The Dissertation Committee for Joanne G. Heilman certifies that this is the approved version of the following dissertation:

HIGHER EDUCATION FACULTY SATISFACTION WITH ONLINE TEACHING

Committee:

Paul E. Resta, Supervisor

Jenny O. Burson

Anthony J. Petrosino

Kathy J. Schmidt

Marilla D. Svinicki

HIGHER EDUCATION FACULTY SATISFACTION WITH ONLINE TEACHING

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Joanne G. Heilman, B.S.; M.A.

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DEDICATION

To my mother Rita Ann (Raschein) Lovorn, who taught me the gentle art of wondering, my brother, Lee James Lampe, who has always been my encourager and hero, and my husband, Lawrence Keith Heilman, who has loved and supported me in both sickness and in health.

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Higher Education Faculty
Satisfaction With Online Teaching

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This research explored 19 higher education faculty members' perceptions of satisfaction with their online teaching work, identified elements that enhance or inhibit these higher education faculty members' online teaching satisfaction, and provided a theoretical framework, *higher education faculty online teaching satisfaction a conceptual model*, to understand the relationship among these elements. The study participants represented eight different university campuses, three academic disciplines, and 10 online programs. Data was collected from multiple sources including an online background questionnaire, semi-structured interviews, and public documents. Data was analyzed using the procedures for developing constructivist grounded theory proposed by Charmaz (2006).

The researcher posits that the *individual context* component in this conceptual model affects, and is affected by the *work context* component as follows, online teaching work-related experiences are subjectively interpreted by individuals and groups of individuals, i.e., *work-related perceptions*, which affect, and are affected by individual(s)

socially constructed and subjective interpretations of their online teaching work, i.e., individual(s) *interpretations of work circumstances*. The work-related perceptions and individual interpretations of the online teaching work circumstances reciprocally interact with each other, affecting and being affected by the first two components, individual context and work context, which also reciprocally interact and affect, and are affected by the faculty member(s) affective and cognitive evaluations of their online teaching work. These affective and cognitive evaluations result in a continuum of *online teaching satisfaction*. The resulting continuum of online teaching satisfaction can reciprocally affect, and be affected by any or all of the previously mentioned components of the conceptual model of this research.

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Chapter I: Introduction

STATEMENT OF THE PROBLEM

Tack and Patitu (1992) accurately predicted a higher education faculty shortage that would begin in 2000 and continue for several decades. Almost three-quarters (71.0%) of the nursing schools responding to the 2006 American Association of Colleges of Nursing (AACN) survey pointed to faculty shortages as a reason for not accepting all qualified applicants into their entry-level baccalaureate programs (Rosseter, 2007). Faculty shortages are due to numerous factors including faculty members' salaries in most disciplines are well below those of other professions, "consequently institutional officials and current faculty in higher education must recognize the factors that lead to job satisfaction among faculty and eliminate them; conversely, they must recognize the factors that increase job satisfaction and enhance them" (Tack & Patitu, 1992, p. 1).

Educational researchers have borrowed from organizational psychology, human resources management, and business administration to define, measure, and interpret the significance of faculty job satisfaction. While a significant body of literature has been created concerning faculty job satisfaction in traditional classrooms, (Lester, 1988) few researchers have explored the job satisfaction of higher education faculty members who are teaching online (Maguire, 2005). Wolcott concluded, while online teaching is a role expectation for new and prospective higher education faculty members, faculty issues have been fundamentally ignored in distance education research until recently (2003).

The number of institutions of higher education that are utilizing the Internet for the electronic delivery of courses or entire academic programs is growing at an extraordinary rate (Hanna, 2003; Maguire, 2005; McIssac & Gunawardena, 1996, 2004; Phipps & Merisotis, 1999; Shea, Pickett & Li, 2005). Researchers have indicated that job

satisfaction is directly related to employee retention (Shore, Newton & Thornton, 2000) and institutional policy makers have underestimated the effort and commitment required of faculty members that are being asked to develop and deliver online instruction (Thompson, 2004). The necessary technological and political frameworks, which are needed to support online educational efforts, have often lagged far behind the ongoing and phenomenal growth of online enrollments at many institutions of higher education (Folkestad & Haag, 2002; Allen & Seaman, 2005).

Online courses increased by 32% during the period from 1995-1998, and all types of distance learning courses and programs doubled, with more institutions using asynchronous Internet instruction (58 percent of institutions), two-way interactive video (54 percent), and one-way prerecorded video (47 percent), than other forms such as radio broadcasts or audio phone conferencing (US Department of Education, 1999). Fifty-six percent of all 2-year and 4-year Title IV-eligible, degree-granting institutions offered distance education courses during the 12-month 2000–2001 academic year. Ninety percent of these institutions reported that they offered online courses using asynchronous computer-based instruction as a primary mode of instructional delivery. The estimated enrollments, in all distance education courses offered by these 2-year and 4-year institutions, numbered over three million (US Department of Education, 2003).

The explosive growth of online distance education has been fostered by the advancement of computer-based communication technologies, which include powerful and reasonably priced home computer systems and a rising number of homes with Internet access (Moore, 2003; Omoregie, 1997). These improvements, combined with globalization and incorporation of new information and communication technologies, are changing the structure and practice of higher education, blurring the distinctions between distance education and traditional education, changing higher education faculty members'

roles, working conditions, and student-faculty relations (Burbules & Callister, 2000). Higher education faculty members are increasingly being called on to enhance their courses with online materials, or to deliver their courses partially or totally online, and the enrollments in online programs continue to escalate (Allen & Seaman, 2006; Connick, 1997; Twigg, 2002).

Faculty utilizing instructional technology for delivery of courses via the Internet are not only expending effort and time to teach online courses, but they are also fulfilling diverse and demanding roles, functioning as change agents that, "experiment with technology and educational methods and continually upgrade their knowledge and skills" (Porter, 1997, p. 199). To succeed in online learning environments, faculty may be required to function as content experts, learning process design experts, process implementation managers, motivators, mentors, and interpreters, in an educational environment characterized by rapidly expanding and changing technologies (Massy, 1998; Phipps & Merisotis, 1999).

Mason (1991) created a research framework that delineated three major online instructor roles, organizational, social, and intellectual. Berge (1995) expanded Mason's framework in his research, and offered pedagogical suggestions based on his findings, such as suggesting that online instructors introduce conflicting opinions to stimulate discussion and require their online students to introduce themselves at the beginning of an online course to facilitate a sense of community. Bonk, Kirkley, Hara, and Dennen (2001) have since used Mason's framework (1991) and Berge's (1995) derived framework to describe various components of Web-delivered courses. Bonk and Dennen (2003) delineated the various roles and functions of online instructors and concluded, "the online instructor must constantly shift between instructional, facilitator, and consultant roles" (p. 338).

New roles and modes of producing and delivering instruction often result in a public record of faculty pedagogy and added dimensions of faculty work that challenge traditional institutional systems' mechanisms for acknowledging and rewarding higher education faculty members' teaching, research, and service efforts (Wolcott, 2003). Technological tools, asynchronous discussion formats, and pedagogical practices based on constructivist learning theories are increasingly being utilized to promote student interaction, critique, and collaboration in online courses (Bonk & Dennen, 2003); as a result a major cultural change is underway for higher education faculty (Berge, 1998; Truman-Davis, Futch, Thompson & Younekura, 2000; Twigg, 2004). The utilization of Web-based tools are shifting faculty away from "traditional" instructor-led pedagogical practices (Bonk & Dennen, 2003) e.g., the role of domain expert that delivers information via lecture to the new role as co-learner and facilitator of learning (Lin, Bransford, Hmelo, Kantor, Hickey, Secuule, Petrosino, Goldman & Cognition and Technology Group at Vanderbilt, 1996). Moore (2000) questioned if distance teaching requires more or less work for faculty members and Dirr claimed that, "just below the surface of that question [Moore's], however lie the issue of 'quality' of instruction and the amount of interaction between the student and the instructor" (2003, p. 464).

The Sloan Consortium (Sloan-C) is an association of institutions and organizations that encourages research to answer questions like Moore (2000) asked, by facilitating the collaborative sharing of knowledge and effective online education practices. The focus of Sloan-C includes increasing students' satisfaction with online learning and online faculty members' online teaching satisfaction; and improving learning effectiveness, access, affordability, for both learners and faculty. Sloan-C publishes the results of annual surveys conducted to answer fundamental questions about the nature and extent of online instruction in higher education institutions in the United States.

Although Sloan-C acts as the publisher of the annual reports, to ensure objectivity, the consortium does not exert editorial control over the survey design, data capture, data analysis, or presentation of the findings.

The publication of the results from annual Sloan-C surveys began with the publication of *Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003* (Allen & Seaman, 2003). The 2003 Sloan-C survey report indicated that institutions of higher education were embracing online education as a delivery method. However, this report also indicated that the academic leaders of these institutions estimated that faculty acceptance of online education was conservative, with a very slim majority of administrators at doctoral/research institutions (54.6%) and master's degree granting institutions (55%) indicating that their faculty accepted the value and legitimacy of online education (Allen & Seaman, 2003). The majority of higher education chief academic officers surveyed in 2005 indicated that they believed more effort is required to teach an online course than a face-to face course (Allen & Seaman, 2005).

The fourth annual Sloan-C survey report, *Making the Grade: Online Education in the United States 2006,* was based on responses from over 2,200 colleges and universities. The 2006 survey research report described the record growth of online enrollments in colleges and universities, revealing that 3.2 million students took at least one online course during the fall 2005 term (Allen & Seaman, 2006), which was almost double the reported enrollment of 1.6 million college and university students studying online in the fall of 2002 (Allen & Seaman, 2003). The 2006 Sloan-C survey respondents were asked to rate significant *barriers* to the widespread adoption of online learning. The barrier most cited by academic leaders of every institutional size and type in this survey was, "students need more discipline to succeed in online courses" (Allen & Seaman, 2006, p. 13). The second most cited barrier was, "greater faculty time and effort required

to teach online." The third and fourth most cited barriers, respectively were, "lack of acceptance of online instruction by faculty" and "online education cost more to develop and deliver" (Allen & Seaman, 2006, p.13). While perceptions of faculty acceptance have improved, lack of acceptance of online instruction by faculty was still cited as a major barrier to widespread adoption of online learning at doctoral/research institutions (31.1%) and Master's degree granting institutions (33.3%) in the 2006 Sloan-C survey (Allen & Seaman, 2006).

The 2006 Sloan-C survey respondents were asked to rate significant *barriers* to the widespread adoption of online learning. The barrier most cited by academic leaders of every institutional size and type in this survey was, "students need more discipline to succeed in online courses" (Allen & Seaman, 2006, p. 13). The second most cited barrier was, "greater faculty time and effort required to teach online." The third and fourth most cited barriers, respectively were, "lack of acceptance of online instruction by faculty" and "online education costs more to develop and deliver" (Allen & Seaman, 2006, p.13). While perceptions of faculty acceptance have improved, lack of acceptance of online instruction by faculty was still cited as a major barrier to widespread adoption of online learning at doctoral/research institutions (31.1%) and Master's degree granting institutions (33.3%) in the 2006 Sloan-C survey (Allen & Seaman, 2006).

Gunawardena and McIssac (1996) attributed higher education faculty members' slow adoption of distance education to faculty resistance to and lack of knowledge of the new technologies for teaching and learning. Olcott and Wright (1995) asserted that another key factor in faculty resistance, "has been due in large part to the lack of an institutional support framework to train, compensate, and reward distance teaching faculty commensurate with those traditional instructional roles" (p.5). The proliferation

of Web-delivered courses and programs is also paired with skepticism and concern about the effectiveness and quality of distance learning courses and programs.

Many policy makers, administrators, educators, and parents fear that without face-to-face classroom interactions students who are enrolled in courses via distance education do not receive instruction equal in quality to what they would receive in traditional classrooms (Cyrs, 1997; Khan, 1997, 2001; Moore, Tompson, Quigley, Clark & Goff, 1990; Moore & Kersey 1996; Schank, 1999; Twigg, 2002). Faculty adjustment to cultural change is further complicated by social pressures, which are demanding accountability for student learning (Hill, 1997; Schank, 1999; Noone & Swenson, 2001; Popham, 2001; Twigg, 2002). Yet, eighty-two percent of respondents to the Sloan-C 2005 survey claimed that it is no more difficult to evaluate the quality of an online course than it is to evaluate the quality of a face-to-face traditional course (Allen & Seaman, 2005).

Omoregie suggested that quality of distant education instruction depends, in part, on the attitude of the faculty member (1997). Research conducted by Inman, Kerwin, and Mayes revealed that instructors had conflicting attitudes about teaching via distance education (1999). They reported that after teaching one online course, the majority of instructors were willing to teach another. However, the majority of these instructors rated the quality of their online course as equal or lower in quality than the classes they taught on campus (Inman, Kerwin & Mayes, 1999). Faculty members that had positive attitudes towards distance learning were those most familiar with the educational uses of technology according to Clark (1993). Thompson (2004) detailed six positive elements of online teaching that were reported by faculty members, 1) increased access to/by students, 2) high quality interactions with students, 3) teaching flexibility and convenience, 4) increased experience with and knowledge of educational technologies, 5) research and professional recognition, and 5) positive student outcomes. Haas and Senjo

studied 187 faculty members at various universities in California and found that while most of the faculty members had positive attitudes towards the use of technology, few were actually integrating or utilizing instructional technologies into their courses (2004).

The American Council on Education in their publication, *Developing a Distance Education Policy for 21st Century Learning,* identified three faculty issues in need of policy review or development, 1) teaching load, 2) preparation time, and 3) class size (2000). Frederickson, Pickett, Swan, Pelz and Shea conducted a comparative workload study of online and traditional teaching and found that some faculty members perceived online teaching increased their workload (2000). However, when faculty time on task was measured, their findings indicated that the workload was somewhat less or comparable to teaching in traditional classrooms (Frederickson, Pickett, Swan, Pelz & Shea, 2000). Shea, Pickett, and Li (2005) identified four variables that were significantly associated with faculty online teaching satisfaction, 1) levels of interaction in their online course, 2) technical support, 3) a positive experience in developing and teaching the online course, and 4) the discipline area of the faculty member.

Phipps and Merisotis (2000) reviewed major subjects addressed in a range of distance education publications and found that program and course design commanded the most attention in distance education literature while faculty issues received the least amount of attention. Phipps and Merisotis also found that the few publications that addressed faculty issues limited their investigations to concerns such as professional development, teaching workload, and technical support for faculty engaged in distance learning (2000). They explicated a need to conduct in-depth case studies of university Web-based graduate programs with emphasis on understanding the needs, desires, expectations, hopes, dreams, and frustrations of the program stakeholders, including faculty (Phipps & Merisotis, 2000).

STATEMENT OF THE PURPOSE

The purpose of this study was to conduct exploratory qualitative research aimed at understanding the elements that enhance or inhibit higher education faculty members' online teaching satisfaction. To meet this purpose, this research a) explored participants' perceptions of elements that enhance or inhibit their satisfaction with online teaching, b) investigated the relationships among the elements that enhance or inhibit the participants' online teaching satisfaction, c) provided a structure to better understand the relationships of the elements that enhance or inhibit higher education faculty members' satisfaction with online teaching.

THE RESEARCH QUESTIONS

The key questions guiding this inquiry included, 1) what elements enhance higher education faculty members' online teaching satisfaction? 2) What elements inhibit higher education faculty members' online teaching satisfaction? 3) What are the relationships among the elements that enhance or inhibit higher education faculty member's online teaching satisfaction?

LIMITATIONS OF THE STUDY

The researcher conducted this exploratory qualitative research seeking to identify elements that enhance or inhibit higher education faculty participants' online teaching satisfaction. Few theoretical models exist that try to explain, predict, or understand job satisfaction and those that do exist rely heavily on old models that are in "dire need of rejuvenation and modification. With these caveats firmly in place, there is general agreement that the concept of job satisfaction is complex and convoluted. In truth, no single conceptual model can completely and accurately portray the construct" (Hagedorn, 2000, p. 6).

Another limitation of the study is that the researcher did not explore the elements related to the individual context other than performing basic descriptive analyses of the demographic and personal data (e.g., age, gender, ethnicity, teaching experience, etc.) obtained from participants' responses to the *Faculty Background Questionnaire* (see Appendix A) to provide a thick description of the research participants. While this exploratory research sought to identify elements that enhance or inhibit online teaching satisfaction and to understand the relationships among the elements, due to time constraints the researcher did not explore how the individual context elements that were intentionally explored, and those that emerged during data analysis, interact with the work context, affect, and participant's satisfaction with their online teaching work. Specific names and individual context details were not elaborated in relation to the 19 participants in this research in order to protect the confidentiality of the participants.

A third limitation of the study is that the *Online Faculty Interview* (see Appendix B) was semi-structured and the structure of the interview is reflected in the findings. The interview protocol, based on the preliminary review of the literature, was designed to obtain specific information about the participants, their perceptions about their online courses, ideal classrooms, overall satisfaction or dissatisfaction with online teaching, online students, online interactions, online course activities, time spent teaching online, professional development and social interactions, institutional support for developing the online course(s), technical support for online courses, barriers and facilitators to online teaching, and advice that each faculty member would give another faculty member in his or her department in respect to developing and delivering and online courses.

The researcher was the primary instrument for data collection and analysis. However, the methods and reconstructive process utilized to ensure the "truth value of this research" or the "ability to communicate the various constructions of reality in a

setting back to the persons who hold them in a form that will be affirmed by them" (Allen, 1993, p. 40) included purposive sampling, peer debriefing, triangulation, thick description, and reflexive field notes. The procedures, which were utilized to insure the truth vale or credibility of this research, are detailed in "Chapter Three." According to Charmaz (2006) the constructivist approach to grounded theory encourages theorizing in the "interpretative tradition" (p.146) also (see "interpretation" in Glossary). The Oxford Reference Online, *A Dictionary of Psychology* explains,

> Hermeneutics is the science of *interpretation* [italics added] and… it works on the principle that we can only understand the meaning of a statement in relation to a whole discourse or world-view of which it forms a part: for example, we can only understand (say) the statements of monetarist economics, in the *context* [italics added] of all the other contemporary cultural phenomena to which they are related.

Institutions are distinct and complex, as are the online learning environments and the stakeholders within these contexts. Hence, the data gathered in each setting in this research, and the analysis of that data, must be scrutinized in relation to the context of that setting. The documentation of the common themes that emerged from this research may provide useful insights to policymakers, university administrators, academic department heads, higher education faculty members, and businesses that are offering, or expanding their online courses and programs. The conceptual model of this research provides a structure that may contribute to a better understanding of the elements that emerged in this exploratory qualitative study and may offer a conceptual framework for possible future research.

ORGANIZATION OF THE STUDY REPORT

This chapter has presented background information related to the explosive growth of online education in institutions of higher education and an overview of elements influencing faculty members' participation in, and satisfaction with, online

teaching. The bulk of research on faculty job satisfaction has been conducted among traditional faculty, but little is known about what enhances or inhibits the job satisfaction of faculty who are teaching their courses partially or totally online. The key purpose of this study was to contribute to a better understanding of the elements that enhance to or inhibit the job satisfaction of higher education faculty members who are pioneers in the rapidly expanding and fast-changing world of online education. A better understanding of the elements that enhance or inhibit higher education faculty members' satisfaction with online teaching may help institutions to identify, plan for, and provide support and services that will enhance satisfaction with and participation in online teaching endeavors. Additionally, this knowledge may help institutions that are already delivering online education, or those that are considering delivering online courses and programs, to attract, train, and retain talented online instructors. This knowledge may also help higher education institutions to work more effectively with their faculty to "move the power of the Internet for learning from promise to practice" (Web-based Education Commission, 2000, p. 134).

"Chapter Two" presents a review of literature, which examines the evolution of distance education from the early 1990's up through the current trends in higher education where on-campus course materials are readily available online, online course offering are expanding, and entire programs are being offered partially or totally online. The second section of "Chapter Two" examines the dynamics of pedagogy, faculty attitudes, perceptions, motivation, and resistance to online education, which is followed by a review of the literature relating to institutional incentives and barriers to faculty participation in Web-delivered distance education. The final section of "Chapter Two" examines the theoretical basis of job satisfaction research, describes higher education faculty job satisfaction research and online teaching satisfaction research.

"Chapter Three" describes the research methodology, which includes a discussion of the underlying philosophy or belief system that provides the foundation for this qualitative research project. The second section of "Chapter Three" describes the research setting and participants. The third section of "Chapter Three" provides descriptive information to provide a thick description of the research participants. The fourth section of "Chapter Three" describes the data sources and data collection methods. The fifth section of "Chapter Three" details the specific procedures utilized for analyzing the data collected during the course of this study. The final section of "Chapter Three" describes strategies the researcher utilized to ensure the credibility of this research.

The overview of research findings (see Figure 1) is provided in this chapter and again in "Chapter Four" as a road map for the reader of this report. The categories, concepts, and elements in this overview are the elements of online teaching satisfaction that emerged from data analysis. These findings are presented using detailed research data as evidence in "Chapter Four," which sets the stage for the presentation and detailed discussion of the conceptual framework of this research that emerged from data analysis that is presented in "Chapter Five."

"Chapter Five" provides a detailed discussion of the findings of this research presented in "Chapter Four" and the conceptual framework that emerged as a result of data analysis, *higher education faculty online teaching satisfaction a conceptual model*. The researcher's recommendations for institutional practice are intermingled with the discussion of the findings in "Chapter Five," followed by the implications of this research and recommendations for further research.

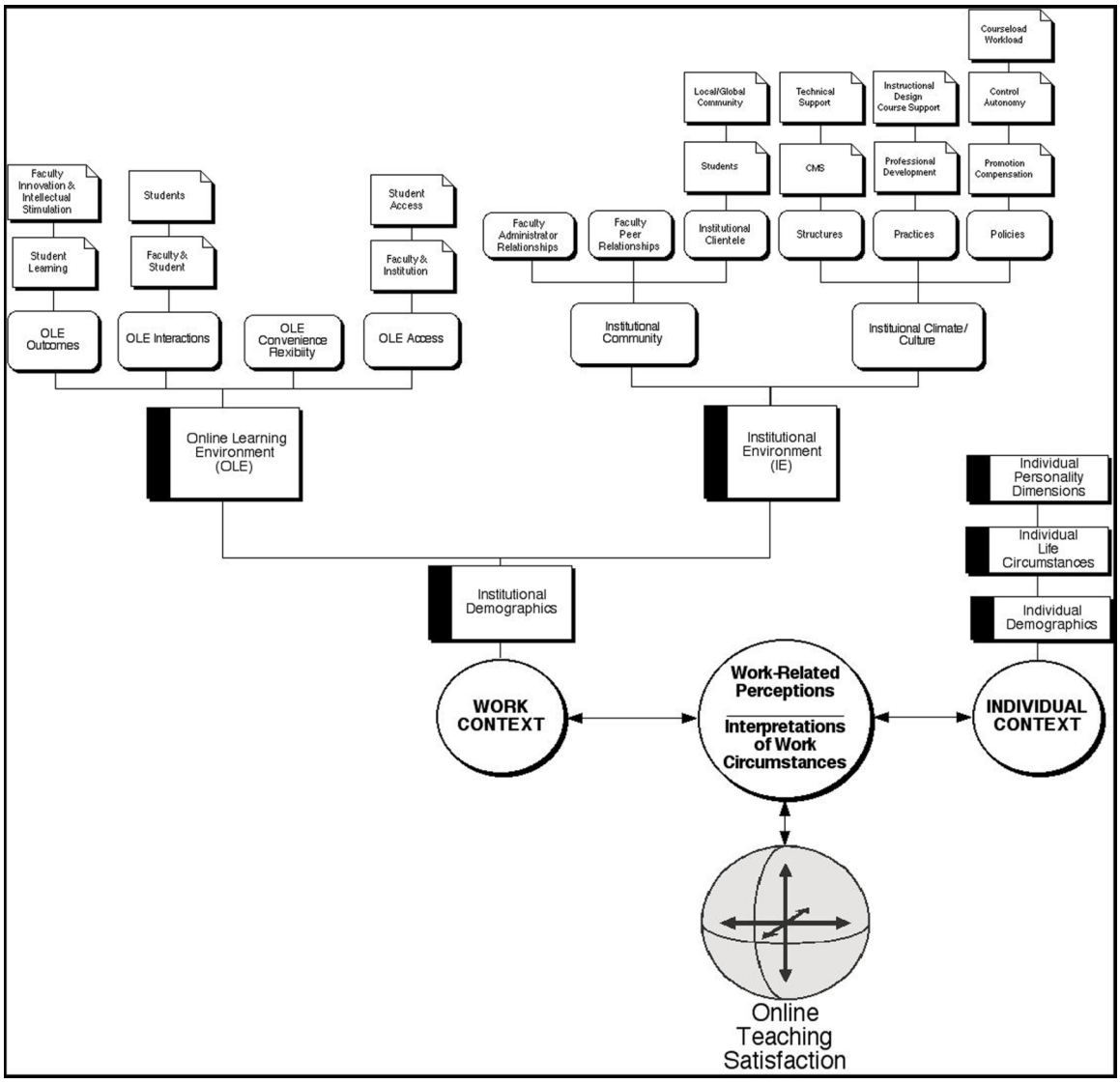

Figure 1. Overview of research findings

Chapter II: Literature Review

Background literature related to faculty members' job satisfaction and dynamics of faculty participation in electronically delivered distance education is examined, in this chapter, to provide grounding related to the research questions of this study. The review of literature is divided into three sections. The first section examines the evolution of distance education and the use of the World Wide Web (WWW) for delivering higher education courses and programs. The second section examines the dynamics of pedagogy, faculty attitudes, perceptions, motivation, and resistance, followed by a review of the literature relating to institutional incentives and barriers to faculty participation in Web-delivered distance education. The third section describes the theoretical basis of faculty job satisfaction research and details online teaching satisfaction research.

DISTANCE EDUCATION

Ragan (1999) examined the differences between the roles of instructors and students in the conventional classroom and compared these to the same roles in distance educational settings. He posited that new standards, a consequence of rapid technological advances, were forcing educators to re-evaluate teaching and learning,

> Within both the distance education and general education framework, new standards are being defined based on a student-centered curriculum, increased interactive learning, integration of technology into the educational system, and collaborative study activities. Core to these changes is an examination of the fundamental principles of what constitutes quality instructional interaction. Without a firm understanding of these principles, decisions are made based on the merits of the technology or methodologies without consideration of the long-term and potential benefit to the student (Ragan, 1999, p.1).

Many theorists make a case against the pedagogy or "grammar of schooling" (Tyack & Tobin, 1994) arguing that the passive role of students, as receivers of

information being taught and tested on the basics of reading, writing, and arithmetic are not as important as learning to think critically and to develop skills that will allow them to function as independent life-long learners in a technologically advanced world (Barron, B., Vye, N., Zech, L., Schwartz, D., Bransford, J., Goldman, S., Pellegrino, J., Morris, J., Garrison, S., & Cantor, R., 1995; Brown, A., Ash, Rutherford, Nakagawa, Gordon, & Campione, 1993; Morrison, D. & Goldberg B., 1996).

"Our educational culture-a culture based on the campus, the classroom and teaching in a time specific way-has been in place for several hundred years" (Connick, 1997, p. 9). Harasim, Hiltz, Teles, and Turoff (1997) asserted that a basic requirement for education in the twenty-first century is to "...prepare students for participation in a knowledge-based economy in which knowledge will be the most critical resource for social and economic development," (p. 271) and claimed that the traditional structure of school-based education is no longer viable because students need up-to-date information and a range of expertise, which schools cannot provide. Distance education offers alternative ways to serve students and prepare them for participation in the knowledge-based economy. Although distance education has many forms and has been defined in various ways, most definitions acknowledge that the terminology refers to an approach to teaching and learning that utilizes learning resources available outside the conventional face-to-face classroom and that time and/or space separate the learners from the teacher and possibly other students (Cyrs, 1997; Moore & Kearsley, 1996).

A large number of the studies have shown that distance courses are not as effective as conventional courses (Phipps & Merisotis, 2000). Thomas Russell, director emeritus of instructional telecommunications at North Carolina State University, examined distance education research studies looking for evidence that distance learning is superior to classroom instruction and found, after reviewing over four hundred studies,

that no matter what media or methods were used, the results of the studies showed "no significant difference" (Russell, 1999).

There is also research comparing distance education to conventional instruction, which indicates that teaching and studying at a distance can be as effective as traditional forms of instruction if there are meaningful student-to-student interactions, when the methods and technologies are selected to match the instructional tasks, and when there is prompt teacher-to-student feedback (Moore, Tompson, Quigley, Clark & Goff, 1990; Verduin & Clark, 1991; Bachman, 1995; Task Force on Distance Education, 1992).

A common understanding of terminology is a crucial to advancement in any field (Clark & Clark, 1977). Analysis of distance education has been, "characterized by confusion over terminology and by lack of precision on what areas of education were being discussed or what was being excluded" (Keegan, 1996, p. 23). Many terms have been used to describe distance education including, "*correspondence study*, *home study*, *external studies*, *independent study, teaching at a distance, off-campus study,* and *open learning*" (Keegan, 1996, p. 23). With so many terms being used to describe distance education, one may wonder where did the terminology come from and what are the connotations of the different uses of distance education terminology?

The English term *distance education* is derived from the following terms, German "fernunterricht," French, "télé-enseignement," and Spanish, "educación a distancia," and predates the use of the term, "independent study" (Moore & Kearsley, 1996, p.24). Distance education has been used as a generic term for the field of education, which included a range of teaching and learning strategies used by "correspondence colleges, open universities, distance departments of conventional colleges or universities and distance training units of corporate providers" (Keegan, 1996, p.34). "In the United States the term, *distance learning*, has come to be used as a global term for the use of electronic

technologies in distance education" (Keegan, 1996, p. 37). Keegan chose to use the term distance education because, "distance teaching and distance learning are each only half the [educational] process we are seeking to describe" (1996, p. 37). "Distance education is a suitable term to bring together both the teaching and learning elements of this field of education" (Keegan, 1996, p. 38). Burbules and Callister noted that using the term, distance education, interchangeably with the term, online education, could cause confusion. They pointed out an example of misunderstanding that was caused by using these terms interchangeably in a report by the American Association of University Professors, which set out proposed intellectual property rights for online faculty and then stated, "[D]istance education may apply to both on- and off-campus courses and programs" (Burbules & Callister, 2000, p.275).

Moore and Kearsley (1996) choose a "working definition" of distance education, which will serve as the definition of *distance education* in this research,

> Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, and special methods of communication by electronic and other technology, as well as special organization and administrative arrangements (p. 2).

After World War II, the baby boom and the advent of the GI Bill with the return of veterans, hundreds of new higher education institutions were created. Approximately 90% of students were between the ages of 18 and 21 for several decades, and then during the 1970's the industrial economy of the United States began to be replaced by a service and information economy. Colleges, in response to societal needs and demands, began to recruit adults as the number of 18 year olds began to decline. Only 52% of college students were in the 18 to 21 year old age groups in 1997 (Connick, 1997). The majority of distance learners were over 25 years of age in 1999, approximately 60% were women, and most had completed some education beyond high school. These students found the

ability to learn, at times and places convenient to them, better suited to their educational and training needs than having to attend face-to-face courses (Connick, 1999).

Web-Delivered Distance Education

The boundaries between on-campus and "distant" instruction are becoming less defined and diverse terms such as, "*virtual university*" (Schank, 1999), "*Web-based instruction*" (Khan, 1997), "*distributed learning*" (Oblinger, Barone, & Hawkins, 2001), "*electronic learning*-increasingly called '*e-learning*'" (Trondsen, 1999 as cited in Wagner 2001), "*blended learning*" (Bonk & Graham, 2006), "*communication and information technologies (C&IT), information and communication technologies (ICT)*" (Conole & Oliver, 2007, p. 4), have emerged to describe electronically delivered and online courses and programs. "Perhaps not surprisingly given that this is a new and emerging field, terminology is in a constant state of flux-changing according to current trends, fads and political drives and as new understandings emerge from the research findings" (Conole & Oliver, 2007, p. 4).

The Internet originated in 1969 as a United States Department of Defense project. This project was taken over in 1986 by the National Science Foundation, which upgraded the Internet in the United States with high-speed, long-distance data lines (Barron, 1999). The first version of the World Wide Web (WWW), or Web, was run in 1990 and made available on the Internet by Tim Berners-Lee and his colleagues in the summer of 1991 (Crossman, 1997). Chute, Thompson and Hancock (1999) defined the Web as,

> A virtual library of video, audio, and textual data and information is stored on the computers of the Internet. These data are accessible to anyone with a modem, a personal computer, a way of connecting to the Internet (through a private or public Internet Service Provider, and a computer application program or 'software' called a browser designed to allow a person to explore Web resources (p. 221).

The American Society for Training and Development's online *Learning Circuits Glossary* defines the term, *virtual* [as [,"not concrete or physical. For instance, a completely virtual university does not have actual buildings but instead holds classes over the Internet"(Kaplan-Leiserson, 2007). Keegan explained that the "virtual university," is "based on (electronically) teaching face-to-face at a distance," and posited, "the theoretical analyses of virtual education, however, have not yet been addressed by the literature: is it a subset of distance education or to be regarded as a separate field of educational endeavor" (Keegan, 1996, p.9).

Porter defined the Web as a system that allows people to access to information on sites all over the world using a standard, common interface to organize and search for information (1997), and Driscoll stated that the Internet was a subset of the WWW that people could use to exchange data and communications (1998). Barron differentiated between the Internet and the WWW,

> The Internet is a worldwide telecommunications system that provides connectivity for thousands of other, smaller networks; therefore, the Internet is often referred to as a network of networks. The World Wide Web (first developed in 1991) connects these resources through hypermedia, so you can jump immediately from one document or resource to another with an arrow key or a click of a mouse button (1999).

A description of one type of Web-delivered education, "Web-based instruction" (WBI) was offered by Khan,

> Web-based instruction (WBI) is a hypermedia-based instructional program, which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported (1997, p. 6).

Relan and Gillani's definition of WBI was more concerned with strategies and paradigms,

> We define WBI as the application of a repertoire of cognitively oriented instructional strategies implemented within a constructivist (Lebow, 1993;

> Perkins, 1991) and collaborative learning environment, utilizing the attributes and resources of the World Wide Web (1997, p. 43).

Barron (1998) defined a *Web-enhanced* course as a campus-based course that makes use of the World Wide Web (WWW or Web) and a *Web-delivered* course as one where all course activities take place on the Web. With increased public and institutional access to computers and high-speed Internet connections, Web-enhanced courses are becoming the norm rather than the exception, and Web-delivered distance education course enrollments are exploding (U.S. Department of Education, 2003; 2004). This paradigm shift is being fostered by networked technologies, which provide the means for learners to interact with their peers, experts, and resources around the world (Williams, 2002). Networked learning is also causing a shift in faculty roles, "the instructor, armed with a textbook, is no longer the sole resource in the learning experience" (Chute et al., 2003, p. 297). Harasim et al. described how the learner and faculty roles were changing,

> Networks enable the teacher to become a facilitator, providing educational structures, and guiding the learner in accessing the data and organizing the information into knowledge. While recognizing the role of authoritative information and teacher guidance, many new network learning systems aim to give learners increased control and agency in the knowledge-building process (1997, p. 272).

Porter foresaw that the opportunities provided by distance education would force traditional institutions to compete with, "companies, institutions, and individuals who previously didn't or couldn't offer high quality instruction" (1997, p. 21). According to the 2004 United States *National Technology Plan, Toward a New Golden Age in American Education: How the Internet, the Law, and Today's Students are Revolutionizing Education*, Porter's (1997) predictions were accurate, "in the realm of technology, the educational community is playing catch-up. Industry is far ahead of education. And tech-savvy high school students often are far ahead of their teachers"

(2004, p. 45). The *National Technology Plan* describes how technology has forced a turning point for the American educational system,

> All over this country, we see evidence of a new excitement in education, a new determination, and a hunger for change. The technology that has so dramatically changed the world outside our schools is now changing the learning and teaching environment within them. Sometimes the students themselves drive this, born and comfortable in the age of the Internet. There has been explosive growth in the availability of online instruction and virtual schools, complementing traditional instruction with high quality courses tailored to the needs of individual students (U.S. Department of Education, Office of Educational Technology, 2004, p. 8-9).

The shift from time and location dependent education, and the industrial age educational paradigm based on individualism and competition, to networked learning environments, where learners and faculty can control the pace and time of their participation, has caused a concurrent shift in the models of teaching as well as learning. Under the old paradigm, collaboration and exchange among students was considered disruptive or dishonest but in networked learning environments teamwork and collaboration are the most crucial skills (Bonk & Cunningham, 1998). Being *online* means being in direct communication with a remote computer or computer system, which enables communication and the transfer and exchange of information (Chute, Thompson & Hancock, 1999).

