courses. Forty-nine (62.0%) full-time faculty who had taught online for one to five years responded they spent more time on course design for online courses.

Two (2.1%) full-time faculty who had taught online six to ten years responded they spent less time for course design in online classes. Thirty-two (33.0%) full-time faculty who had taught online six to ten years responded they spent about the same amount of time for course design for in-person and online courses. Sixty-three (64.9%) full-time faculty who had taught online for six to ten years responded they spent more time on course design for online courses.

One (0.9%) full-time faculty who had taught online ten or more years responded they spent less time for course design in online classes. Nineteen (17.3%) full-time faculty who had taught online ten or more years responded they spent about the same amount of time for course design for in-person and online courses. Ninety (81.8%) full-time faculty who had taught online for more than ten or more years responded they spent more time on course design for online courses.

Two (15.4%) full-time faculty who had taught online less than a year responded they spent less time for course delivery in online classes. Three (23.1%) full-time faculty who had taught online less than one year responded they spent about the same amount of time for course

delivery for in-person and online courses. Eight (61.5%) full-time faculty who had taught online for less than one year responded they spent more time on course delivery for online courses.

Twenty-one (29.2%) full-time faculty who had taught online one to five years responded they spent less time for course delivery in online classes. Twenty-three (31.9%) full-time faculty who had taught online one to five years responded they spent about the same amount of time for course delivery for in-person and online courses. Twenty-eight (38.9%) full-time faculty who had taught online for one to five years responded they spent more time on course delivery for online courses.

Twenty-nine (31.5%) full-time faculty who had taught online six to ten years responded they spent less time for course delivery in online classes. Thirty-five (38.0%) full-time faculty who had taught online six to ten years responded they spent about the same amount of time for course delivery for in-person and online courses. Twenty-eight (30.4%) full-time faculty who had taught online for six to ten years responded they spent more time on course delivery for online courses.

Twenty-six (24.8%) full-time faculty who had taught online ten or more years responded they spent less time for course delivery in online classes. Thirty-one (29.5%) full-time faculty who had taught online ten or more years responded they spent about the same amount of time for course delivery for in-person and online courses. Forty-eight (45.7%) full-time faculty who had taught online for ten or more years responded they spent more time on course delivery for online courses.

One (5.6%) full-time faculty who had taught online less than a year responded they spent less time on student interactions in online classes. Three (16.7%) full-time faculty who had taught online less than one year responded they spent about the same amount of time on student

interactions for in-person and online courses. Fourteen (77.8%) full-time faculty who had taught online for less than one year responded they spent more time on student interactions for online courses.

Five (6.2%) full-time faculty who had taught online one to five years responded they spent less time on student interactions in online classes. Twenty (24.7%) full-time faculty who had taught online one to five years responded they spent about the same amount of time on student interactions for in-person and online courses. Fifty-six (69.1%) full-time faculty who had taught online for one to five years responded they spent more time on student interactions for online courses.

Six (6.2%) full-time faculty who had taught online six to ten years responded they spent less time student interactions in online classes. Twenty (20.6%) full-time faculty who had taught online six to ten years responded they spent about the same amount of time on student interactions for in-person and online courses. Seventy-one (73.2%) full-time faculty who had taught online for six to ten years responded they spent more time on student interactions for online courses.

One (0.9%) full-time faculty who had taught online ten or more years responded they spent less time on student interactions in online classes. Ten (8.9%) full-time faculty who had taught online ten or more years responded they spent about the same amount of time on student interactions for in-person and online courses. One hundred one (90.2%) full-time faculty who had taught online for ten or more years responded they spent more time on student interactions for online courses. Data for time utilization for online course by full-time faculty status and total years of online teaching experience are provided in Table 31.

Table 31 *Full-time Faculty Time Utilization by Years of Online Teaching Experience*

Time Elements		<1		1 -5		6 -10		10+	
		n	%	*n*	%	*n*	%	*n*	%
1. Course Design	Less	2	11.8	5	6.3	2	2.1	1	0.9
	Same	5	29.4	25	31.6	32	33.0	19	17.3
	More	10	58.8	49	62.0	63	64.9	90	81.8
2. Course Delivery	Less	2	15.4	21	29.2	29	31.5	26	24.8
	Same	3	23.1	23	31.9	35	38.0	31	29.5
	More	8	61.5	28	38.9	28	30.4	48	45.7
3. Student Interaction	Less	1	5.6	5	6.2	6	6.2	1	0.9
	Same	3	16.7	20	24.7	20	20.6	10	8.9
	More	14	77.8	56	69.1	71	73.2	101	90.2

N = 319

Adjunct Faculty Time Utilization be years of Online Teaching Experience

Time utilization for online courses was analyzed by comparing adjunct faculty status and years of online teaching experience. No adjunct faculty who had taught online less than a year responded they spent less time for course design in online classes. Six (42.9%) adjunct faculty who had taught online less than one year responded they spent about the same amount of time for course design for in-person and online courses. Eight (57.1%) adjunct faculty who had taught online for less than one year responded they spent more time on course design for online courses.

Three (4.9%) adjunct faculty who had taught online one to five years responded they spent less time for course design in online classes. Twenty-five (41.0%) adjunct faculty who had taught online one to five years responded they spent about the same amount of time for course design for in-person and online courses. Thirty-three (54.1%) adjunct faculty who had taught online for one to five years responded they spent more time on course design for online courses.

Three (5.1%) adjunct faculty who had taught online six to ten years responded they spent less time for course design in online classes. Twenty-five (42.4%) adjunct faculty who had taught online six to ten years responded they spent about the same amount of time for course design for in-person and online courses. Thirty-one (52.5%) adjunct faculty who had taught online for six to ten years responded they spent more time on course design for online courses.

Six (12.5%) adjunct faculty who had taught online ten or more years responded they spent less time for course design in online classes. Fifteen (31.3%) adjunct faculty who had taught online ten or more years responded they spent about the same amount of time for course design for in-person and online courses. Twenty-seven (56.3%) adjunct faculty who had taught for ten or more years responded they spent more time on course design for online courses.