The Association for Training and Development (ASTD) *Learning Circuits* online glossary defines "E-learning (electronic learning)" as a, "term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more" (Kaplan-Leiserson, 2007). Cisco Systems, Inc. a worldwide leader in networking for the Internet in 2001 claimed that, “E-learning will be the great

equalizer in the next century, by eliminating barriers of time, distance, and socio-economic status, individuals can now take charge of their own lifelong learning."

A virtual library of video, audio, and textual data and information is stored on and shared by computers on a global scale and this changing and growing library is daily becoming more and more accessible to anyone with a personal computer, a method of connecting to the Internet through a private or public Internet Service Provider, and a computer application program or 'software' called a browser, which is designed to allow a person to explore Web resources. While the terms WWW, Internet, and online have been defined in different ways, in common usage these terms are often used interchangeably (e.g. McGreal, 1997).

Confusion about terminology withstanding, online Web-based learning environments are increasingly being utilized as a teaching tool or learning environment by a growing number of higher education faculty members (Allen & Seaman 2006). Connick talked about the explosion of technology reshaping the workplace of tomorrow explaining, "…today's job skills will become obsolete, as tomorrow's jobs require a completely new set of worker skills…. all of these changes require changes in the way workers are trained or re-trained" (1999, p. 3) and his vision has become a reality (Conole & Oliver, 2007). Connick lauded the educational paradigm shift, "based on the power and the dynamic nature of information technology and communication, which combined, allow us to deliver education anywhere, at any time to anyone who needs it" (1999, p. 9). Many advocates of distance education, like Connick, believe that distance education may be "the answer" to preparing workers for a lifetime of learning in this technologically driven world where e-learning, is exponentially expanding in both education and business.

E-Learning

Online education may not be appropriate for every student, yet at the beginning of the 21st century, students in record numbers are flocking to enroll in electronically delivered online courses and programs. These online courses and programs are expanding exponentially and becoming an integral part of the curriculum at many institutions of higher education (Allen & Seaman, 2005; Schifter, 2004; US Department of Education, 2004) and workplace training environments (Khan, 2001). The dramatic increase in the number of online students is also escalating the need for innovative higher education faculty that are prepared to design, develop, and deliver online effective online courses and programs. However, some educators view online teaching as a "cultural change" for faculty, positing that faculty who move courses online need to dramatically re-conceptualize their ideas about what is effective teaching and what is effective learning (Cini and Bilic, 1999, p. 38).

Schifter (2004) noted, "for many faculty members, losing the apparent locus of control from the traditional classroom to that of the technology-mediated classroom is not comfortable" (p. 1). Bonk, Cummings, Hara, Lee Fischler and Lee (2001) described the complexity of e-learning,

> What Web-related decisions do college instructors face? Dozens. Hundreds. Perhaps thousands! There are decisions about the class size, forms of assessments, amount and type of feedback, location of students, and the particular Web courseware system used. Whereas some instructors will want to start using the Web with minor adaptations to their teaching, others will feel comfortable taking extensive risks in building entire courses or programs on the Web (p. 57).

Corporate and nonprofit training settings as well as higher education institutions are embracing online education, especially *blended learning*, which was recognized as "the single-greatest unrecognized trend in higher education today" (Young, 2003 p. A33). ASTD in 2003 identified blended learning as one of the top ten trends in education (Bonk

& Graham, 2006). There are many ways to understand and define blended learning such as combining delivery media or instructional modalities (Bersin & Associates, 2003, Orey, 2002); combining instructional methods (Driscoll, 2002; Rossett, 2002); Combining online and face-to-face instruction (Graham, 2006; Rooney, 2003; Ward & LeBranche, 2003). Graham's working definition of blended learning systems is a combination of "face-to-face instruction with computer mediated instruction" (2006, p. 5), which encompasses the combination of two historically separate models of pedagogical practice and learning theory, while focusing on the key role of computer-based technologies.

The Alfred P. Sloan Foundation published this goal for the *Anytime, Anyplace Learning* initiative,

> Our goal is to make available high quality learning, education and training, anytime and anywhere, for those motivated to seek it. Our program is based on Asynchronous Learning Networks (ALN) through which a learner uses Internet access for instructors, classmates, and course materials (Mayadas, 2004).

The Sloan Consortium (Sloan-C), a consortium of institutions and organizations funded in part by the Alfred P. Sloan Foundation, encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction. According to Sloan-C's 2003, survey of online learning, both students and institutions of higher education are embracing online education. They found that 57% of academic leaders, "Believe that learning outcomes for online education are equal to or superior to those of face-to-face instruction" (Allen & Seaman, 2003, p.3).

The 2004 Sloan-C survey, *Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004,* reveals,

> The online enrollment projections have been realized, and there is no evidence that enrollments have reached a plateau. Online enrollments continue to grow at

> rates faster than for the overall student body, and schools expect the rate of growth to further increase (Allen & Seaman, 2004).

The 2004 report indicated that a sizable majority of the survey institutions agreed that students are as satisfied with online courses as they are with face-to-face offerings, and that the majority of academic leaders judge the online learning outcomes to be equivalent or superior to face-to-face instruction (Allen & Seaman, 2004).

The 2005 Sloan-C survey, *Growing by Degrees: Online Education in the United States*, indicated that course and program offerings in online education have entered the mainstream of higher education with 65% percent of schools that were offering on-campus graduate courses, also offering online graduate courses and 63% of schools offering undergraduate face-to-face courses also offering online undergraduate courses. "Overall online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004...over ten times that projected by the National Center for Educational Statistics for the general postsecondary student population" (Allen & Seaman, 2005, p.3).

A major difference between Web-delivered and conventional education has to do with how teachers and learners communicate, "the use of technology to carry the messages of teachers and students, rather than relying on face-to-face lecture, discussion and the [literal] blackboard, is what makes distance education so novel to most people" (Moore & Kearsley, 1996, p.10). Synchronous communication and asynchronous communication terms that have been utilized to define two basic ways of thinking about communication in Web-delivered learning environments will be defined and discussed next.

Asynchronous and Synchronous Communications

Chute, Thompson and Hancock defined two modes of communication used in distance education, asynchronous and synchronous. *Asynchronous communication* [is]

> Interaction between two or more people that is time-delayed, that is, separated by minutes, hours, or even days. Correspondence courses and E-mail are asynchronous forms of distance learning. The opposite is *synchronous communication*, such as talking on the phone or videoconferencing. Good distance learning programs typically use both synchronous and asynchronous communication (1999, p. 219).

Asynchronous communication, often utilized by instructors of Web-delivered courses, provides flexibility to students and teachers by allowing them to participate in online discussions by posting their comments and discussions at different times and from different locations (Connick, 1999; Williams, 1998). Harasim et al. (1997) cited advantages of asynchronous networked communications such as, ease of linking with international counterparts and the ability to control time and pace of participation. They indicated that the quality of interactions in online courses is enhanced by asynchronous communication due to, "increased opportunities to reflect on the message being received or being composed," and they claimed that a major advantage of online or networked education is the opportunity to participate "actively and frequently [which] is not possible in the time-dependent face-to-face classroom" (Harasim et al., 1997, p. 273).

Synchronous communication is a term used to describe simultaneous group learning experiences, where all parties participate at the same time, whether they are in the same or different locations. Another term used to describe synchronous communication is "real time." Participants in distance learning environments can achieve real time communication via interactive audio or audio-videoconferencing from a classroom to one or more remote classrooms. These synchronous events require that students attend at a specified time and place, which can be problematic when students live in different time zones. Synchronous communication can be achieved by the use of television; computer based online chat rooms, and Web-based videoconferences where students are online at the same time (Connick, 1999).

Computer-mediated, "distributed" learning communication technologies now allow high fidelity synchronous real-time conversations, that were once only possible in face-to-face learning situations, and more and more ways of facilitating human interaction online are emerging such as: computer-supported collaboration, instant messaging, virtual communities, computer-supported collaboration, and blogging (Graham, 2006). Social networking online communities like MySpace™ and Facebook™ are exploding with patrons and online video-conferencing chatrooms like CamFrog™and iViedoChat™ allow anyone to easily see, hear, and chat with people all over the world using an inexpensive Web-camera and a user-friendly Web page. Older or "non-traditional" learners, such as this researcher, are receptive to online asynchronous and synchronous interactive learning environments, because they are struggling to balance the responsibilities of home, family, and school. The Internet is indeed a fast and ever-changing robustly growing learning and business habitat that is ripe and prime for new research agendas and strategies for investigating the challenging role of the online learner and the instructor (Conole & Oliver, 2007).

Access and the Digital Divide

Access is defined, in this research context, as the freedom to get at or make use of the online learning environment (OLE) to achieve personal and/or professional learning goals. However, the researcher acknowledges the construct *access* is steeped in complexity. According to Gorski (2007) “access” in relation to equity issues and technology has primarily been defined in terms of "*physical access*" (p. 3) to the Internet and computers. Conole and Oliver explored e-learning research (2007) and cited major themes for contemporary research, pairing access with inclusion, "this will include issues around the widening participation agenda, barriers to access, equity and inclusion, and issues around the nature and extent of the digital divide" (Conole & Oliver, 2007, p.3).

Conole and Oliver concluded that the theme of access and inclusion should be explored from many perspectives including technological, pedagogical and organizational. They stated, "rather than being 'types,' people should be understood as having a complex profile of engagement with technology, with others and with ideas" (Conole & Oliver, 2007, p. 218).

Jones and Issroff extended access and inclusion to encompass affect as well as cognition when studying e-learning, "one reason we are arguing for the need to consider the role of affect in learning technology [is because]…. there has been much more attention on affect over the last twenty-five years and a recognition of its importance alongside cognition" (2007, p. 202). Jones and Issroff explain how affect relates to access and inclusion,

> This may not be so immediately evident, but one argument for why learning technologies might allow us to rethink how we learn and teach lies in their emotional power. This can lead to opening up access and widening participation; by harnessing such technologies we may draw in learner who hitherto felt excluded and have been difficult to reach in more traditional ways" (2007, *p. 202)*.

One of the components of effective online learning environments described by Twigg (2001) was increased access to higher education for students. Owsten (1997) associated the word access with educational opportunity,

> Each of us probably has a different interpretation of what '*access to learning*' [italics added] means, although most will agree that it means making education more attainable by more people; that is, providing educational opportunities in the workplace, community, or home, for those unable to attend school or college because of cultural, economic or social barriers (p.27).

> The Web-based Education Commission reported,

> For students to learn with the tools and content of the Internet, they must have ready access to its supporting technology. But even the term access must be more sharply defined. *"Access"* [italics added] is more than getting one's hands on a computer, or simply connecting to the Internet (2000, p. 21)

Resta talked about access in terms of the digital divide, in his keynote presentation at the Society for Information Technology and Teacher Education Conference in San Antonio, Texas (2007). He said the "digital divide" has traditionally been defined in terms of "*access* [italics added] to computers and the Internet." Resta told the audience that the digital divide creates an "even more alarming divide-the knowledge divide," explaining that, "digital exclusion is part of a broader divide contributing to social and economic exclusion of people." This exclusion includes aspects such as economic, geographic, language and gender, "closing the digital divide will not suffice to close the knowledge divide, for access to useful, relevant knowledge is more than a matter of technology access" (Resta, 2007). Resta explained that "commoditization of knowledge (knowledge for sale)" is a growing concern and discussed the global context of the digital divide,

> Although there has been significant growth worldwide in access to computers and the Internet, the digital divide continues to be a major form of social and economic exclusion for many peoples across the globe. The World Summit on the Information Society (UNESCO, 2003) declared, '[the] common desire and commitment to build a people-centered, inclusive and development-oriented Information Society where everyone can create, *access*, [italics added] utilize and share information and knowledge' (Power Point Slide, 2007).

The Web-based Education Commission focused on policies that would help educators use the Web to transform learning and their final report stated, "The Internet is making it possible for more individuals than ever to *access* [italics added] knowledge and to learn in new and different ways…bringing learning to students instead of bringing students to learning" (2000, p. i). The commission clearly indicated that access was a two-way street, students can access learning that was not possible before the Internet, and institutions can access students heretofore not possible. Conole, Smith, and White examined e-Learning and noted that "widening participation" is generally a policy goal

for higher education and e-Learning is often being selected as the best way to achieve this goal (2007, p. 40). With online learning enrollments growing at phenomenal rates the demand for online faculty also accelerates, which fuels the need for institutions to understand the dynamics of faculty participation in the rapidly expanding environment of online learning.

Dynamics of Faculty Participation in Post-Secondary Distance Education

During the early 1990's institutional faculty reward systems in higher education came under scrutiny (Diamond & Adam, 1993). Boyer (1990) raised concerns about the changing roles of the professoriate and the nature of scholarship. Research related to faculty participation in distance education has been primarily focused on two distinctive areas: faculty motivation and barriers to their participation in distance education (Burnham, 1988; Dillon & Walsh, 1992; Maguire, 2005) and faculty attitudes and perceptions toward distance education (Clark, 1993; Olcott & Wright, 1995; Piotrowski & Vodanovich, 2000; Schifter, 2000; Wolcott, 1997).

Researchers Dillon and Walsh (1992) set the stage for studying faculty motivation and participation in distance education by reviewing twenty-four studies that included findings related to faculty motivation, barriers to participation, and institutional incentives. They concluded: institutions fail to commit to and support distance education, faculty perceive that distance teaching is not rewarded, and intrinsic factors motivate faculty to teach at a distance. While they criticized the literature for failing to have a systems framework, where both professional development and improving the institutional environment for teaching were equally supported, their cited research created a foundation for further inquiry into factors that motivate or inhibit faculty participation in distance education learning initiatives (Wolcott, 2003). Garrison (2004) suggested that creating conceptual models and taxonomies that allow us to better understand the online

world that we create and work in, is one of the vital tasks of today's distance education researchers and scholars.

Pedagogy and Online Learning

Moore (1996) described distance education as a complex system of institutional, social, technical and individual components and reminded us that online learning can and should be studied from the point of view of the teacher and the pedagogical theories that underpin classroom practice (in Bonk & Graham, 2006). Incorporating pedagogical principles into e-Learning has recently emerged as an important and pressing focus for research (Mehanna, 2004), and many higher education faculty members are finding various ways to incorporate online learning strategies their face-to-face courses by posting lecture notes and course syllabi on the Web, establishing online discussion forums, and utilizing article and journal links on their course Web sites.

Twigg (2000) found that many online courses were moved online and organized the same as face-to-face courses delivered on-campus, utilizing traditional practices such as tape recording of lectures, and many e-learning tools only provide templates and, "guidelines for warehousing students and providing static course material" (Bonk & Dennen, 2003, p. 332). According to Bonk & Dennen (2003) today's instructors need new tools to foster critical and creative thinking skills if they are to tap into the new pedagogical frameworks that tap the power of the Internet for learning. Tools for creating rich situations for collaborative knowledge building, reflection, debate, information seeking and sharing, and problem based learning are often overlooked in the design of standard courseware (Bonk & Dennen, 2003).

Many faculty members don't have, or don't make time to find the assistance they need to design rich constructivist learning environments, which have emerged from psychological research (Alexander & Murphy, 1994) as the way to create online learner

centered instruction (Bonk & Dennen, 2003). "Shovelware" is a term given to content taken from any source that is hastily thrown onto a Web site with little regard to layout, design, or usability (Wikepedia, Whatis.com). While an growing number of faculty are developing different types of online or blended courses (Williams, Lee, & Adams (2001), many others are shoveling their face-to-face courses or course materials online without knowing about the pedagogical changes or the possibilities that have evolved since the beginning of distance education in the mid-1800's through today's high bandwidth interactive computer technologies (Awalt, 2003; Bonk & Dennen, 2003; Bonk, Graham & Cross, 2006). Online and blended learning courses are diverse, as are the varying degrees of effort that is expended when moving face-to face courses online.

Basiel stated that constructivism is the dominant theory supporting the design of virtual learning environments (VLEs) noting that student-centered VLEs are increasingly taking on a problem or project-based approach (2006). He claimed that online and blended learning environments are globally being recognized and contemplated as to their impact on learning and the future of education,

> 'The e-learning e-volution in colleges and universities is a pan-Canadian challenge...the potential of e-learning is clear and that we ignore it at our peril...(it requires) a serious commitment to understanding the very different features of this medium and the ways it can be used most advantageously to impart learning" (Garrison, D. in Basiel, 2006, p. 3).

However, research conducted by Inman, Kerwin, and Mayes (1999) revealed that instructors had conflicting attitudes about teaching via distance education technologies, faculty attitudes towards and perceptions of online distance learning will be discussed next.

Faculty Attitudes and Perceptions

Attitudes and perceptions can play a major role in faculty members' decisions about adopting distance education and technologies for teaching (Wolcott, 2003). Attitudes are can be defined as, "…enduring systems of positive or negative evaluations, emotional feelings, and action tendencies with respect to an individual social world" or as "…mental states developed through experience, which are always ready to exert an active influence on an individual's response to any conditions and circumstances that the attitudes are directed toward" (McKenna, 1994, p. 251). McKenna identified three components of an attitude: belief (cognitive), feeling (affective), and action (conative) placing prime importance on the feeling or affective component because of the significant impact the affective component can have a on the other two components (1994). McKenna explained that attitudes and values are different,

> Having an attitude implies the existence of an object towards which an attitude is directed. A value is an ideal to which the individual subscribes, and it represents basic convictions that a specific mode of conduct is preferable (in a personal or social sense) to any other. Values contain a judgmental element of what is right or wrong, or desirable, and they offer a standard that will guide our conduct and act as a process to evaluate and judge our own behavior and that of others (1994, p.252).

Bebko (1998) identified the following four beliefs that inclined faculty members to be more receptive to and likely to participate in technology-based distance education,

> (1) [Belief] that technology-based distance education can produce a quality learning experience.
>
> (2) [Belief] that technology-based distance education will better address students' needs.
>
> (3) [Belief] that they personally are capable of developing and/or delivering effective technology-based distance education.
>
> (4) [Belief] that it is to their advantage to develop and/or deliver technology-based distance education (p. 97).

Walsh (1993) investigated University of Oklahoma's faculty member's attitudes and perceptions toward technology-based distance education and drew seven major conclusions,

> 1. Attitudes toward distance education vary across faculty, without regard to age or number of years teaching.
>
> 2. Peers and personal experience influence faculty attitudes toward distance education. Peer influence is reduced when faculty have personal experience with distance education.
>
> 3. Faculty, regardless of attitude (positive or negative) believe their views are similar to those of their colleagues.
>
> 4. Faculty members are greatly concerned about interaction between faculty and students.
>
> 5. Attitudinal difference toward distance education cannot be explained by any single variable. Attitude is comprised of a series of interrelated factors: exposure; peer influence; barriers and incentive to engaging in distance education; need for distance education; and opportunity and support for teaching a distance education course.
>
> 6. Many faculty members exhibit little knowledge concerning distance education.
>
> 7. Faculty, regardless of attitude, believe that training for faculty who teach through distance education is both necessary and insufficient. This was true regardless of level of knowledge about distance education or about training opportunities currently available (p. 137-140).

Maguire (2005) selected thirteen studies for a literature review, aimed at providing information and insight to distance education administrators, related to supporting higher education faculty members that are teaching in Web-based learning environments. Her review examined attitudes of faculty members toward teaching in Web-based learning environments and focused on higher education faculty member's perceptions of motivators and barriers to online teaching. Maguire's review identified, across the thirteen studies, twenty-nine barriers to faculty participation in online education and fifteen motivators. Wolcott defined barriers to faculty motivation and

participation in distance education as "(a) factors found in the environment or institutional context and (b) attitudes and perceptions held by individual faculty that deter them from teaching courses by distance" (2003, p. 553).

Faculty Motivation and Barriers

The Encyclopedia Britannica online defines *motivation* as, "forces acting either on or within a person to initiate behavior. The word motivation is derived from the Latin term motivus (a moving cause), which suggests the activating properties of the processes involved in psychological motivation" (2005). Researchers have tended to view motivational processes as either mechanistic or cognitive. The first, mechanistic, assumes that motivational processes are automatic; that is, the organism, human or otherwise, need not understand what it is doing in order for the processes to work and this point of view has achieved considerable popularity (Encyclopedia Britannica, 2005)

Psychological definitions of motivation highlight two types of motivation, intrinsic and extrinsic. Intrinsic motivation is based on personal values and preferences, and is associated with an activity, which is engaged in freely for personal pleasure or satisfaction without the necessity of material rewards or constraints (Deci & Ryan, 1985). Extrinsic motivation is associated with benefits that stem from a source other than the activity, and is based on the expectation of external benefits or rewards (Deci, Vallerand, Pelletier, & Ryan, 1991).

George Elton Mayo carried out experiments on human behavior at the Hawthorne Works of the Western Electric Company in Chicago between 1924 and 1933 and placed an emphasis on the intrinsic nature of work (as cited in Miner, 2002). Mayo's research findings have contributed to organizational development in terms of human relations and motivation theory. Mayo concluded that work is a group activity and that the social world of the adult is primarily patterned about work activity, and also concluded that

recognition, security, and sense of belonging, influence workers' morale and productivity more than the physical conditions under which they work. Mayo determined that in the work environment, group collaboration does not occur by accident; it must be planned and developed. He postulated that if group collaboration is achieved, then human relations within the work environment might reach a cohesion, which resists the disrupting effect of society (Gillespie, 1991).

Frederick Herzberg and associates conducted a comprehensive review of literature related to job attitudes and satisfaction (Herzberg, Mausner, Peterson & Capwell, 1957 as cited in Miner, 2002) and conducted subsequent research to develop the motivation-hygiene theory, which was based initially on two hypotheses:

> 1. The factors that cause positive job attitudes and those that cause negative attitudes are different.
>
> 2. The factors and the performance or personal consequences associated with the sequences of job events that extend over long time periods differ from those associated with sequences of events of short duration (Miner, 2002, p. 165).

Herzberg's early research related to motivation to work resulted in two lists of factors that lead to job satisfaction or dissatisfaction (two-factor theory). One list consisted of factors that contribute to job satisfaction, which he called motivation factors. The other was a list of factors that contribute to job dissatisfaction, which he called hygiene factors. The job satisfaction factors that are related to personal growth or self-actualization, which he determined contribute to job satisfaction were achievement, verbal recognition, challenging work, responsibility, and advancement. The job dissatisfaction factors, which he determined characterized the work context were company administration and policy practices, the technical quality of supervision, interpersonal relations with supervision, physical working conditions, job security, benefits and salary (Herzberg, 1959).

A second book by Herzberg (1966 as cited in Miner, 2002) recommended that public relations departments be organized in two formal divisions, one to deal with hygiene factors and one to deal with motivators. The book described man as possessing two sets of basic needs, animal needs related to survival and self-actualization needs related to realizing his own potential through psychological growth. The book also described individuals who are dominated by one set of needs or another, such as the mentally ill who are fixated on seeking hygiene needs, and high-growth oriented people who experience unhappiness when they are deprived of motivators. The third book by Herzberg (1976 as cited in Miner, 2002) places emphasis on job-enrichment and extends the two-factor theory to develop typologies of normal and abnormal workers.

Wright and Davis (2001) examined the influence of work environment on public employee feelings of job satisfaction linking characteristics of the work context with specific job characteristics that serve as antecedents of job satisfaction, and they suggested that the work context might be at the root of differences in job satisfaction between public and private sector employees. Based on a 1999 sample of 228 public, nonprofit, and for-profit social service organizations, Borzaga and Tortia (2006), determined that intrinsic motivation and relational aspects (e.g., relations with supervisors, colleagues, and volunteers and work as an opportunity to form new relationships) of work exert the greatest influence on worker satisfaction, workers motivated by economic interests are less satisfied, and satisfaction with economic and process related aspects of the job exert the greatest influence on workers loyalty to the organization.

Researchers have examined intrinsic and extrinsic factors that motivate faculty to become involved in distance education (Clark, 1994; Dillon & Walsh, 1992; Lonsdale, 1993; Wolcott, 1997; 2003). Landy (1989) identified five broad classes of theories that

attempt to explain motivation in the workplace: comparison, goal-setting, instrumentality, need, and reinforcement theories and found that instrumentality theories have been most useful in explaining motivation and the interrelationships that impact on job satisfaction. Landy explains the logic underlying the instrumentality theories by stating that people decide to engage in activities if the activities provide something of value, "in that sense, the activity is instrumental in achieving some valued outcome" (1989, p. 379).

Many studies based on instrumentality theories have identified intrinsic or personal motives for participating in online and other forms of distance learning such as self-gratification, opportunity for faculty to improve their own teaching, professional challenge, effectively reaching more students, and providing students with greater access to education. Many of studies have found that faculty members are more motivated to participate in distance education or online learning by intrinsic factors than they are by extrinsic factors (Wolcott, 1997; Taylor & White, 1991; Betts, 1998; Bebko, 1998; Halfhill, 1998; Miller & Husman, 1999; Montgomery, 1999; Rockwell, Schauer, Fritz, & Mark, 1999; Schifter, 2000).

Extrinsic factors such as, university expectations that faculty participate in distance education, departmental requirements to participate in distance education, and department support for distance teaching efforts, were not found to provide strong motivation for faculty participation in Web-delivered distance education programs (Schifter, 2000). Kirk and Shoemaker (1999) and Betts (1998) reported a possibility of faculty being externally motivated by financial rewards, and some research has revealed that institutional faculty rewards and incentives do impact faculty participation in distance education (Clark, 1993; Dillon & Walsh, 1992; Parer, Croker & Shaw, 1988). Other research, however, indicates that faculty members involved in distance education

are not primarily moved to teach online for the money (Wolcott, 2003, 1997; Betts, 1998; and Wolcott & Betts, 1999).

Few institutional rewards exist for the purpose of motivating faculty to teach distance education courses (Wolcott, 1999; Betts, 1998; Clark; 1993; Olcott and Wright, 1995; Dillon and Walsh, 1992; Smith, Eddy, Richards & Dixon, 2000). However, the credibility of the distance learning course or program, "still rests on full-time faculty even if there are small numbers of these faculty who choose to participate in distance education programs" (O'Quinn and Corry, 2004, p. 14). Diamond (1993), Edgerton (1993), Fairweather (1993), Mingle (1993), and (Lonsdale, 1993) analyzed reward structures such as faculty expectations, workload, and tenure practices and concluded that academia has typically relied on extrinsic rewards, providing minimal recognition for teaching scholarship, while favoring research. Blackburn's and Lawrence's (1995) research on faculty motivation indicates that individual faculty member's desire to participate in a given activity is determined by individual characteristics or "properties" such as age, race/ethnicity, attitudes, aptitudes, self-knowledge and values, and environmental characteristics or "properties" such as resource access, institutional norms, financial status of institution, and faculty composition. According to Bonk (2001) and Bonk and Dennen (2003) institutional practices and incentives can decrease barriers to Web-based education and increase the use of Web-based technologies in college settings, such as providing instructional design and technical support, facilitating collaboration among faculty which includes the online sharing of pedagogical practices, providing incentives, recognition, and promotion credit for online faculty.

Institutional Incentives and Barriers

Historically, during the 1930's criticisms of academia began to surface (Hutchins, 1936 cited in Hagedorn 2000) and continued during the ensuing decades. Holland

portrayed academe in the 1960's and 1970's as "bleak episodes in the history of American higher education" (1985 cited in Hagedorn 2000). During the late 1980's Bloom's book, *The Closing of the American Mind* (1987 cited in Hagedorn 2000, p. 5) fomented considerable public criticism of the American higher education system and, "…popular opinion has been coaxed to distrust the college professor and pay scant attention to faculty satisfaction" (Hagedorn, 2000, p. 5). The 1990's ushered in considerable discussion about institutional reward systems, which raised concerns about the changing role of the professoriate, the nature of scholarship (Wolcott, 2003), which was ongoing during the fourth Glion Colloquium that drew together active university leaders, industry guests with close ties to academe to discuss the future of research universities in America and Europe,

> There was a general agreement that change would characterize the future of the research university, driven both by powerful social, economic, and technological forces external to academe, as well as by important internal forces such as the changing nature of scholarship and learning (Weber & Duderstadt, 2004 p. ix).

Olcott and Wright (1995) asserted that faculty resistance to distance education has mainly been the result of lack of institutional support frameworks for training, compensating and rewarding distance teaching faculty, "commensurate with those traditional instructional roles" Clark (1993, p. 5). Clark (1993) divided barriers to faculty participation in distance education into three major categories, administrative, economic, and technical. Four major barriers to participation of college faculty in online instructional settings were identified by Bonk (2001), time to learn technology, shortages of instructional development grants and stipends, limited recognition by departments and institutions in promotion and tenure decisions, and minimal instructional design support.

Contextual and environmental barriers to faculty participation in distance education, which are associated with the institutional setting, are typically outside of

faculty control, and involve poor or nonexistent aspects of institutional support (Wolcott, 2003) such as, lack of rewards (Awalt, 2003; Montgomery, 1999), lack of incentives (Awalt, 2003; Bolduc, 1993; Halfhill, 1998), lack of administrative or technical support (Awalt, 2003; Bebko, 1998; Betts, 1998; Halfhill, 1998; Montgomery, 1999), lack of adequate compensation (Wolcott & Haderlie, 1995 cited in Wolcott, 2003), lack of adequate information (Montgomery, 1999), lack of policy or commitment to distance education, (Bebko, 1998; Halfhill, 1998) and lack of training (Awalt, 2003; Bonk, 2001; Schifter, 2000).

The Commission on Institutions of Higher Education (CIHE) in an effort to support "*best practices*" among institutions provided a statement of what is considered current best practice in electronically offered distance education degree and certificate programs (2000). The CIHE best practices were divided into five separate components, each of which addressed a particular area of institutional activity relevant to electronically offered degree and certificate programs,

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment (CIHE, 2000, p. 2).

The CIHE statement indicated that faculty roles in electronically offered degree and certificate programs are increasingly reorganized and diverse, "for example, the same person may not perform both the tasks of course development and direct instruction to students, regardless who performs which of these tasks, important issues are involved" (2000, p. 9). The CIHE statement details four important faculty support issues,

[1] 3a. In the development of an electronically offered program, the institution and its participating faculty have considered issues of workload, compensation, ownership of intellectual property resulting from the program, and the implications of program participation for the faculty member's professional evaluation process. This mutual understanding is based on policies and agreements adopted by the parties.

Have decisions regarding these matters been made in accordance with institutional or system processes customarily used to address comparable issues?

[2] 3b. The institution provides and ongoing program of appropriate technical, design, and production support for participating faculty members.

What support services are available to those responsible for preparing courses or programs to be offered electronically? What support services are available to those faculty members responsible for working directly with students?

Do participating faculty members consider these services to be appropriate and adequate?

Does the staff include qualified instructional designers? If so, do they have the appropriate role in program and course development?

[3] 3c. The institution provides to those responsible for program development the orientation and training to help them become proficient in the uses of the program's technologies, including potential changes in course design and management.

What orientation and training programs are available? Are there opportunities for ongoing professional development?

Is adequate attention paid to pedagogical changes made possible and desirable when information technologies are employed?

Give the staff available to support electronically offered programs, are the potential changes in course design and management realistically feasible?

Do those involved consider these orientation and training programs to be adequate?

[4] 3d. The institution provides to those responsible for working directly with the students the orientation and training to help them become proficient in the uses of the technologies for these purposes, including strategies for effective interaction.

> What orientation and training programs are available? Are there opportunities for ongoing professional development? Do those involved consider these orientation and training programs to be appropriate and adequate? (2000, p. 9)

Tack & Patitu (1992) recommended that topics of faculty job satisfaction, recruitment, and retention command immediate attention in the face of projections of serious shortages of qualified higher education faculty for the 21st century, "consequently, institutional officials and current faculty in higher education must recognize the factors that lead to job dissatisfaction among faculty and eliminate them; conversely, they must recognize the factors that increase job satisfaction and enhance them" (p. iii).

Barriers to faculty participation in electronically offered educational programs, coupled with increasing student demands for and enrollments in online programs, create a pressing need to identify factors that enhance faculty job satisfaction in electronically delivered degree programs. Identifying what enhances to or inhibits faculty satisfaction with online teaching may help institutions attract and retain skilled online faculty, which is critical since online education is incorporated in many institutions long-term strategies. Sixty-five percent of higher education institutions using primarily core faculty instead of adjunct faculty to teach their online courses (Allen & Seaman, 2005). Hensel stressed the importance of higher education's faculty's job satisfaction by linking it to national well-being, "the well-being of the university depends on its ability to recruit and retain a talented professoriate. Our national well-being depends on our ability to develop a happy, emotionally healthy, and productive next generation" (1991, p. 79). While the concept of job satisfaction is a topic of interest in both non-profit organizations and business, the concept is convoluted and complex and there are few theoretical models to understand, predict or explain job satisfaction (Hagedorn, 2000).

JOB SATISFACTION

Why study higher education faculty members' online teaching satisfaction? Job satisfaction is a multifaceted construct related to employee's feelings about job elements (Howard & Fink, 1996). Organizational researchers have been intrigued by employee satisfaction with work for decades (Fields, 2002), "in fact, it [job satisfaction] is the most frequently studied variable in organizational behavior research" (Spector, 1997, p. 1). Spector posited that job satisfaction can be a reflection of organizational functioning and used to diagnose potential trouble spots in organizational units, and noted the important implication of researching employee feelings [job satisfaction] is that these feelings can lead to either positive or negative work behaviors (1997). Spector offered reasons organizations should be concerned with job satisfaction,

> First the humanitarian perspective is that people deserve to be treated fairly and with respect. Job satisfaction is to some extent a reflection of good treatment. It also can be considered an indicator of emotional well-being or psychological health. Second the utilitarian perspective is that job satisfaction can lead to behavior by employees that affects organizational functioning" (1997, p. 2).

Locke defined an individual's job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (1976, p.1300). Motowidlo (1996) portrayed job satisfaction as an individual judgment associated with information stored in memory. Consistent with this and other definitions found in organizational literature, Spector suggested that job satisfaction is a general or global affective reaction [feelings] that individuals have in respect to their work situation, and he defines job satisfaction as, "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (1997, p.2).

Weiss (2002) takes the position that current definitions of job satisfaction and subsequent research based on these definitions, "…have obscured differences among

three related but distinct constructs: evaluations of jobs, beliefs about jobs, and affective experiences on jobs" (p. 173). Research studies have examined antecedents of job satisfaction, dimensions of job satisfaction, relationships between job satisfaction and outcomes such as retention or productivity.

Across studies the proportion of variance in turnover related to levels of satisfaction may be smaller than predicted (Hom & Griffeth, 1991; Lee, Mitchell, Holtom, McDaniel & Hill, 1999), and the extent of job satisfaction can be reflected by how well the job meets individual worker's preferential expectations in a mix of features such as autonomy, pay, and promotion (Porter & Steers, 1973). Satisfaction with facets of meaningful work and promotion opportunities were significant predictors of intentions to quit a job (Fields, 2002). Certain aspects of the work can be determinants of job satisfaction (Arvey, Carter & Buerkley, 1991) such as job level, which is positively correlated with overall job satisfaction, because higher-level jobs tend to have higher pay, better working conditions, more opportunity for promotion, autonomy and responsibility (Fields, 2002). Employee's perceptions about aspects of their work environment such as job content, management climate, and employee influence on work group can also explain job satisfaction, but personal characteristics such as gender, age, and educational level did not explain the variance in work satisfaction (Robie, Ryan, Schmieder, Parra & Smith, 1998).

Analysis of job satisfaction at the organizational level has show that organizations with high levels of job satisfaction outperform other organizations (Fields, 2002). The research guided by Agho, Mueller and Price (1993) and Pearson (1991) focused on the impact of job satisfaction on employee's absenteeism, commitment, intentions to quit, and turnover and found that unmet employee expectations lead to less job satisfaction and a greater probability of withdrawal behavior. The differential effects of affective

disposition on job satisfaction was tested by Judge and Hulin (1993) and found to be an antecedent to general well-being, which was reciprocally related to job satisfaction. The effects of life satisfaction on job satisfaction were found to be larger than the effects of job satisfaction on life satisfaction in a longitudinal study conducted by Judge and Watanabe (1993).

Numerous measures of job satisfaction have been developed to measure overall or global job satisfaction or satisfaction with aspects or facets of a job, or a combination of global and facet measures such as Wright and Bonnet's (1992 as cited in Fields 2002) research that averaged facet measures together to give a global measure. Many studies have utilized one or more of the following measures of job satisfaction, *Overall Job Satisfaction* (Cammann, Fichman, Jenkins & Klesh, 1983 as cited in Fields 2002); *Job Satisfaction Relative to Expectations* (Bacharach, Bamberger & Conley, 1991 as cited in Fields 2002); *Minnesota Satisfaction Questionnaire* (Weiss, Dawis, England & Lofquist, 1967 as cited in Fields 2002); *Job in General Scale* (Ironson, Smith, Brannick, Gibson & Paul, 1989 as cited in Fields 2002); *Overall Job Satisfaction* (Taylor & Bowers, 1974 as cited in Fields 2002); *Overall Job Satisfaction* (Judge, Boudreau & Bretz, 1994 as cited in Fields 2002); *Global Job Satisfaction* (Quinn & Shepard, 1974 as cited in Fields 2002), modified by Pond & Geyer (1991 as cited in Fields 2002); *Job Satisfaction Survey* (Spector, 1985 as cited in Fields 2002); *Job Satisfaction Index* (Schriesheim & Tsui, 1980 as cited in Fields 2002); *Job Perception Scale* (Hatfield, Robinson & Huseman, 1985 as cited in Fields 2002); *Overall Job Satisfaction* (Brayfield & Rothe, 1951 as cited in Fields 2002); *Job Diagnostic Survey* (Hackman & Oldham, 1974 as cited in Fields 2002); *Job Descriptive Index* (Smith, Kendall & Hulin, 1969 as cited in Fields 2002), updated by Roznowski (1989 as cited in Fields 2002); *Satisfaction with Job Facets* (Andrews & Withey, 1976 as cited in Fields 2002); *Global Job Satisfaction* (Warr, Cook

& Wall, 1979 as cited in Fields 2002); *Career Satisfaction* (Greenhaus, Parasuraman & Wormley, 1990 as cited in Fields 2002); *Employee Satisfaction With Influence and Ownership* (Rosen, Klein & Young, 1986 as cited in Fields 2002); *Satisfaction With Work Schedule Flexibility* (Rothausen, 1994 as cited in Fields 2002); *Pay Satisfaction Questionnaire* (Heneman & Schwab, 1985 as cited in Fields 2002); *Index of Organizational Reactions* (Dunham & Smith, 1979 as cited in Fields 2002); and *Satisfaction With My Supervisor,* Scarpello & Vandenberg (1987 as cited in Fields 2002).

These job satisfaction measures are validated measures and all purport to measure aspects of job satisfaction. However, not one of these measures was developed and investigated with higher education faculty members as the sample focus, and not one, with faculty members who are teaching online. Organ and Near (1985) and Brief (1998) raised significant methodological questions about the ability of these conventional job satisfaction measures to capture both affective and cognitive evaluations of work satisfaction, and concluded that conventional measures were cognitively laden. Brief & Robertson (as cited in Brief, 1998) found that two of the most commonly used instruments, the *Minnesota Satisfaction Questionnaire* "captured no affect, just cognitions," and the *Job Descriptive Index*, "some positive affect, but mostly cognitions," and later Brief concluded that "the study of job satisfaction appears to have been dominated (unknowingly) by measures that fail to adequately gauge how people affectively evaluate their jobs" (Brief 1998, p. 87).

Most job satisfaction measures tend to focus on employee perceptions and attitudes by asking employees to choose a pre-selected response, in an attempt to capture meaningful aspects of individual perceptions and the employee's evaluation of these perceptions, which according to Fields, "…is tacit recognition of the difficulty of the task at hand" (2002, p.xxi). Weiss suggested if researchers want to understand what they have

been studying "(as opposed to what we think we have been studying)," they should heed the advice of "Brayfield and Crockett" who wrestled with the definition of job satisfaction and concluded, "any attempt to define job satisfaction should stick close to operations" (2002, p.175). "We have not attempted to define such terms as job satisfaction or morale. Instead we have found it necessary to assume that the measuring operations define the variables involved" (Brayfield & Crockett, 1955 as cited in Weiss, 2002). Weiss clarified Organ, Near, and Brief's question about conventional measures of job satisfaction capturing both affective and cognitive evaluations,

> We find that job satisfaction measures, like attitude measures in other domains, ask respondents to place the attitude object (the job or some facet of the job) along a scale of evaluation. Those scales may sometimes be phrased in ways that make them seem like they are tapping affective states but make no mistake, evaluation is the essential construct being measured (2002, p. 175).

Brief reiterated that job satisfaction is an "attitude towards one job," and viewing alternative definitions of the affective construct "attitude," he determined that the current definitions of job satisfaction did "…not seem to be derived from what is though to constitute an attitude" (1998, p. 10). Expanding on Locke's definition of job satisfaction Brief (1998) included cognitive as well as affective aspects, "job satisfaction is an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor" (1998, p.86). Brief's definition of job satisfaction was selected for this research because his definition broadens the approach to individual job satisfaction from a sole focus on cognitive aspects to encompass affective aspects of job satisfaction, and as was noted earlier Jones and Issroff argued there is a need to consider the role of affect in learning technology because, "there has been much more attention on affect over the last twenty-five years and a recognition of its importance alongside cognition" (2007, p. 202). Brief's definition is consistent with earlier definitions, but unlike earlier definitions, his definition can easily be expanded to a

collective or group level of analysis by changing the wording to, "job satisfaction is a 'shared internal state' that is expressed by affectively and/or cognitively evaluating 'shared job experiences' with some degree of favor or disfavor" (Brief, 1998, p. 86).

Brief (1998) questioned why some people report that they are highly satisfied with their jobs and others report considerably lower levels of job satisfaction and cited Person-environment (P-E) research in response to his own question, referring to research conducted by Porter (1961 as cited in Brief, 1998), French & Kahn (1962 as cited in Brief, 1998), Harrison (1978 as cited in Brief, 1998), and Holland (1985 as cited in Brief, 1998). Brief explained that considerable evidence from these researchers indicates that job satisfaction depends on the P-E relationship, which is the fit between an individual's personality (essentially reflecting a person's needs) and the environment in which he or she works. Brief proposed a three-factor, "*integrated model of job satisfaction,*"

> I posit job satisfaction to be influenced directly by how people interpret their jobs and those interpretations to be influenced by both their personalities and the objective circumstances of their jobs. Moreover, job satisfaction is posited to be influenced directly by personality (1998, p.95).

Brief extrapolated his model of job satisfaction from prior research with colleagues that proffered "global features of personality *and* an individual's objective life circumstances influence the ways in which a person interprets the circumstances of his or her life; in turn, these subjective interpretations directly influence subjective well-being" (Brief, 1998, p. 94). Brief addressed the personality aspect of his job satisfaction model as "*global personality dimensions,*" (1998, p. 96) which he noted is an integrative model of personality in part based on the work of trait theorists who viewed traits as, "the fundamental building blocks of personality" (Brief, 1998, p.97) and "construe these traits as broad predispositions to behave, feel, and/or think in particular ways" (Pervin & John, 1997) cited in Brief, 1998).

Brief also incorporated constructs distilled from the Five Factor Model (FFM) of personality (Goldberg, 1981, 1993, as cited in Brief, 1998) using two affectivity labels in his *integrated model of job satisfaction* to describe "*global personality dimensions*" (1998, p. 9), "the two personality dimensions, more often than not, appear in the literature pertaining to job satisfaction under different labels. Neuroticism is termed negative affectivity (NA); extroversion is termed positive affectivity (PA)" (Brief, 1998, p. 98). He explained,

> Individuals high on PA may be further characterized as tending to be engaged in the world around them, to feel good about that engagement, and to feel self-efficacious, in addition, persons with high PA tend to have a sense of overall well-being and correspondingly, experience positive emotions and moods and perceive stimuli, think, and behave in ways to main these positive feelings (e.g., Gorge, 1996b; Tellegen, 1985; Tellegen et al., 1988). Individuals high on NA can be described as tending to have an overall negative orientation toward themselves and the world around them; they tend to think and act in ways that result in negative affect experiences and are prone to distress through time and across situations (e.g., George, 1996b; Watson & Clark, 1984; Watson & Pennebaker, 1989). Consistent with the FFM, PA and NA are independent dimensions of personality (e.g. Meyer & Shack, 1989). Thus, for example, a person could be high on PA (e.g., disposed to fell distressed and hostile) or low (e.g., disposed to feel placid and relaxed on NA. (Recall that the *states* of positive and negative affect also were described earlier as independent dimensions (Brief, 1998, p. 88-89).

Brief's characterization of NA and PA is consistent with FFM as an independent dimension of personality. He described the positive affectivity (PA) dimension as positive in mood and emotion, perceiving stimuli, thinking, and behaving to maintain these positive feelings, having a sense of overall well-being, being self-efficacious, and satisfied with being engaged in the world around them, and the negative affectivity (NA) dimension as negative in mood and emotion, prone to distress through time and situations because of thinking and acting in ways that result in negative affect experiences. Brief claimed, based on these his descriptions of PA and NA, that it was obvious that these

personality traits impact the ways that people interpret their worlds and respond to these interpretations quoting research that had demonstrated individuals, "…with high NA interpret ambiguous stimuli more negatively (e.g. Goodstein, 1954, Haney, 1973; Phares, 1961 as cited in Brief 1998);" and view "the world and themselves through a negative lens…(Clark and Watson, 1991 as cited in Brief 1998)" predicting that "as scores on a measure of NA increase, self-reports of working long hours, performing repetitive tasks, and having troublesome interactions with others…increase and job satisfaction decreases" (Brief, 1998, p. 99).

Brief detailed the "*objective job circumstances*" component of his model citing the "work-related events, and following the lead of Isen, Daubman and Nowicki (1987 as cited in Brief 1998)," suggesting that events, which positively reflect on an individual's achievement, competence, and/or worth promote positive mood at work; mood at work is influenced by the "tone" of the individual's group and group job satisfaction (enhanced by small group size, proximity of members, a positive leader, group members similarities, dispositional group composition); and positive group tone positively affects the individual's job satisfaction (Brief, 1998, p. 101). Brief claimed that research examining components of job satisfaction, at the group level, is sorely needed and asserted that positive mood at work is also affected by contextual characteristics [such as technical support in this research], and organizational rewards such as money and recognition.

Brief's (1998) model of job satisfaction is not context specific. The next section will examine Hagedorn's faculty job satisfaction model (2000) that is conceptualized in relation to the context of post-secondary higher education, which is the context for the phenomena under investigation in this research, satisfaction with the work of online teaching.

Higher Education Faculty Job Satisfaction

The National Study of Post-Secondary Faculty (NSOPF) is a large nationally representative database compiled by the National Center for Education Statistics (NCES). The NSOPF 1999 and NSOPF 2004 were the two most comprehensive studies of faculty in postsecondary United States institutions of higher education according to Hagedorn (2000). The NSOPF was conducted to provide data about faculty to researchers, planners, and policymakers because,

> Faculty are the pivotal resource around which the process and outcomes of postsecondary education revolve. They often determine curriculum content, student performance standards, and the quality of students' preparation for careers. Faculty members perform research and development work upon which this nation's technological and economic advancement depends. Through their public service activities, they make valuable contributions to society. For these reasons, it is essential to understand who they are, what they do, and whether, how, and why they are changing (NCES, 1999, p. 5 as cited in Hagedorn, 2000).

Hagedorn (2000) formulated her *conceptual framework of faculty job satisfaction* (2000, p. 7*)* based in part on Herzberg's two-factor theory, which was described earlier, and data that she derived from case studies of various members of community college and higher education institutions. She suggested factors that promote job satisfaction for higher education faculty, deriving and validating her conceptual framework using the 1993 National Study of Postsecondary Faculty (NSOPF). Hagedorn claimed that her research established, "that positive college environments produce important positive outcomes for all players, including students" (2000, p. 6).

Recognizing that the concept of job satisfaction is "complex and convoluted" Hagedorn (2000, p.6) acknowledged that no single conceptual model could completely and accurately portray the construct of job satisfaction. Hagedorn proposed two constructs that interact and affect job satisfaction, triggers and mediators, based on the late 1950's and early 1960's work of Herzberg and colleagues (Herzberg, Mauser,

Peterson, & Capwell, 1957; Herzberg, Mausner, and Snyderman, 1959 as cited in Hagedorn 2000), the work of Latack (1984 as cited in Hagedorn 2000), and Waskel and Owens (1991 as cited in Hagedorn 2000). Hagedorn defined triggers as, "significant life events that may be either related or unrelated to the job," and mediators as, "a variables or situation that influences (moderates) the relationships between other variables or situations producing and interaction effect" (2000, p. 6). Hagedorn's Conceptual Framework of Job Satisfaction (2000) incorporates, "six unique triggers: (1) change in life stage, (2) change in family-related or personal circumstances, (3) change in rank or tenure, (4) transfer to a new institution, (5) change in perceived justice, and (6) change in mood or emotional state (p. 7)."

The first trigger identified in Hagedorn's framework a "change in life stage," she notes is based on the psychosocial work of Erickson, Levinson, Sheehy, and Neugarten whose work indicates, "the presence of a social clock triggering predictable stages in adult development" (2000, p.7), and the work of Baldwin (1979 as cited in Hagedorn, 2000) who proposed a three stage theory of faculty career that included "(1) early career, (2) midcareer, and (3) late career" (Hagedorn, 2000, p. 10). Hagedorn also cited a study that involved interviews with 48 professors of different ranks, which found that tenure progression could be likened to developmental stages (Braskam & Ory, 1984 as cited in Hagedorn, 2000, p. 10). Hagedorn earlier validated a model of faculty career stages based on reported years until retirement, defining faculty who were at an early stage of their careers (25 years or more until retirement) as "novices," (15-20 years until retirement) "midcareerists" a late career faculty (5 years or less until retirement) "disengagers," (Hagedorn, 2000, p 10). Hagedorn's research indicated that novices "derived job satisfaction from positive relationships with the administration and interactions with students," midcareerists' job satisfaction was "strongly related to appropriate

compensation," and disengagers job satisfaction was "best predicted through positive relationships with administration as well as appropriate compensation" (Hagedorn 2000, p. 10).

The second trigger in Hagedorn's framework, "changes in family-related or personal circumstances," involves life changes such as a divorce, birth of a baby, death of a loved one, serious illness, etc., or significant events occurring to oneself or a significant other (2000, p. 11). Hagedorn (2000) noted that researchers had discovered that conflicts between job and family concerns can affect both physical and psychological health and these conflicts are generally more acute for females than males (Adams, King & King, 1996; Duxbury, Higgins & Lee, 1994 as cited in Hagedorn, 2000).

The third trigger in Hagedorn's framework is a, "change in rank or tenure," which "brings a new outlook on the position, different expectations, and a change in responsibility" (2000, p. 11) for faculty "placing different demands on them" (Baldwin, 1990, as cited in Hagedorn, 2000, p. 20) that may trigger changes in sources of job satisfaction (Braskamp & Ory, 1984; Tack &Patitu, 1992 as cited in Hagedorn, 2000).

Hagedorn's (2000) fourth trigger, "transfer to a different institution," brings new surroundings, students, colleagues, responsibilities and a different institutional mission (p.11). Hagedorn noted faculty turnover rates are traditionally high (Harrigan, 1999 as cited in Hagedorn) who studied faculty turnover and quantified faculty turnover predicting a faculty turnover rate about mid-range between 3.3 % to 14.3 % per year, depending from low to high, depending on duration of service and tenure status achieved (2000, p. 11).

Hagedorn's fifth trigger, "change in perceived justice," may include perceptions of fairness and equity related such areas as salary, promotion practices, hiring, awarding tenure, and nomination for award (2000, p.12). Hagedorn noted she had found in her

previous research (i.e., 1996, 1998) "a highly significant relationship between gender-based wage differentials and multiple measures of satisfaction" and that "job satisfaction and intent to remain in academe were more strongly related to gender-equitable salary structures than to level of salary" (2000, p. 12).

Hagedorn's sixth, and final trigger, "change in mood or emotional state," involves "mood or proclivity towards a fixed emotional state" with mood as "a pivotal variable that is strongly responsible for one's location on the job satisfaction continuum" (Hagedorn, 2000, p. 12). This trigger "relates to affective disposition, such as mood or proclivity towards a fixed emotional state. Although complex and misunderstood, emotions play a vital role in all personal and social endeavors enveloping working attitudes" (Izard, Kagan, and Zajonc, 1984; Young, 1986 as cited in Hagedorn 2000). Hagedorn claimed research had indicated that variance in attitudes, work performance was a direct result of preexisting personality factors (Furnham, Forde & Ferrari, 1999 as cited in Hagedorn 2000) and that high level of association between mood and job satisfaction exists (Weiss, Nicholas & Daus, 1999 as cited in Hagedorn 2000).

Hagedorn's conceptual framework includes "three types of mediators: (1) motivators and hygienes, (2) demographics, and (3) environmental conditions." (2000, p. 7). The "Motivators and Hygienes" in Hagedorn's conceptual framework are based on the work of Herzberg and associates that was discussed in "Chapter Two," and includes motivators, "which work to increase satisfaction while other factors that are labeled hygienes, decrease satisfaction or result in de-motivation"(2000, p. 8). Hagedorn noted, "when a worker feels a high level of achievement, is intensely involved, and is appropriately compensated by recognition, responsibility, and salary, job satisfaction is enhanced and job dissatisfaction is decreased" (2000, p. 8). The second category of mediators in Hagedorn's framework is, "demographics," (e.g., gender, ethnicity,

institutional type, academic discipline, etc.). Hagedorn's final groups of mediators are labeled as "environmental" mediators (i.e., social relationships with administrators, peers and students, work conditions etc.). Hagedorn explained, while evidence abounds for stress to be included in any model of job satisfaction she did not include stress as a mediator in her framework because, "stress is perceived as an all-inclusive term that overlaps with virtually all aspects of the job. The model places stress not as a primary indicator, but rather as a consequence of negative responses to the mediators and triggers" (2000, p.9).

The final component of Hagedorn's model is the "response of job satisfaction," which is the "actual product, evidence and the result of job satisfaction" (2000, p. 9). Hagedorn explains that there is no metric that can precisely categorize or gauge job satisfaction, "like most of life's expressions and emotional responses, job satisfaction is better represented by a continuum than by discrete categories," however, Hagedorn identified three points on her job satisfaction continuum from high to low, appreciation, acceptance or tolerance, and disengagement. Hagedorn noted that she had created the continuum "for the purpose of conceptualization" (2000, p. 9) only. Hagedorn discussed her job satisfaction continuum explaining that a highly satisfied worker is likely to appreciate her position, identify with the organization, be engaged in her work and be productive. On the other end of her continuum is she is a disengaged worker she would have very low levels of job satisfaction, would not be engaged in her work, would not identify with the organization, and would not be excited about contributing to the organization. Hagedorn explains the mid-point of her faculty job satisfaction continuum, acceptance /tolerance is the central area, "between the two extremes lie the majority of workers who have accepted and evolved with their work-related roles" (2000, p. 9).

Hagedorn (2000) utilized the National Center of Educational Statistics (NCES) Data Analysis System (DAS), a software application that allows users to produce tables and correlation matrices from NCES data sets, in designing a multiple regression equation to provide evidence of the predictive ability of the mediators in her conceptual framework. According to Hagedorn the 1999 National Study of Post-Secondary Faculty (NSOPF) contractor, The Gallup Organization, made the questionnaire available on the World Wide Web and strongly encouraged respondents to complete the Web version. The National Science Foundation and the National Endowment supported the survey research. Hagedorn's analysis of data from the NSOPF (1993) established validity for her conceptual framework, and the results indicated that her conceptual framework was highly significant ($p < .0001$). The highly predictive mediators were the work itself, salary, relationships with administrators, student quality and relationships, and institutional climate and culture.

Tack and Patitu's research indicated that women faculty members were less satisfied with their positions than male faculty members, because women were being forced to sacrifice more in terms of their personal lives in order to meet the demands of their families and their jobs (1992). Their findings also indicated that ethnic minority faculty members were less likely to be tenured, had lower salaries than whites, felt isolated and less supported, and often encountered racism and prejudice (Tack & Patitu, 1992). Tack and Patitu predicted a shortage of perspective college faculty by the year 2000 and claimed that the topic of faculty job satisfaction and making faculty positions more attractive to women and minorities needed to become a high priority for higher education institutions (1992). The need to examine causes and constraints of faculty job satisfaction is combined with the pedagogical shift for online faculty members from lecturing and providing information to serving as facilitators of learning, functioning to

help students find and make sense of information (Chute et al., 2003; Harasim et al., 1997; Garrison, 1989; Kearsley, 2000). Due to the explosive growth of online education, more than ever, there is a need to look closely at the issue of job satisfaction in relation to the work of faculty in online teaching environments.

Online Teaching Satisfaction

According to Sloan-C, a consortium of non-profit institutions and organizations that encourage the collaborative sharing of online education knowledge and effective online educational practices, "faculty satisfaction with online teaching reflects institutional commitment to building and maintaining environments that are personally rewarding and professionally beneficial" (Moore, 2005, p.70). Sloan-C shares effective institutional practices to "make quality online education affordable and accessible so that anyone who is motivated and qualified to pursue education can achieve it" (Moore, 2005, p.5). Moore's report, "A Synthesis of Sloan-C Effective Practices," August 2005, includes links to institutions and detailed postings about their practices that address the five hallmarks of quality pillars of online education,

> **Learning Effectiveness:** The provider demonstrates that the quality of learning online is comparable to the quality of its traditional programs.
>
> **Cost Effectiveness and Institutional Commitment**: Institutions continuously improve services while reducing cost.
>
> **Access:** All learners who wish to learn online have the opportunity and can achieve success.
>
> **Faculty Satisfaction**: Faculty achieves success with teaching online, citing appreciation and happiness.
>
> **Student Satisfaction**: Students are successful in learning online and are pleased with their experience. (Moore, 2005)

The editor of the Sloan-C's "Faculty Satisfaction Effective Practices," Melody Thompson, Director of the American Center for the Study of Distance Education and Director of Quality and Planning for Penn State's World Campus stated,

> A major determinant in the success of online higher education is a strong faculty commitment to teaching in this new environment…. Increasing faculty satisfaction by identifying and eliminating or improving time-intensive tasks directly affects student learning outcomes and satisfaction since faculty members can spend a higher proportion of time on pedagogically effective interactions with students. Faculty who are satisfied with their online experience are more likely to participate again, and higher faculty retention rates translate directly into greater cost-effectiveness (2003).

Lazarus (2003) found that the required time commitments for online teachers were reasonable, ranging between three to seven hours per week. However, Lazarus noted that while teaching on-campus courses the instructor only meets with students several times a week, different from online courses where the instructor "needs to be online and available to students every day" Lazarus (p. 53). Her research indicated that, "participating in and grading the online discussions takes the greatest amount of time" for online instructors (Lazarus, 2003, p. 53). Janet Moore, Chief Learning Officer, Sloan Consortium stated, "Faculty satisfaction with online teaching reflects institutional commitment to building and sustaining environments that are personally rewarding and professional beneficial" (2005, p. 70). Moore synthesized Sloan-C Effective Practices that addressed these five Faculty Satisfaction questions,

1. How can schools foster greater community among faculty?
2. How can schools prepare faculty to teach online more effectively?
3. How can schools encourage and support research opportunities for faculty?
4. How can schools recognize and reward faculty who teach online?
5. How can technology help organize and enhance faculty activities? (2005, p.57)

Moore's (2005) report synthesizes practices that were submitted by Sloan-C members in response to these five questions and provides links to the submitting institutions. Some examples of faculty satisfaction effective practices that were submitted in answer to each of the five questions follow: 1) Examples of Sloan-C effective practices to foster greater community among faculty include, providing opportunities to connect with communities for discussion, activities and resource sharing; affordable faculty technology training; access to interactive, technology-based learning objects with assignments, assessments, and instructions for using these learning objects effectively; ongoing professional development and sharing of best practices. 2) Examples of Sloan-C effective practices to prepare faculty to teach online more effectively include, self-paced faculty development programs that help faculty recognize the differences between traditional and on-campus instruction aimed at helping them to understand the needs of their online students; best practices in online instruction and how to implement these best practices in the design and delivery of their online courses; graduated faculty development models where teams of faculty learn online instruction skills and practice these skills while collaboratively developing a general education course; institutional funding for the planning, design, and development of online courses; using multiple feedback mechanisms for assessing the effectiveness and impact of faculty development programs such as focus groups, surveys, interviews, usability studies, and interviews. 3) Examples of Sloan-C effective practices to encourage and support research opportunities for faculty include, assembling and publishing guiding principles for faculty involved in distance learning by establishing processes and instruments for analyzing faculty experience and standards of excellence and then addressing concerns identified by faculty. 4) Examples of effective practices to recognize and reward faculty who teach online include, initiatives that reward faculty for their achievements in development,

research, and online teaching; ongoing research to inform practices that enhance faculty satisfaction; proactive and ongoing management of expectations; distinguishing "real" from "perceived" problems; identifying the locus of control when reviewing scholarly activities; recognizing and rewarding faculty for their online activities in faculty reward structures; and giving faculty more freedom of choice on how time and resources are spent. 5) Examples of Sloan-C effective practices in using technology to organize and enhance faculty activities include: technology use that enables timely distribution, integration, and feedback to decrease faculty workload; automation of administrative processes so that faculty can spend more time advising and supporting students; simple and user-friendly software for updating online syllabi and course materials; documenting and sharing course improvements; online conferencing tools that facilitate faculty collaboration when developing or modifying online courses, online help systems that allow faculty to participate in training and have their questions answered quickly at anytime from anyplace; open source software that allows course content and materials to be moved from one system to another.

Chapter III: Methodology

The main purpose of this study was to conduct exploratory qualitative research aimed at identifying elements that enhance or inhibit higher education faculty members' online teaching satisfaction. The researcher provides an overview of the methodology for this study, in the first section, "Methodological Overview." The second section, “Site and Participant Selection,” describes the rationale for the selection of the setting and the participants for the study and also provides information about the research site. The third section, "Participants" provides detailed information about the participants in this study. The fourth section, of this chapter "Data Sources and Collection,” addresses the data sources and data collection methods. The fifth section, “Data Analysis,” details the specific procedures utilized for analyzing the data collected during the course of this study. The final section, “Trustworthiness,” describes strategies the researcher utilized to ensure the credibility of the research.

METHODOLOGICAL OVERVIEW

Qualitative methods were used in this study to explore interactions related to the experiences and perceptions of the higher education faculty members who are teaching online courses, in an attempt to gain a better understanding of elements that enhance to or inhibit their online teaching satisfaction. Qualitative research methods were unsurpassed for the research questions utilized in this research, where the variables are unknown and need to be explored (Creswell, 2005; Denzin & Lincoln, 2003; Guba & Lincoln, 1994; Patton, 1990). This exploratory study was conducted because little is known about what constitutes job satisfaction for higher education faculty members who are teaching online courses. A key characteristic of the qualitative methodology used in this research was a focus on understanding the phenomenon from the participant's perspectives, which is also

referred to as the "*emic*, or insider's perspective, versus the *etic*, or outsider's view" (Merriam, 1998, p. 6).

A second characteristic of this qualitative research was that the researcher, the human instrument, was the instrument of choice (Lincoln & Guba, 1985; Merriam, 1998). "The human instrument allows data to be collected and analyzed in an interactive process," (Erlandson, Harris, Skipper & Allen, 1993, p. 39). A third characteristic of this qualitative research was the researcher went "to the people, setting, site, institution (the field)" to become "intimately familiar with the phenomena being studied" (Merriam, 1998, p. 7). A fourth characteristic of this qualitative research was the methodology employed an inductive approach that "builds abstractions, concepts, hypotheses, or theories." This research was undertaken because there is a lack of theory related to online teaching satisfaction, and existing job satisfaction theory fails to adequately explain the phenomenon. "Finally, since qualitative research focuses on process, meaning, and understanding, *the product of this research is richly descriptive*. Words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon" and "…. data in the form of participants' own words, direct citations from documents" (Merriam, 1998, p. 8) are used to support the findings of this research.

This qualitative research placed emphasis on the socially constructed nature of reality (Charmaz, 2006; Denzin & Lincoln, 2003; Erlandson, et. al., 1993; Guba & Lincoln, 1998; Merriam, 1998; Patton, 1990; Stake, 2006; Yin, 2003), by seeking answers to questions that stress how the social experience of online teaching satisfaction is created and perceived. A theoretical framework based on the paradigms, and naturalistic strategies of *constructivist inquiry* (Lincoln & Guba, 1985; Guba and Lincoln, 1994; 1998), and the data gathering and analysis methods of *constructivist grounded*

theory (Charmaz, 2000; 2006), was developed to situate the methodology for this research within the qualitative research literature.

Constructivist Inquiry

This research is situated within a constructivist paradigm where the researcher takes the position that "human beings do not find or discover knowledge so much as construct or make it" (Schwandt, 1998, p. 237). This constructivist paradigm recognizes the complex nature of multiple realities and presumes that there is no single, unique "reality" but only individual perspectives (Charmaz, 2000, 2006; Creswell, 2005; Denzin & Lincoln, 2003; Guba & Lincoln, 1994, 1998). The researcher's world-view or belief system is constructivist, accordingly the researcher aimed to understand factors that enhance or inhibit faculty members' online teaching satisfaction from "the complex world of lived experience" (Schwandt, 1998, p. 221) and point of view of each research participant. Charmaz (2006) defines the assumptions, aims, and constraints of the constructivist approach to grounded theory,

> Constructivism [is] a social scientific perspective that addresses how realities are made. This perspective assumes that people, including researchers, construct the realities in which they participate. Constructivist inquiry starts with the experience and asks how members construct it. To the best of their ability, constructivists enter the phenomenon, gain multiple views of it, and locate it in its Web of connections and constraints. Constructivists acknowledge that their interpretation of the studied phenomenon is itself a construction (p. 187).

This constructivist inquiry led "to a joint (among inquirer and respondents) construction of a case (i.e., findings or outcomes)" (Schwandt, 1998, p. 243). The joint constructions that emerged from this inquiry can be evaluated for a "fit" with the information and the data it encompasses, to the extent that the constructions "work" or provide a credible level of understanding, and to the extent to which they have "relevance" and are "modifiable" in future research (Guba and Lincoln, 1989, p. 179).

Constructivist Grounded Theory

Grounded theory utilizes the investigator, "as the primary instrument of data collection and analysis, assumes an inductive stance, and strives to derive meaning from the data. The end result of this type of qualitative research is a theory that emerges from, or is 'grounded' in, the data-hence, grounded theory" (Merriam, 1998, p. 17). Constructivist grounded theory methods were utilized for analysis of the research data, which was systematically gathered, through a continuous interplay between analysis and data collection (Charmaz, 2006). "Grounded theory is an iterative process by which the analyst becomes more and more 'grounded' in the data and develops increasingly richer concepts and models of how the phenomenon being studied really works" (Ryan & Bernard, 2003, p. 279). According to Strauss and Corbin, "The major difference between this methodology [grounded theory] and other approaches to qualitative research is its emphasis on theory development" (1994, p. 274). Strauss and Corbin (1998) noted that rather than "formal" theory, the type of theory developed with this methodology is "substantive," and "substantive theory has as its reference specific, everyday-world situations" (Merriam, 1998, p. 17).

Charmaz explained that in the constructivist approach to grounded theory, "research objectives and audiences do not always include explicit theory construction" (Charmaz, 2006, p. xii). The constructivist approach to grounded theory (Charmaz, 2000; 2006) used for this research offers clear guidelines that can be used to build explanatory frameworks and move each step of the analytic process forward to the development, refinement, and interrelation of concepts, but this constructivist approach also assumed the relativism of multiple social realties and the co-creation of knowledge by the researcher and research participants (Charmaz, 2000; 2006). Using flexible, heuristic strategies, rather than formulaic procedures constructivist grounded theory in this

research emphasized process, meaning, and emergence within symbolic interactionism, a term that Blumer (1969) used to denote that people act toward things based on the meaning those things have for them, these meanings are derived from social interaction and modified through interpretation. Constructivist grounded theory methods were utilized as analytic tools in this research to provide a conceptual framework for future research, which is detailed in "Chapter Five."

SITE AND PARTICIPANT SELECTION

The names of institutions, programs, participants, and other specific information that could reveal participants identities are replaced with pseudonyms throughout this report to protect the participants' confidentiality. The setting or context where online faculty members work, can have significant impact on the phenomenon of online teaching satisfaction, because each institution, program, course, and courseware platform is unique and complex as is electronic, computer-based, networked teaching and learning. The selection of the setting and participants for this research was a purposive sampling (Mason, 1991; Patton, 1990) targeted to purposefully select faculty members who were teaching online courses for master's level programs during the preceding two years.

The primary setting of this research was the State Electronic Campus (SEC), a large United States state university system's training and support system for online courses and programs. The reasons for choosing the SEC's online graduate programs as the setting for this research included a) the SEC online courses are taught by faculty members employed by institutions of higher education, which allowed for extensive investigation of higher education faculty members' online teaching satisfaction with faculty members who were teaching online graduate level courses in degree granting institutions of higher education, b) the researcher's accessibility to online faculty

members, and c) the researcher's familiarity with the structure and technologies of the SEC's online graduate level programs.

SEC's administrative staff utilized SEC data systems to determine a sample population of 110 faculty and co-faculty members, 43 females and 67 males who were teaching online master's-level courses during the academic years 2003-2004 and 2004-2005, which encompassed three semesters, spring, summer, and fall, during each academic year, for a total of six semesters during the two preceding academic years. Representatives of SEC's online support system facilitated recruitment of study volunteers by sending and e-mail request for volunteers (see Appendix C) to the sample population. Twelve volunteers responded to the first e-mail request that was sent on September 5, 2006. A second e-mail request for volunteers sent on September 21, 2006, resulted in seven additional faculty volunteers, for a total of 19 volunteers. Each of the 19 volunteers filled out an informed consent form (see Appendix D) before data collection began.

Participants

The 19 volunteers, the participants in this research, were working for their home university campus, at one of the following eight State University campuses, Dexter University, Eastview University, Goldsburg University, Lakeway University, Midtown University, Smithville University, Vale University, or West University at the time that each was teaching online courses for one of the following 10 SEC online graduate-level programs, 1) Master of Business Administration (MBA) program, which had approximately 550 students enrolled in the fall of 2006; 2) Master of Science in Human Resource Management (MSHRM) program, which had approximately 70 students enrolled in the fall of 2006; 3) Master of Public Policy and Administration (MPPA) program, which had approximately 200 students enrolled during the fall of 2006; 4)

Master of Science Education (MSE) program, which had approximately 300 students enrolled during the fall of 2006; 5) Master of Science Nursing (MSN) program, which had approximately 80 students enrolled during the fall of 2006; 6) Master of Sports Science (MSS) program, which had approximately 290 students enrolled during the fall of 2006; 7) Master of Education (ME) program, which had approximately 275 students enrolled in the fall of 2006; 8) Master of Educational Administration (MEA) program, which had approximately 70 students enrolled during the fall of 2006; 9) Master of Education Curriculum and Instruction (MECI) program, which had approximately 300 graduate-level students enrolled during the fall of 2006; 10) Master's of Education, Teaching with Technology (METT) program, which had approximately 175 students enrolled during the fall of 2006 (see Figure 2).

The 19 research participants, 10 female and 9 male higher education faculty members ranged in age from 43 years to 72 years with a mean age of 57 years, during the year the research data was collected, 2006. Fifteen participants identified their ethnicity or cultural heritage as Caucasian: Leroy Arnold, Sara Bishop, Anna Dodson, Andrea Gaston, Tammy Hiller, Kim Hogan, Randy Holt, Joan Kincaid, Jayne Lea, Amy Lloyd, Tom Luna, Thomas Moore, Joseph Reed, Alan Schultz and Ken White. Four participants: Dylan Brooks, Lena Dow, Rita Jerrell, and Howard Weir identified their ethnicity or cultural heritage as Hispanic. Seventeen participants listed English as their first language, and claimed fluency in no other language: Leroy Arnold, Sara Bishop, Anna Dodson, Andrea Gaston, Lena Dow, Tammy Hiller, Kim Hogan, Randy Holt, Joan Kincaid, Jayne Lea, Amy Lloyd, Tom Luna, Thomas Moore, Joseph Reed, Alan Schultz and Ken White. Dylan Brooks listed Spanish as his first language and claimed proficiency in a second language, English. Rita Jerrell listed both English and Spanish as her first language. During the fall semester of 2006, the time frame when data was collected, twelve of the

19 participants were tenured, 3 participants were on tenure track but not tenured, and 4 participants were not on a tenure track (see Table 1).