Six (42.9%) adjunct faculty who had taught online less than a year responded they spent less time for course delivery in online classes. Five (35.7%) adjunct faculty who had taught online less than one year responded they spent about the same amount of time for course delivery for in-person and online courses. Three (21.4%) adjunct faculty who had taught online for less than one year responded they spent more time on course delivery for online courses. Nineteen (31.7%) adjunct faculty who had taught online one to five years responded they spent less time for course delivery in online classes.

Twenty-one (35.0%) adjunct faculty who had taught online one to five years responded they spent about the same amount of time for course delivery for in-person and online courses. Twenty (33.3%) adjunct faculty who had taught online for one to five years responded they spent more time on course delivery for online courses.

Eleven (21.2%) adjunct faculty who had taught online six to ten years responded they spent less time for course delivery in online classes. Twenty-eight (53.8%) adjunct faculty who

had taught online six to ten years responded they spent about the same amount of time for course delivery for in-person and online courses. Thirteen (25.0%) adjunct faculty who had taught online for six to ten years responded they spent more time on course delivery for online courses.

Thirteen (30.2%) adjunct faculty who had taught online ten or more years responded they spent less time for course delivery in online classes. Fourteen (32.6%) adjunct faculty who had taught online ten or more years responded they spent about the same amount of time for course delivery for in-person and online courses. Sixteen (37.2%) adjunct faculty who had taught online for ten or more years responded they spent more time on course delivery for online courses.

No adjunct faculty who had taught online less than a year responded they spent less time on student interactions in online classes. Six (42.9%) adjunct faculty who had taught online less than one year responded they spent about the same amount of time on student interactions for in-person and online courses. Eight (57.1%) adjunct faculty who had taught online for less than one year responded they spent more time on student interactions for online courses.

Five (0.9%) adjunct faculty who had taught online one to five years responded they spent less time on student interactions in online classes. Fourteen (27.0%) adjunct faculty who had taught online one to five years responded they spent about the same amount of time on student interactions for in-person and online courses. Forty-one (35.1%) adjunct faculty who had taught online for one to five years responded they spent more time on student interactions for online courses.

Three (5.1%) adjunct faculty who had taught online six to ten years responded they spent less time student interactions in online classes. Fifteen (25.4%) adjunct faculty who had taught online six to ten years responded they spent about the same amount of time on student interactions for in-person and online courses. Forty-one (69.5%) adjunct faculty who had taught

online for six to ten years responded they spent more time on student interactions for online courses.

Four (8.0%) adjunct faculty who had taught online ten or more years responded they spent less time on student interactions in online classes. Eleven (22.0%) adjunct faculty who had taught online ten or more years responded they spent about the same amount of time on student interactions for in-person and online courses. Thirty-five (70.0%) adjunct faculty who had taught online for ten or more years responded they spent more time on student interactions for online courses. Data for time utilization for online course by adjunct faculty status and total years of online teaching experience are provided in Table 32.

Table 32 *Adjunct Faculty Time Utilization by Years of Online Teaching Experience*

Time Elements		<1		1 -5		6 -10		10+	
		n	%	*n*	%	*n*	%	*n*	%
1. Course Design	Less	0	0.0	3	4.9	3	5.1	6	12.5
	Same	6	42.9	25	41.0	25	42.4	15	31.3
	More	8	57.1	33	54.1	31	52.5	27	56.3
2. Course Delivery	Less	6	42.9	19	31.7	11	21.2	13	30.2
	Same	5	35.7	21	35.0	28	53.8	14	32.6
	More	3	21.4	20	33.3	13	25.0	16	37.2
3. Student Interaction	Less	0	0.0	5	0.9	3	5.1	4	8.0
	Same	6	42.9	14	27.0	15	25.4	11	22.0
	More	8	57.1	41	35.1	41	69.5	35	70.0

N=190

Faculty Perceptions of Professional Development by Online Teaching Experience

A one-way between-group analysis of variance was conducted to explore the impact of years of online teaching experience of faculty perceptions of professional development. Years of online teaching experience were divided into four categories (less than one year, one to five years, six to ten years, and ten or more years). There were no significant differences at the $p <$

.05 level for the age groups regardless of faculty status. Data for faculty perceptions of value for professional development by years of online teaching experience are provided in Table 33.

Table 33 *Faculty Perceptions of Value for PD by Years of Online Teaching Experience*

Faculty Status	<1		1 -5		6 -10		10+			
	M	SD	M	SD	M	SD	M	SD	F	P
Full-Time	3.55	.69	3.40	.90	3.40	1.04	3.34	1.03	.282	.839
Adjunct	3.73	.70	3.52	.87	3.36	1.13	3.30	.87	1.421	.238

N = 509 (Full-Time = 319; Adjunct = 190)

SUMMARY

The purpose of this study was to investigate the perceptions of Kentucky Community and Technical College (KCTCS) full-time and adjunct faculty regarding the current practices, policies, and procedures for online learning. Additionally, the study sought to examine perceptions of time spent creating, conducting, and interacting with students in online courses. Selected study findings were also compared based on faculty years of teaching experience, sex, age, and institutional department.

The survey was sent in an email to all faculty (full-time and adjunct) who were assigned to teach online in Spring 2020. The survey was sent to a total of 1499 faculty, 25 emails were returned by the email system leaving 1474 eligible participants. After incomplete survey results were removed, there were 509 usable responses, a response rate of 34.5%. Faculty participants (N = 509) consisted of 319 (62.7%) full-time and 190 (37.3%) adjunct faculty.

The largest percentage of full-time (59.8%) and adjunct (34.4%) faculty respondents reported teaching for more than 15 years of total teaching experience. The largest percentage of full-time faculty (36.2%) reported teaching online for more than ten years, whereas, the largest percentage of adjunct faculty (34.4%) had taught online for one to five years. There were more

full-time faculty (35.6%) aged 50 to 59 than any other full-time faculty group and more adjunct faculty (28.0%) who were 60 years or older than any other adjunct group. The majority of full-time (61.9%) and adjunct (58.7%) faculty respondents were female. The largest group of full-time (26.9%) and adjunct (31.4%) respondents were associated with the arts and humanities department.