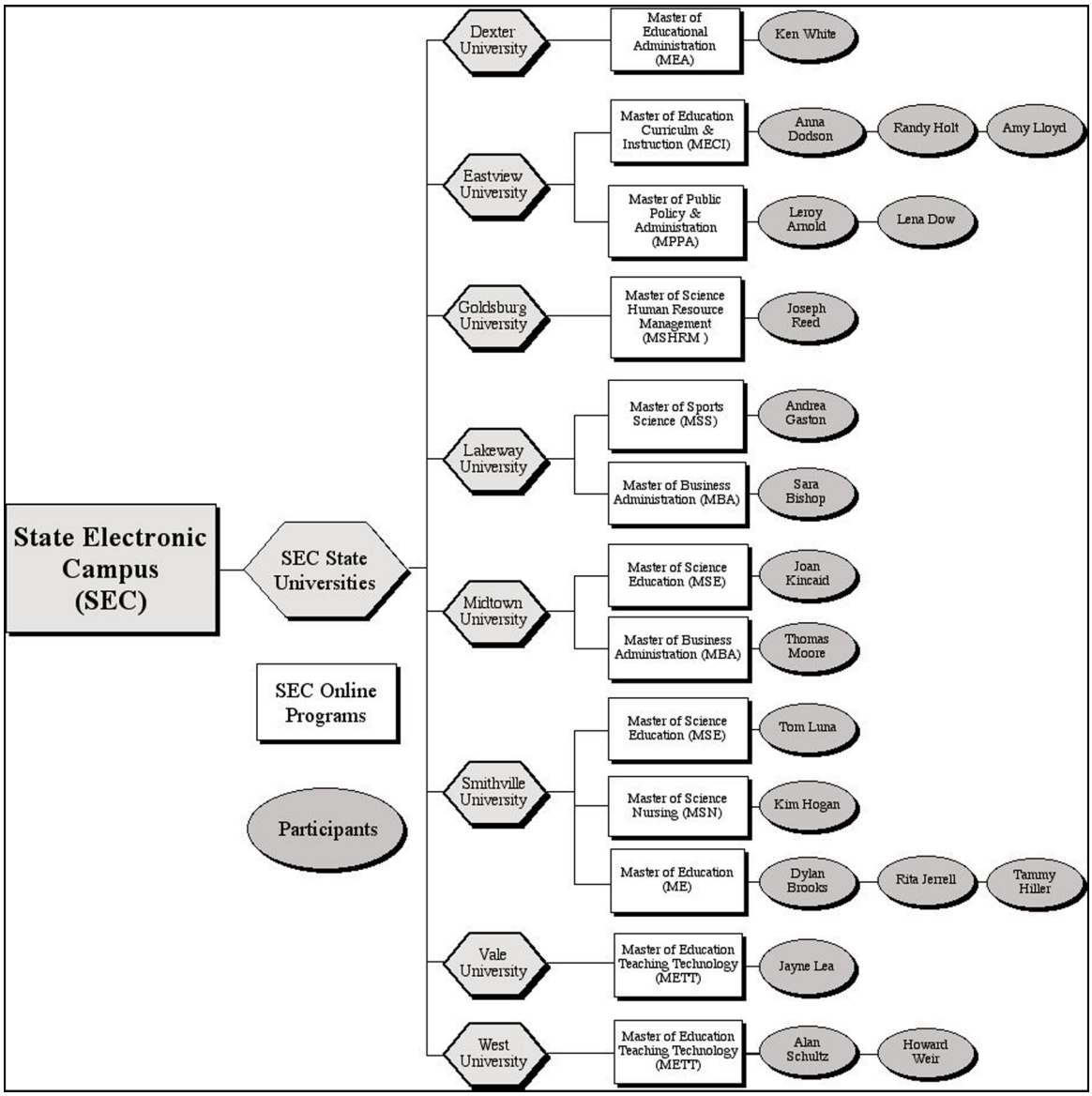

Figure 2. State Electronic Campus (SEC), 8 State University campuses, 10 online programs, and 19 faculty research participants.

	Number (N)	Percentage (%)
Total Sample Size Fall 2006	19	
Gender		
Female	10	52.63
Male	9	47.37
Age		
40-45	4	21.05
46-51	2	10.50
52-57	5	26.31
58-63	3	15.80
64-69	3	15.80
70-75	2	10.50
Tenure Status		
Tenured	12	63.15
Tenure Track	3	15.80
Not on Tenure Track	4	21.05
Ethnicity		
Caucasian	15	78.94
Hispanic	4	21.05
Discipline		
Business	5	26.31
Education	13	68.42
Nursing	1	5.26

Table 1. Participant Demographics

DATA SOURCES AND DATA COLLECTION

The data sources for examining the research questions included a) background information collected via the background questionnaire, b) semi-structured interview, and c) public online program documents posted on SEC's Web site, and d) public documents posted on the eight universities' Web sites.

Data was collected in two phases. Unlike the more formulaic procedures proposed by Glasser and Strauss (1967) and Strauss and Corbin (1998), the constructivist grounded

theory data collection procedures utilized in this research were flexible constructivist strategies that acknowledged participant and researcher roles while emphasizing the meanings and individual perspectives of the participants (Charmaz, 2006). Constructivist grounded theory methods provided systematic and flexible guidelines for data collection, "a set of general principles and heuristic devices rather than formulaic rules" (Charmaz, 2006, p. 2 Symbolic interactionism complemented constructivist grounded theory in this research through the use of a pre-research literature review that provided a "rich array of sensitizing concepts" which gave the researcher "guiding empirical interests to study" and "general concepts" to frame the guiding concepts for this research (Charmaz, 2000, p. 513). The sensitizing concepts for this research were derived from the review of the literature, and consultation with experts in the field of education and online learning. The guiding interests led the research to incorporate the following concepts in the data collection instruments, tenure status, teaching experience, teaching awards, cultural heritage, native language, training for online teaching, computing experience, teaching philosophy, online course design, activity structures, and satisfaction with: online teaching in general, online students, online interactions, online course activities, time, professional development, social interactions, institutional support, technology, barriers and facilitators to online teaching to this research.

During the first stage of this research volunteers were asked via email, to fill out the informed consent form. After returning the consent form research participants completed the online background questionnaire. Reminders were sent once a week to the volunteers that had not returned a consent form until all consent forms were returned. Consent forms were returned between September 5, 2006 and November 3, 2006, and within 24 hours of each consent form being received by the researcher, an e-mail invitation to the online background questionnaire with a unique URL and login for each

participant was sent to the participant via the survey system software. Prior to and during the first phase of the research the researcher also collected and analyzed relevant public documents posted on the SEC Website and the eight State University campuses Web sites that contained information about the institutions, programs, participants, and their online courses to obtain additional background information.

The participants were notified in the introductory questionnaire instructions that they were allowed to begin the online background questionnaire, exit by closing their Web browser if interrupted, and then later log-in and complete the questionnaire, with no loss of time or data. However, all participants completed the background questionnaire in one session. The online survey system traced the time it took each participant to complete the background questionnaire. The average time to complete the questionnaire was 15 minutes with a minimum time of 10 minutes and a maximum time of 30 minutes. Reminders to complete the background questionnaire were sent to participants that had signed the consent form but not completed the online questionnaire, on a weekly basis via the online survey system, until all participants had completed the questionnaire. A feature of the online survey system was set so that no participant could skip any question. All volunteers completed the entire background questionnaire by November 5, 2006. To ensure that the data collected from the background questionnaire was accurate, a copy of the background questions and each participant's responses was e-mailed to each participant within 24 hours of survey completion, a feature of the online HostedSurvey™ system. The final question on the background questionnaire asked each participant to indicate if s/he was willing to participate in the second phase of this research the semi-structured interview.

During the second phase of the research the 19 volunteers participated in a semi--structured telephone interview. Locke (1976) stated, "It is unfortunate that interviews

have been used relatively infrequently to assess job satisfaction" (p. 1336). Locke noted several advantages of interviewing over traditional surveys or questionnaires these included the following, "interviews can probe more in depth, and can use and approach to question-asking which is best suited for each individual based on his knowledge, degree of education, and perspective" (1976, p. 1336). Other advantages of interviewing citied by Locke included, "the meaning of a response can be determined and contradictions and/or misinterpretations of items can be explained and corrected," and interview methods, "allow individuals with poor insight to be assessed more accurately" (1976, p. 1336). The qualitative interview methods used in this research permitted the researcher to approach the "fieldwork without being constrained by predetermined categories of analysis," which contributed "to the depth, openness and detail" (Patton, 2000, p. 13) of this qualitative inquiry and allowed the researcher to fully explore the elements that emerged as participants shared their thoughts and feelings in respect to the elements that enhance or inhibit their online teaching satisfaction.

The researcher constantly analyzed the questionnaire data, which was facilitated by the online analysis features of the HostedSurvey™ system, and e-mailed a form to each participant, as they completed the background questionnaire, which asked them to fill in their first, second, and third choice of date and time that they could reserve a sixty-minute time block for the telephone interview. The researcher scheduled interviews in the order the forms were received, based on order of preference indicated by the participants, accommodating each participant's first choice of interview date and time, whenever possible. The researcher contacted participants by telephone to schedule the interview if they did not respond to the interview scheduling e-mail within one week. The researcher sent each participant an e-mail message confirming the interview appointment with the semi-structured interview protocol attached. The e-mail confirmed the interview date,

time, participant phone number, and asked each participant to reserve 60 minutes for the interview.

The researcher recorded the beginning and ending time of each interview, and her thoughts and feelings about each interview in her field notes. The interviews ranged from 45 minutes to 120 minutes with a mean interview time of 62 minutes. The researcher notified each participant during the interview that 60 minutes had elapsed and asked if they would like to close the interview or continue. The closing of each interview was determined by the researcher when the participant indicated s/he had no more thoughts or feelings that s/he wanted to share about his or her satisfaction with online teaching, or when the participant indicted that s/he wanted to close the interview. The first interview was conducted on October 16th, 2006, and the last interview was conducted on December 9, 2006.

The researcher utilized the semi-structured interview protocol during the telephone interviews with participants and also verified background information obtained from the participant's background questionnaire and in some cases commented on or asked questions about information in public documents. The background information was utilized in this report to provide thick description of the research sites, online programs, and research participants, but specific details are not elaborated in this report to protect the confidentiality of the participants. To ensure that the data collected during the interview was complete and accurately represented the participant's view point, a summary of the interview was sent to the participant for review, further input, corrections, and clarifications (see Appendix E). During the entire research process the researcher kept field notes (see Appendix F) and consulted with members of her peer debriefing team (see Appendix G).

DATA ANALYSIS

The researcher utilized the coding procedures for developing constructivist grounded theory proposed by Charmaz (2006) and QDA Miner™ qualitative data analysis software for initial coding (see Appendix H), which led to focused coding (see Appendix I), and theoretical coding to develop the theoretical framework of this research (see Figure 2). Coding began with the collection of data, as did the definition and categorization of data, in what Glaser & Strauss (1967) called the constant comparative method.

First, descriptive data (i.e., age, teaching experience, tenure status, teaching philosophy, computer usage etc.) collected from the background questionnaire was sorted and preliminary analysis was conducted using a spreadsheet. The background data was disaggregated and utilized in this report to provide thick description of the context, while placing a priority on the phenomena of study consistent with constructivist grounded theory methodology viewing, "both data and analysis as created from the shared experiences and relationships with participants and other sources of data" (Charmaz, 2006, p. 130). Constant comparative data analysis began with the analysis of the background questionnaire data and documents posted on the SEC and the state universities' Web sites, which led to the first procedure for analyzing qualitative and quantitative data, descriptive statistical analysis using a spreadsheet, which was followed by qualitative data analysis, "initial coding," using QDA Miner,™ qualitative data analysis software.

The initial coding procedures proposed by Charmaz (2000; 2006) are adaptations of the open coding, axial coding, and selective coding procedures that were proposed by Strauss and Corbin (1998) for developing grounded theory. Initial coding involved comparing background data with data collected during interviews and involved coding

with words that reflected action to the degree possible, developing provisional codes that were comparative and grounded in the data, fulfilling two criteria for completing a grounded theory analysis: fit and relevance" (Charmaz, 2006, p. 54). According to Charmaz, a study fits the empirical world when the researcher has, "constructed codes and developed them into categories that crystallize participants' experience" (2006, p. 54).

The data that emerged during each interview was initially coded line-by-line and comparing data collected in each interview with prior data in a constant comparative fashion, which involved utilizing data analysis to guide subsequent data generation and data gathering and to sharpen the focus of each subsequent interview. The aim of the initial coding was to closely examine what the participants said in order to identify explicit and implicit concerns of the participants in relation to their satisfaction with online teaching. During initial coding, data was broken and closely examined and compared for similarities and differences. "Sensitizing concepts," (Blumer, 1954, p. 7) the background ideas or concepts derived from the review of the literature, and the concepts that emerged during the research, both offered ways of seeing, organizing and understanding online faculty member's input, and this input was utilized to code the data and develop theoretical categories (Charmaz, 2000), which were defined in initial codes.

Initial coding, using the constant comparative method of data analysis, led to focused coding. "Focused coding means using the most significant and/or frequent earlier codes to sift through large amounts of data…. to determine the adequacy of those codes," which required decisions about the initial codes choosing those that made the most analytic sense allowing the researcher to "categorize the data incisively and completely" (Charmaz, 2006, p. 58). Data related in meaning or conceptually similar in nature were

grouped under categories. Closely examining data for both differences and similarities allowed for fine discrimination and differentiation among categories.

Next, the researcher developed subcategories of the focused categories and showed links between the elements that participants indicated as contributing to or inhibiting their online teaching satisfaction. These emergent categories or constructs were related to subcategories of constructs and these constructs were then utilized for forming more precise and complete explanations of the phenomena of the research participants' perceptions of satisfaction or dissatisfaction with online teaching. Additional categories that emerged were developed and used in an effort to expand the power of explanation and thick-description. During this phase of coding the researcher analyzed the constructs, identifying interactions, consequences, and variety of conditions and emerging categories or constructs related to the phenomenon of online faculty members' online teaching satisfaction. Finally, the researcher organized the categories or constructs through relational statements, all the while searching for cues in the data that denoted how major and sub categories or constructs related to each other.

The last procedure of data analysis was theoretical or selective coding, which is the process of integrating and refining categories to develop the theoretical framework of this research. During theoretical coding, the categories were organized around central explanatory concepts that represent the interpretive understandings that emerged during the research. To integrate the coding process the researcher utilized techniques such as writing and relating the participant's expressed viewpoints to central categories and contexts by using diagrams, and reviewing field notes that were written by the researcher throughout the data gathering and analysis process. After the key concepts were delineated, the researcher refined the analysis, filling in poorly developed categories and integrating and combining categories that diverged from, validated, or extended the

conceptual framework by comparing it to raw data collected during the research and member-checking of the data that was collected. The data collected from each participant's online questionnaire and interview was subjected to a "member check" (Lincoln & Guba, 1985, p. 236), which involved the participant reviewing his or her questionnaire responses and interview summary to verify that the background data and interview summary was accurate and conveyed his or her viewpoint.

The researcher continued searching for interpretive understanding of the phenomena under investigation consistent with grounded theory methodology (Charmaz, 2006) by creating visual images of her emerging theory, discussing how the categories fit together with her dissertation advisor and peer debriefing team, searching related literature while constructing her analyses in order to generate successively more abstract concepts through an inductive processes of comparing data with data, data with category, category with category, and category with concept; making comparisons during each stage of analytic development finally creating a conceptual model that unites the elements that emerged in this research under one central theme, online teaching satisfaction, which is directly "grounded' in the data" (Charmaz, 2006, p. 187). This constructivist phenomenological orientation underlies the qualitative research methods and strategies utilized for this research (Charmaz 2006; Denzin & Lincoln, 2003; Guba & Lincoln, 1998; Strauss & Corbin, 1998). The theoretical model that emerged from data analysis and its components are described in detail in "Chapter Five."

TRUSTWORTHINESS

In the scientific or quantitative research paradigms, truth-value is equated with internal validity, “The extent to which observed differences on the dependent variable in an experiment are the result of the independent variable, not some uncontrolled extraneous variable or variables” (Ary, Jacobs & Razavieh, 1996). The corresponding

qualitative term for this aspect of rigor is credibility, which Erlandson, Harris, Skipper, & Allen (1993) explain, “is essentially its ability to communicate the various constructions of reality in a setting back to the persons who hold them in a form that will be affirmed by them” (p. 40).

The researcher utilized the following methods: purposive sampling, prolonged engagement, reflexive field notes, peer debriefing (Wenrick, Youker, Figg, & Williams, 2006), triangulation, and thick description, to insure the credibility, or the "truth value" of the research findings. The researcher sustained engagement with the research participants to the point of data saturation, all the while using the grounded-theory process of recursive examination of research data. Lincoln and Guba (1985) utilized the term “prolonged engagement” (p. 301) to address this aspect of rigor.

To address possible distortions that could arise from the her involvement with the research participants, the researcher kept reflexive field notes where she recorded specific details, thoughts, decisions, questions and insights related to the research, and attended research meetings with her peer debriefing team. The peer-debriefing team reviewed data generation techniques, procedures, and data analysis, which included confirming or disconfirming emergent themes, and provided editing suggestions for the final research report.

To address distortions that could arise from employment of data-gathering techniques the researcher carefully organized and recorded data, continually scrutinizing the data for internal and external consistency utilizing “structural corroboration” (Eisner, 1979, p. 215) and the technique of “triangulation” (Guba & Lincoln, 1985, p. 283) to address truth vale in this research. Eisner (1998) first utilized the term structural corroboration to describe,

> A process for gathering data or information and using it to establish links that eventually create[s] a whole that is supported by the bits of evidence that constitute[s] it. Evidence is structurally corroborative when pieces of evidence validate each other, the story holds up, the pieces fit, it makes sense, and the facts are consistent (Eisner, 1979, p. 215).

Lincoln and Guba later (1985) explained that structural corroboration or triangulation of data sources is a matter of crucial importance in qualitative studies. They stressed that the researcher needs to take steps to validate each new piece of information in a research study, against at least one other source. The researcher utilized triangulation of sources by validating information obtained in one interview with information in subsequent interviews and by validating information collected in interviews by collecting and analyzing public records and documents. Triangulation also involved using different questions, different research methods, the online questionnaire, the semi-structured interview, document analysis using a hermeneutic-dialectic process, and mixed methods research strategies drawn from constructivist inquiry and constructivist grounded theory research methods. This study involved an inseparable relationship between data collection and data analysis utilizing the researcher as a human instrument for ongoing fine-tuning to generate and analyze data (Erlandson et al, 1993).

The researcher utilized constant comparative methodology, unitizing the data and assigning categories (Charmaz, 2006; Strauss & Corbin, 1998), to collect and analyze the data gathered during this study. First, the researcher audio recorded the interviews using a digital voice recorder connected to the telephone line. A back-up audio recording was created simultaneously using a micro-cassette audio recorder positioned near the telephone speaker. The audio file from each interview was transcribed as soon as possible after each interview and a verbatim word-processed transcript of each interview was created. Second, each word-processed interview transcript was organized and edited until a coherent and comprehensive summary of each interview was created. Third, each

participant's interview summary was sent to the participant for review and approval in the process known as member checking.

The researcher unitized and coded the research data into the categories or elements that she determined, based on constant-comparative analysis, were the elements participants had indicated either enhanced or inhibited their online teaching satisfaction. These elements were defined and redefined in a recursive process during coding and analysis of each new document. The researcher unitized all data, recursively reviewing previous documents and revising the emerging elements accordingly. After the common elements were firmly established, the researcher arranged and examined the emergent categories for common elements, while recursively defining the emerging categories of elements. After the data generation and the initial unitizing of data were completed, the peer debriefing team, the dissertation advisor and the researcher reviewed data and categories. The researcher then grouped together the categories of elements discussed at greatest length by the participants and recursively coded and arrange the constructs in emergent categories to winnow and format this information for audience use. These methods and this reconstructive process is the foundation for establishing the credibility of this research.

Chapter IV: Results

This exploratory qualitative study was aimed at understanding the elements that enhance or inhibit higher education faculty members' online teaching satisfaction and providing a structure to better understand the relationships among these elements. Throughout the constant comparative data analysis the researcher focused on identifying elements that enhance or inhibit higher education faculty members' online teaching satisfaction and understanding the relationships among these elements. Two contexts related to satisfaction with online teaching emerged as a result of data analysis, the *individual context* and the *work context*. Specific names and details were not elaborated in relation to the eight university campuses, the State University System, or 19 participants in this research in order to protect the confidentiality of the participants.

The researcher acknowledged in "Chapter One," due to time constraints, she did not fully explore the elements related to the individual context. Based on the analysis of data obtained from participants' background questionnaire responses, data which is included to provide a thick description of the research participants (e.g., gender, age, ethnicity, teaching experience, etc.); the analysis of public documents, and her interactions with the participants the researcher determined that the individual context may be a significant factor that affects higher education faculty participants satisfaction with online teaching.

Based on a preliminary review of the literature, the background questionnaire was designed to obtain contextual information about the participants including gender, age, tenure status, ethnicity, academic discipline, teaching experience, teaching awards and training for online teaching and this data was obtained to provide a thick description of the participants. The semi-structured interview was designed to obtain information about

each participant's, online course, ideal classroom, overall satisfaction or dissatisfaction with online teaching, online students, online interactions, online course activities, time spent teaching online, professional development and social interactions, institutional support for developing the online course(s), technical support for online courses, barriers and facilitators to online teaching and advice that each participant would give to another faculty member in his or her department who was thinking about developing and delivering and online course (Williams, Hao, Schmidt & Resta, 2007).

A framework, based on data analysis, was developed to clarify the relationships of the elements that emerged from data analysis to the central theme of this research, which the researcher has entitled, *online teaching satisfaction a conceptual framework*. The conceptual framework of this research will be detailed in "Chapter Five." Prior to discussing the conceptual framework in "Chapter Five," the researcher will next describe, using detailed research data as evidence, the two contextual components of the framework, the individual context and the work context.

A graphic overview of the research findings (see Figure 1) was presented in "Chapter One." This figure is reproduced in this chapter to provide an overview of the finding of this study for the reader of this report (see Figure 3).

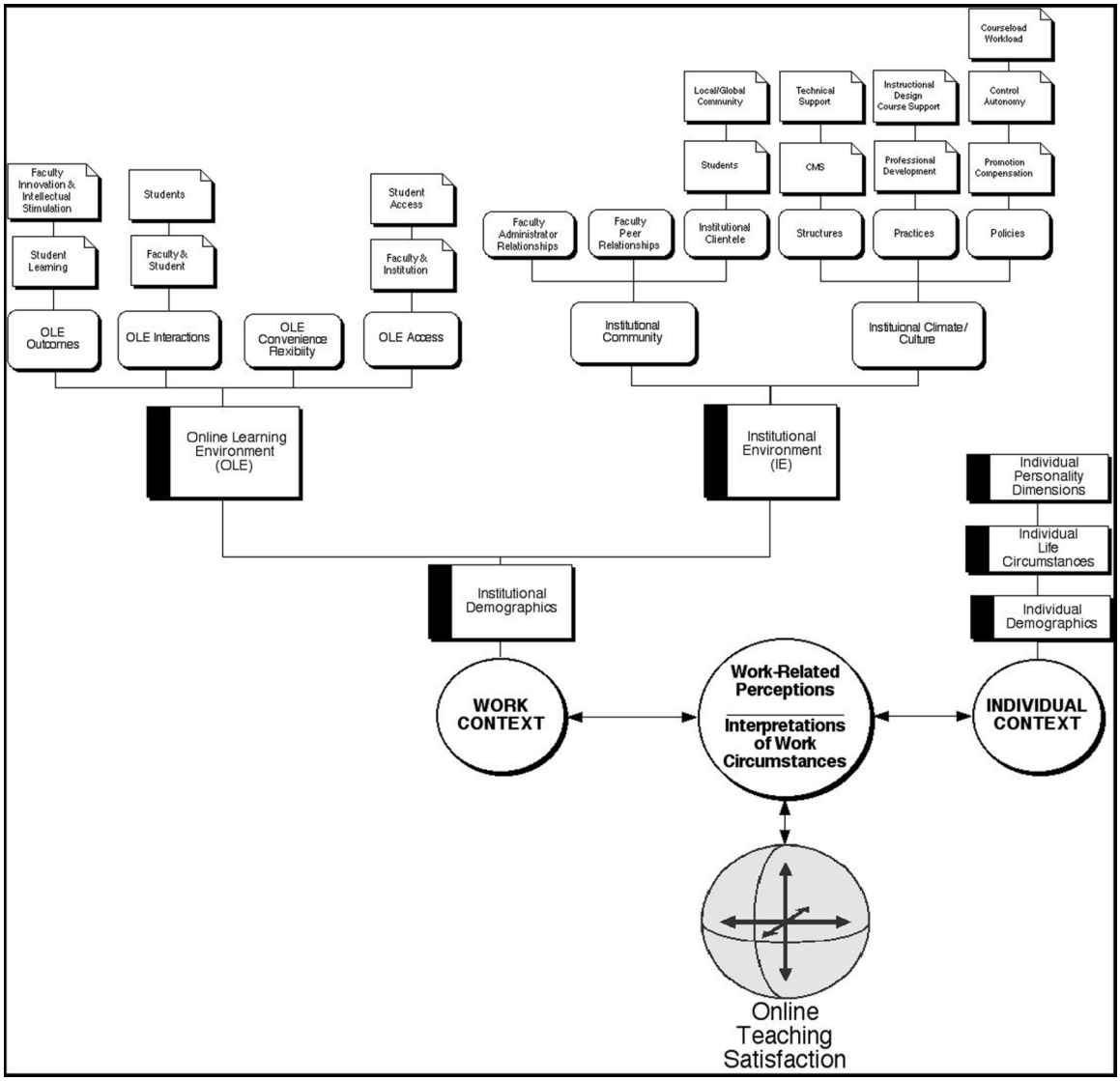

Figure 3. Overview of research findings (Figure 1 reproduced).

THE INDIVIDUAL CONTEXT

The *individual contex*t component of the conceptual framework includes, *demographics, personality dimensions*, and *life circumstances*. The researcher noted in "Chapter One" that the individual context was not fully explored in this study due to time constraints. During constant-comparative analysis, ten work context elements emerged and these elements are explored in the second section of this chapter. Distinct and individual perceptions, interpretations, and evaluations of the work context elements emerged as participants shared their thoughts and feelings related to the phenomena under investigation.

The analysis raised the question as to whether the participants' perceptions or interpretations of the work context elements, as benefits that enhance or as barriers that inhibit their online teaching satisfaction, may be due to a reciprocal interaction between the work context and the individual context. This finding led the researcher to a second or re-review of job satisfaction models, (i.e., Brief 1998; Hagedorn, 2000) and to discussions of this context with members of her peer debriefing team, doctoral advisor, and members of her dissertation committee.

The researcher's inclusion of the individual context in the conceptual model of this research is based on the data that was collected in the study and the findings of previous research (i.e., Brief, 1998; Hagedorn, 2000). Individual context information was obtained from public documents collected from the university campuses' Web sites and the SEC Web site (e.g., these documents provide participant's biographical information, personal profiles, and in some cases a curriculum vitae); the participants' member-checked and approved interview summaries, which is the *record* in this research of the expressed individual perceptions, interpretations, and evaluations that were reflected in

feelings and thoughts verbalized by the participants during data collection and subsequent member checking. Another individual context data source was participants' responses to the background questionnaire, data which was member-checked via e-mail summaries of the background questionnaire responses that were sent, within twenty-four hours of questionnaire completion, to the participants for additions and or corrections. Data collected via the background questionnaire was analyzed to provide a thick description of the research participants. These descriptions are provided next, followed by a sample exploration of the individual context related to the topic of tenure to illustrate that there is evidence in data, which was collected but not fully analyzed due to time constraints, for the inclusion of the individual context in the conceptual model of this research.

Participants' Teaching Experience

Participants' teaching experience ranged from four years to thirty-five years in institutions of higher education, and their online teaching experience ranged from two to ten years (see Table 2). The number of online courses that participants developed and/or taught at their current job locations ranged from one online course to nine online courses. Three participants had taught online courses before working for their present institution, Jayne Lea (3 courses), Alan Schultz (2 courses), and Howard Weir (2 courses).

Three participants from Eastview University campus were teaching online and on-campus education courses as well as online courses for the SEC Master's of Education, Curriculum and Instruction (MECI) Program, Anna Dodson, Randy Holt, and Amy Lloyd. Two participants, Andrea Gaston, Lakeway University campus, and Tom Luna, Smithville University campus, taught on-campus and online education courses for Lakeway University and online courses for SEC's Master's of Sports Science (MSS) program.

Participant Name and (University Campus)	Yrs. College Teaching	Yrs. Online Teaching	# Online Courses	Teaching Award(s)
Leroy Arnold (Eastview)	35	5	3	Yes
Sara Bishop (Lakeway)	15	10	3	No
Dylan Brooks (Smithville)	34	3	2	Yes
Anna Dodson (Eastview)	25	8	9	Yes
Lena Dow (Eastview)	17	5	3	Yes
Andrea Gaston (Lakeway)	17	6	4	Yes
Tammy Hiller (Smithville)	4	3	2	No
Kim Hogan (Smithville)	26	8	4	Yes
Randy Holt (Eastview)	11	5	1	No
Rita Jerrell (Smithville)	8	2	1	No
Joan Kincaid (Midtown)	6	6	6	No
Jayne Lea (Vale)	15	9	3	No
Amy Lloyd (Eastview)	16	3	3	Yes
Tom Luna (Smithville)	27	4	1	No
Thomas Moore (Midtown)	35	8	3	Yes
Joseph Reed (Goldsburg)	23	2	1	No
Alan Schultz (West)	10	9	9	Yes
Howard Weir (West)	9	8	6	Yes
Ken White (Dexter)	6	5	3	No
Total For All Participants	309 yrs.	109 yrs.	67 online courses	53% award winners
Mean	17.84	5.73	3.52	

Table 2. Participants' Teaching Experience and Teaching Awards

Joan Kincaid, Midtown University campus, taught face-to-face and online education courses for her home university campus and online courses for SEC's Master's of Science Education (MSE) program during the fall of 2006. Three participants taught SEC graduate-level online Master of Education (ME) program courses and both face-to-face and online education courses for Smithville University, Tammy Hiller, Rita Jerrell, and Dylan Brooks.

Five participants taught face-to-face and online business courses during the fall of 2006. Two of these five participants, Sara Bishop, from Lakeway University and Thomas Moore from Midtown University, taught both face-to-face and online courses for their home universities and online courses for SEC's Master's of Business Education Program (MBA). Joseph Reed, from Goldsburg University campus, taught face-to-face and online courses his home campus and online courses for SEC's Master's of Science in Human Resource Management (MSHRM) program. Leroy Arnold and Lena Dow from Eastview University campus taught online and face-to-face courses for their home campus and online courses for the SEC Master's of Public Policy and Administration Program, (MPPA) and Kim Hogan from Smithville University campus taught face-to-face and online courses for her home campus and online courses for SEC's Master of Science Nursing Program (MSN).

Four participants taught only online graduate-level education courses for the SEC during the fall of 2006, and all four had previously taught the same or comparable courses face-to-face for their home university campus before teaching online, Jayne Lea from Vale University, along with Alan Schultz and Howard Weir from West University, taught online courses for the SEC Master's of Education Teaching Technology Program (METT) and Ken White taught online courses for SEC's Educational Master of Educational Administration Program (MEA).

Participants' Teaching Awards

Over half of the research participants, 10 out of 19, indicated that they had won one or more awards for excellence in teaching. The names of the awards have been replaced with pseudonyms to protect the confidentiality of the participants. Alan Schultz won three annual state *Distance Learning Association Most Innovative Exceptional Merit* teaching awards, and a *Migrant Student National Teaching Award;* Howard Weir won a

public school district's *Secondary Teacher of the Year* award before he became a university professor; Leroy Arnold won Eastview University's President's Award, *Excellence in Distance Education Teaching;* Thomas Moore won the *Best Undergraduate Teacher* award; Dylan Brooks won Smithville University's *University Student Council Teaching Award,* and the *Vice President's Award for Teaching Excellence*; Anna Dodson won Eastview University's *President's Award*, *Excellence in Distance Education Teaching,* the *Blake Steven Thomas Professor Award,* and Eastview University Chancellor's Council Award, *Excellence in Teaching*. Anna Dodson was inducted into Eastview University's *Academy of Distinguished Teachers*; Lena Dow was inducted into Eastview University's *Academy of Distinguished Teachers*; Amy Lloyd, while working at a large Midwestern university prior to working for Eastview University, won the *Outstanding Undergraduate Teaching Award* twice, and the *Outstanding Instructor in the Department of Curriculum and Instruction Award* twice, and she also worked for a private college prior to that and received the college president's nomination for *Outstanding Contribution* to that college; Kim Hogan won Smithville University's *Bloomington Teaching Award*.

Participants' Training for Online Teaching

Twelve participants indicated that they had attended all (100%) of the training for online instructors provided by their school, college, university campus, or the SEC. These participants are grouped by university campus, alphabetically by last name, which is followed by the SEC online program that they teach for, and the year that training was attended (see Table 3),

- Eastview University campus, Leroy Arnold (MPPA, 2000), Lena Dow (MPPA, 2002) and Randy Holt (MECI, 2000),
- Goldsburg University campus, Joseph Reed (MSHRM, 2005),

- Lakeway University campus, Andrea Gaston (MSS, 1999) and Sara Bishop (MBA, 1996),
- Midtown University campus, Joan Kincaid (MSE, 2005),
- Smithville University campus, Tom Luna (MSE, 2002), Kim Hogan (MSN, 2000), Tammy Hiller (ME, 1998) and Rita Jerrell (ME, 2003), and
- West University campus, Howard Weir (METT, 2005).

Seven participants, four males and three females, indicated that they had not attended 100 percent of the training for online instructors provided by their university campus or SEC. If a participant indicated that they had not attended 100% of the training, the online questionnaire branched to an additional question that asked the participant to estimate the percentage of online training that they had attended. Participants that indicated that the attended less than 100% of the training are grouped by university campus, in parentheses following each participant's name is the program s/he taught online courses for, followed by the year training was attended, followed by the estimated percentage training attended (see Table 3),

- Dexter University campus, Ken White (MEA, 2003, 60%),
- Eastview University campus, Amy Lloyd (MECI, 2003, 60%), Anna Dodson (MPPA, 2000, 70%),
- Midtown University campus, Thomas Moore (MBA, 2005, 40%),
- Smithville University campus, Dylan Brooks (ME, 2003, 30%),
- Vale University campus: Jayne Lea (METT, 0%), and
- West University campus, Alan Schultz (METT, 1999, 10%).

Campus	Participant	Year Training Attended	Percentage of Available Training Attended
Dexter	Ken White	2003	60%
Eastview	Anna Dodson	2000	70%
	Randy Holt	2000	100%
	Amy Lloyd	2003	60%
	Leroy Arnold	2000	100%
	Lena Dow	2002	100%
Goldsburg	Joseph Reed	2005	100%
Lakeway	Andrea Gaston	1999	100%
	Sara Bishop	1996	100%
Midtown	Joan Kincaid	2005	100%
	Thomas Moore	2005	40%
Smithville	Tom Luna	2002	100%
	Kim Hogan	2000	100%
	Dylan Brooks	2003	30%
	Tammy Hiller	1998	100%
	Rita Jerrell	2003	100%
Vale	Jayne Lea	(NA)	0%
West	Alan Schultz	1999	10%

Table 3. Participants' Training for Online Teaching

Individual Context Exploration

Three categories of individual context personal information emerged as a result of data analysis, individual demographics, individual life circumstances, and individual personality dimensions. Next, the researcher will explore the topic of tenure in relation to these three categories to illustrate how "Individual Demographics" emerged during data analysis, providing examples and using specific details and direct quotations from the participants.

As a result of ongoing constant-comparative data analysis, in respect to the ten work context elements, the researcher determined that distinct individual evaluations of these ten elements emerged as participants shared their emotions and thoughts related to the phenomena under investigation. This finding led the researcher to the understanding that the participants' perceptions or interpretations of each work context element as either a benefit that enhances or a barrier that inhibits their online teaching job satisfaction had emerged from a reciprocal interaction between the work context and the individual context, which in this research is categories of personal information that emerged during ongoing constant comparative data collection and analysis.