The largest percentage of full-time faculty (60.1%) taught more than 15 hours while the largest percentage of adjunct faculty (45.0%) taught six to 11 hours. For full-time faculty the largest percentage (36.1%) reported teaching between six and 11 hours of those hours online. The largest group of adjunct instructors (45.1%) reported three to five credit hours of online teaching.

Both full-time faculty (70.1%) and adjunct faculty (54.6%) reported spending more time to design online courses as compared to in-person classes. The largest group of full-time faculty (40.6%) devoted more time to online course delivery whereas the largest group of adjunct faculty (40.0%) devoted about the same time to the delivery of online courses as in-person course. Both full-time faculty (78%) and adjunct faculty (67.4%) devoted more time for student interactions in online courses. The largest percentage of full-time faculty (30.1%) and adjunct faculty (39.5%) reported they spent more time preparing content for online courses as opposed to “on the fly” content presentation/creation in in-person classes. Full-time faculty (51.9%) reported higher enrollment capacity in online courses. Full-time faculty (62.0%) responded that higher enrollments hindered some elements of online teaching. Both full-time (53.9%) and adjunct faculty (52.9%) reported feedback as the element of online teaching hindered most by higher course enrollments.

Compared to the desired incentives to support online instruction, few respondents reported incentives other than financial compensation were provided for online teaching at their institutions. Of the desired incentives, financial compensation for course design ranked highest among full-time (67.7%) and adjunct faculty (62.1%). Full-time faculty (63.6%) selected release time for course development and adjunct faculty (57.4%) selected financial compensation for online teaching as the second most desired incentive.

Both full-time (62.3%) and adjunct (67.5%) faculty agreed or strongly agreed their institution provided professional development related to pedagogy for online teaching. Both full-time (51.3%) and adjunct (43.9%) faculty agreed or strongly agreed they have the time to attend professional development. The largest percentage of full-time (52.1%) and adjunct (55.3%) faculty agreed or strongly agreed institutional professional development met their needs. In comment responses, satisfaction with institutional professional development was also the most common response for full-time (30.6%) and adjunct (36.8%) faculty.

The majority of full-time (65.9%) and adjunct faculty (70.1%) respondents either agreed or strongly agreed their institution had a quality assurance process to aid in the development of online courses. The largest percentage of both full-time (64.7%) and adjunct faculty (68.3%) agreed or strongly agreed the institution had a process for regularly reviewing courses. The responses were more varied for the timely feedback of those reviews. Comments regarding quality assurance processes and procedures reflected a need for improvement, clarity of process, and increasing the adequacy of the process.

The majority of full-time (88.9%) and adjunct (88.2%) faculty agreed or strongly agreed the institution provides adequate technical support. More full-time (51.3%) than adjunct (43.9%) faculty agreed or strongly agreed the technology needed to teach online was provided. More than

three of ten (31.8%) of adjunct faculty reported no technology was provided to deliver or develop online courses. Full-time faculty (60.9%) and adjunct faculty (76.7%) agreed or strongly agreed clear and consistent institutional policies for online education were provided. Similarly, full-time (54.1%) and adjunct (71.6%) faculty agreed or strongly agreed the institution had established clear and consistent procedures for online education.

Full-time (81.8%) faculty who have been teaching online for more than ten years spent more time on course design than other faculty with less experience. Full-time (77.9%) and adjunct (63.5%) faculty who have more than 10 years total teaching experience spent more time on course design than faculty with less experience. More than 69% of full-time and 35.1% of adjunct faculty regardless of online teaching experience responded they spent more time for student interaction in online courses. The value of professional development decreased as years of experience teaching online increased.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations related to the study. Chapter elements include sections on problem statements, research questions, methods, summary of findings, conclusions, discussion and implications, and recommendations for further research.

Problem Statement

Nationally, online instruction in higher education has grown steadily over the past two decades. This increased commitment to online instruction has been especially evident in community college systems, including the Kentucky Community and Technical College System (KCTCS). Despite the commitment to online course/program delivery, the development and emergence of relevant policies has not kept pace with the unique demands associated with this expansion of online delivery. This policy and individual college procedure gap has been especially evident as it relates to the role/function of faculty in an online instructional context. Additionally, there is a limited amount of data documenting faculty views regarding needed updates/revisions for relevant online environment policies.

Therefore, this study was designed with the intent to determine faculty views regarding the impact of selected policy elements on faculty role/function in transitioning from a traditional instructional delivery model to an online delivery model in a statewide community and technical college system. The faculty role/function identified in the study included faculty commitments and engagement, quality control and monitoring, professional development and training, and technology access and support.

Research Questions

The following questions guided the creation of the study:

1. How are faculty commitments/engagement addressed institutionally as it pertains to teaching online?
2. What types of training/professional development do faculty receive as it pertains to teaching online?
3. What measures are in place to ensure that faculty receive technology access and support for quality online teaching?
4. What measures are in place to support faculty in the development and delivery of quality online courses?

Methods

KCTCS faculty assigned to teach online sections in the spring 2020 semester (prior to the pandemic remote instruction) were contacted via email and asked to participate in an online survey regarding faculty role/function in online instruction. A total of 1499 faculty were invited to participate in the study. Of those 1499, twenty-five emails were returned by the email system leaving 1474 eligible participants. After incomplete survey results were removed, there were 509 responses. Of those 509 responses, 319 respondents identified as full-time faculty and 190 respondents identified as adjunct/part-time faculty. The survey responses were compiled, and open responses coded. All reasonable measures to ensure anonymity, including demographic information, was employed.

Summary of Findings

Nearly 50% (49.9%) of faculty who participated in the survey have been teaching for more than 15 years. The largest percentage of full-time faculty (36.2%) have taught online for more than 10 years. Adjunct faculty reported less years of online teaching experience which is likely due to higher turnover for adjuncts. More adjunct faculty (34.4%) reported one to five

years of online teaching experience. The age of respondents for adjunct faculty was equally divided whereas there are more full-time faculty who are ages fifty to fifty-nine. There were more women respondents than men.