The researcher's reconstruction and analysis related to the individual context is based on the following research data, public documents collected for this research from the eight university campuses and SEC Web sites (e.g., these documents provide participant's biographical information and personal profiles); the participant's member-checked and approved interview summaries, which is the "record" in this research of the expressed individual perceptions that were reflected in thoughts and feelings verbalized by the participants during data collection and subsequent member checking; and the participant's background questionnaire data, which was member-checked via e-mail summaries of the background questionnaire responses that were sent, within twenty-four hours of questionnaire completion, to the participants and researcher for additions and or corrections.

Three categories of individual context personal information emerged as a result of data analysis, individual demographics, individual life circumstances, and individual personality dimensions. Next, the researcher will explore the topic of tenure in relation to the three categories of the individual context, providing examples and using specific

details and direct quotes from the data, to illustrate how the individual context emerged during constant-comparative data analysis.

Individual Demographics

Participants' demographic information was obtained from public documents and their responses to background questionnaire items (demographic information is presented in Chapter 3). For example, each participant selected his or her or his tenure status on the background questionnaire (63% tenured, 16% on the tenure track, and 21% not on the tenure track). Utilizing qualitative data analysis software to analyze the interview transcripts the researcher utilized the text search feature of the software, searching for the word "tenure" and the word "promotion." The search results, which were analyzed by the researcher revealed that that six of the 19 participants (31.5%), specifically, Andrea Gaston, Kim Hogan, Jayne Lea, Ken White, and Amy Lloyd discussed "tenure" during their semi-structured interviews.

Next, using spreadsheet software to analyze the background questionnaire data in relation to the tenure and promotion status of these six participants, the researcher determined that five (83%) of these six faculty members are tenured. The researcher then explored the interview transcripts searching this data for contextual information about these six individuals. Examples of the life circumstances of these six including demographic information that the participants' shared with the researcher during data collection and member checking are presented next.

Individual Life Circumstances

The researcher determined that each of the six participants brought up the issue of tenure once during the interview, except Jayne Lea who mentioned tenure and promotion twice at different times during her interview. The researcher's field notes indicate that

Jayne told the researcher that she had "just recently" obtained tenure. Using spreadsheet software, the researcher next determined that Amy Lloyd, the only participant of the six that mentioned tenure during the interview, was on the tenure track but not yet tenured at the time of data collection. Then, using the qualitative data analysis software, the researcher determined that Amy brought up the issue of tenure, four different times during the interview, which was not unexpected, since Amy was the only one of these six that had not yet achieved tenure.

Jayne Lea, a College of Education faculty member in her early 50's, shared with the researcher that she was a secondary education fine arts teacher before pursing her doctorate degree in education and moving into her present higher education academic position. Jayne was teaching online courses for SEC's Master's of Teaching with Technology Program, and indicated to the researcher that she is sought out for her technological knowledge and expertise. Jayne indicated that being sought out by her peers produced a feeling of personal satisfaction as well as enhancing her satisfaction with her online teaching work. Jayne shared personal information indicating to the researcher that she was at an early career stage when she first started teaching online, and Jayne shared information about her individual life circumstances with the researcher explaining how she finalized her decision to work at Vale,

> I remember talking to my advisor about this. Do I choose a place where I really fit in and where I am hanging out with people all the time with people who think just like me do I choose a place that really needs me? I have hung out at Vale, I wanted to get tenure, and that was an important accomplishment.

Jayne confided in the researcher that Vale was not progressive in relation to educational applications and support for innovation technological application of teaching technologies, and that is why Vale University "needed her."

Ken White, in his mid 60's, worked at Dexter University in the College of Education teaching online courses for SEC's Master's of Educational Administration program. Ken indicated that he was "late career" as he shared with the researcher his thoughts and feelings about the work of online teaching and revealed that he was physically challenged by a personal disability,

> I hadn't been in the classroom in a lot of years and I'd been in [secondary education] administration forever. Moving into the university, I was hesitant on whether I could even do this [online teaching].

The construct individual context could be explored in greater depth in relation to the individual personality dimensions, individual life circumstances, and demographics of each participants\, but was not due to time constraints. Andrea Gaston will serve as an example of an exploration of how the individual context of each participant could be explored in the rich data that was collected but not fully explored in this research, due to time constraints.

Individual Personality Dimensions

Andrea Gaston, a Caucasian female, age 63, was a tenured College of Education faculty member at Lakeway University and taught online graduate courses for the SEC Master of Sports Science (MSS) program. Andrea told the researcher that she feels that credit for teaching online courses should be part of Lakeway University's promotion policies, "The university doesn't make it known or hasn't to my awareness now, if creating and developing an online course is considered as part of the professional endeavors for tenure that is, research. I am tenured but that argument has been going on since I was President of Faculty Senate." Here, the researcher learned more about Andrea's individual context, i.e., she was "President of Faculty Senate" at Lakeway University. The researcher's field notes indicate that the conversation with Andrea was

lively and fast-paced and, "her voice bubbled with enthusiasm and passion when she spoke about online teaching and learning."

Andrea shared personal information in the first e-mail she sent to the researcher, noting that she heard about the faculty satisfaction with online teaching research project from the director of SEC. Andrea sent an e-mail to the researcher about this research project writing, "it sounds interesting." She indicated in the e-mail message that she was "more than willing to serve as a subject" of this study, informing the researcher she had been teaching in the SEC online Master of Sports Science Program, "since day 1 of 2000. Just let me know how I may help." The researcher indicated in her field notes that this exchange made her think and feel that Andrea was generous with her time, enthusiastic about online teaching, and that she was dedicated to helping others.

Andrea's interview lasted for slightly more than two hours. During the interview Andrea's generosity and enthusiasm for online teaching was evidenced. The researcher asked Andrea to sign a consent form that stated she would participate in a 60-minute interview. When the researcher informed Andrea that the 60-minute time frame had elapsed, Andrea indicated an eager wiliness and strong desire to continue the interview, even though she mentioned that she had papers to grade and online conversations that were piling up waiting for her attention.

During the ongoing interview Andrea shared more than her thoughts and feelings about what enhanced or inhibited her satisfaction with online teaching. She also shared information about her passions and hobbies with the researcher, Andrea's voice was literally bubbling with enthusiasm as she told the researcher that online teaching provides the flexibility to follow her passion for travel and teaching because she log in from anywhere at anytime, "I love it!!" she said explaining that she loves online teaching

because she can work while she enjoys traveling in her RV "all over the United States" on her "frequent road trips."

Andrea also shared specific personal stories about meeting her online students who live in diverse locations all over the United States, and stories about meeting some of her students that live in other countries, noting that she travels long distances in her RV to meet her foreign students if they come to the United States to visit. Andrea's professional Web page, hosted by SEC, has a picture of her next to her RV and their Web pages provides biographical information about her life, career, and her curriculum vita.

As this illustration demonstrated, the individual context, including participant demographics, personality dimensions, and life circumstance did emerge in this research, however the researcher did not fully explore the individual context and how this context may relate to participant's perceptions and interpretations of the work context, due to time constraints. Next, the researcher will provide detailed research data and evidence of the work context elements that emerged in this research.

THE WORK CONTEXT

The *work context* in this research includes *institutional demographics* and 10 elements that emerged as faculty participants expressed their thoughts and feelings about elements that enhance their online teaching satisfaction (benefits) or elements that inhibit their online teaching satisfaction (barriers). The ten work context elements were grouped under one of the two categories that emerged during data analysis, the *institutional environment (IE)* and the *online learning environment (OLE)*. The ten work context elements include six IE elements, 1) institutional climate/culture, 2) institutional policies, 3) institutional structures, 4) institutional practices, 5) institutional community, and 6) institutional clientele, and four OLE elements, 1) access, 2) convenience/flexibility, 3)

interactions, and 4) outcomes. Next, the researcher will describe institutional demographics in respect to the work context using research data as evidence.

Institutional Demographics

"Chapter Three" provided demographic enrollment data for the SEC online programs during the fall of 2006 when data was collected. This section will briefly describe the SEC, and provide brief descriptions of the eight state university campuses where the research participants worked when data was collected in the fall of 2006. Specific names and details are not elaborated in relation to the State Electronic Campus (SEC) and the eight state university campuses where the 19 participants in this research worked, in order to protect the confidentiality of the participants.

The State Electronic Campus

The State Electronic Campus (SEC) is a large United States state university system's training and support structure with a goal to offer high quality online courses and programs to meet the State University's system-wide goal of increasing access to education in the state. The SEC provides faculty training, instructional design consultants, and technical support twenty-four hour a day, seven days a week, (24/7) to meet the state university system's goal of extending the number of students reached through offering student-centered online degree programs and academic courses. Participants in this research were university faculty members that taught online courses for the 11 SEC master's levels programs that were described in "Chapter Three." Each participant was a faculty member at one of eight State University campuses, which will be briefly described next; specific details are not elaborated to protect the confidentiality of the participants.

Dexter University Campus

Dexter University is located in an area with a rich variety of sports and recreational opportunities in the state. The majority of Dexter University students work part-time or full-time. During the fall of 2006, Dexter had approximately 3,500 students, who had the option of pursing more than 48 undergraduate and graduate degree programs.

Eastview University Campus

Eastview was founded in the late 1800's as a private liberal arts institution and during the 1900's became a part of the State University system. Eastview University campus hosts a park-like setting adjacent to a large metropolitan area. Eastview University had over 24,000 students that were pursuing more than 175 undergraduate and graduate degree programs during the fall of 2006.

Goldsburg University Campus

Goldsburg University campus is located in a park-like setting of lush trees and wild life in the state and is ranked among the top graduate degree offering universities in the state. Goldsburg University had over 6,000 students from over 40 nations, 30 states, and 125 counties pursuing more than 70 undergraduate and graduate degree programs during the fall of 2006.

Lakeway University Campus

Lakeway University campus is situated in a small distinctly bicultural town near several large cities and a scenic resort area in the state. Lakeway University served more than 17,000 students, from more than 25 states and 40 countries that were pursuing over 80 undergraduate and graduate degree programs during the fall of 2006.

Midtown University Campus

Midtown University campus was founded in the mid 1900's is located in a large culturally rich metropolitan area of the state that is burgeoning with high technology businesses. Midtown University served more than 14,000 students who were pursuing over 95 undergraduate and graduate degree programs during the fall of 2006.

Smithville University Campus

Smithville University campus was founded in the early 1900's and is located in a large urban and distinctly bicultural region of the state. Smithville University has received acclaim for innovative business, education, and health science programs. During the fall of 2006 Smithville University served more than 19,000 students who were pursuing over 150 undergraduate and graduate degree programs.

Vale University Campus

Vale University campus is located in a historical and scenic metropolitan area of the state. Vale provides access and opportunity for large numbers of historically underserved students and has several campuses. During the fall of 2006 Vale University served over 27,000 students who were pursing more than 125 undergraduate and graduate degree programs.

West University Campus

West University campus has been recognized for providing academic leadership to the intellectual, cultural, social and economic life of the diverse and culturally rich urban region of the state. West University served more than 12,000 students who were pursuing over 75 undergraduate and graduate degree programs during the fall of 2006.

This section has briefly described the State Electronic Campus and the eight State University Campuses. The next section of this report will describe the six institutional

environment elements that participants indicated enhance or inhibit their online teaching satisfaction, using detailed research data in the form of quotations and summaries of the data.

Institutional Environment (IE)

Six elements in the institutional environment (IE) emerged during data collection and analysis as participants expressed their thoughts and feelings about elements that enhance (benefits) or inhibit (barriers) their online teaching satisfaction. These six elements in the order they will be discussed include, 1) institutional climate/culture, 2) institutional policies, 3) institutional structures, 4) institutional practices, 5) institutional community, and 6) institutional clientele.

The institutional environment, in respect to online teaching satisfaction, which is the phenomena under investigation, consists of the institutional climate and culture, which reciprocally influences and is influenced by institutional polices, structures, practices. The interactions and relationships between and among the institutional community and the institutional clientele reciprocally influences and is influenced by the institutional climate and culture with these interactions influencing the institutional policies, structures, and practices. The institutional climate and culture, which will be discussed in the next section of this report, can be likened to the atmosphere that surrounds the earth because the institutional climate or culture creates the prevailing mood or tone which surrounded or encompassed the research participant's online teaching efforts.

Institutional Climate/Culture

Three facets of institutional climate/culture emerged from data analysis in this research, 1) encouragement, 2) support, and 3) training for online faculty These three

areas were associated with institutional policy and provisions for providing resources to online instructors, professional development training for online teaching, online course development and instructional design support, and incentives provided to faculty in recognition of the time and effort required to develop and teach effective online courses. Participants in this research shared their thoughts and feelings with researcher about the climate and culture of the SEC and their home university campus in respect to institutional policies and provisions for providing resources to support their online teaching efforts.

Andrea Gaston, a College of Education faculty member at Lakeway University, also taught online courses for Lakeway and the SEC Master of Sports Science Program (MSS). Andrea summarized her feelings and beliefs about what type of environment or institutional culture is needed to support online teaching and learning,

> Point blank and I'll just quickly summarize that one category. At the home institution, the environment has to be one of support and encouragement. If that's relief time from community service, because in the long-run, this is going to be community service far beyond what many in a department realize, even though, yes, it's under teaching, and yes, it's under research as well, but there has to be the underlying belief, by the institution, of the importance and the value of online work.

When the researcher asked Andrea to talk about barriers to teaching of online courses at Lakeway she remarked, "The biggie is lack of support and lack of university incentives." Andrea elaborated on barriers that inhibit her satisfaction with online teaching expressing her thoughts and feelings,

> At my home institution I was there 12 years in person [teaching on-campus courses]. I was the president of the Faculty Senate, but once you leave [on-campus teaching], there is really no going back. I mean you leave it [the university] as a culture, when you work totally online. Am I satisfied with department support? Not even! I can tell you if I don't do it, it doesn't get done!

During the interview Andrea also discussed her thoughts and feelings about the institutional culture at Lakeway University and indicated that she felt "left out" when it came to policy decisions that impact online faculty,

> Online wouldn't be happening here if it were not for me. However, because I'm not there [physically present] on campus, often I feel invisible, 'Oh, did anyone tell Andrea?' Or, 'Andrea, we just forgot to send it to you.' That is a reason for dissatisfaction.

Andrea expressed her thoughts and feelings of frustration with Lakeway University staff because they schedule online training for online instructors without assessing faculty needs and training preferences,

> I would like to see more availability of online training for people who are remote and I could extend that even further, here goes the culture of the university. The university just went to a brand new system in the box called Oracle, God forbid! Do you know they have no consideration or thought of online training, it was only face-to-face training, and everyone has to go to this training because now the faculty has to do their own forms for travel, no longer the secretaries. This training was only available in face-to-face training-how archaic!

Sara Bishop, a Master of Business Administration (MBA) faculty member at Lakeway University, taught online courses for Lakeway and online MBA courses for the SEC. Sara expressed thoughts and feelings that indicate dissatisfaction with an institutional culture that does not see the benefits and potential of online learning for Lakeway University,

> They don't believe in it yet. They don't realize. What they think is if you do a class online, then you don't need brick and mortar, and you could have an infinite number of students in the course and that simply isn't the case-they just don't understand online teaching.

The researcher asked Sara, "Do you think the Lakeway University culture is more supportive of research or teaching?" Sara replied,

> Research. It is for our college. Well, and it is for the whole university. I don't know about the system level but it is probably more supportive of research, because we have so much pressure for productivity. I think we're right on the cusp

> of embracing online environments across the whole institution. I do hope so because I have worked so hard for this. I'll tell you, this university has 18,000 students and we offer 15 courses through the SEC. That's nothing compared to what it could be!

Tammy Hiller, a faculty member at Smithville University in the College of Education, taught online courses for Smithville University and online SEC Master of Education (ME) courses. Tammy talked about her satisfaction with online teaching and how that satisfactions had diminished due uncertainty and lack of institutional support and encouragement for online teaching,

> As far as Smithville, the problem I see right now is that distance education is in some type of transformational stage and we don't know if we are going to have people to help us develop our next online courses or not. We are uncertain as to what is going to happen.

Tammy also shared her thoughts about financial resources and her feelings explaining that she finds it disheartening that Smithville University does not utilize financial resources to provide instructional support services for her departments' online initiatives,

> Here are several things as far as fees go. Smithville University tacked on 50 dollars per credit hour as a graduate course fee. Our department doesn't get zip from that. So that's a problem. Out of that 50-dollar fee for online courses, nothing comes back to the department. I would like to see that come back to us. We are doing this, but there is no pay back to the department for online It takes more of your faculty time to teach and develop online courses than it does face-to-face course. They [policy makers] don't get it- these people are not using a classroom, so more money should be coming back to the department, but it doesn't.

Tammy indicated thoughts and feelings that indicate dissatisfaction with a university culture that she said shows favoritism to on-campus over on online programs by charging what she perceives to be unjust fees to Smithville University's online students,

> At Smithville in order to qualify as an online student, you have to take all your courses that semester online in order to be exempt from having to pay the Student Union Fee for parking or the other fees that the on-campus students pay. If a student takes a course online and one face-to-face, then they are going to pay the full $50-a-credit-hour for the online course, plus, for that course, they will pay whatever extra fees the university tacks on for on-campus courses. The other thing is they regard out-of-state students, such as the guy in Switzerland, as out-of-state charging higher fees. If you look at the Higher Education Coordinating Board's rulings they don't have to charge them, but they have decided to charge them and that penalizes our online programs.

Tammy's expressed thoughts and feelings reflect that she perceives the prevailing culture and climate at Smithville towards online instruction is one where administrators and many faculty are oblivious to the needs and desires of the majority of students, "they don't understand that there are a shrinking number of students who can go live on-campus and take courses." Tammy's expressed thoughts and her perception that policy makers do not understand the implications of institutional decisions that have been made in respect to online distance education, "I would tell them not to think of them as distance education students, think of them as your consumers."

Kim Hogan, a College of Nursing faculty member at Smithville University taught online courses for the SEC Master of Science in Nursing (MSN) program, expressed her thoughts and feelings about an institutional culture and climate where administrative support for online learning is more talk than action,

> I think that there is a lot of lip service for distance learning at Smithville and not as much action to make it happen, as some of us who've been teaching online would like to see it grow at a little faster rate. It would be great to have administrative support saying, 'This is the direction we should be going.' At least at the department level, it should be.

Alan Schultz, a College of Education faculty member at West University who also taught Master of Education Teaching Technology (METT) online courses for SEC expressed his thoughts and feelings indicating there was a positive culture of cooperation

and support for online education at West University, the SEC, and throughout higher education,

> I think that the various organizations that are involved are very cooperative in online teaching. That has been my experience. That's SEC and our own local folks here and even what little I keep up with the national audience. That may be because we have to be.

However, Alan did also tell the researcher that some of the state universities served by SEC are resistant to online instruction and because of this, he said he felt that students who were attending these universities were not afforded access to educational opportunities due to the resistant university cultures or climates,

> It depends on each individual institution. A lot of what we are doing in distance education and it's possibly true for any university when you are moving into an online, typically you just look at the traditional types of questions. Is it a new course? Just looking at how does that institution treat creating a new course and offering it.

Alan expressed thoughts and feelings about West University's culture, as it relates to online instruction that indicated he perceived the culture and climate was not fully supportive of his online teaching efforts. Alan suggested that the SEC might help "leverage" their affiliated universities to be more supportive of online learning,

> What can the SEC help do there? What if SEC could poke their finger into individual administrations and say, 'Here is what your faculty are telling us is a perceived need for your students in your area, in the Eastview area for example. Here are the demographics, and you seem to have an enormous instructional need developing and here is what you need to do,' but they can't do that.

When the researcher asked why they can't do that, Alan explained that this expressed belief was due to "entrenched institutional climates and cultures" that are resistant to technology and innovations in teaching and learning. He further explained that was why the SEC can not "poke their finger into" the affairs of their affiliated state universities and help them be more progressive.

Howard Weir, a College of Education Faculty member at West University, taught online SEC Master of Education Teaching with Technology (MEET) courses. Howard expressed his thoughts and feelings as he talked about West University and how the institutional culture in respect to online learning is bottom-up,

> I think that there has to be buy-in from top to bottom, and really, what I see happening at West is that individual professors are going online, and they are teaching themselves. They are taking the initiative, and that's a good thing, because then they can help their colleagues in their individual departments. I really think to make moving online more successful at West, there has to be some buy-in and some vision [from university administrators].

Howard also indicated that the climate and culture at West "is improving, open, flexible, and aware of the possibilities of Web-enhanced and online instruction" and shared his feeling that the policy makers have yet to "walk the walk" when it comes to funding,

> Our campus is very open to the idea of hybrid and online courses. They realize that it's the future and it's the way to go, and so they allow us to experiment and to try new things, and to a certain extent, they will actually help us also come up with some resources, though not quite to the level of the SEC. However, West still lacks the personnel necessary to be able to address all the needs. We need more instructional designers to help faculty design their courses and still more training needs to be done for faculty.

The researcher discussed institutional culture and climate in respect to online teaching and learning in this section of the report, providing data as evidence that the climate and culture at each institution can either be a benefit that enhances or a barrier that inhibits faculty members' satisfaction with online teaching. The impact of institutional climate or culture varies from person to person and is tied with each faculty member's individual demographics, personality, and life circumstances. The culture and climate within the state universities in respect to online learning is a significant element

that drives and is driven by institutional policies, which will be discussed in the next section of this report.

Institutional Polices

Institutional policies can be beneficial and may serve to enhance faculty members' online teaching satisfaction when they support faculty member's online teaching efforts. Conversely, institutional polices can serve as barriers to online teaching efforts and inhibit faculty members' online teaching satisfaction. Three categories of institutional policies, which impact faculty job satisfaction with online teaching, emerged in this research, 1) promotion police and compensation policies, 2) polices related to faculty control and autonomy, and 3) course and workload policies.

Promotion and compensation policies that include equitable credit for the time and effort need to develop and deliver online courses were perceived by participants to be important benefits that enhance their satisfaction with online teaching. Next, supporting research data in the form of direct quotes and summaries of the research data will be provided.

Promotion and Compensation Policies

Participants expressed thoughts and feelings that indicate they perceive the absence of policies or the existence of inequitable policy provisions (i.e., those that fail to take into account the time and effort need to develop and teach online courses) are a barrier to their online teaching satisfaction. For example, Ken White, a tenured faculty member in the College of Education at Dexter University who taught online courses for the SEC Master of Educational Administration Program (MEA), made this comment,

> There are no incentives for new faculty members related to teaching online at Dexter University and so I have no idea why a new junior faculty member [who is trying to achieve tenure] would want to take on all that work!

Randy Holt, a College of Education professor at Eastview University was not on the tenure track. He taught online courses for the SEC Master of Education in Curriculum and Instruction (MECI) program and online education courses for Eastview University. Randy mentioned the lack of clear promotion polices related to online teaching at Eastview University and shared his perception that the time and effort being expended by faculty for online course development was not being equitably rewarded at the Eastview campus. Randy equated the work and effort to develop an online course with the time and effort to create a book or other publication, which is rewarded in promotion polices, while online course development was not, "developing online courses is similar to writing textbook. Just think about that in terms of time absorption."

Andrea Gaston, a tenured College of Education faculty member (MSS) shared her perceptions that Lakeway University could do a better job of supporting online faculty by updating and clarifying the role of online teaching in relation to promotion policies,

> A decision has to be made that teaching is teaching, whether it's online or face-to-face. So in that area and evaluations…the university doesn't make it known if creating and developing an online course is considered as part of the professional endeavors for tenure; that is, research. I am tenured, but that argument has been going on [a long time] since I was President of the Faculty Senate.

Rita Jerrell, a tenured College of Education faculty member who taught online courses for Smithville University and the online SEC Master of Education (ME) program, discussed her confusion with Smithville University's promotion policies related to online teaching. She told the researcher, "I don't know if the value of the time that goes into developing these courses is really understood." The researcher asked Rita, "Has this lack of understanding of the time it takes to develop and deliver online courses impacted your satisfaction with online teaching at Smithville?" Rita shared her thoughts,

> I think there's been always a question as to, does an online course count under the research portion of our evaluation, because of the amount of time that goes into

> developing all the materials and coursework. Some people say, yes, it counts under research, because it's a course that you've developed and the time that went into going into that. But in the actual evaluation process for faculty at Smithville, I don't know yet what the value is as far as, how do they count that, I'm not sure. I know the value is there that it's important to go this route, and I do think you need to show that you're moving towards incorporating technology into your teaching.

Dylan Brooks, a tenured College of Education faculty member taught only online courses for Smithville and SEC's online Master of Education (ME) program. Dylan's expressed thoughts and feelings echoed his fellow faculty member, Rita's and her concerns about promotion policies at Smithville University. Dylan told the researcher that there is was on funding or course release time for online course development from Smithville University, "So you are on your own." Dylan talked about a promise that is currently implied but not spelled out in institutional policies, "The deep promise is that when merit time comes, you will be recognized for that [online course development]. That it counts like, you know, writing a chapter, whatever."

Kim Hogan (MSN) also voiced concerns about Smithville's promotion polices and expressed the opinion that online teaching should be regarded more highly and rewarded accordingly,

> Online teaching should be regarded as a scholarly activity for the amount of time that is spent to develop a good course since there are no additional incentives for those trying to achieve tenure. That's why I think the development part of it should be counted as a scholarly activity. If you're going to develop a good course, it does take time. Just whereas you can throw together a face-to-face course with much less effort than you can put together an online course. This, again, is a university issue. It would be wonderful if there were enough money to expand Distance Education at Smithville because I think we could do more to provide professional development for more faculty members and to support developing more online courses. This is an allocation of funding and resources issue. When you have a finite amount of money to work with and you have 19,000 students with only maybe 1,000 of them online, where are your resources going to go? They're going to go to the majority.

Kim indicated that promotion should be linked to compensation in the form of promotion, recognition, financial incentives, and rewards for online faculty. Ken White said the Distance Education Department at Dexter University provided course development assistance, "The only thing that they didn't offer was any kind of funding support or release time. That would have been the only thing that would have made developing the online course more satisfying, Other than that, I really feel very positive about the support I received."

Anna Dodson, a tenured faculty member at Eastview University talked about the lack of compensation for developing online courses at Eastview University and why one tenure track faculty member completely redeveloped an online course with no financial compensation or release time incentives,

> There hasn't been funding, since the beginning proposal provided for some extra stipends for money for the Center for Distance Education as well and for some assistance for us for development. Since that money was spent out, there hasn't been anything else. So the new people coming in have just either had to teach courses or manage the preexisting courses. One of our tenure track faculty members inherited a course. She is working toward trying to redevelop that; although, for all of our non-tenured faculty members -- there are three of them in our program -- their first priority, because they are coming up on their third year, is to publish. Only one of them has actually taken a class and completely redeveloped it. She was our newest, and she did that in her very first year. She did that because I gave her kind of a nice ultimatum. It was a course that was closely related to her dissertation, multicultural literature, and she had a high interest and a lot of background, and she had taught courses in her doctoral program or even in her masters program, so she had some content to draw from. She did that, and she did a bang-up job in an incredibly short timeframe. She bought into that because she wanted to teach that course. Had she not bought into completely redeveloping it, we could have had the other person who had been managing the course continue with it.

Anna said financial online course development assistance at Eastview would help to make developing an online course more satisfying,

> If you develop a course, provide some small stipend per number of students that you have, but that's only if you develop a course. If you are a course instructor who is managing someone else's course, even if that person has left the university, you wouldn't get a stipend. That's an incentive. Relief time might or might not work. Even back in the old days when you got the release time, we still had somebody who got release time in two semesters to develop a course, and she still couldn't get it out, but that wasn't a matter of being an incentive, as much as her work style. We also do get the teaching assistants. I suppose if they had some type of an assistant, to help with development workload that might actually be more beneficial. When we initiated our first two courses with all of the components the SEC paid like 45K to develop the course, and now I think they only give you 5K to put up a new course or to re-design an existing one.

Sara Bishop said, "I think more money would make a difference in being able to do more development and also in faculty attitudes towards doing this. The university could offer a course development stipend."

Joan Kincaid talked about the support and course development assistance she received,

> Midtown University has been very supportive. Of course, it was their idea to try this, and they are a member institution of SEC. They paid for my travel to training and conferences and things like that, which I appreciate. The SEC did not fund my course development. My online course development was funded from my spare time. (Laughing) It was not funded in other words. I guess it was I kept my job, so I got my salary. So it works for me, and it was fun. They've been extremely supportive in purchasing any equipment for example, I needed a bigger, better, and faster computer to do our video production and Midtown funded that from the in-kind funds that came from the SEC.

Leroy Arnold, a tenured faculty member in the College of Business, was teaching both online and on-campus courses for Eastview University and online courses for SEC's Master of Public Policy and Administration Program (MPPA). Leroy told the researcher that faculty members in his department were provided, "around $3,000 or $4,000 to develop an online course from the grant that we got from SEC."

Kim Hogan said she would describe the online course development resources that Smithville offers, "from a technical point of view, excellent, but from a financial point of view, their assistance could be improved."

Alan Schultz describes previous compensation from SEC for course development compared to current compensation and the "voluminous" paper work required,

> Enormous [funding] initially and zippo these days. Just the paperwork to put up for the amount of money involved-it is almost not even worth submitting the paperwork. It's a long, drawn-out procedure and there is only a marginal amount if you want to go jump through the hoops, if you want to go submit voluminous paperwork.

Rita Jerrell spoke about a perk that would make online teaching more satisfying for her,

> One thing that I think would help me a lot would be having access to a personal laptop that I could take anywhere. Because I spend a lot of time at home late night responding to the students and taking care of the course itself. It would be nice if there would be some type of support for that as part of the benefit of teaching online.

Howard Weir said he was satisfied with online teaching through the SEC due to their allocation of financial resources, "They have spent the money where they were supposed to, in infrastructure and providing resources."

Randy Holt described his feelings about all the extra time he spent developing his online courses and the role of compensation,

> We were saying, we need to develop more online courses, and I'm thinking, "Oh, hold it!" [Chuckles] Basically, I did this course over a winter break. They gave me compensation obviously, so I was sort of working for this compensation knowing that I had to do it, but I basically created the course over about a three-to-four-week time period.

Randy also spoke about what assistance would make developing online courses a more satisfying experience for him,

> Now in terms of what assistance, it would be great to just to have the time, the time off to really become creative, and obviously, the financial incentives, because they are saying, 'We need to develop more online courses.' I'm thinking, hold it. I know what time it takes to do it, and if I'm going to do it in addition to everything else I'm doing? Yes, definitely time and/or financial compensation. It is extremely absorbing to develop and online course in terms of time. This is not just physical time, It's also mental time-the thinking, preparing and planning, because you've got to think about the whole semester all at once.

Jayne Lea talked about all the extra time it takes developing online courses and about the need for more than initial course development funding,

> This requires a lot of extra time. Now, this may change, but at the time, I have found the longer that I do this, my enthusiasm has certainly not worn off, but my energy level and my willingness to not only edit all my HTML pages, which unless I have grant money, that's my job to do that, as well as to come up with new and creative things for one class that I teach once a year. It's difficult to prioritize unless I have some kind of external funding to do that. Quite frankly, one-time funding doesn't work. All of the other classes I teach, which, again, for the most part aren't 100% online, or if they are, they are courses that don't change as much as this course has to, because of the nature of the content, I'm constantly working and tweaking and updating them.

Leroy Arnold was the only participant to disclose information about the funding his department received to move the Master of Public Policy and Administration Program online,

> Here's what we requested. We requested $236,000. I think that's it. I'm looking at an old document here. But our match was $103,000, so our match was about 50%, through the college. We funded from that money $3,000 release time for faculty to develop an online course and we gave faculty one summer off to develop the courses, and in some cases it was more than that because we had some current courses. When we submitted the grant, we had three courses that were already online. We didn't pay those faculty members as much as we did for new development, because they were converting from one software program to another software program. That wasn't that difficult to do. So, it looks to me as if we gave them about $3,000 when we moved the course to SEC, these were existing Eastview Web CT courses that we converted to Blackboard.™ For the new development courses, there were ten of those -- we gave the faculty $8,000 each. That funding came through SEC and they had cut way back from the original amount of money that they were using to underwrite development. For

> example, when the MBA Program at Eastview moved online I think those faculty members got around $24,000 each, whereas, we only got $8,000 each. The director of SEC told us that, "We can't support faculty funding at the level that we originally started with." She basically said, "You can't ask for more than this, so don't do it.'

Kim Hogan summed up a key barrier to the widespread adoption of distance learning at Smithville University and many of the other state universities, "It would be wonderful if there were enough money to expand distance education." The evidence presented in this section indicates that policies must be supported by funds. The second institutional policy element that emerged in this research relates to faculty control and autonomy, which will be discussed next.

Control and Autonomy Policies

The concept of control that emerged in this research includes positive or negative evaluations, feelings and action tendencies, with respect to autonomy, independence, and being "in control" of the online teaching course content and course environment. Sara Bishop (MBA) who was a faculty member at Lakeway University indicated to the researcher that being "in control" or having autonomy in respect to her course content enhanced her satisfaction with online teaching, "online teaching is something I get a lot of rewards from because I am the one who is in control of it." Leroy Arnold also spoke about the issue of faculty freedom in relation to online courses at Eastview University, "Faculty members do have a great deal of autonomy about in what is in their graduate courses."

The researcher asked Joan Kincaid (MSE) from Midtown University, "In what ways are you satisfied with online teaching?" Joan chuckled and replied,

> Well, right now, nobody messes with me. [Laughing] I know that's not a real professional answer, but I've been the best case and they've pretty much given me autonomy and independence, within the guidelines, to teach my class. Nobody has told me what I have to use or how I would have to use it and so it's been satisfying

> to me in the sense that I've gotten to explore and try different things here and there in my courses. Not so much the Ed Tech one, but maybe when I have a face-to-face, it can be a little more risky.

Thomas Moore (MBA) expressed an independent attitude related to controlling his online course content and mentioned that while he appreciated the feedback he received on his online courses he also felt "threatened" by being told what to do,

> This is really a little bit of a cultural change for academics, as I'm sure you're aware. Academics don't like to be told what to do. That's part of the reason why they go into academics, this kind of personality of independence. Sometimes they are nerds and they are socially awkward or whatever it is, and this idea of academic freedom is like, "My course is my castle and don't step in unless I invite you." Well now, there's all this question of quality control and all these other things. I was a little prickly, at first when the distance technician kind of showed up in my office and started telling me this, that, and the other, and then I was even more sensitive when she showed up and started going through the evaluations with me, but, over time,

Leroy Arnold's (MPPA) lack of control related to changing his online course content caused him to voice his dissatisfaction,

> One of the problems that we have at Eastview with our online courses is that the instructor can't really change the course himself or herself. We have to go to our Distance Education people because they are zip files. That's all I know.

Dylan Brooks (ME) expressed a similar concern about controlling his SEC course content,

> The SEC staff is split into two groups, the staff who support Blackboard,™ and they do much more of the development of the course. I mean, they don't let me touch it, and I resent that. Then the Web CT Distance Education Center staff here at Smithville, on the other hand, lets me move my own Word materials directly into WebCT.™ So it's too extremes. One, the SEC, is too rigid and the other, the WebCT™ staff at Smithville, gives me total freedom. I teach an education course though SEC, and every semester, I have to update the due dates for each lesson. I like to embed it in the lesson, instead of just in the syllabus only. So then you go and you change dates. Well, heck, I could do that, Joanne, but I have to go and meet with them here, show them. Likewise, sometimes, let's say I change a couple of citations, so I tweak the language a little bit. In WebCT™ I do all that myself. With U\SEC, I have to go through them, and they are very busy. They receive my

> printed material with the corrections then it takes them three weeks to come back to me. I think it's ridiculous, because I should be able to make those changes in Blackboard.™

Kim Hogan talked about faculty lack of control in policy-making decisions and the impact of a recent policy decision that had inhibited her online teaching satisfaction,

> A dissatisfaction that you could list for me at Smithville is they have now placed a $50 student distance-learning fee for anyone taking a SEC course. This is a barrier for some of our students. When we have courses like these that are only offered online, that additional fee is a barrier for many of our students.