Both full-time faculty and adjunct faculty reported spending more time to design online courses as compared to in-person classes as well as devoting more time for student interactions in online courses. Full-time (81.8%) faculty who have been teaching online for more than ten years spent more time on course design than other faculty with less experience, while full-time (77.9%) and adjunct (63.5%) faculty who have more than ten years total teaching experience spent more time on course design than other faculty with less experience. Full-time faculty who have been teaching less than a year spent more time delivering course (47.2%) than any other group. More than 61% of full-time and adjunct faculty regardless of teaching experience responded they spent more time for student interaction in online courses. Except for those full-time faculty who have taught online for six to ten years, full-time faculty responded they spent more time delivering courses online. More than 69% of full-time and 35.1% of adjunct faculty regardless of online teaching experience responded they spent more time for student interaction in online courses. While full-time faculty (51.9%) reported higher enrollment capacity in online courses, adjunct faculty comments indicated they were not always aware of what the capacity for their courses were. Both full-time (53.9%) and adjunct faculty (52.9%) reported feedback as the element of online teaching hindered most by higher course enrollments.

Compared to the desired incentives to support online instruction, few respondents reported incentives other than financial compensation were provided for online teaching at their institutions. Of the desired incentives, financial compensation for course design ranked highest among full-time (67.7%) and adjunct faculty (62.1%). Faculty in all departments selected

financial compensation for online teaching more than 51% and financial compensation for course development more than 57%. When viewed by sex and faculty role, female full-time faculty (70.4%), female adjunct faculty, and male adjunct faculty selected financial compensation for course development as the highest selected incentive. Both full-time (60.4%) and adjunct (45.8%) faculty aged twenty-one to thirty-nine selected tenure/promotion as a desired incentive for online teaching more than any other age group and the desirability of this incentive trended downward as age increased. In general, male full-time faculty selected incentives at a lower percentage than female respondents or male adjunct faculty except for release time for course development. More full-time female faculty (61.5%) desired recognition for quality online teaching than other groups of faculty.

The largest percentage of full-time (52.1%) and adjunct (55.3%) faculty agreed or strongly agreed institutional professional development met their needs. The value of professional development decreased as years of experience teaching online increased. Both full-time and adjunct faculty valued professional development higher during the first year of teaching and then the value appeared to decrease as years of teaching experience increased. Faculty comments indicated clearer expectations for requirements for professional development would be helpful, but they were also mostly satisfied with the training offerings. Similarly, full-time faculty comments regarding the quality assurance process and technology support, indicated improvements were needed (36.6%), the process was insufficient (28.1%), and they were unclear about the process (25.3%). Adjunct faculty commented they were unclear about the process (50.0%) and improvements were needed (20.8%).

Conclusions

RQ 1. How are faculty commitments/engagement addressed institutionally as it pertains to teaching online?

The average course load for full-time faculty is 15 credit hours. That varies by course/program area because of how contact hours are assigned. The findings indicate 30% of full-time faculty are teaching between 12 and 15 credit hours, but 60% are teaching above the fifteen credit hours. Adjunct instructors are teaching fewer credit hours with 45% teaching six to 11 credit hours and 34.9% teaching three to five credit hours. For full-time faculty the largest percentage (36.1%) reported teaching between six and 11 hours of those hours online. The largest group of adjunct instructors (45.1%) reported three to five credit hours of online teaching. Full-time faculty appear to have more balanced course loads with both online and in-person courses whereas adjunct faculty teach more of their course loads online.

Time commitments are frequently mentioned as a difference in teaching online versus in-person. The two largest areas for time commitments for online versus in-person courses are course design and interaction with students. A portion of these time commitments are directly related to ensuring that an online learning course has been designed with quality elements which include an intentional organized design, instructor presence, aligned assessments, and opportunities for feedback. More than two thirds (70.1%) of full-time faculty and more than half (54.6%) of adjunct faculty devoted more time to designing online courses than their in-person courses. The practice of providing predesigned course shells to adjunct instructors has become more prevalent and could account for the difference in time that adjuncts report spending on development of online courses. Whereas full-time faculty may have many adjustments to make

to a course, adjuncts may only need to add only personal contact information or select assignments from a catalog of assignments.

Time devoted to delivering an online course refers to time spent teaching, providing instruction, and/or instructional guidance. While adjunct faculty (40.0%) replied they spent about as much time for online delivery as in-person delivery, 117 (40.6%) full-time faculty responded they spent more time on online course delivery than in-person indicating a difference in distribution of effort for adjunct versus full-time faculty. Delivery time for online courses includes the creation of lecture videos, synchronous class sessions, and other teaching activities. The findings indicate adjunct faculty are not spending as much time creating the instructor presence or content for online courses like full-time faculty are. The majority of full-time faculty (78.0%) and adjunct faculty (67.4%) spent more time in online courses on student interactions than they did for in-person courses. This interaction time was spent providing feedback to students, replying on discussion boards, and with other communications.

The enrollment capacity for online courses does not always match the in-person capacity. More than 80% of the time course capacity is different than an in-person course, it is a larger enrollment capacity, creating issues in providing feedback, communicating, and interacting with students. Adjunct faculty did not view larger enrollment capacities as an issue, however, and often attributed the larger capacity in online courses because of not being limited to seat availability inside of a classroom.

RQ 2. What types of training/professional development do faculty receive as it pertains to teaching online?

Full-time and adjunct faculty are generally satisfied with the online teaching professional development opportunities offered by their institutions. More than half of the respondents said

training for pedagogy for online courses was offered. Nearly half report they have time to attend the trainings/professional development sessions and a similar number believe the trainings met their needs for teaching online.

RQ 3. What measures are in place to ensure that faculty receive technology access and support for quality online teaching?

Technology access, availability, and support vary across institutions. Overall, faculty expressed high satisfaction with technology support. Around 50% of full-time faculty were supplied with the technology necessary to teach online. That number was lower for adjunct instructors with around 43% reporting they had the technology necessary for teaching online. Faculty did express a need for improvements in technology support for specific teaching technologies like programs used in conjunction with the LMS and ADA compliance.