Dylan Brooks (ME) also expressed his fear that SEC standards for courses, which he said are presented to online faculty in the form of online course evaluation rubrics, could become a threat to faculty perceptions of "being in control" and serve as a barrier that could inhibit faculty online teaching satisfaction. Dylan firmly expresses a conviction that being in control of his online course content contributes to his high scores on student evaluations, which he noted enhances his feelings of success and hence satisfaction with online teaching,

> They give me hell at SEC. They want me to do use more multimedia, but then when you look at my ratings, my chair says, "I cannot believe you always get fives. Everybody gives you the highest rating." I said, "Well, I'm not going to change anything, because my online students are doing what I want them to do."
>
> This barrier that they have come up with is in an effort to improve the quality of the courses at SEC is that they have come up with a rubric and so now SEC developed a rubric, and I flunked in terms of multimedia things and interactive things and I said, "Fine." I mean the course doesn't intend to do that." Their rubric is very limited.
>
> The rubric will become a barrier, not to me, because I'm an old fart, and they are not going to move me. I have a great sense of my success, but if I was a beginning faculty and they would tell me, "You need to use more multimedia, because the rubric says that." I would say, "but excuse me, it is a personal journey." However SEC would tell the beginning faculty "Well, you need to use that," and then it will become a barrier. I think their rubric needs to be multiple rubrics depending on the type of course that you are trying to deliver, rather than one size fits all.

Howard Weir expressed dissatisfaction and lack of control related to SEC's course policies about synchronous communications,

> Well, I think the one thing that is dissatisfying, but it's not a serious problem, is that in order to have consistency between and among programs, the SEC had to develop certain policies that make sense, for example, the asynchronous nature of the SEC courses. The SEC prefers that all the courses taught through the SEC be completely asynchronous. We feel that synchronous communication is very important and so we kind of have a difference in philosophy, but to their credit, they do allow us to experiment and use the tools, and they've even provided the tools for us.

He also expressed dissatisfaction with SEC's online course deadlines when he was asked by the researcher, "In what ways are you dissatisfied with online teaching at the SEC or West University?"

> Another thing is that they are very rigid in their timeframes. If you are developing a course, there are certain deadlines you need to meet. That's a good thing, but at the same time, it could inhibit you, because if your course needs very little to have it be fully completed, they won't launch it until they've had a chance to give it a full technical review, and sometimes that can be very stressful.

Andrea Gaston talked about barriers to her teaching of online courses at Lakeway University explaining that she was not satisfied with lack of control over the timing and location of the training for online faculty, and like Howard she expressed dissatisfaction with the strict SEC course deadlines,

> I have to be physically present to get the training at Lakeway and SEC and at the SEC we have to have our course done from A to Z before it's ever uploaded every semester.

Participants expressed a desire to be respected as academic authorities and indicated that shared governance in policy issues and those related to course quality made them feel "in control" which enhanced their satisfaction with online teaching. Conversely not being considered in online course and program policy and quality control decisions, was perceived to be a barrier to participants' online teaching satisfaction. Two additional

policy areas were institutional elements mentioned by the majority of participants related to their involvement, or in some cases their lack of involvement, in course load decisions and online teaching workload issues. These two elements will be discussed in the next section of this report.

Course and Workload Policies

Fifty-eight percent (11) of the research participants expressed some concern about or dissatisfaction with policies that did not limit the number of students that enroll in an online course (course loads) and expressed dissatisfaction with online teaching when course loads were perceived to be excessive.

When the researcher asked Tom Luna, a tenured faculty member at Smithville University, about what inhibited his satisfaction with online teaching Tom noted, "Well, fortunately, for me, I have a good situation, so I'm not dissatisfied at all. Too many students would kill my satisfaction with online teaching. I couldn't do it."

Tammy Hiller, who was on the tenure track at Smithville University, but not yet tenured, talked about setting limits on online course loads in the Master of Education program,

> Right now I have 43 students. We have now set a limit of 30 for the spring. And only if it's a very, very unique case are we going to go over 30, because you don't always have access to a graduate research assistant. Right now, I do, but it's still hard to keep up with 43 critters. In a face-to-face class, you're not asking as much. You don't ask for each one of them to do something, you know, that you have to assist.

Randy Holt taught online course for the Master of Public Policy and Administration Program and was not on the tenure track at Eastview University. Randy noted that if he was not compensated for what he described as "very large" online course loads at Eastview,

> That would be a big barrier to my satisfaction with online teaching because just the numbers take time. I would not want to handle this [excessive] number of students without compensation. Now, I'm not tenured, and so if I were, I would also be under more pressure to do more things in terms of service and in terms of administrative duties, but the number of students, if I wasn't compensated for the number of students, [that] would be a big barrier. I would say, "Let somebody else do the other things and just let me just go and teach online." If I had to do the other [duties required of tenure track and tenured faculty] then I would prefer to teach face-to-face, because it would be easier to do. So the barrier there would be, the numbers of students without the faculty really wanting to take on that commitment to the number of students, and this is not an issue with online teaching. I do get a little compensation from the numbers of students in my class, so the more the merrier, but the large numbers of students does make it challenging trying to respond to everybody in a very timely fashion. So it's not an issue with online teaching. It's just kind of an issue with numbers.

The researcher asked Amy Lloyd, who was on the tenure track, but not yet tenured what Eastview University could do to make online teaching more satisfying for her and Amy replied,

> I would suggest that they cap the courses, and if they have more people who want to take a course they could consider having a lead person develop the course and then have another faculty member who could help teach the online course when you have more numbers. I do have a fear too that online teaching can be seen as sort of a cash cow-you know they could gets lots of numbers in the online courses for your graduate program and generate money for the university. I know money is a big issue for universities and they might think we can put 150 in a course if we can get them.

The researcher asked Amy what was the largest online class she had taught in the online Master's in Curriculum and Instruction Program and Amy said, "There is no cap or limit, but the largest class was probably about 96. That must have been the multicultural literature course and I had teaching assistants, for every 25 students in our class, we get a TA." The researcher then asked Amy, "What would happen to your satisfaction as a online faculty member if you had three online courses with 150 students in each course?" and Amy said,

> Now a lot of people love online teaching so much that that doesn't bother them. Some people have it set up where they have graduate students they say they have trained and it works out fine for them. I not sure I could arrive at that, based on the way I teach and my subject matter, teaching a math course online is different from teaching an education course online in terms of feedback, and maybe I am underestimating the complexity of teaching math, but I do know that there are some things a graduate student assistant can do just fine in helping students but there are other things that they can't do as well as the instructor. I don't know if that would be fair to our students when they pay high prices for course and they have a huge responsibility at the end of a program. I think we really have to think about those issues, but I don't have all the answers. I do know administrators have other problems that they deal with in terms of money. I know I am not taking into account their perspective but I don't understand it. They have their problems too, but I am trying to work around these problems and give everything I can to it. I am also trying to get tenure and promotion and I have a research agenda that I have to do and part of my research is my online teaching, so it works in tandem.

When speaking about what the ideal online course for her subject and discipline Anna Dodson spoke about the course loads in the Master of Public Policy and Administration at Eastview University,

> First of all, it wouldn't have 60 to 100 students. I think 25 or so would be ideal so that we could have more in-depth chats. The large classes are due to President Richmond. When he first decided to move online, he met with us and said, 'What are you guys willing to do?' He said, 'If we gave you assistance, would you be willing to take larger classes?' We thought, "I guess so. We don't know.' We're very fortunate. I don't want to be mean-spirited or whatever, but we do get a teaching assistant; one for every 25 students and that's very helpful in terms of grading and helping with responding, etc., I don't know, having done this as many years as I have, it's so exhausting, and I really do want to meet the students' needs. We have people at such a range of technology levels and such a range of content background and expertise, too, that smaller numbers would be nice. I think I'm at that point, where I just wonder if the saturation point is -- it concerns me.

Ken White talked about the course loads at Dexter University,

> I would suggest that Dexter administrators look at the -- especially for the brand-new faculty members, look at the student/teacher ratio on online classes at Dexter Some of them are just atrocious. Like for example, even our courses, a master's level with 30 students in an online class, that's too many. I'd say that is comparable to having 40-45 students in a face-to-face class as far as time consumed.

Leroy Arnold, a tenured faculty member at Eastview University spoke about online course development and the cost efficiency of having large online courses,

> I spend a little more time for the online for development and preparation. Now, the other thing I should point out, though, is from a cost efficient point of view, I have more students in my online courses than in my in-house courses. So basically, the cost per student is lower teaching online than in-house. In the in-house classes I usually have 10 to 15 students, while online we cap them at 30. I had 50 one semester. The problem we were running into is when you start getting 40 and 50 students, our school feels obligated to provide a teaching assistant to you, and they don't want to really do that. Because first of all, these are graduate courses, and a teaching assistant is simply a graduate student. If you use them to grade examinations or do the work of a professor, since they are really the peers of the students that are in your course, and we're an accredited program-that is a problem. Then if we were to use adjuncts to teach these courses, they would have to meet the accreditation standards that are set up, which means they would have to have to have a PhD. and there are not a lot of adjuncts out there that have PhDs. in our field. If you were in engineering or maybe some other fields, then it would be easier to find PhDs, but not so in Public Policy and Administration.

The majority of participants (84%) said that it takes more time to teach an online course than to teach a comparable face-to-face course, attributing the extra time to time spent communicating in writing with online students, which most said takes more time for them than communicating verbally with the whole class in the on-campus class sessions. Participants explained that they attributed the extra time that the attributed to online communication to the time they spend e-mailing individual students and many described e-mailing individual students as attempt to "make up for" or "replace" the individual attention that they feel that they give to students when the see them face-to-face in class. Many participants stated that they rarely saw on-campus students during office hours or before or after class.

Fifty-percent (9) of the participants said that online teaching increases their workload, explaining that it takes more time for them to plan and develop an online course than an on-campus course. However, some participants noted that planning and

preparation time was about equal for an online course and face-to-face course, and all 19 participants mentioned that the distribution of workload and time spent with instructional planning was different, with online courses requiring more "up-front" planning and preparation time, while time spend planning and preparing for a face-to-face course is distributed throughout the academic term. Seventy-nine percent (15) of the participants stated that their planning for their on-campus courses was often done from week-to-week or at the last minute. Three participants (16%) said that online teaching had improved their on-campus teaching, and these three attributed this improvement to "seeing the big picture" when planning for the entire online course in advance. Many participants said that online course development took more time "up-front," or prior to teaching an online course, than they spend with a similar on-campus course. However, several participants noted that if they took into account the planning and preparation time that they spend for on-campus courses throughout the entire semester that the "total" grading and preparation time for an online course and on-campus course was "about equal." Howard Weir explained,

> Before an online course gets launched, it's completely designed and every aspect of the course is fully developed. I can pretty much develop a course and get it ready in a semester, if I have all the pieces together. I can develop a course in a semester, and then I can teach it the next semester.
>
> With a face-to-face course, you don't have to develop the full course before day one. You can have the syllabus, the outline, and a general idea of what you want to cover, and then each week as you are going to prepare for that week, you prepare whatever lecture or materials, resources, or activities you want to do. So when I teach a course face-to-face, I will usually prepare my materials the week before I teach them. Once you've got a course that's been taught several times, it's not quite as difficult, because you can recycle your materials and it gets a lot easier, but if you are teaching a brand-new course on a topic you've never taught before, if it's face-to-face, usually you go week by week.

> If it's an online course, usually the full course has to be developed before day one. So the development time is about equal for an online course and a face-to-face course. It is just where I put the time in, up-front or during the semester.

Kim Hogan stated that online course development was more time-consuming that on-campus course development, "I think there is more pre-course preparation for an online course in making sure everything works, making sure all your links are still working, and those kind of things."

Anna Dodson talked about how the "more comprehensive" planning for an online course contrasts with the "last minute" planning of some faculty members for their on-campus courses,

> The nice thing about, I think, online is that it makes instructors get prepared earlier and more comprehensively, because you have to turn in the mass of your [online course] content so far in advance. When teaching on-campus sometimes people just develop a lecture every week along the way, and they are kind of running in at last minute with the preparation, and that kind of makes me anxious.

Lena Dow talked about the time she invested to develop one of her online courses,

> It took me an entire summer, and it never took me an entire summer to write a [on-campus] course. Because, you know, when you are writing a course, you can be ahead by only one week. But when you are teaching online, we have to have the whole thing up and ready to go by the beginning of the semester. So it takes a whole lot of up front time.

Randy Holt also attributed spending more preparation and planning time for an online course to "up front" time,

> For online instruction, you've got to prepare every lesson for the whole course ahead of time. For face-to-face, you prepare the first week, you prepare the syllabus, but you prepare each lesson week to week. So in that way, you have to spend a whole lot more time in preparation for an online course, because you've got to think through the entire instruction of the entire course.

Leroy Arnold talked about the extras time he spends at first for each online course comparing this spending to an attorney going to trial,

> At least 10 hours a week with the online course. The primary time that I'm working is at the beginning of the course and at the grading points in the course. Those 10 hours would include the developmental time and the teaching time in contrast to an in-house course, where you have to go in and you spend three hours on a lecture that's already done for you in advance. Now if you calculated in the developmental time and the problem with developmental time is that the longer you teach the course, the ratio goes down. Because the first time you teach it, if you include the developmental time, it's going to be pretty high. It's sort of like an attorney going to trial, but this is the fifth time he or she has gone to trial on this issue. By that time, the attorney has spent a lot of time already reviewing what the laws are, etc., so they are spending less and less time on learning the law, even though they are probably charging the client the same amount of money.

Dylan Brooks compared the time he spends teaching an online course with teaching the same course on-campus,

> Face-to-face I would have to prepare much more. Now, it's scripted here [online]. Before, I would have to go back to the readings and review them and then go over the materials. A lot of my colleagues say it's so much more work for online but I say, 'Well, for me it is up front but once it is done it takes less time than the face-to-face.'"

Dylan thought about this issue and later clarified his stance, "Once you develop a script, that would take almost, in my opinion, close to two semesters, a year almost, to develop a crackerjack script. That takes incredible amount of time." He went on to explain,

> I don't spend any time in preparation for the online now. Not at all now that it is done because I know it by heart now, so the only thing I do is I begin to say, 'You know what? This lesson is not very good. I need to work on it.' Once a course is up, if I add all the time that I prepared face-to-face in terms of minutes and then all the time that I put writing that script for online, by far, writing those scripts took much more time in a year than it would take to prepare a course in the fall and a course in the spring. People should not be deluded because for the online, in the front end, you put out a lot of work.

Ken White took a different stance, "Once the course is developed, I think, the preparation time for the online course becomes less than the face-to-face courses." Ken attributed this to not having to change an online course from semester to semester except

to update the syllabus. However, Ken said that does spend more time teaching an online course than he would a comparable on-campus course,

> In those online classes, with all the stuff that I do on them, I'm spending somewhere around 25-30 hours a week. That's going to be similar in all three of the online courses. I probably would spend 10-12 hours a week if I were teaching the same course face-to-face.

Randy Holt indicated that a key benefit of online teaching is once he has developed an online course teaching it is almost "effortless" to teach it,

> I'm very satisfied with online teaching because in a way, it's effortless, because the course is there. I put it there. It's there semester to semester. I do not have to reinvest the energy to teach the course. I have to invest the assessment aspect of it, but I don't have to reinvest into the instructional aspect.

Tom Luna did not think planning his online course took anymore time than he normally spends for an on-campus course, "The preparation time takes about the same as it did for face-to-face. I organize all my classes, I have a lot of organization so in that sense the online course wasn't any more trouble."

All campuses in this research were utilizing WebCT™ as their primary online course management system (CMS) in fall of 2006 when data was collected and the SEC was using Blackboard.™ The majority of participants were teaching an online or blended course for their home university using WebCT™ and a different section of the same course or a different online course for the SEC using Blackboard.™ Participants voiced thoughts and feelings related to the time and effort needed to learn to use two different course software packages as well as to prepare and upload course materials and how this affects their satisfaction with online teaching. The next section will examine two key technical structures that emerged in this research, which inhibit or enhance faculty satisfaction with online teaching. These two structural elements include the software used to manage and deliver online instruction, and the technical infrastructure that ensures that

the faculty members are able to connect with the management systems used to deliver instruction and communicate with technical support and their students.

Institutional Structures

Institutional structures that support online teaching and learning serve to increase faculty satisfaction. Two key technical structures that may enhance or inhibit a faculty members' online teaching satisfaction emerged in this research, the course management system(s) and the information technology infrastructure that ensures institutional information technology services, which include the CMS, are effective, efficient, and reliable. These structural elements work together to create, maintain and expand institutional technology services, which includes online classrooms. The reliability, effectiveness, and efficiency of these structures are a benefit that may enhance participants' online teaching satisfaction, while inefficient and unreliable support structures may serve as barriers that inhibit participants' online teaching satisfaction.

The software used to manage and deliver course content will be referred to in this research as a course management system (CMS). The technical infrastructure, which maintains and supports the hardware and software to ensure the connectivity and reliability of the systems used manage and deliver instruction will be referred to as the information technology (IT) structures. The IT structures must be functional for online learning to occur, just as on-campus classrooms must be functionally maintained and accessible for class sessions to take place. An effective and efficient IT structure includes technical staff to troubleshoot problems and provide support and assistance to faculty and students, and staff that provide timely and reliable technical support to ensure that computer hardware, software, and course management systems (CMS) are operational.

Course Management System(s)

The eight state university campuses were using a proprietary software system, WebCT™ as the primary course management system (CMS) to manage course content and deliver online instruction. The range of tools used to manage online learning content and online communications are extensive. The range of tools is also currently referred to as content management systems (CMS) and learning management systems (LMS). The course management systems utilized by the participants to manage and deliver their online course content included proprietary tools like WebCT™ and Blackboard,™ which are the primary online course software packages used by the state universities and SEC respectively. A merger of Blackboard™ and WebCT™ took place before the fall of 2006 when data was being collected. However, in the fall of 2006, the institutions had not bought in and upgraded to a central CMS and so the two CMS systems that participants were utilizing for online course management and delivery were distinct and different at the time data was collected, including distinct and different user interfaces, features, and processes for uploading and updating course materials.

Four participants (21%) spoke about their campus distance education departments and/or individual faculty members at their campus experimenting with a variety of proprietary and non-proprietary tools to manage instruction and communications examples of the tools mentioned by these participants included Moodle™ a "Open Source" CMS and two online communication tools, Skype™ and Wimba™ that can be used for synchronous Internet phone calls or audio/video communications.

Joan Kincaid (MSE) indicated that she was very satisfied with reliability or response and the other aspects of the SEC course tools and course management systems

used for her online SEC science education course. The researcher asked Joan, "What aspects of the SEC course tools contribute to that feeling of satisfaction?" and Joan replied,

> Without too many clicks, I get the feedback from the system to let me know that what I think happened, happened. I think it's a very polite system, without being too busy. It lets my students know how they are doing through the grade book, which I think is a fantastic function and everything just keeps getting better and better. The way that "save assignments" has just been integrated into the grade book is great. I just keep getting these presents; all these Christmas presents every day or every semester. Blackboard™ just keeps advancing everything to where it's just more streamlined, just more natural for our students every day.

Rita Jerrell (ME) indicated frustration and stress related to using two different CMS's and also at being spilt between online and on-campus teaching,

> I teach three courses each semester and the most frustrating thing for me this semester is teaching the same course in three different platforms. It's like I can't keep up with it. I am teaching one section for SEC using Blackboard™ one online at Smithville using WebCT™ and one section face-to-face on-campus. That is definitely something I will never do again! [Laughing] I think for me the barrier right now is the frustration of going back and forth. I don't feel that I give my online courses the same attention -- the attention I should be giving them.

Jayne Lea (METT) talked about some problems with the CMS system used for teaching online courses for Vale University,

> Administratively not all the functions in WebCT™ are active and they have locked learner control, and to a large extent of faculty control. For example, our registration system loads students into WebCT™ sections and if a student drops, that student does not get deleted from our WebCT™ and faculty cannot delete them. In fact, our WebCT™ coordinator can't delete them. Sometimes if you have in a large undergraduate course, you might have ten names that aren't even on your roster anymore-stuff like that drives me crazy-and the fact that students can't migrate materials out readily or easily.

Ken White indicated a preference for using WebCT™ "I'm beginning to feel like it's almost that everyone has personal likes and dislikes. I find WebCT™ a little easier for me." However, he indicated that using two different CMS was not a big problem for him,

> [Using WebCT™] There are fewer things for me to fumble through when I'm trying to download and upload student materials to my screen reader, but I'm not dissatisfied with Blackboard.™ I enjoy both platforms. On the discussion board in Using WebCT,™ one of the things that Blackboard™ doesn't seem to have is the ability to develop groups of students. That has been a very nice feature for me to tailor some smaller discussion groups, where we're not dealing with 25 to 30 people trying to upload material and respond to each other. However, the email feature in Blackboard™ -- the newest one that they've just put out seems to be a little easier to use, I think, than the Using WebCT™, once I finally figured out how to use it, as far as locating students and utilizing it to contact students. So each one of those, if I had both of those moved together, I think I'd like that.

Randy Holt (MECI) noted that SEC was using Prometheus,™ a different proprietary course management system, when he first started teaching online courses. Randy indicated that he liked both Prometheus™ and Blackboard.™ He noted because of the way his course is set up, "the transition went over very smoothly, no problem. So I'd say I like them the same."

Dylan Brooks (ME) indicated that he was satisfied with Using WebCT™ at Smithville and Blackboard™ at SEC, "I'm satisfied with both. The mechanism set up for enrollment at Smithville on WebCT™ is very friendly software, the students learn it very fast, and the help I get is very good."

Jayne Lea noted one of her courses was "a little different… because it isn't in my normal work environment." She explained,

> It's in Blackboard™ on the SEC server. It's not on WebCT,™ where I go in daily for my Vale courses and that is a bit of a handicap, especially now that I'm teaching in three systems, WebCT,™ Blackboard,™ and Moodle. It's just a little overwhelming. I forget, 'Oh, I can't do that in Moodle, that right I can only do that in Blackboard.™ Oops. I tired to do that in Web CT,™ but that's a Blackboard™ function.' I find that I just don't have the capacity, given all my other professional responsibilities, to be as flexible and as creative as I feel that I should be and I have tenure.

Participants' expressed varied thoughts and feelings related to the course management systems used by SEC and their home universities. Alan Schultz (MEET)

faculty member at West University said, "I didn't like Blackboard,™ from the outset," and Thomas Moore (MBA) faculty member at Midtown University voiced a similar emotion and evaluative judgment, I do not like the Blackboard™ platform. I do prefer WebCT,™ but it's not without problems, but I much prefer it." The researcher probed, "Thomas, why do you like WebCT™ better than Blackboard?" Thomas paused for a few moments and said, "I have to try and think of why I do [long pause and then Thomas spoke definitively expressing his cognitive and affective evaluations of the two CMS,

> I find it a little more flexible. There are some things about WebCT™ that I don't like. For example, you can't edit an announcement. I like that you can do that in Blackboard™ but it's not a strong preference. I find Blackboard™ is just a little more cumbersome. It's a little more work to get done what you need to get done. For example, you have the HTML emulator in WebCT™ and you don't have that in Blackboard,™ and so I use FrontPage™ and yes, it's a little more work. [Chuckles] I like the way we can edit announcements, and some of the test editing is pretty good in Blackboard.™

Tom Luna (MSE), faculty member at Smithville University, expressed diametrically opposite feelings and evaluative judgments from Thomas' and Alan's, "I'm more satisfied with Blackboard™" as did Randy Holt (MECI) faculty member at Eastview University, "I like the SEC's Blackboard™ because it seems to be pretty user friendly, both from a teacher and student standpoint." Kim Hogan explained that the School of Nursing at Smithville had made a collaborative decision about the CMS, "

> If it [a nursing course] is totally online we are going SEC and Blackboard,™ and it is anything less than that [blended or hybrid course or supplemental instructional site for on-campus courses] the platform we will use is WebCT.™ SEC and Smithville are negotiating to offer hybrid courses. SEC was not in favor of this for many years, but we are working on that. I think this will help our faculty who are really reluctant. I have worked primarily with Blackboard,™ because my courses have been on the SEC. I have very little direct experience with WebCT.™

Sara Bishop (MBA) faculty member at Lakeway University talked about what she had heard from others about the two CMS systems,

> I haven't used the recent version of WebCT™ that they've just moved up to. I think 6.0 is what they've moved up to, but what I've heard is that there are features in WebCT™ that are not available on Blackboard™ I'm very comfortable in Blackboard. I was comfortable in WebCT.™ Whatever the differences were, they were not enough to make a big difference in how I conducted my class. Oh, one of the things is the save assignment feature in Blackboard. We do not have plagiarism software in Web CT,™ and I don't know if there is a plug-in that they could bolt on or something that they could get, but plagiarism software is very important.

Leroy Arnold (MPPA) faculty member at Eastview University was direct and voiced few feelings when he evaluated the two CMS,

> I have some problems with Blackboard™ because it conducts a running average score. For example, when you go to examinations and you give a student an 80 or something like that, it calculates the average based on the total number of students, not on the total number of students you've graded, and that's deceiving, because when students look at their score, [chuckles]; they'll see that the average has no relationship to what the actual scores are. It's a technical problem, but it's not student friendly in that sense. This doesn't discourage the students, but I have to frequently e-mail them back saying, 'No, this is just based on the current average, I've only graded six examinations now, so this is the average of those six.' The mean might be a score of 30 and one student will have an 80, and he'll say, 'Man, I'm really doing great." Well, it's not that great. The other thing I wish, and I talked to the Blackboard™ people about this several years ago. I use links quite a bit. I teach government, so you can use an enormous number of links, and I do. I asked them, 'Is there any way one can make sure the links are operative without having to go back and check every one?" He said, Yeah, Blackboard™ does that automatically for you. Well, it doesn't do it automatically for you. You have to go back and check your links, and sometimes the links go out on you halfway through the semester, many students are sending you emails saying, "This link is not working. It's broken." I have another problem with Blackboard™ right now, because SEC just got a new version of Blackboard,™ and for some reason or other, I have to go through a series of iterations to get on my home page. I can't remember what it is, but I have to go click on half-a-dozen things.

Jayne Lea (MEET) faculty member at Vale University spoke in terms of technical support for the CMS at Vale expressing her thoughts and feelings,

> We have a support department for WebCT,™ that started last year, and it has been a pretty rocky beginning. Actually, it is not really a department. It is an office and the instructional designer, I don't know if she's a coordinator or manager, but she

> has some graduate students working with her and a part-time staff, mostly graphics designers or people that have been trained to work within the Web CT™ environment.

Anna Dodson (MECI) faculty member at Eastview University expressed stronger feelings about the CMS,

> It's just the way that WebCT™ operates. My frustration point is that for one of our programs the initial certification, we have a SEC course [Blackboard™] with four WebCT™ courses. The students have to be in two platforms and for students who don't have a technology background or who aren't very flexible, that's frustrating to them, and that frustrates me. It would be nice for me, and I think everybody who teaches, things like if the kids were on all one platform. That would be the ideal. I realize that when they go on campus they can go to different instructors classrooms and things will be vastly different, but somehow for them technology in translation just doesn't seem the same.™

Lena Dow (MPPA) faculty member at Eastview University dismissed the topic, "It's okay. I don't have time to think about what might be better," while Rita Jerrell (ME) faculty member at Smithville expressed stronger emotions,

> I think my biggest frustration is that I can't change the text once it's already been uploaded. I can access, for example, the quizzes and edit those when I want to change questions and so on, on Blackboard,™ but the actual course content that's already been entered is pretty much set on Blackboard.™

Ann Dodson expressed feelings and thoughts about the features of the course management systems and her strong feelings about SEC,

> I like Blackboard™ better. I think aesthetically I like it more. Actually, I liked Prometheus™ [CMS used by SEC before Blackboard™] from this standpoint, in that it had a grade book, where I could put voluminous comments, which I'm prone to do, about student's grades. It was all in one place. That's not an option in either WebCT™ or Blackboard,™ and that's been one of the major drawbacks. So I don't use them for grade book. You can only put like so many symbols into a comment. Now, you can put comments in the assignment tool, but then it doesn't load all of your comments together in one place. So I do a Word™ grid and I put it in another private folder for them in the groups. All their grades are together. It's a running record. It's good for documentation for them, and in the future, if we have grade grievances, etc. So I think that teaching through WebCT™ and teaching

> through Blackboard™ are fairly comparable, because it's not like I have to work with SEC only for Blackboard,™ because, really, I love working with SEC.

Next, the issue of support for the course management systems as well as the hardware and information technology infrastructure will be detailed with research data as evidence.

Technical Support

Tammy Hiller (ME) and 17 other participants (95%) voiced their satisfaction with the 24/7 technical support structures that SEC provides for faculty and students. Tammy, and others, expressed a need for their home university to find the resources needed to boost current technical support from eight hours a day, five days a week, up to the SEC level of providing support twenty-four hours a day, seven days a week (24/7),

> The WebCT™ support we get at Smithville University is only partial. The SEC Blackboard™ support is 24/7. You just can't compare what we have at Smithville to that. If Smithville could give us 24/7 support for WebCT™ - that would be great! One man did the WebCT™ support for years and then the Distance Education Department developed an Instructional Technology Lab (ITL) and they are marvelous, you can walk in, you can telephone, the whole thing. They are within the Distance Education Department, but they are totally there for faculty technology support. I have heard about it and read about this type of support in other institutions, but we have one of the best ITL's I have ever seen. There is one staff member plus graduate students. The graduate students are trained so well. They are really nice to faculty who are dumb, but they are not over nice.

The researcher probed, "Are these computer science or information technology students or are they instructional technology students?" Tammy replied,

> I don't know, but they don't seem to have knowledge of instructional design necessarily but they do have computer science background. They are there to show you how to use WebCT™ so that you can do what you want to do in WebCT.™

Rita Jerrell (ME) was the only participant that did not mention a desire to have 24/7 technical support services she explained, "I've had some problems, but they've been

solved. I haven't had too many problems. Technical support has not been one of my biggest frustrations." She then went on to explain that she felt that SEC's one-on-one technical help for her students was not as good as it could be. Rita expressed concern that as a result of this pulling back on service SEC Smithville's under staffed technical support department was required to respond to more requests for technical assistance,

> The other thing that I have found, and maybe it's not just at Smithville, but before students got a lot of information from the SEC about how to log on and just how to do information prior to the course starting, but now from what I understand from my students and some of the other faculty members that have been teaching online, the student support is not happening so much anymore, and so that's something we have to do here through Smithville.

Kim Hogan (MSN) spoke about her satisfaction with both SEC's and Smithville's technical support,

> The support services that they have added to the SEC enterprise for student success has been steadily improving and really is great. The 24/7 technical support is wonderful. Students can call them, email them and they walk through things with them. They respond very, very fast. They have Smart Thinking for assistance in writing and more. I most interested in assistance in writing, but Smart Thinking has assistance for other areas. The support from the SEC is excellent, just excellent and it's grown over the years. It's just stellar.

Kim rated the technical support services available from Smithville University as "good,"

> The Office of Distance Education technical support that I have is good. For example, I wanted to provide some more recent journal articles to students this semester. I didn't know how to get it to the students. So I called that Department and asked somebody named Ramsey, "How can I do this?" They were right away giving me suggestions how to do this. They said, "Bring this over, and they'll help you get it into a PDF file and show you where to place the link in your course." Just that easy, so that is very helpful.

However, when asked about her satisfaction with the technical support at Smithville University Kim expressed frustration with frequent staffing changes in the

student support services and indicated that she felt uncomfortable when she requested technical support,

> I would say probably the frustration, I wouldn't say dissatisfaction, it's the frustration with the Smithville student support services that you just get one problem taken care of, and you think you have it solved, and they hire someone new and you're back orienting them to previous problems. Then they try to work with it again, but it's like, "Oh, Kim Hogan is having another problem again."

Ken White described his feelings about the SEC technology support for Blackboard™ and rated it, "Very good." Ken also wished for 24/7 support services when the researcher asked him about Dexter University's technical support for WebCT™ he said,

> It's good, and I'm talking about features that I would like. Of course, since we're a small department, the SEC offers the 24-hour support that our Distance Education Department simply can't do. So that would be one area, again, that I wish the Dexter Distance Education Department had for our students.

Anna Dodson (MECI) expressed her satisfaction with SEC's 24/7 technical support services and outlined some of her frustrations with the technical support for the online course she taught for Eastview University using WebCT,™

> The Center for Distance Ed is Monday through Friday, 8:00 to 5:00. We can call into the Help Desk but they often get confused, because there are local WebCT™ courses, plus there are ones set up by Center for Distance Ed, and they don't quite know. They'll tell the student, 'Your instructor is supposed to help you with that.' I tell the student, 'No, that's not really the case,' when the student gets back with me. So, I always say, you guys are so lucky with SEC because you have this great infrastructure, you have the 24/7 support; you have all these different things that we don't have when we are with the local courses.

Randy Holt (MECI) said the technical support service departments for both Eastview and SEC online courses are "excellent,"

> Occasionally I'll see things through the SEC in terms of what they are communicating to students. You know, 'We'll be down during this time.' They give plenty of notice really to students. We did have a glitch or two back early when students were posting an assignment and they had to have a separate name

> or something. Because I was reading something and I called them and they were quick to fix it. I have excellent technology support.

Joseph Reed (MSHRM) expressed his satisfaction with the technical support at Goldsburg University and contrasted that with the technical support at Goldsburg Community College,

> The tech support at Goldsburg U is great, mainly I think because that's Park Henry's job. At Community we don't have a person who is responsible just for that type of assistance. Community college personnel have to wear so many hats that it cuts down on available assistance.

Sara Bishop (MBA) expressed her dissatisfaction with the technical support at Lakeway and the lack of university incentives for online teachers. Sara tied her dissatisfaction to a lack of funding for technical support and incentives,

> The biggie is lack of support and lack of university incentives. Here is an example, on Friday afternoon at 5 pm. I call up and say I am having a problem with WebCT™ and need help. What they do is they write it down, and they say "Ok, we'll try and get it taken care of tomorrow," and so on Saturday there is someone who comes in and it might be fixed by 9 or 10 am. If I call on Sunday and say I have a problem, then I get a recording, and I leave a message about the problem or I type it in online and it gets taken care of on Monday, it's essentially and M-F 9-5 department and half a day Saturday. Well, here is one example. WebCT,™ Friday afternoon at 5:00, I call up and say, "I'm having a problem. I need help." What they do is they write it down and they say, "Okay. We'll try and get it taken care of tomorrow." So on Saturday, there's someone who comes in. It might be fixed by, I don't know, 9:00 or 10:00 depending on the time. If I call on Sunday and say I have a problem, then I get a recording and they get the complaint that I've written online and it gets taken care of on Monday.

On the other hand, Sara expressed her complete satisfaction with the 24/7 technical support provided by SEC,

> I am much more satisfied with the SEC technology support that is twenty-four hours a day, seven days a week. Think about it. The whole purpose of online is to allow for flexibility of scheduling, opportunities for people to take classes when they could not ordinarily take classes. At our university our students are commuters, and even the undergraduates are working, and so the only time they can come and take classes is when they are not working, and so for most of those

> people that's at night and so we have to have service at night. We have to have money to have service, and we don't get it.

Andrea Gaston (MSS) expressed her satisfaction with SEC technical support, "The support is 100%, and that's just the top of the list. They provide us with the most modern technology and if something doesn't work, they either get it fixed or they will dump the program." However, Andrea said that technical support for online courses offered through Lakeway University was not high quality and that technical support problems have been a barrier to her satisfaction with online teaching,

> When it comes to technical things, I have no problems with the support I have at SEC, but with the technical support for WebCT™ at Lakeway the doors close at 5:00 pm. They are open 9:00 am to 5:00 pm M-F, and that's it.

Andrea indicated that she does not trust technology because of problems she has had, and the cost in terms of her satisfaction with online teaching is that she has to spend extra time helping her students when they have technical difficulties,

> I say to my students "please verify receipt of your test" and when you send it back please verify receipt, and I do that because of Murphy's Law in electronic work, and anything that can go wrong will go wrong. We have had terrible time with the course management system in the last week and a half and I had to cancel my virtual classroom just last week, I could not even get on and I thought it was just me and I called and they said, "Oh, we have this problem way big all over and have had for sometime" This was not announced or anything like that, so subsequently the next day I just posted an announcement apologizing and asking if you were there and could not get in, I would like to know, and so some of the students let me know and so that was a relief.

Joan Kincaid (MSE) spoke highly of the technical support and the respect that SEC displays for students and faculty members comparing this to the support she has for her online courses at Midtown University,

> SEC has been absolutely phenomenal, in my mind. They are extremely professional. I think the thing that sticks out most is their respect for the students, followed by their respect for me as a faculty member. That is most evident in how I do not have to deal with a single technical issue ever, even in the course design, which I'm the technical person for that here, they support me and do the technical

> reviews before the class is deployed each semester. The technical support is a lifesaver, [chuckles] and so I haven't been bogged down with any of the troubleshooting or setup issues that are sort of overbearing here at Lakeway.