RQ 4. What measures are in place to support faculty in the development and delivery of quality online courses?

Incentives are not offered at high or consistent rates among the institutions. Financial compensation was the most commonly offered incentive for online teaching with 37.0% of full-time faculty and 34.7% of adjunct reporting availability. More than half of the full-time faculty desired financial compensation for online course design, release time for course development, release time for training, and reduction of on-campus hours as incentives. From the comments, some adjunct faculty did not feel like incentives would be available to them because of their employment status.

Full-time and adjunct faculty feel institutions are implementing quality assurance efforts. More than 60% of full-time and adjunct faculty reported quality assurance measures for course development and reviewing courses. Fewer than 50% of faculty reported their institutions

provided timely feedback from the course reviews and recognition for quality online efforts. Fewer than 50% of faculty teaching online courses are evaluated based upon online delivery, instructional methods and practice.

Conclusions from Ancillary Findings

Faculty incentives for online teaching are desired more by women than by men and full-time faculty are more likely to desire incentives than adjunct faculty. While not all incentives for online teaching have the same desirability, incentives like tenure/promotion showed a relationship to the age of the respondent. Both full-time and adjunct faculty aged twenty-one to thirty-nine selected tenure/promotion as a desired incentive for online teaching. As the age of respondents increased, the desirability of tenure/promotion decreased except for adjunct faculty aged 50 to 59 who showed a slight increase of desirability over their counterparts in neighboring age groups.

Both full-time and adjunct faculty of all age groups and departments showed the highest desirability to receive financial compensation for course development. Given that faculty also felt course development was an activity they spent more time on than in person courses provides context for the high desire for this incentive.

Policy/Administrative Discussion and Implications

Comments included with responses revealed many faculty are satisfied with online initiatives and quality efforts at the institutions. There are several areas, however, where improvements to processes would likely improve that satisfaction, increase morale, and increase the quality of online courses. With many areas showing only half of faculty responding favorably, improvements are necessary regarding course capacities, feedback from course quality evaluations, professional development, and incentivizing online teaching.

Wilson (2000) reported financial compensation for course design in the early days of online initiatives. Incentives, however, are not often considered as they once were during the adoption of online learning and administrative acknowledgement of the need for reward has not been consistently evident in literature or applied at the institutions. Given that a significant number of respondents would have been teaching during those times, an understanding of incentives for extra/difficult work had been established and then removed as an option. There is a clear need to provide stipends and/or schedule adjustments to accommodate the extra work for teaching and designing online course as well as to participate in training which has been supported in the research. This is especially important to ensure and maintain quality of online course design and teaching.

The Van Rooij and Zirkle (2016) findings for process improvement suggested providing access to instructional designers to help with the more technical developments of online courses, and the equivalent of one course release in acknowledgement of the time it takes to develop an online course. While no specific questions were asked about instructional designers or the use of standardized course shells, there were some comments from respondents regarding the practice. When available, faculty need the time to work with instructional designers to develop and/or improve online courses. Not all institutions have access to instructional designers who have specific skills for course design and development. It becomes even more important for institutions without instructional designers available to adjust time for faculty who are working on improving courses.

Since 2018, KCTCS has undergone several changes to online learning procedures with the goal of improving online course quality. While this has been a goal since the adoption of online learning, more intentional and deliberate efforts have been made in recent years. There

have been increased efforts to ensure quality through the adoption of institutional quality assurance rubrics. All institutions have agreed to use the Blackboard Exemplary Course (ECP) rubric, but some also use additional rubrics and evaluative programs like Quality Matters or an internally created rubric. While many schools continue to provide internal training opportunities, the Online Learning Department at the System Office has also increased online opportunities for trainings and has focused more efforts on quality course elements such as alignment, assessment, andragogy, and accessibility.

From the findings, however, it is evident some efforts are not reaching all faculty at all institutions. In particular, adjunct instructors are predictably not receiving the same training or technology access or support. Some adjuncts commented they did not have time to participate in professional development opportunities. Because this is understood within the system, some efforts have now been made to create recorded sessions as well as self-paced modules. Adjunct faculty have less availability for technology provided by the institutions since they often do not have a dedicated space for access or do not come to campus and are responsible for providing their own technology. This difference in the availability of technology has the potential to also reduce the technology used within online courses to make them more interactive, engaging, and accessible.

There are also implications for hiring adjunct instructors who do not have the appropriate training to teach online and for whom teaching is not their full-time position. As Dumford and Miller (2018) noted, adjunct instructors may not concentrate on improving their teaching "and instead simply do what they can to get through the course" (p.460). While many adjuncts provide quality instruction, the expectation for adjunct course quality is not always the same as for full-

time faculty and this is evident in the difference between support offered to adjunct instructors versus full-time faculty.

While adjunct understanding of the quality assurance process is lower than the level of understanding for full-time faculty, the full-time faculty percentage of responses is not as high as expected. This is evident in the comments which are coded in Table 13. Whereas Table 12 indicates findings consistent with both faculty groups acknowledging quality assurance policy and practices, adjunct faculty comments frequently confused the student evaluation of instruction process for the quality assurance process. Student evaluations are not used in the quality assurance rubric process at any institution. Since the institutional adoption of quality assurance rubrics at all 16 institutions has occurred, better communication of the procedure for evaluation is needed in addition to the local and system trainings for standards-based course design.

Changes to workload calculations have also been a conversation, but that conversation is more reflective of the difference in contact hours for technical programs than academic programs. The conversation does not always acknowledge the difference for in-person versus online courses. Therefore, institutions would benefit from having conversations about the time difference between the modes of delivery with the intent of creating a more equitable workload calculation.

As part of this conversation about workload, it is important for administrators to understand how these time differences exist in part because of quality design and delivery efforts. Van de Vord, and Pogue (2012) highlight that differences in time for online courses versus in-person can be related to the amount of time spent for course development. For example, instructor presence like creating videos for introduction and lectures can be time consuming activities an in-person instructor would not need to complete. As Dishman (2018)

notes, the practice of creating videos for students allows them to "[know] the faculty as a real person" (p.103).

Creating quality courses in terms of design and elements to be included continues to be a time and labor-intensive effort, especially as best practice and quality assurance efforts are increased. Online teaching faculty also report the time-intensive practices such as being available to respond to students' questions or concerns. Unlike in a scheduled in-person course, online students may filter in and out of online classrooms at any time of day. As Hadsell (2012) noted, instructors feel like they are "always on." Online faculty also reported in the study findings a need to be available in evening hours as well. Therefore, faculty who teach online heavy loads should be given additional considerations for the required hours on campus, course capacity, and number of course preparations.

Overloading courses or increasing course capacity for online courses can affect course quality and student success. Faculty reported larger capacities resulted in delayed or lower quality feedback. Practitioners know student interactions with content are just part of the three-pronged intentional interaction required for students to be successful online courses (Mehall, 2020). Quality, intentional, and timely feedback often suffers when the course capacities are too large, especially in writing intensive courses. By reducing course capacity, the quality of the feedback should also improve.

While feedback on assignments created with the intent to improve are important, other faculty interactions with students such as with those on discussion boards or similar interaction tool have value in the course in establishing and maintaining a sense of community. These interactions also cost instructor time and the payout is not always high, as Lieberman (2019) notes. The study conducted by Mandernach, Hudson, and Wise (2013) found faculty spent

14.73% of their weekly time responding to discussion threads. Discussion boards are another example of a technology tool that has evolved over time from a suggested resource to a required resource for online courses. When discussion boards do not work well in terms of student interaction, they can cause frustration.

Faculty also self-reported relying more on third party vendors such as Pearson MyLab products to reduce the workload of over cap courses. Products such as Pearson MyLab include automatically graded assignments and wrong-answer feedback (correct/incorrect). This type of feedback, while timely, provides no support for student improvement. Over-reliance on third party products has been a topic of conversation in recent years because of SACSCOC and Department of Education regulations regarding regular and substantive interaction. While supplemental resources are useful and have their place, online courses that over rely on these technologies are in danger of being considered correspondence courses which would violate the current Department of Education regulations making those courses ineligible for financial aid.

In reducing the required hours on campus, online faculty are permitted to work in an environment that best suits their online processes which may be the home office. The issue of required on campus hours has lost some momentum because of the transition to remote instruction during the pandemic response. Faculty have spent more than a year working entirely remotely or in a hybrid format, adjusting various teaching strategies and processes to fit the mode of delivery. While this was not ideal for every situation, it did prove that it could be accomplished and more consideration for workplace flexibility could increase faculty morale.

Some comments indicated faculty at some institutions are provided a course designed by course developers/instructional designers when they are assigned certain courses which would be significantly less work than building a course from the beginning and may be a reason for some

difference in the amount of time reported for course design. The use of created course shells is viewed as helpful by some faculty and a hinderance by others. Some faculty argue this infringes on their academic freedom while others appreciate the "skeleton" shell to build from or subscribe to the value of course shell standardization for students. Lohle (2019) responds to the what he refers to as a myth regarding course shells removing flexibility. He asserts "a well-designed LMS course shell enhances flexibility because instructors can rest assured their course's core design is effective" (p.29). As this practice grows for both practical and quality assurance reasons, institutions will need to adopt a policy regarding the usage of the shells. For example, some institutions only require adjuncts to use created course shells whereas other institutions require all instructors teaching a particular course to use the created shell. Additionally, some course shells have allowed flexibility for assignments whereas other shells must be taught as presented. This should be an institutional decision and a policy should be made to reflect the practice that is being adopted to create clear expectations for faculty teaching the course.

The use of instructional designers is a practice supported by the findings of various studies including the CHLOE 3 (Garrett, Legon, and Fredericksen, 2019) report. The CHLOE 3 report, noted instructional designers are often absent within community college settings because of insufficient resources (p. 23). A few institutions within KCTCS have their own instructional designers, but most do not have either official instructional designers or employees who function in that role. KCTCS has hired instructional consultants who have been assigned to regions for various functions. As Dunn (2017) noted while instructional designers are often received favorably, there is a general mistrust for initiatives that originate at the system office level instead of the institutional level.

Given that instructional designers would help with quality course design and the amount of time need to develop courses, it is likely that the institutions will adopt the trend of having full-time instructional designers at each institution in the coming years. Karthik, Chandrasekhar, David & Kumar (2019) highlight benefits of using instructional designers to help design especially labor-intensive elements of online courses like the incorporation of problem based learning and technical assistance. Instructional designers with the support of administrators responsible for online learning can reduce the technology barriers and increase the course quality.

Faculty responses and comments indicated there was satisfaction with training currently offered at an institutional and system level. In recent years there has been a shift from technology application training to pedagogical concepts. Some comments expressed satisfaction with an initiative by the Online Learning Office housed at the KCTCS System office which provided additional training opportunities. These were offered online to help meet the needs of faculty and provide additional training opportunities. Findings suggest training of this nature was only sporadically or never offered at individual institutions due to staffing. The mode of delivery for training has also changed in recent years. In previous years sessions were held in person which created time issues and occasionally distance issues as well. By offering training through Microsoft Teams, Blackboard Collaborate, or other self-paced training modules, faculty can participate in trainings when it is convenient for them.

Faculty comments expressed some confusion and/or frustration about trainings, specifically which trainings they should attend. This frustration is symptomatic of a larger issue related to poor professional development planning and policy. Only some institutions have a

required amount of professional development for faculty (full-time and part-time). Baran and Correia (2014) recommended an individualized approach to best meet faculty needs.