Jayne Lea (METT) indicated that the technical support at Vale was not the best, which had impacted her ability to do what she wanted in her Teaching with Technology courses. Jayne also indicated that Vale should allocate resources to provide 24/7 technical support services for online faculty and students,

> We're not as progressive at Vale and we don't have the support. Our help lines are only available from eight to five, which doesn't make any sense for online courses. Once those hours are extended, I'm going to be more comfortable. If my students need help in the evening or on the weekend, it's too bad. That of course is when we do all our work. Most of what I do now is blended. If I do an online course, it's really structured just to make sure that students, when they have problems, have someone there to help them.

Howard Weir (METT) expressed general satisfaction with the technical support from SEC and noted that lack of funding for high-quality technical support services is a barrier to online learning in educational institutions,

> I'm satisfied with what SEC can do for us currently. Again, we are using a platform with this Wimba,™ and we are trying to figure out how to use it for instructional purposes. They have been honest enough at SEC to say, 'When you figure it out, let us know.' If they had somebody who was an expert at how to implement conference management systems in distance education and they had an expert who could look at what we're doing and after half-an-hour say, 'Look, generally speaking, here's the kind of learning objects.' I don't mean a fixed page or a schematic block of text, but there is- we'll call them learning opportunities- that you can develop that will fit very nicely into this new type of conference managing tool.' That would help us enormously, but if such a person existed, he or she would be at the national level making a lot more money than she's making at SEC.

Kim Hogan (MSN) indicated that she felt that the lack of support for WebCT™ at Smithville was a disservice to the students taking Smithville's online courses,

> Our biggest problem at Smithville is that when you have a WebCT course you have no tech support after 5:00 pm at night and nothing on weekends and the only technical support on the weekends is through the help desk and the help desk is

> not technical support for WebCT.™ The student support and the accessibility for other resources for success in online learning are not available in WebCT™ at Smithville and they do not have the resources to provide it. The WebCT™ support is 9-5 Monday-Friday and students have to pay a long-distance call if they are having a problem and they can be put on hold and their call can be transferred around to different people. I think that is a disservice to distance students.

Sara Bishop noted that the dividedness between technical support groups at SEC and Lakeway University left her feeling unsupported, which inhibited her online teaching satisfaction,

> We have a Center for Distance Learning and they use WebCT.™ There has always been a division between our course management system and the SEC group. I don't know why that is, turf-dome or something. I don't know, but I don't feel support from that department. Lack of support is the biggie.

The institutional technical services and support structures optimally serve to enhance online faculty members' satisfaction with online teaching, but if the services and support are not optimal these structures may serve to inhibit faculty satisfaction with online teaching. Practices are institutionalized ways of acting, responding, and providing services that are embedded within institutional structures. Practices are most often implied rather than stated. The next section will examine the participant's perspectives on the institutional practices that they talked about enhancing or inhibiting their online teaching satisfaction.

Institutional Practices

Institutional practices are embedded within the institutional structures that support online teaching. Institutional practices are related to training, professional assistance for using online technologies, professional development such as information about relevant and timely online learning topics, pedagogical roles, and best practices for online instruction. Institutional practices that increase online teaching satisfaction include relevant, timely, and convenient professional development, course design support and

assistance, and instructional design support services. When these practices are not effective, or do not exist, faculty satisfaction with online learning may be inhibited.

Professional Development

Faculty members described online teaching as a new territory and expressed that they need support and training to develop effective online courses. Lena Dow (MPPA) noted that the professional development for online instructors she participated in had increased her confidence, which in turn had positively impacted her job satisfaction, "I certainly know more about online teaching than I ever did. I feel fairly confident that I'm someone who can teach and create an online course."

Andrea Gaston a College of Education faculty member at Lakeway University who taught online course for the SEC Master of Sports Science (MSS) program said, "I think the university is clear about support in [online course] development, because that's how I got involved, just going to any and all workshops dealing with computer or electronic means. So the university supports that."

Amy Lloyd (MECI) said her professional development for online teaching had positively impacted on her online teaching satisfaction. She expressed "total satisfaction" with the professional development for online teaching that SEC and Eastview had provided for her, "I feel that the professional development that has been offered is outstanding, I really feel fortunate." She explained,

> I attend the distance learning conference that the SEC offers each year, and I presented at it. That has been very rewarding, it has been very helpful to me just listening to other speakers there and finding out what other people are doing. Learning about people who are leaders in the field of technology and education and what they are doing helps me see possibilities. I like to know where people are going with things because I am not a technology person per se, but I am interested in technology in terms of how it can enhance instruction. There is still much that I want to know and learn more about in terms of ways of revising my teaching.

The researcher spoke to Randy Holt, a College of Education faculty member at Eastview University who was teaching online courses for the SEC Master of Education Curriculum and Instruction Program (MECI), "Randy on the background questionnaire you stated that you had attended all of the SEC training for online instructors and a University of Wisconsin course for online instructors. How has the professional development training for online instructors impacted your feelings of satisfaction as an online teacher?" Randy replied,

> It has reinforced or validated what I think I was doing, and doing well. I don't use all the features that are available to me through technology, but yet, many of the things that they say are important in online instruction, I have definitely used in my course. So it's validated what I'm trying to do.

Joseph Reed (MSHRM) talked about how professional development for online teaching had enhanced his satisfaction with both online and face-to-face teaching,

> I think in terms of professional development, just broadening my view on how education works, how students learn, making sure that there's activities aligned with the learning outcomes. I think that [professional development for] teaching online has enhanced what I already did.

Thomas Moore (MBA) said that professional development for online teaching had "definitely" increased his online as well as face-to-face teaching job satisfaction,

> I teach 40% of my time online. So, you know, it's sort of given me a whole lot of new challenges and opportunities, but it's not so much only online teaching. It's the availability of online technology. I can use some of the same technology for my on-campus courses. Well, so I discover a new article. Before, what would I have done? I would have to go and get that article, have my secretary duplicate it or stand in front of the copy machine. What I do now is I scan it into my computer, I put it up on my Website, and the students can connect to it wherever they are, whether they are on campus or whether they are online. So yes, it's had a huge impact. Huge impact!

The researcher probed, "Has this impacted your feelings of satisfaction as a faculty member at Midtown University? "

> Absolutely, yes! I'm much more satisfied. Well, I don't know. I like teaching anyway, but I'm more satisfied.

Smithville faculty member Rita Jerrell (ME) explained how professional development for online teaching had enhanced her job satisfaction,

> I think just the fact of being exposed to all of this technology has definitely opened my horizons, I guess, on teaching in general. You know, just rethinking courses, it's kind of a backward thinking that has to go into the online courses, because you really need to think about, what are the outcomes, and then break it down, which we've always heard, but it just forces you to really think about what you are doing. So professionally, I think it has changed how I teach and what tools I incorporate to some of my other classes. I also feel that by broadening these horizons, the time constraints seem more and more apparent.

Tammy Hiller (ME), also from Smithville, spoke about her satisfaction with online teaching and how professional development for online learning had helped her improve her courses,

> I took the distance education course at the University of Wisconsin and that was going way beyond the SEC training. I am an educational technology person, so therefore, I think most of us are always interested in improving our courses, and so we are concerned with how the courses work, we are concerned with formative and summative evaluation. This is so much easier to do in an online course. People are just not that conscientious in a face-to-face course to do as much as they could do in formative evaluation.

West University professor Howard Weir (METT) talked about his training for online teaching and noted that he had to leave his home university to obtain it,

> I have taken quite a bit of training for online teaching and I do have to constantly, constantly, be looking at what's coming. I need to be constantly experimenting with what's here to see how it can be used in evaluating the feasibility of using these tools and stuff. So yes, I go to a lot of training; some of this is online, some is at conferences, and some training is offered through our campus. Usually, I have to go elsewhere to get the training I need and I do a lot of reading and research on my own, to study situations and things.

The researcher asked Andrea Gaston, "What would have made you more satisfied with the support for the WebCT™ or Blackboard™ or the computer hardware and other

technology used for your online course?" Andrea expressed a desire for Lakeway University to move quickly forward in their efforts to provide online professional development and training for faculty,

> It is going to be a real test- we are going to WebCT version 6.1 anyway, I think that is the version. They have announced the training dates on-campus for the upgrade and I said to my main technical support person, "What are you going to do for those of us that are off campus?" She said, "Well you are the only one." I said, 'You are the Distance Education Center for online technology-how about online training?' She said, 'Well we are working on it.'

Instructional Design and Course Support

Amy Lloyd expressed satisfaction with the course design assistance that she had received from both SEC and Eastview University,

> I am satisfied with the help I have received from Eastview's Distance Education Department and the SEC, I have been very grateful for both of those and working with the SEC has been very rewarding. I am very glad we have been a part of that.

Leroy Arnold a College of Business faculty member at Eastview University who was teaching online courses for the SEC Master of Public Policy and Administration (MPPA) program expressed dissatisfaction with SEC's deadlines for course materials, and with not being able to make changes to his SEC courses due to SEC's staff blocking faculty access to some of Blackboard's™ instructor's tools,

> One of the things we always run into is that the technical people always want your material; it seems, well in advance of when you're going to offer the course. I just email it up to them. But I'm talking about even in developing the courses. They wanted it real early. I always ask myself, why?
>
> The other thing I am dissatisfied with is that I can't change my online courses myself. We have zip files. That's a little bit irritating; because what sometimes happens is that I see an error. In fact, I just saw one, and then I have to then go through the full circuit to get the error changed. I can do a little bit of that by using announcements. For example, if I know a TV show is coming up on a certain subject, I can use the announcement page or the discussion board to do that, but at the same time, as I'm going through things, I like to change it right off

> at the time, because sometimes you write yourself notes and then you can't find them later on.

Randy Holt (MECI) told the researcher that he was "very satisfied" with online teaching. The researcher probed, "Could you tell me what makes you satisfied with online teaching?" Randy replied,

> The SEC seems to be a very good problem solver or very good at what they do. Students need a little bit of help finding how they get to the SEC, but very little help in directing them to where they need to go to get help. Overall, students don't complain to me about things they have problems with, so as it is the SEC course runs smoothly. I do very, very, very little work other than just when the course comes online, the students start posting, and I react. I tell the SEC staff the changes I want to make to the next semester and they take care of it. So it just runs very smoothly.

Randy mentioned that other faculty members at Eastview were not as satisfied with the course design support for their online courses at Eastview, "If it's a WebCT™ course, I hear my other faculty say that they have to do more, but as for me, I just turn it over to somebody else to do."

Dylan Brooks (ME), faculty member at Smithville University expressed his thoughts and feelings about the technical support for his online courses,

> I have had fewer problems with Smithville's WebCT staff than with SEC's Blackboard staff because at Smithville they are more sensitive to what I want. If I say, I want the students to have access to the material a week before the class starts the Smithville WebCT staff allows that to happen. The SEC is a bigger bureaucracy, and their staff won't open the materials to the students until the first day of class

Sara Bishop (MBA) expressed her dissatisfaction with Lakeway University's staffing of their distance education department, "We need to have more local support by people who understand instructional design and people who understand the technology."

> The distance education department has grown over the years and it is very collegial. The staff there is very knowledgeable and is able to work with people who have an idea, but don't know how to get it to appear good on screen and make it work. They know how to make it work and those are unique people,

> because most people who are involved in that kind of technical development have difficulty talking with people who don't speak that language. So they have been able to clone themselves as they have hired new people to be able to talk with people who do not have the technical languages or know how to make it work on screen. I would describe the resources that Smithville offers, from a technical point of view, excellent, but from a financial point of view, their assistance could be improved.

Howard Weir (METT) indicated that West University does not have an adequate number of instructional designers and auxiliary staff, such as graphic artists, to meet the needs of campus faculty members,

> Through West, the only thing that I'm dissatisfied with, and it's understandable and it's a work in progress, is that we need more help in terms of manpower to help move the courses online. That doesn't directly impact me, but I see the 150 plus faculty who every semester need help getting their courses ready, and it's frustrating. It's a madhouse for the instructional designers. At West the Office of Distance Education, has I'd say, a staff of about ten people. There are some of these people that are in charge of the servers and networks. There are others that are in charge of handling the videoconferencing, and then, there is a small pool of graphic and instructional designers. Actually, they are not really instructional designers. They know how to create Web pages and some of them don't have anything above an Associates degree. Usually, whenever we get one of our Ed Tech graduates hired at West they don't stay long, because they get lured to higher paying jobs. They do try the best they can to provide a mentor, a contact person at West, but those people usually are programmers or Web designers and they don't know anything about pedagogy. Unless the instructor knows specifically what he wants and why he wants it, those students or those techs, I guess we would call them, really wouldn't be able to help him very much.

The researcher asked Howard how West University could better support faculty members who are moving courses online and he said that funding staff positions was essential,

> What would help is if we could have more personnel to help out, that would be a big plus, and that's probably the only area where West is really lacking, but in everything else I think we are doing well as an institution. They are going to have to find the funding to hire, you know, maybe two or three instructional designers. We've had one, I actually worked as the instructional designer for the entire university for a while, for about a year-and-a-half, but one person is not going to do it. Maybe two or three instructional designers to supervise a group of

> programmers and graphic designers, that might work, each instructional designer could be in charge of one or two programs, and then they could assign tasks to the programmers, and the programmers do what the instructional designer recommends based on input from the instructor and supervision and that type of thing. If it was set up like that, it could work. I don't envision them being able to afford more than two or three instructional designers, because their salaries are going to be in the high forties or low fifties, and if they can't afford that, well, then those instructional designers are going to go somewhere else.

Anna Dodson compared the instructional design services available from SEC with the instructional design support available to her at Eastview University,

> I really love working with SEC, and I think they have great staff. I think it's hard to keep good staff. At Eastview it just seems like sometimes the staff, the instructional designers and people that review the course and do revisions or help us put up revisions, sometimes the quality of those here may not be as high as through the SEC. I just feel like everybody at the SEC is top notch.

Thomas Moore expressed dissatisfaction and spoke about his "battle" with the instructional design team at Midtown University. His dissatisfaction was related to his perception that the distance learning department staff had let the availability of technological innovations "bedazzle" them rather than focusing on what he wanted and was trying to accomplish with his instruction,

> I have some opinions about the mode of delivery. There are different kinds of interaction that you're managing as a teacher. There's interaction between you and the student, interaction between the students, and interaction between the student and the content. In regards to how those three sort of interact, there's a sort of tendency to want to move towards, at least here in our distance learning department, an integration of audio and visual material. My students like it if it's separated [audio and video], and it's simpler to deliver as well. For example, the way I structured the course is where it's very clear to students here. On the left, they have a PowerPoint™ slide, and on the right, they have two audio files, and what I want them to do is to play the PowerPoint™ and then play the audio file along with it. I will be referring to the different exhibits as I talk and tell them about it. Now, I find if the student has control over that, it may facilitate greater learning. I hope I'm not sort of going outside the scope of what you want. So you empower the student, say, to decouple, disassemble the audio and the visual part. So if they are going through it and they hear me refer to a particular slide, and then I say, "Now, this exhibits such-and-such." They can then go back to the

> PowerPoint™ and page up without interrupting the audio. Or sometimes they can stop the audio and then go back and forth through the PowerPoint™ or the text or whatever it is that they are looking at. So I don't think it's a plus to have these things always integrated. It's sort of a battle. Not a battle, but it's a little discussion that we are always having here. It's much simpler if you don't have it integrated. It's simpler to offer, and it works better for the student, so why not do it like that? They have all these new technologies. Camtasia,™ I think that is the name of the latest one, or Real Producer, where they allow you to record a video or an audio together with exhibits. It's nice to have this, but I don't know if it really serves the purpose that I want. If the student wants to page up, the audio stuff is playing, and then it's a pain. I'm resisting integrating both into one for a reason. I think I'm going to win, because they're not going to push this on me. They are dealing with techniques and technologies, and they sometimes get bedazzled by all of this.

Thomas Moore said he was "very satisfied" with the instructional design support he has received,

> I get a lot of support. I get as much support as I want. It's very gratifying. Who supports you? The distance education department is in the Business School. In other words, this is not a general service organization. It exists only for the Business School. The campus is currently debating the question of how to use resources. The other schools would like to have a setup like ours, I think. But basically, I think we are the biggest school and most of that is self-funded. So that department, that area exists solely for us, and we are the leader. We have almost a complete MBA program online right now and we have a production studio, audio and video. Each online course is assigned a developer, an assistant.

Ken White 's satisfaction with instructional technology support services at Dexter University has enhanced his online teaching satisfaction,

> I did my [course content] development in Word and then gave it to our Distance Education Department. They took it and put it in the Blackboard™ format for me. Dexter also supports the WebCT™ platform. The Distance Education Department has a specialist that only works in the SEC Blackboard™ platform. Joanne, they are wonderful. Rita Jones is a fantastic instructional technology person, who was a former classroom teacher, and understands how to utilize technology, but also instructional design. So she's been really helpful in those things.

Sara Bishop (MBA) said there is a need for more instructional design staff at Lakeway University and she spoke about how "well-trained" staff facilitate faculty 'buy-in" to online education,

> There needs to be the person who understands that the faculty member is real sensitive to their content, and so for someone who isn't teaching their class to come in and say, 'You really should tell students to do this or that.' We simply can't have that. What we have to have are well-trained people who can support a faculty member, who says, 'I have this course that I teach face-to-face and I want to put it online." To be able to go in and actually maybe do a quickie for them and then say, "Here's a suggestion for how you could do this," and present it to the faculty that way. I think if it were easier for the faculty and they had more support, then we would get better buy-in.

Jayne Lea (MEET) noted that Vale University's instructional design support staff was limited and not progressive,

> We do now have an instructional design office with one instructional designer, but the policy is something that I disagree with, that everything has to be built with WebCT™ function. So it becomes embedded in the WebCT™ system and the content cannot be migrated into another system. They are not taking a learning object approach, and so they create these courses that are great if they operate within WebCT,™ but these courses can't be migrated to another system or be taken apart and used in other sections of classes or other courses, which I think is terribly inefficient and ineffective.

Joan Kincaid (MSE) compared the instructional design assistance at SEC with what was available to her at Midtown University,

> I think as far as the resources go, the SEC, they are pushing the envelope, but they are dragging us along with them in a good way. So I think it's never gotten old or boring, because there is always something new and different, and their enthusiasm about these tools and their understanding of the way that it could be applied in a teaching situation is the big difference between what Midtown offers and provides. It's there, but I just don't feel like they've put it out in a way that it makes sense or that a faculty member is motivated to go to the trouble of learning something new and taking a risk of implementing that in their class.

Thomas Moore (MBA) indicated that he was very satisfied with the instructional design assistance at Midtown University and admitted that he did not fully take advantage of those services, "I would say I could probably use them more than I do. I'm very satisfied with what they are offering. I'm not quite as satisfied with my own performance in taking advantage of it."

The online higher education faculty members who participated in this research reported relationships with support staff as well as other relationships within the institutional community, which include faculty/peer relationships and faculty/administrator relationship can be either benefits that enhance their online teaching satisfaction or barriers that inhibit their online teaching satisfaction.

Institutional Community

The term institutional community in this research is defined as a group of people with common professional interests [the academic community] working for a common institution, one of eight state universities and/or the online branch of the state university system, the State Electronic Campus (SEC). Community in this research also can be construed to mean a sense of ownership, sharing, or fellowship and participation in the institutional community. Since the participants in this research work online, the online teaching and learning environment is also encompassed within the concept of community in this research. The key stakeholders of the institutional community in this research are the participants, higher education faculty members who teach online courses for their home university campus and/or the State Electronic Campus (SEC). Volunteers from this institutional community, the faculty members that participated in this research, expressed their opinions and discussed their viewpoints about the benefits of and barriers to their online teaching satisfaction. The institutional community serves the institutional clientele, which in this research is defined as the students that enroll in their home university campus and take online courses or the students that enroll online at a state university campus in another location for SEC online courses and programs.

Two categories of community that impact faculty members' online teaching satisfaction emerged during data analysis and these were faculty/peer relationships and faculty/administrator relationships. Participants' comments and perceptions related to

these two categories will be presented in the next section of this report with supporting data as evidence.

Faculty/Peer Relationships

The researcher asked the research participants to discuss the impact of online teaching on their interactions and relationships with their peers and if the resulting interactions and relationships had enhanced or inhibited their online teaching satisfaction. The majority of participants, across all disciplines, reported that they discussed their online courses more than their on-campus courses with other faculty members and indicated that interacting with other faculty members about their online courses was a benefit of online teaching that enhanced their job satisfaction by creating a sense of community, which was connected with feelings of fellowship, belonging, ownership, or sharing. Four participants, one male and three females, reported a source of online teaching satisfaction came from networking and sharing with other online faculty members who work in another location such as at a another university in the state where they live, or in other locations such as other states or even other countries.

Seven participants reported having limited or no interactions with faculty members who were teaching only on-campus. These seven indicated that the lack of interactions or feeling isolated from their peers did inhibit or serve as a barrier to their online teaching satisfaction. One male participant told the researcher in a half-joking half-serious manner that other faculty members and university administrators "hate me." When the researcher probed to find out why the participant felt that some members of the institutional community felt animosity towards him in relation to his online teaching duties, he attributed this "hate" to their hostile or indifferent reactions to his ongoing and persistent "evangelical" conversations about the benefits of online education.

One male and one female participant indicated that their technical expertise had made them more popular among and sought out by other faculty members. Being sought out as an expert, for these three engenders a sense of fellowship, ownership, and belonging. All three participants indicated that being sought out by others also made them feel valued and appreciated, which increased their online teaching satisfaction. Research data in the form of direct quotes and summaries from interviews with participants will be provide in the following discussion of the impact of online teaching on the participants' relationship with their faculty peers.

Amy Lloyd was working for the College of Education at Eastview University and was on the tenure track but not yet tenured when the researcher spoke with her. Amy was teaching on-campus courses and online courses for Eastview University as well as online courses for the SEC Master of Education Curriculum and Instruction (MECI) program. When asked how online teaching had impacted her relationships with other faculty members Anna said,

> In some ways the people who teach online courses know what we are doing and we have discussions about our classes and this brings us together, being a part of the online program was a unifying experience and also with other people that are in distance education at Eastview. I have had conversations with faculty members in other departments that I would not have spoken to if were not about online teaching and in fact, for part of our quality enhancement plan, we are having teaching circles that our Provost just set up. I joined one that has to do with technology and teaching and in that way it was unifying because we have this common experience and interest.

Tom Luna was a tenured faculty member at Smithville University. He was working in the College of Education and teaching both on-campus and online courses for Smithville campus and online courses for the SEC Master of Science Education (MSE) program when the researcher spoke to him. Tom talked about the positive impact online

teaching has had on his relationships with other faculty members at Smithville University,

> Well, we were sort of like pioneers. We were the first ones at Smithville teaching online and it was fun getting to know them. We had meetings about bi-monthly, we didn't meet every month, but we probably met at least every two months. I think these meetings increased and widened the range of my faculty friends, with people that I didn't have anything in common with, that I wouldn't have been brought together with, but we were brought together because we were all teaching online.

Tom also explained how his online teaching satisfaction has been enhanced by his relationships with faculty members at other institutions, which he considers to be a direct benefit of online teaching,

> Another facilitator that increases my satisfaction with online teaching is the other faculty around us that teach with the SEC. There was a friend of mine in Dexter that teaches online, and she is a great support. She started the Sports Science Program, she and Janet Conley who was here at Smithville. They have pretty well kept figuring out how to use the courses to the benefit of the students and keeping it in line with the different university requirements and so forth. What that does is, it helps us to be straightforward with the students, so that they know what they are signing up for and how it's going to participate in their graduation plans and that's important. There is also a gal down at Lakeway, Andrea Gaston, that's a great support; she always is sending me students. So at Lakeway University I have a friend there, in Dexter and then, of course, here at Smithville.

Lena Dow was a tenured faculty member in the College of Business at Eastview University teaching both on-campus and online courses for Eastview and online graduate level courses for the SEC Master of Public Policy and Administration (MPPA) Program when the researcher spoke with her. Lena discussed how online teaching has increased her interactions with other faculty members at Eastview and how these interactions subsequently had a positive impact on her satisfaction with online teaching by creating a sense of fellowship, sharing, and ownership during online course development, which had increased her participation and served to enhance the sense of community, ownership, and belonging at her campus,

> At Eastview we do talk about our online courses. Not so much now, since all three of mine are developed. I'm just more at the tweaking stage and not really paying attention to major overhauls, but for a while, it was all we talked about. It was, "How are we going to do this? Have you tried about doing this?" We have that sort of conversations. I would say we have more conversations about the online than the on campus classes. I think for the on-campus classes, there was just a presumption that we all know what we are doing, and in the online, there's a presumption that we haven't a clue what we're doing, and so, we do discuss online far more than in-class.

Joseph Reed was a full-time faculty member in the College of Business at Goldsburg Community College. Joseph taught both online courses for the local community college and on-campus courses for Goldsburg University as an adjunct College of Business faculty member. Joseph was teaching for the community college full-time and also teaching both face-to-face and online courses for Goldsburg University and online courses for the SEC Master of Science in Human Resource Management Program (MSHRM). Joseph talked about online teaching and the positive impact this role has on his relationships and interactions with other faculty members at Goldsburg Community College,

> We're a small department, so there is a lot of interaction and for the most part, very positive interactions. I don't have as much communication with other faculty about face-to-face classes. I think I spend more talking with other instructors about online and not just about the development of the course. I consulted with a couple of faculty members that had taught online. I talked to them about methodology and assessments and activities and just pretty much the whole gamut of the course. I also spent time talking with other instructors, who had taught graduate students online, about what to expect in terms of student needs and so forth. So pretty comprehensive communication in terms of not just about the content of the material, but about the students themselves. I think it's been probably a lot less threatening for people to do that with online courses, because I think people realize that we are all new at this. This is sort of uncharted territory, and I sense that there is a lot more openness to communicate about how online courses work and how do you go through the system, more so than face-to-face courses.

Joseph compared his interactions with his peers at the Goldsburg Community College with those with his peers at Goldsburg University,

> This is coming at it from a different standpoint, because at the community college, I'm a full-time instructor and at Goldsburg, I'm an adjunct. I feel there are several faculty members at Goldsburg University that I would not have any problem going in and saying, "Hey, I'm having a problem with this. What do you think?" or, "I've got this option of doing this or this. What do you think?" There would be a select individual or two that I feel like I could do that with, but it's probably a little bit more limited at the university.

Ken White was a tenured College of Education faculty member at Dexter University and when the researcher spoke with him during the fall of 2006 he was teaching only online graduate level courses for the SEC Master of Educational Administration (MEA) program. Ken told the researcher that the Educational Administration Department was a small department. Ken talked about how interpersonal interactions about on-campus and online courses had fostered feelings of fellowship and ownership, enhancing the sense of community and sharing in his small department, "We talk about our face-to-face classes. We talk about our online classes. We see each other every day and talk about what's going on with our different students, because we have the same students in both environments." When asked if online teaching had impacted his relationships with faculty members outside of his department Ken replied,

> We interact a lot with other departments, especially in training, in that when they [SEC and Eastview's distance education department] have ongoing training, we interact with all the different disciplines including the arts and sciences and the business people. Some of the staff members that work in Eastview's distance education department are also faculty members. For example, Dr. Red Smith, who was the head of Distance Education, was also a math and science professor. I interact with Red a lot, but just because he's kind of an expert in the field with this online stuff. So it's outside the department, but kind of a specialized area thing.

Anna Dodson a tenured faculty member in the College of Education at Eastview University online was teaching online and on-campus courses at Eastview as well as

online courses for the SEC Master of Education Curriculum and Instruction (MECI) program. Anna talked about how online teaching had not had a major impact on her relationships with other faculty members at Eastview,

> I have similar interactions with online teaching that I did related to teaching face-to-face, because I have a quasi-administrative role and so I probably have the same or more interactions with other Eastview faculty than other faculty members, whether they teach online or face-to-face because of these responsibilities.

Anna later talked about how teaching online for the SEC had facilitated interactions with other faculty members at institutions outside of her home university campus and how these interactions had served to enhance her satisfaction with online teaching as well as how online teaching had improved her pedagogical knowledge and skills,

> The thing I like about the SEC is it is a multi-component system, I have not went to the training the last few years because getting to Main and getting out from under my work load is hard, but it was great in the beginning when you got to training and you met with all these people from different campus like from Lakeway University, etc. I got to hear about their programs and how they were doing things, even if they weren't in the same discipline that has been a plus, it is good to go outside the boundaries of your university and finding out what other people are doing.

Alan Schultz, a tenured faculty member in the College of Education at West University, was teaching only online courses for the SEC Master of Education Teaching Technology (METT) online program during the fall of 2006. Alan talked about how his choices, in respect to his online teaching, have impacted his relationships with other faculty members at West University,

> I choose to come to my office. I just feel too isolated if I don't come in here [his office on-campus]. That's a personal decision. I imagine there are people that become online instructors that become the introverted aspect of their personality. I've done personality surveys using the Kiersey Temperament Sorter and people that are drawn to education generally speaking tend to be introverted as compared

> to extroverted. Classroom teaching as you know, forces you out of that mold. Once you become an online instructor, it's all too easy to get back into that.

Alan explained specifically how online teaching has impacted his interactions with other faculty members and interactions about his courses and how these interactions had increased fellowship, participation, and sharing in the institutional community at West University,

> In my case, it's increased them [interactions] because this university has tried to move forward in distance education. Since I've been doing this, for the most part, longer than most other people have, I've been asked to at least share my limited amount of expertise. If I were a traditional classroom teacher, no one would be asking me to share my expertise at all.

Joan Kincaid, a College of Education faculty member at Midtown University, was not on the tenure track during the fall of 2006. Joan was teaching online and on-campus courses for Midtown University as well as online courses for the SEC Master of Science Education (MSE) program. She talked about how her lack of interactions with other faculty members was at times a barrier that made her feel "isolated," and indicated through her expressed thoughts and feelings that this sense of isolation had inhibited her satisfaction with online teaching, "It's [online education] coming of age. This semester with the program launch was a big move. I have felt; well, of course, as a sort of guinea pig, pretty isolated except for the SEC." The researcher then asked her, "How many Midtown faculty members are involved in the MSE online program?" Joan replied, "There's myself, and I'm not even in that department anymore [laughing] I started out there, we've been chasing this grant for five years to get this program launched. Science Ed is a very small department anyway." Joan talked about the satisfaction she feels as a result of moving the MSE program online and enthusiastically spelled out how online teaching had moved her into the "expert" role in her relationships with her peers who were her former professors. Her expressed thoughts and feelings indicated that her

expertise in online instruction has enhanced her job satisfaction through feelings of fulfillment and enjoyment that she derives from sharing her expertise,

> It was fantastic. I guess patience and persistence have paid off. Now, I'm in a position to mentor these folks who were my professors when I got my master's ten years ago, which is really fun. This morning, we had a great discussion. One of my former professors said "Wow. I was there, and I should have thought about doing that." I said, "No. You know, it took me six years to figure that out, but, you know, that's why we're having this discussion." It's really fun. I'm now in a real forward thinking professional role that would never have come about otherwise. Not myself, but I was just in that place at that time with nothing better to do [chuckles] and so it's really getting to be fulfilling because I feel like I'm contributing and in the right place at the right time; at least I hope so. [Laughing]

Thomas Moore, a faculty member in the College of Business at Midtown University, was not on the tenure track during the fall of 2006. Thomas taught online and on-campus courses for Midtown as well as online courses for the SEC Master of Business Administration (MBA) program. Thomas indicated that online teaching had not enhanced or inhibited his feelings of fellowship or sense of community with other faculty members at Midtown University,

> I don't interact a whole lot with other faculty, because a lot of these courses are my own. The legal course, now someone else is coming to teach it. I pioneered that and up till now I have been the only one teaching it. There are a lot of people teaching the banking course, but we don't communicate much. Now, the economics course, which I guess you're interested in that, that we do have regular meetings about, because that's a core course and there's certain basic requirements. Also, the university is evaluated by two evaluating organizations. So we have a lot of communication about that, but it's on the course in general, not necessarily the online version.

Leroy Arnold, a tenured faculty member in the College of Business, wad teaching online and on-campus courses for Eastview University and online graduate level courses for the SEC Master of Public Policy and Administration (MPPA) program during the fall of 2006. Leroy indicated that online teaching had not had a significant impact on his interactions or relationships with other faculty members, "We do have a great deal of

autonomy in what's going to be in our graduate courses, and so we don't really talk too much about content." Leroy also indicated that faculty members in his department at Eastview do not have many course-related interactions about their on-campus courses,

> When we set up the program the discussion we had was about whose courses are we going to use - what course and whose? Since it was a limited number of courses, we had to be very selective on what courses we wanted to be part of the 36-hour program. One of the courses, a standard in an MPPA Program, has not changed much since 1920, and so we discussed and broadened this course. I did talk to the instructor about that, but generally speaking, I did not talk to the other instructors much, because I knew what the courses were pretty well about, and in our program we don't have a lot of interactions about our in-house or online courses.

Randy Holt was not on the tenure track at Eastview University during the fall of 2006. He was teaching both online and on-campus courses at Eastview and online graduate level courses for the SEC Master of Education Curriculum and Instruction (MECI) program. The researcher asked Randy if online teaching had impacted his relationships with other faculty members at Eastview University and Randy replied, "I am teaching in-class classes as well. So it hasn't changed anything." After this response the researcher asked Randy, "Do you talk with other faculty members more about your face-to-face or online courses? "

> I talk to other faculty more about my in-class courses. Now, I'm the only one teaching this course on the Internet, so it sort of has become -- in a way, it maybe is a negative thing. It has become mine and nobody can see it, because it's on the Internet, but people have talked to me about what students say about the online course.

Sara Bishop, a tenured faculty member in the College of Business at Lakeway University, was teaching online courses and on campus courses for Lakeway University and online courses for the SEC Master of Business Administration (MBA) program. When the researcher asked how online teaching had impacted her relationships with other

faculty members Sara explained, "It has isolated me from other faculty, because I teach online classes, so I don't know what's going on in everybody else's world."

Andrea Gaston, a tenured College of Education faculty member at Lakeway University, was teaching both online courses and on-campus courses for Lakeway University and online courses for SEC's Master of Sports Science (MSS) program. Andrea talked about the impact of online teaching on her relationships with other faculty members in the MBA program at Lakeway University and explained, 'Since I am not on campus I am more of an afterthought. 'Let's do that' and 'Oh, yeah, by the way, should we tell Andrea?' Andrea gave a specific example of how another online faculty member in a different department in the College of Education at Lakeway University had helped her by providing services to one of her online graduate students and Andrea stated, "that is collegiality and that is support from within the college, and from academia as well as the administrative or non-academic side." Andrea said that such faculty and staff sharing and collegiality did increase her feelings of belonging and sense of community. Andrea also mentioned fellowship with online faculty members outside of her home university campus, "I interact with other online faculty over the phone, via e-mail, and we meet two times a year at conferences."

Dylan Brooks was a tenured faculty member at Smithville University working in the College of Education and teaching only online courses for Smithville and for the SEC Master of Education (ME) program during the fall of 2006. Dylan talked about the way online teaching has created riffs in his relationships with other faculty members at Smithville University, but he did not indicate that this lack of collegiality had inhibited his satisfaction with online teaching,

> People hate me. I'm an evangelical born again. I mean, you know, people hate me. Yesterday, I was at the dentist and in walks the Vice President for Student Services. He says, "What do you do? I said, 'I'm teaching,' He says, 'you are still

> teaching?' I think he says this because I'm 68. I say, 'Yes.' He asks 'How many classes?' I say, 'Three online' and then I'm thinking, 'Shut up, shut up, he's heard enough and he doesn't want to hear any more about online.' [Laughs] So I'm an advocate. I've been pushing my chair because she was not convinced about online. Finally, she went this past week to Main to the SEC training, and she came back converted. She saw the light. That is very important.

Rita Jerrell, a tenured faculty member at Smithville University was teaching on-campus and online courses at Smithville University and online courses for the SEC Master of Education (ME) Program. Rita talked about the positive impact of online teaching on her relationships with other faculty members. Rita said she is sought out and appreciated for sharing her technological expertise and this fellowship has enhanced her feelings of fellowship and belonging in the institutional community at Smithville,

> I don't know if it's just the way other faculty in my department work, but they will come to me just for technical questions. You know, "How do I do this? Where do I do this?" So in that sense, somehow, I'm seen as the expert on computer technology, which I still am not. I've learned a lot about just different things, and now I'm not afraid to face them now-I guess, as much as I was before. My limited experience with technology was using the Internet and maybe emails or word processing, but now I've learned a lot more about what can be done and so other faculty ask me about those types of things and this online experience has definitely changed the way that I've used technology in teaching, as far as a tool that can really be very beneficial for student learning.