The faculty on-boarding process is also inconsistent at most institutions. Mohr and Shelton (2017) recommend creating a professional development culture specific for online learning for faculty since those needs will be different than in-person training needs. This may mean that faculty cannot be hired and expected to teach online until they have received appropriate training. Administrators will have to create plans to allow for the complex process of developing faculty to teach online. As Mohr and Shelton (2017) assert, this process should be a data driven process to "ensure that changes are made in future course offerings" (p. 135). The data needed for these changes would come from success rates, quality assurance rubrics, and training evaluations. This will have to be an administratively driven process though as most institutions do not have an official Chief Online Officer (COO) with authority to enforce quality assurance or faculty development. The CHLOE 4 (Garrett, Legon, and Fredericksen, 2019) report indicates there has been an increase in naming a COO at institutions in recent years to have lead or shared authority for online efforts (p.13).

Study findings indicate a set of system/institutional policy/procedure recommendations and guidelines for online learning is necessary. The online learning guidelines would benefit institutions by reducing inconsistencies and providing a clearer set of expectations for faculty regarding online teaching. Policies framed in terms of support for faculty to encourage growth, rather than punitive measures would also encourage faculty to engage in best practices benefiting students and the institution. These policies should be reviewed at regular intervals to reflect changes in the culture of the institution, changes in federal and regional accreditation requirements, and changes in best practices for online teaching/learning.

Recommendations for Further Research

Two studies referenced in this study addressed online learning within KCTCS. Dunn (2017) and Wilson (2000) provided findings with different purposes, but reviewed in comparison to this study showed the amount of time and change occurring within the system. For example, only a third of the KCTCS schools had a quality rubric in 2017, but all KCTCS schools had adopted a rubric by 2020. Therefore, there will likely be progress within the institutions' online learning efforts as they adopt quality assurances measures in a more deliberate way and how that affects the development and delivery of online courses.

As regional accrediting agencies and federal regulations increase requirements for online learning, the relationship to those requirements and increased quality of online courses could provide useful information regarding standards-based design and delivery. In particular, the relationship between student success and increased quality efforts for online courses should be studied more as institutions navigate the changing role of online education as a choice and as an alternative to in-person instruction during emergency events like a pandemic. While organizations like Quality Matters and Edventures have begun the work to study the effects of the pandemic on higher education and detailed those in the CHLOE 5 report (Garrett et al, 2020), there are more micro level findings regarding online education and course quality, support for online teaching faculty, and technology access.

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APPENDIX A: APPROVAL LETTERS

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

March 6, 2020

Sara Brown
902 Technology Dr
Grayson, KY 41143

RE: An Investigation of the Effect of Selected Policy Elements on the Function of Faculty in an Online Learning Environment

Dear Sara:

After careful consideration of your application to the KCTCS Human Subjects Review Board, I have determined that you are eligible for exemption from federal regulations regarding the protection of human subjects based on your research using a procedure that meets the exempt review criteria section 7 (2).

Thank you for your cooperation in meeting the federal requirements for conducting research that utilizes human subjects. We appreciate your notification to this board and we will keep your information on file.

Sincerely,

Kris Williams, Ph.D.
KCTCS Chancellor

Pamela M. Duncan
Associate General Counsel
Chair, KCTCS Human Subjects Review Board

cc: Alicia Crouch
Vice Chancellor of Research & Policy Analysis

Kentucky Community and Technical College System
300 North Main Street
Versailles, KY 40383
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MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity

March 11, 2020

Sara Brown
902 Technology Dr.
Grayson, KY 41143

Dear Ms. Brown:

This letter is in response to the study that was approved by the Kentucky Community & Technical College System (KCTCS) Human Subjects Review Board entitled *"An Investigation of the Effect of Selected Policy Elements on the Function of Faculty in an Online Learning Environment."* I have conducted a facilitated review and am in agreement with the KCTCS Human Subjects Review Board. The Code of Federal Regulations (45CFR46) has set forth the criteria utilized in making this determination. If there are any modifications to the study requiring IRB approval please submit a description of the modification along with a copy of the KCTCS Human Subjects Review Board modification approval letter to the Marshall University Office of Research Integrity for administrative review.

I appreciate your willingness to submit the study for an administrative review. Please feel free to contact the Office of Research Integrity with any questions or if modifications to the study are required.

Sincerely,

Bruce F. Day, Th.D., CIP
Director
Office of Research Integrity

APPENDIX B: SURVEY INSTRUMENT

Online Education Survey

Sara Brown, Doctoral Candidate

Marshall University

Email Cover Letter

Thank you for taking the time to learn more about the purpose of this survey. The title of my dissertation project is: *An Investigation of the Effect of Selected Policy Elements on the Function of Faculty in an Online Learning Environment.* You have received this invitation to participate in the study because you have taught online for KCTCS. I hope to receive feedback from faculty who have taught online about their workload, class enrollments (student cap), designing and delivering online courses, and support (faculty development/training and technical support).

Your responses will be about teaching online within KCTCS. Your responses are very important. You have the option of not completing the survey, but you are also free to skip any questions or stop participating at any time.

There are no known risks to participating in this study. Responses will remain anonymous. Although the survey does include an option to be contacted for a follow-up interview, the responses on the survey will not be connected to any information entered into those fields.

For questions about this study, you may contact Sara Brown at 606-326-2015 or Sara.Brown@kctcs.edu. Alternately, you may contact Ronald Childress EdD (PI) at 304-545-0245 or rchildress@marshall.edu. If you have any questions concerning your rights as a research

participant, you may contact the Marshall University Office of Research Integrity at 304-696-4303.

Thank you in advance for your willingness to consider participating in this study. Study findings will be shared with all participants.

Sincerely,

Sara Brown, Professor

eLearning Activities Coordinator/Learning Specialist, ACTC

Doctoral Candidate, Marshall University

606-326-2015

Brown112@marshall.edu or Sara.Brown@kctcs.edu

Survey

The purpose of this study is to: a) examine the potential differences in course development and delivery for in person versus online courses, and b) examine the support for online course development, design, and teaching, and c) examine the relationships between online education expectations, support and faculty commitments.

Please select the options that best match your current situation.

A. Faculty Commitments and Engagements

1. What is your course load per semester?

   A. < 3 credit hours

   B. 3- 5 credit hours

   C. 6 – 11 credit hours

   D. 12 – 15 credit hours

   E. > 15 credit hours

2. On average, how much of your course load consists of online courses?

   A. < 3 credit hours

   B. 3- 5 credit hours

   C. 6 – 11 credit hours

   D. 12 – 15 credit hours

   E. > 15 credit hours

3. Additional comments about course load:

Motivations/Incentives

4.

Types of Incentive	A. Which of the motivation/incentives does your institution provide for teaching online?	B. Motivations/incentives would Support/Encourage Quality Online Teaching Practices?
Earning Tenure and/or advancement in rank		
Salary Increase		
Financial Compensation for teaching online		

Financial Compensation for development of new courses		
Release time for training		
Release time to develop courses		
Reduction in required on campus hours		
Reduction in course load		
Recognition for online teaching efforts		

5. Additional Comments related to motivations/incentives:

Course Enrollment Capacity

6. The enrollment cap for my online courses are the same as in-person courses?

   A. Yes

   B. No

7. If no, is the enrollment cap higher or lower? _____

8. If the enrollment cap is higher, are there elements of your online course or teaching that are hindered by exceeding the enrollment capacity? Ex. Feedback time, Quality of Feedback

   A. No

   B. Yes

9. If yes, please provide examples:

10. Additional comments about enrollment capacity:

Online Courses

11. Which of the following best describes the amount of time you devote to course design?

    A. I spend more time designing in person courses than online courses.

    B. I spend more time designing online courses than in person courses.

    C. I spend about the same amount of time designing my courses, regardless of delivery mode.

12. Which of the following best describes the amount of time you devote to course delivery:

    A. I spend more time delivering in person courses than online courses.

    B. I spend more time delivering online courses than in person courses.

    C. I spend about the same amount of time delivering my courses, regardless of delivery mode.

13. Which of the following best describes the amount of time you devote to responding to student interaction activities (email, discussion board, etc.):

    A. I spend more time responding for in person courses than online courses.

    B. I spend more time responding for online courses than in person courses.

    C. I spend about the same amount of time responding in my courses, regardless of delivery mode.

14. Additional comments related to online course differences:

Technology Access and Support

15. The college provides adequate technical support (ex. Blackboard training, technology troubleshooting tips) for faculty in the development of online course(s)
16. The college provides faculty teaching online with the necessary technology to deliver their online course(s)
17. The college has established clear and consistent policies for online education
18. The college has established clear and consistent procedures for online education

19. Additional Comments related to technology access and support:

Professional Development and Training

20. The college provides adequate pedagogical training/support for faculty in the development of online course(s)
21. I have adequate time to attend the professional development/training that I need for online teaching.
22. The professional development/training I receive for teaching online meets my needs.
24. Additional comments related to professional development and training:

Course Quality

25. The college has a quality assurance process to aid in the development of courses
26. The college has a process for regularly reviewing online courses to ensure the quality of the course content
27. The college provides online course review feedback to instructors in a timely manner
28. Online courses that meet or exceed institutional and/or national standards are recognized

29. Faculty teaching online are evaluated based upon online delivery, instructional methods and practice

Demographic and Background questions

30. Please indicate your role

    A. Full Time Faculty

    B. Adjunct Faculty

    C. Other: Please specify _____

31. How many total years have you been teaching?

    A. <1

    B. 1-5

    C. 6-10

    D. 11 – 15

    E. >15

32. How many years have you been teaching online?

    A. <1

    B. 1-5

    C. 6-10

    D. >10

33. What is your age?

    A. 21-29

    B. 30-39

    C. 40-49

D. 50-59

E. 60 or older

34. What is your gender?

A. Male

B. Female

C. Prefer not to say

35. What department do you work in?

A. Arts and Humanities

B. Math

C. Natural Science

D. Allied Health/Health Sciences

E. Social and Behavioral Science

F. Business

G. Career and Technical Education

H. Other: Please Specify _____

VITAE

SARA A. BROWN

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EDUCATION

Morehead State University, Morehead, KY
M.A., English **2014**

University of Kentucky, Lexington, KY
M.S., Library Science **2003**

Marshall University, Huntington, WV
B.A., English **2001**
Minor: Spanish

EXPERIENCE

Ashland Community and Technical College
Professor, eLearning Activities Coordinator/Learning Specialist, Title III **2016 – Present**
Evaluate quality of new and existing courses (online and hybrid) using the Quality Matters Rubric, Blackboard ECP, and in-house methods; provide training on ADA compliance and accessibility; provide training and assistance for course design; create training schedules and work with faculty to meet their needs; work with Department of Education and Federal entities to ensure appropriate objectives and standards are met as part of the Title III grant award; Supervise Title III personnel, including the Instructional Designer, Student Support Specialist, and peer mentors

Ashland Community and Technical College
Associate Professor/Professor
English 101 and 102, and Humanities 120 **2013-2016**
Provided instruction, both online and in-person; created and maintained online course shells and instructional materials; met with students upon request; graded all work, including department assessments

Ashland Community and Technical College

Public Services/Government Documents Librarian
Instructor/Assistant Professor/Associate Professor **2004 - 2013**
Created and implemented Library instruction (Information Literacy); provided multiple instruction sessions each semester for both information literacy and other relevant workshops; created and implemented online information literacy module via Blackboard and LibGuides; publish and distribute Library promotional materials (newsletter, blog, etc.); maintain the Library website, including databases and relevant supporting materials; provided faculty research training; maintained Government Documents Collection including weeding and cataloging; served on multiple state-wide library advisory committees

Hazard Community and Technical College
Instructor, Extended Campus Librarian **2003 - 2004**
Provided services to three remote campuses, including interlibrary loans and research assistance; created and implemented Library instruction (Information Literacy); provided multiple instruction sessions each semester for both information literacy and other relevant workshops; publish and distribute Library promotional materials (flyers, pamphlets, etc.); maintain the extended campus Library website; assisted in the development of the Technical Campus Library

University of Kentucky
Research Assistant, Distance Learning Library Services **2002 - 2003**
Provided library research and research materials to online students, including doctorial students; created online training materials with Dreamweaver; created and maintained Access databases; worked with Copyright Clearinghouse and affixed appropriate copyright statements to materials