The researcher asked Rita, "Do you interact with other faculty more about your online classes or your face-to-face classes?" and Rita told her,

> I don't think I've ever had anybody really just question what I do on the online class. It's kind of still kind of a mystery to most of the faculty in my department, per se. I probably do communicate more about the face-to-face class just because of the nature of the course and because it impacts the students in their other courses that they have to take from other faculty at that particular time.

Tammy Hiller was a College of Education faculty member who was on the tenure track but not tenured at Smithville University. She taught on campus courses and online courses for Smithville and also taught graduate level online courses for the SEC Master

of Education (ME) program. Tammy explained how online teaching has increased her fellowship and her interactions with her peers and other staff members in the institutional community at Smithville,

> It is really funny people don't care what you do in your on-campus classes but they really care what you do in your online class. For one thing they can go in and look at your online course, they can't see what you do in your classroom. They can only see a syllabus. So you could get away with a lot, [laughing] or many people get away with a lot with out even noticing they are getting away with a lot in on-campus courses. There is no observation of on-campus courses, nothing. However folks from our Distance Education department do go in and look at your online courses from both a technological and pedagogical point-of-view.

Kim Hogan, a tenured faculty member in the College of Nursing, taught on-campus courses and online courses at Smithville University and also taught graduate level online courses for the SEC Master of Science in Nursing (MSN) program. Kim explained to the researcher that online teaching has not had a positive impact on her relationships with her peers at Smithville however she noted that the lack of fellowship has not inhibited her online teaching satisfaction,

> There is still resistance by faculty to get engaged with even Web-enhanced activities. They are so fixed with the traditional way that they have a tendency to think that online is a watered-down version. That is a real hard one to work with. I just hope they retire soon [laughing].

Howard Weir worked in the College of Education at West University where he was on the tenure track but not tenured. Howard was teaching only online courses for the SEC Master of Education Teaching Technology (METT) online program when the researcher spoke with him. She asked Howard if online teaching had made him feel socially isolated from on-campus faculty members at West University and he replied,

> In some ways, I feel isolated a little bit, because I'm usually in my office; whereas, other faculty are walking around campus and going to class and interacting with students. I rarely get the privilege of talking to students live. So in that regard, I feel that I'm a little bit isolated socially from my colleagues. They will see me at my desk Monday through Friday, 8:00 to 5:00, and I don't know

> what they think of me, because most faculty don't spend that much time in their offices. Most people that teach face to face will maybe show up two or three days a week, for office hours, and then they just come to campus when they have classes to teach. I do interface with my colleagues regularly at training, and sometimes I'm called upon to do some of those trainings, and I interact with them at faculty meetings.

Jayne Lea was a tenured College of Education faculty member at Vale University, and also was teaching only online courses for the SEC Master of Education Teaching Technology (METT) online program. Jayne explained that teaching online has impacted her relationships with her peers at Vale University, creating a sense of separation from other faculty members in her department. She explained that her sense of community, scholarly rewards, and satisfaction comes from outside of her home institution and the SEC. "As much as I love SEC, they are there to provide a service." When asked how online teaching has impacted her relationships with other faculty members at her home campus Jayne said,

> You know, we don't really talk about it. I don't know that we have very many folks teaching online. The only other people are in Sports Science and I never see or talk to them. I don't think anybody else is teaching fully online or even hybrid actually.

After this statement the researcher asked Jayne, "How has this impacted your interactions with other people in your department?" Jayne replied,

> Well, just another degree of separation, I think, of people who don't understand what I do. I don't think that's unusual at all for people in this field. People don't understand, "You're not going to teach in class? Where are you? Why aren't you on campus? You're teaching tonight, but you're not here?" It is a different lifestyle that I don't think I really share with many, if any folks in my college. I will say that the support I have and community comes from external to those two institutions [Vale University and SEC]. I have a strong collegial relationship with people throughout Canada and the US that I do research with and I am involved with professionally. I am heading up a new community of practice for instructional designers and that is very satisfying. My scholarly rewards and satisfaction really comes from outside the institutions [Vale and SEC].

Evidence in data presented in this section verifies that faculty and peer interactions, fellowship, sharing, participation, and ownership can serve to enhance or inhibit online faculty members' satisfaction with online teaching. These interactions and relationships, for the majority of participants, serve as either benefits that enhance online teaching satisfaction when they are perceived by participants to be positive or supportive interactions, or as barriers that inhibit online teaching satisfaction when they are perceived to be negative or non-supportive interactions. However, in a few cases participants indicated that their interactions with their peers have no significant on their online teaching satisfaction. Faculty interactions and relationships with institutional administrators, which may also enhance or inhibit their satisfaction with online teaching, will be discussed in the next section of this report.

Faculty/Administrator Relationships

The researcher asked the research participants to discuss the impact of online teaching on their interactions and relationships with institutional administrators, and if the resulting interactions and relationships had enhanced or inhibited their online teaching satisfaction. Andrea Gaston, a tenured College of Education faculty member at Lakeway University spoke about how online teaching had positively impacted her relationships with administrators at Lakeway. She laughed and explained,

> I like to think that online teaching has impacted my relations with Lakeway administration on a good note. I was very close to one of the deans in the online MBA program and gained immensely from that individual, and in fact picked up some testing procedures I liked. We certainly got an audience with President Schmidt [Lakeway University President] when other faculty members would not have. That was not our doing. He called us, because he was very interested in this [online program] being a go. I also work closely with Center for Distance Education and Tom Green, who is the vice president, within the university structure. Again, I wouldn't have had that interaction if it weren't for that [teaching online]. So because of online, you have interactions with people that you might not at the university administration level.

Anna Dodson, a tenured faculty member in the College of Education's Curriculum and Instruction Department at Eastview University said that supportive interactions about her online teaching and fellowship with administrators in the institutional community had served to enhance her online teaching satisfaction,

> Well, I guess they wanted online to work and that they were supportive of us in trying to create a system whereby it could work. I didn't feel like that they sent us down a road fraught with difficulties without support. Actually, if it were just teaching, I'd say my level of satisfaction would be high. It's all the other things that I struggle with in terms of having time to meet my students' needs and interact as much as I need to online with them, because my time is drained away by other things like accreditation and writing reports.

Sara Bishop, a tenured faculty member at Lakeway University in the College of Business, talked about how her proactive stance towards online teaching had served to open communications with institutional administrators,

> I am the Associate Dean of the MBA program and I've been fighting for online delivery here, embracing online courses, and looking at the possibility for the online courses and the flexibility, the adaptability, the opportunities that are available through online. I've been talking about it for ten years. Right now, today, we are only starting to talk about adding more courses. I think it's because of my constantly talking about it and not giving up myself.

The researcher asked, "Has that affected your feelings of being satisfied as an online faculty member at Lakeway?" Sara replied,

> I think so. Once we get to the point of online being an everyday word for us, then I will be brought back into the fold and probably will be one of them. I do have a few people that will talk to me about it, because they see the value. Our doctoral students are starting to find when they go out on interviews that other universities want online expertise from the people they are hiring. So now we suddenly have an interest from our doctoral students, and they may be the ones that help us cross over. Then I can be a hero.

Thomas Moore was not on the tenure track at Midtown University. Thomas taught on-campus and online courses for Midtown University and online courses for the SEC Master of Business Administration Program (MBA). Thomas said that online

teaching had not impacted his relationships with university administrators at Midtown or in his department, "I personally have a very good relationship with my supervisor. I think I would have had that relationship anyway." The researcher followed up asking, "Does online teaching impact on your supervisor's appraisals?" Thomas said, "Well, yes, I get good evaluations for online teaching and on-campus teaching, so it's been positive."

Tammy Hiller was on the tenure track but not yet tenured. She taught online and on-campus courses in the College of Education at Smithville University and online courses for the SEC Master of Education Program (ME). Tammy spoke about her satisfaction with online teaching being enhanced by her "encouraging" relationships with administrators at Smithville,

> I find that the chairman and the dean are very encouraging. I'm very happy teaching online. I was hired to do technology in the College of Education and online was part of what I was hired to do, so I like being a change agent.

Rita Jerrell, a tenured faculty member who taught both online and on-campus courses in the College of Education at Smithville University and online courses for SEC Master of Education Program (ME), indicated that her evaluations by administrators at Smithville had benefited from online teaching being included in her portfolio. Rita said,

> I think that there is definitely a push and there is an interest from our administrators that online teaching is the way to go and that we need more online classes in all of our programs. So just having gone through the tenure process, I think having done all of this online experience, per se, definitely added to my portfolio.

Tom Luna, a tenured faculty member, taught on-campus and online Sports Science courses at Smithville University and online courses for SEC's Master of Sports Science Program (MSS) talked about the positive impact that online teaching had on his relationships with institutional administrators and indicated this fellowship and sense of community has enhanced his satisfaction with online teaching,

> In a way, I think the fact that I was the second one in the department [to teach online] is good, and the fact that I was willing to try, not that they cared one way or another, but it [online] is the coming thing. More and more, it is. So it is a positive experience, and so, I still am in touch with them. Whereas, I wouldn't be, but now after retiring, I'm still teaching school and so it's a wonderful thing!

The researcher then inquired, "How has that impacted your feeling of satisfaction as an online faculty member at Smithville?" Tom chuckled and said, "Well, I felt very good about online teaching-I was pleased that I tried and then I was pleased that it worked out [chuckles] and so I am very satisfied teaching online."

Leroy Arnold, a tenured faculty member, taught both online and on-campus business courses for Eastview University and online courses for the SEC Master of Public Policy and Administration Program (MPPA). Leroy told the researcher that online teaching had not impacted his relationships with department or institutional administrators to a large degree. Later he stated that positive relationships with institutional administrators did increase his sense of belonging and fellowship in the institutional community, which did serve to enhance his satisfaction with online teaching noting, "Yes, they were very supportive of online. We got encouragement and physical support."

When researcher asked Alan Schultz, a tenured faculty member at West University who taught only online for SEC's Master of Education Teaching Technology Program (METT), if online teaching had impacted his relationships with institutional administrators Alan explained, "visibility, definitely higher visibility." The researcher then asked about the impact of online teaching on his relationships with departmental administrators and Alan noted it had increased his sense of ownership and fellowship within the institutional community,

> Online teaching has increased my sense of professional obligation to our department. We recently had a faculty retreat where we tried to spell out our

> program mission and we made an argument that if people aren't using the types of approaches that we're using, they are selling future educators and future students short.

Near the end of the interview the researcher asked Alan, "Are there barriers to online teaching at West University?" Alan spoke about conditional support and cooperation,

> We have wonderful cooperation from our local administrators and that I think is because we demonstrated that we could succeed with little intervention. Give us the support we need and we can make it pay off, literally because they are always looking at semester credit hours. We can generate those and we are succeeding. We have the support we need as long as we succeed. They define success and we define success and those two Venn diagrams, the number of semester credit hours vs. quality of student output. That is the challenge keeping those two over lapping.

Jayne Lea had recently obtained tenure. She was teaching on-campus and online courses for Vale University and online courses for the SEC Master of Education Teaching Technology (METT) program. Jayne discussed the impact that online teaching has had on her relationships with Vale University departmental and institutional administrators expressing some concerns and regrets,

> Well, that's kind of a can of worms, because as administration changes, so does what's in favor. We had a change about three years ago, where online education was going to be the future. We were going to do all this innovative stuff. That all stopped. Now, I'm hearing again, well, we don't have any choice, partially because of enrollment and other kinds of things that this is coming up again. This makes me cringe. I had a PT3 grant and worked five years helping faculty do stuff with technology and this was not valued from my point of view.

The researcher sought clarification, "So how has teaching online affected your feelings of satisfaction as a faculty member at Vale?"

> Well, I'll tell you in the last three years, going on the third year, I've interviewed for other jobs and thought about not being there. I have been offered jobs and haven't left. I see this lack of value in two ways. I see it as kind of an ostrich in the sand, as well as the lack of awareness of the millennials, and the future of education and the whole open source trend. I have hung out at Vale, I wanted to

> get tenure and that was an important accomplishment, but at the same time I have seen, based on administrative changes, the swing from, "We are going someplace, we are doing something" to "No we can't do anything and we are going to go back to the 20th century." We have a new CIO so we will see what happens. I feel a sense of community with the people I work with when I am dealing with things that do not have anything to do with technology and forget distributed learning. I may as well have a second hat quite frankly, because it is boring to most of the people I work with.

Howard Weir was on the tenure track but not yet tenured at West University. Howard, like Alan Schultz was only teaching online courses for SEC's METT program. Howard talked about his online teaching explaining that SEC administrative support and willingness to listen to faculty suggestions had enhanced his online teaching satisfaction,

> Well, I think the SEC has done a very good job of promoting the programs. I feel very, very satisfied with what they have been able to do. They are also very open to our suggestions. If we have ideas for making the program better, they will listen to us and sometimes they will find the monies necessary to address some of our concerns. So in that regard, I think they have been very supportive and very helpful to us. They have helped our program to grow.

Ken White and the majority of the participants talked about their positive interactions and relationships with the SEC staff and administrators and the many services that SEC provides to make online teaching more satisfying to faculty members. Ken said,

> Let me give you an example. In the SEC grant, after we had done all the development, I still had some bucks leftover in both of my little grants that I had. One of the things I was having a problem with was keeping up with textbooks, because the services for the blind aren't that good. They just aren't-you keep getting a textbook you can't see. Anyway, I contacted the SEC and said, "There is a device in software that would assist me called a SARA a Scanning And Reading Appliance." The administrator at SEC said, 'Ken, if it will help you, you've got some money, shift it around and get what you need.' I was able to purchase a SARA that I use now to keep up with written material. That's a pricey thing. It's about a $2,500 unit. But they were just great. They said, "No problem. Go ahead and get it," and that's really allowed me to keep up with textbooks and new materials and things like that.

The evidence presented in this section suggests that the participant's satisfaction with online teaching can be enhanced or inhibited by their interactions and relationships with institutional administrators and that these interactions and relationships may serve as either personal or professional benefits or barriers to faculty member's online teaching satisfaction, depending on the individual's perceptions and interpretations of these interactions as can their relationships and interactions with the institutional clientele, the online students.

Information about the impact of the faculty participants' perceptions on their online teaching satisfaction in respect to their interactions with online students and the interactions of online students with each other is detailed in the next section of this report.

Institutional Clientele

Institutional clientele in this report refers to the online master's level students; the institutional clients that emerged in this research. Higher education faculty members, the participants in this research, indicated that online students who exhibit a positive attitude towards online learning, online faculty members, and their subject matter, are the ultimate focus of their online teaching efforts, and high quality students serve to enhance their online teaching satisfaction. Conversely, negative student attitudes in any of these areas can serve as barriers, which inhibit online teaching satisfaction. All participants in this research indicated that their master's level online programs have high student retention rates and indicated that student retention was not an issue or problem that impacted their online teaching satisfaction. Many participants described the graduate students in their online courses and compared and contrasted these online students with the graduate students in their on-campus courses.

Anna Dodson who taught both on-campus and online courses for Eastview University and online courses for the SEC Master of Curriculum and Instruction Program

(MECI) said, "Obviously we want to deal with students who do well and want to do well in class." Anna talked how the "rich" diversity of her online students had enhanced her satisfaction with online teaching,

> We have a diverse population in our program that we would never have had in our on-campus program, and I like that. We have students who are teaching overseas and they add a different dimension. It's [the diversity] one of the things that make online teaching more interesting to me. I think if I had to just teach the teachers from Eastview ISD, which is heavily restricted, it would be very depressing for me sometimes. The fact that there are other districts represented online, it's now a more rich experience. So I like that part of it, and again, I like the flexibility.

Amy Lloyd also was working for Eastview University and teaching online courses for SEC's MECI program. Amy, like Anna, indicated that the geographic "diversity" of her students enhanced her satisfaction with online teaching,

> Well, I would say we have much more diversity in terms of geographic location. We have a very diverse campus at Eastview in terms of culture and race. I would say in online we have more diversity based upon geographical location and I think that adds a lot of richness to the class. The students are able to find out, for example what are they doing in Buffalo, New York in their schools. People bring different perspectives. We've had a student in Egypt who is teaching in Egypt. We've had students who were living Europe. I have one student who teaches in England, in London. So the diversity adds a lot of richness. I think that's a good thing.

The researcher asked Amy if her relationships with online students had impacted her satisfaction with online teaching and she said, "Yes, I think it plays a big role. The students have been a very rewarding part of it for me."

Jayne Lea attributed her online teaching satisfaction to the rewards she derives from interacting with her online students,

> Satisfaction comes from the students. It is the most rewarding thing, and if I did not have interactions or communication with the students, I would not do it. That is something about my teaching style that I refuse to give up. I know people who teach in other systems where everything is programmed and there is very little interaction with the students, and I can't teach that way.

Randy Holt worked with Amy and Anna in the College of Education at Eastview University and taught online MECI courses for the SEC. Randy said the majority of students taking his online courses were working professionals when compared to the students in his on-campus courses who were more traditional full-time students. He mentioned he thought it was "strange" that international students who came to the United States for college were taking online courses,

> I guess the strangest thing, in terms of the composition of the students taking my online class, is when we do have some students from Korea and other students who come over here to work on their Master's, and here they are taking online courses without any face-to-face. So it's just kind of strange. In the introduction, it's like, 'Gee whiz, you could have stayed home and taken this course, but you are over here.' So that's just kind of a strange aspect of sometimes the composition of students taking online courses, and yes, we've had students from all over the world taking the courses, but when they come to live here and still take the online, as opposed to somebody over there taking the course, it's just kind of a strange thing. The MECI students, some of those are the international students that are over here on a full-time basis, but almost everybody is a classroom teacher taking the course after school hours.

Joan Kincaid taught both on-campus and online courses for Midtown University and also taught online courses for SEC's Master of Sports Science (MSS) program. She spoke about differences in the students taking her online classes and compared the online students to the students in her campus-based classes,

> They [online students] come from all around. We've got one in Greece and one in Thailand. They are all U.S. citizens who are just away and then we've got people just south of Midtown, and up north-it's really a neat mix. The online courses are becoming more and more diverse whereas, it seems that our face-to-face classes are becoming more and more homogenous. Midtown is surrounded by-oh, gosh, I can't remember the exact numbers, but over 100 K-12 schools, so we have a very large population from which to draw our master's students and the undergraduates, as well, who are seeking teacher certification.

"How has teaching this online elective course affected your feeling of satisfaction as an online instructor?" The researcher asked, and Joan explained that her student's positive attitudes toward learning had enhanced her online teaching satisfaction,

> I know it gives me a little bit of leeway in that it's not a required course, so there's not as much pressure for me to meet certain expectations of a sequence right now. So far, most of my student's have had really positive attitudes towards their learning, and I think that's part of it. We just approach it as a new experience and most of them have never had any experience online. Teacher education is a very sort of touchy, feely, emotional, personal group, so I think it really stretches them to learn to communicate in different ways, which is a benefit. As for the hiring of the students, our graduates, it has turned out to be quite an advantage that they've seen this [online course] on their resume or on their transcripts, which is a nice surprise.

Andrea Gaston, like Tom and Joan, taught online courses for SEC's Master of Sports Science (MSS) program and also taught online and on-campus courses for Lakeway University. She spoke about "the traditional" graduate student and compared these traditional students to her online graduate students,

> Those on campus are more the traditional than would make up the graduate online body. Keep in mind that the class I teach online is the same undergraduate course taught on campus each semester. It is a required intro course in Sports Science and very rarely will I have a freshman in the online class, even though it's considered a freshman course because it's lower level, freshman/sophomore. Usually what I have in the online undergraduate class are upper sophomores, juniors, and seniors. Very rarely do I have a freshman in there.

Leroy Arnold taught online course for the SEC and both online and on-campus courses for Eastview University's Master of Public Policy and Administration Program (MPPA). Leroy said that he had not noticed many differences in the students taking his online courses when compared to the students in his on-campus courses, but he had noted and been pleased by the geographical diversity of online students,

> I notice, though, one of the big differences, of course, is that they come from a much greater geographical area. I have students from Italy, from Afghanistan, from Iraq, from Japan, so on and so forth.

Lena Dow worked with Leroy at Eastview University and also taught online courses for the SEC Master of Public Policy and Administration (MPPA) program. Lena indicated that the primary difference in the students taking her online courses when compared to the students in her on-campus courses was the diversity, which she liked. She also noted that beginning online students often came in expecting the online course to be "easier" than their on-campus courses, which she found annoying. She suggested that perhaps orientation sessions for online students needed to address this misperception, which causes online students to be "a little bit disruptive" at times. She indicated that disruptive students inhibit her satisfaction with online teaching,

> Well, definitely different locations, because they are all over the place. Age? I have no idea how old they are. You know, you don't know. They don't post their age. They do tend to be professionals, but our students on campus are professionals as well. I haven't noticed a significant demographic difference with the exception that there are more online who are in the military, because they can do that. I do think students get the sense that online is going to be easier, because they think, "Oh, I can do it in my pajamas on Saturday morning." I do think students get shocked by the fact that online is actually a lot more work than just going and sitting and listening to a lecture is. We could convince students that this is not necessarily the right way to do it. That was kind of a double-tongued statement. Some students take online when they could be coming to campus, because they think it's going to be easier, and they take the online course and they find it's not easier, and they don't do well, and then they dismiss online. However, if they knew ahead of time that it is not going to be easier, it's just going to be different, then they would be prepared for what they are facing and they wouldn't dismiss online. I think the students who come in knowing that they are going to be 100% online, they just deal with it, because that's what they have to deal with. It's the students who go between the two who, I think, are maybe even a little bit disruptive in the online community, because they dislike it a little bit too much.

Joseph Reed taught both on-campus and online courses for Goldsburg University and online courses for the SEC Master of Science in Human Resource Management (MSHRM) program. Joseph said he had noticed differences in the students taking his online courses when compared to the students in his on-campus courses and noted that the key difference between online and on-campus students was that most of his online

students are employed full-time and have "more going on." Joseph said he likes this aspect of his online teaching,

> You know, they might be a little bit older or at least be further along. Certainly, I think non-traditional, if not just by age, then also by the fact that they are full-time employees and they have families, and there are some face-to-face students that are in that situation, but generally probably a higher percentage of my online students have a lot more going on in their life than the face-to-face students do.

Sara Bishop taught both on-campus and online courses for Lakeway University and online courses for the SEC Master of Business Administration Program (MBA) Program. Sara mentioned the maturity of her students had increased her satisfaction with online teaching and said that she thought that the maturity was due to her online students perhaps being more established in their careers,

> I think about age, and I don't really see much difference, but it might be a little older student in the online class than what I have in a face-to-face class. The average age might be a little higher. I don't know for sure why this is true. I think they are persons who have been in their positions for a good long while. We do have many different cultures that are in the room and it's just a wonderful, wonderful learning experience.

Thomas Moore who taught on-campus and online Business courses for Midtown University and online courses for the SEC Master of Business Administration Program (MBA) said he had noticed minor differences in the students taking his online courses when compared to the students in his on-campus courses,

> You know, they might be a little bit older or at least be further along. Certainly, I think non-traditional, if not just by age, then also by the fact that they are full-time employees and they have families, and there are some face-to-face students that are in that situation, but generally probably a higher percentage of my online students have a lot more going on in their life than the face-to-face students do.

The researcher asked Thomas to clarify, "So you feel there is a difference in the students?" Thomas said,

> The face-to-face students are all in the Midtown Metroplex. Many of them have jobs, executive jobs. They are highly motivated, often quite sophisticated. I'm not

> quite sure what the profile is of the students that I'm getting statewide in the online course. Some of them are in smaller towns, maybe where it's less competitive. Some of them maybe not quite as sophisticated, I don't know. Also, we have very strict entrance requirements at Midtown. So you're asking me to speculate [laughs] and that's my speculation, I don't know.

Dylan Brooks retired from Smithville University in 2005 and was teaching only online courses for the SEC Master of Education Program (ME) for Smithville University during the fall of 2006. Dylan explained that he had noticed that the students taking his online courses are "rather mature" when compared to the students in his on-campus courses and said that he found this aspect of online teaching satisfying,

> The online it is at the graduate level. All of them are teachers. They are all graduate students. So I don't have undergraduate students online. Our graduate students are rather mature.

Tammy Hiller who taught both on-campus and online courses for the College of Education at Smithville University and SEC's Master of Education (ME) program talked about the differences in the students taking her online courses when compared to the students in her on-campus courses,

> Well, let's start with face-to-face. If it's face-to-face, they are primarily Smithville people, born and bred. There are some people who have moved here [chuckles] and who teach here, but people in my graduate class face-to-face are -- I would say, easily, 85% are Smithville people, born and bred. So the great advantage to teaching online is you have people in other places. The online students are between 25 to 35 percent students from Smithville, and the rest are from other parts of the state.

Next the researcher asked, "Have you noticed any other differences in your online students compared to the face-to-face students?" Tammy thought for a moment and then said,

> Well, the face-to-face students can get away with not writing very well, because you have fewer written assignments in a face-to-face class. You have more written assignments in an online class, but I'm happy teaching both.

Rita Jerrell worked with Tammy at Smithville teaching online and on-campus courses and also taught SEC Master of Education (ME) online courses. Rita, unlike Tammy, noted few differences in the students taking her online courses when compared to the students in her on-campus courses,

> Actually, this semester, I have one section of undergrads and they are kind of a unique group of students, and I've had to put that particular course section on Web CT. So I'm basically teaching the same class in three different modes, but as far as the students, I don't think they've changed that much. I think it's just because they are mostly ME students. So the variation that you get with that population, you have some returning students, you have students that just graduated from their undergrad that are now they are continuing. I think the maturity level of the students in the course, in general, the students are all individuals who have had a professional career for the most part and so the ones that stick to it are really dedicated to what they are doing. I have not noticed a lot of difference in the students themselves that have been participating in this online course compared to face-to-face. For some of them, there is no choice, they have to take it online, because that's what the college is trying to do, move the ME courses all online. I haven't seen a huge influx of students from outside of Smithville. I've maybe had three or four students every semester that are from outside of Smithville.

Kim Hogan was teaching online courses for the SEC Master of Science in Nursing Program (MSN) and said she had noticed no differences in the students taking her online courses when compared to the students in her on-campus courses,

> I think they are the same, I've taught other online and I've taught other face-to-face classes during this time frame in the same major. We don't have any students from another country, because our students in the graduate nursing program have to be licensed in the United States.

Kim later mentioned that she likes the diversity in the online environment and thought it was a benefit to both her and the students, "Online does provide students involvement and engagement with people who lived some place other than Smithville. If they had been [taking courses] on-campus they would be having classes with everybody that they work with."

Tom Luna taught on-campus and online courses for Smithville University and online courses for the SEC Master of Sports Science Program (MSS). Tom spoke about the differences in the students taking his online courses when compared to the students in his on-campus courses, and Tom was neutral about how these differences impacted his online teaching satisfaction,

> Certainly, they are from different locations. Now, this term, I have one in Canada and one in Juno, Alaska, and then all over the state. I don't know about Florida this term. No, there is not one Florida this term, but Washington State, might be Seattle. I've had them from everywhere. Well, not everywhere, but mostly United States. There's a greater percent of the online are in their profession now. We had night courses and we had students that came from their professions. On-campus, there's a little bit of tendency to have graduate students who are graduate students, but in online, you have graduate students who are working professionals.

The researcher asked Tom if the differences in online demographics had impacted his satisfaction with online teaching and he observed, "Not really. I like them both."

This section of the report has examined, using research data as evidence, six institutional elements that participant's in this research indicated can enhance or inhibit their satisfaction with online teaching. The faculty members generally viewed elements that enhanced their online teaching satisfaction as "benefits" and elements that inhibited their online teaching satisfaction as "barriers." The next section of this report will examine the distinctive features or elements inherent in the Online Learning Environment (OLE) that are benefits that may enhance higher education faculty members' online teaching satisfaction or barriers that may inhibit their online teaching satisfaction.

The Online Learning Environment (OLE)

Four characteristics inherent in the Online Learning Environment (OLE) that impact faculty members' online teaching satisfaction emerged from constant comparative data analysis, 1) access to/by students, 2) convenience and flexibility for both students

and faculty, 3) interactions, faculty/student and between and among students 4) and faculty and student outcomes.

OLE Access

Participants expressed thoughts and feelings that indicated increasing their access and the access of their programs and institutions to graduate level students is a benefit that enhances their satisfaction with online teaching. A second benefit, related but different, that participants indicated enhances their satisfaction with online teaching is that the availability of online learning increase students' access to gradate higher education opportunities. Access in these two contexts is defined in this study as freedom to get at or make use of the online learning environment (OLE) to achieve personal and/or professional learning goals. The next section of the report will discuss how OLE's increase faculty members' access, their program's, and their institution's access to students.

Faculty/Program/Institution Access

Educational institutions become defunct when they fail to attract students, and so a significant benefit of OLE's is increased access to students, which benefits the institution, their programs, and ultimately the online faculty who teach the online courses and the students who might otherwise not have access to higher education and diverse peers from other locations. Increased access to students and for students, are similar but distinct benefits, which may serve to enhance faculty members' online teaching satisfaction.

Leroy Arnold talked about how online learning increases the Master's of Public Policy and Administration Program (MPPA) and the universities' access to students and also about how this helps solve the problem of declining enrollments,

> We wanted to broaden access to our program basically. So we started off trying to work with other SEC universities including Eastview, Smithville, Vale, and so on and so forth. That was sort of the underlying effort by SEC. They wanted all the state universities to work together. We were the lead institution on it. We were never able to get consensus from the other schools. So we just went ahead and developed it ourselves.
>
> The other thing I should point out is that a number of universities throughout the state were suffering enrollment declines in the late 1990's and early 2000's. The universities were trying to figure out ways of increasing enrollment. This [online education] is certainly one way to increase enrollment, because a geographical market area does not bind you. As a matter of fact, that has actually transpired. The enrollment in the online courses, they always fill up, whereas, in-house courses in many cases don't.

Rita Jerrell said Smithville administrators were pushing the Master of Education Program (ME) to move "more and more" courses online to boost declining enrollments and help rectify teacher shortages in the state by reaching out to recruit non-traditional working adults as teacher candidates. Rita explained that she had seen the benefits of online learning in her own family and so she jumped at the opportunity when she was asked if she wanted to teach online,

> My mother lives in Mexico City and she's taken many online courses, because she works and she had not had the opportunity of completing her own college education. So she spoke a lot about online courses. I always felt that teaching face-to-face is the way to go, but due to my mother's experiences but I thought, well, this is the time. It would be an opportunity for me to know more about teaching online.

Kim Hogan (MSN) refers to herself as an "early adopter" of online education. Her primary motivation in moving to teaching in OLE's was to provide more students access to her institutions nursing program. Kim explains helping one of her peers to develop an online nursing course triggered her involvement with online learning,

> I was sitting in on this development and thinking, you know, I kind of like this. We need to get some offerings to students who can't come to campus or for those whose work schedules are making it real difficult to progress through these courses, and so that was my major interest. I sat in on his classes and started

> talking with people and I thought, you know, there are some things that I could do, and so my participation with online just kind of grew from a need to offer coursework to students who otherwise couldn't make it to campus. I was laughed at, pooh-poohed. 'Insane,' 'You're crazy,' "Why are you going to do this?'
>
> You know, we started with no real help, because no one was doing it. When I started, teaching online was not valued. Even if you wrote an article about online teaching, it was not as prestigious an article as if you wrote about something else. Now, I believe that it has grown in acceptance. Those people who started out with online teaching, we were perhaps the early adapters. Now we're not so strange.

Ken White was teaching courses for the online SEC Master of Educational Administration (MEA) program. Ken said the Master of Educational Administration Program was moved online because, "It provides -- it allows us to move to a larger audience. We have students all over the state in fact, in other states also." Ken spoke with the researcher about his online teaching satisfaction being enhanced by this increased access to students as well as for students and said,

> After we moved to the SEC platform, our audience spread out to the entire state. Before, it was a little more local. But once we hit the SEC, then the entire state opened up for us and then eventually beyond!

The majority of participants were pleased with the increased access to students that OLE's afford them and for many increasing access to education for students who perhaps otherwise would be unable to attend their university was a benefit of OLE's that all 19 (100%) participants said enhanced their satisfaction with online teaching. The next section of this report will utilize research data to explore the role of OLE's in increasing student access to higher education and how this element enhances online teaching satisfaction.

Student Access

Many faculty members in this research described increased access to higher education for students as being a key element that enhances their online teaching satisfaction.

Joseph Reed was teaching at Goldsburg University and when the researcher spoke with him, he was also a student advisor for the on-campus Master of Science Human Resource Management (MSHRM) program. Working with students in OLE's is a source of professional satisfaction to Joseph because,

> I recognize that in our world today that education at a distance really opens up opportunities for a lot of people that would not otherwise have it.

Joseph said that a large part of his satisfaction with online teaching relates to the personal and professional satisfaction he gets from helping students achieve their personal and professional goals,

> I think just the personal satisfaction of knowing that it's providing an education for students who are working full time. Many of them have families and other commitments and this allows them to further their education the best way that they can.

Lena Dow. Eastview University was teaching online courses for the Master of Public Policy and Administration (MPPA) program and she said a key benefit of OLE's is their ability to provide student access,

> We are doing the program online because there's a very high demand for a Master's in Public Policy and Administration. The state has city managers all across the state and these people really need training in Public Administration, but they don't live anywhere near a campus that offers an MPPA program. We have students from rural cities in the state, and we have students in the military that want to get an MPPA. So it is servicing the need of students who need this professional degree and cannot get to campus.

Sara Bishop (MBA) also spoke about the educational "opportunity" OLE's provide to United States armed forces personnel,

> I have some military folks who have been in management positions, and the online environment gives them the opportunity to go back to school without having to drive up to the campus.

Randy Holt talked about how the Master of Education Curriculum and Instruction Program (MECI) moved their program online to provide access to teachers seeking an

additional endorsement, "Our department started off by offering the ESL endorsement online, which was like four courses. So that teachers in the state could get their ESL endorsement online. It then expanded to offering a Master's degree online."

Leroy Arnold was teaching at Eastview University and online for the SEC Master of Public Policy and Administration (MPPA) program. He spoke about his satisfaction with online teaching being tied to the features of OLE's that allow students to access course materials and learn while working full-time,

> I think more of the students on the online courses are employed in public administration or in the public sector. What the online course does for them is it releases them from the burden of having a set date where they have to go to classes. In fact, I notice, and we can go online and check to see when students access the course and how often they access. I notice that most of them access in the late evening, sometimes in the early morning.

Leroy noted that his department had been concerned about online education replacing on-campus education,

> We want to keep the on-campus courses going. Under university rules, if you have fewer than five students, the course is canceled, or some kinds of cap like that. I don't know exactly what it is today. But we wanted to have a dual program online and in-house because of accreditation purposes. We didn't want the program simply to revert to online. If we killed the resident course we would not be accredited. The other thing I should point out is the online program is a fixed number of courses. That's because it costs more money to develop online courses. The in-house courses, students have a little greater variety of selection to meet the requirements of the MPPA Program, and we wanted to keep that, too.

Student enrollment figures indicated that students are taking advantage of the access OLE's provide according to Leroy,

> I think this semester we're offering seven courses. Out of the 30 courses that we're teaching -- or 40 courses, including the seven online courses- the online courses constitute around 40% of student enrollment. So the online courses as a totality are drawing much more heavily than the on-campus courses. I should also point out that there was an effort early on to dissuade students in the Dallas/Ft. Worth from taking the online courses, but that has been a failure. Students in the

> metroplex actually now take the online courses even more extensively, I think, than other students.

Tammy Hiller, along with many other participants, mentioned "opportunity" when talking about student access and related that her online teaching satisfaction in a large way came from being involved in the access opportunities that OLE's provide for students,

> The opportunity is just there to do so many cool things and to be able to work with students who might otherwise be able to get this graduate education or certification.

Ken White said there was a need to increase access opportunities for people that wanted to be educational administrators,

> And obviously, we hit a niche, because our classes are filled every semester, but I think that [access] was the main factor. We had originally talked to Smithville about joining them in their Educational Administration doctoral program. Part of what we were going to do was utilize our courses as part of their doctoral program. That fell through, but we had the impetus with the grants from SEC, so we went ahead and developed all those courses for online.

Howard Weir offered advice about moving courses and programs online and spoke about the importance of offering both access and choices to the university clientele,

> If you are going to do an online thing, do it at the program level, where if a student is interested in taking a course they have a choice between online and face-to-face. Students may take an online course for novelty reasons, but if we are looking at the potential customer that, let's say, works at a full-time job, has children, has all kinds of other responsibilities, then going to some classes online and going to some face-to-face can be very difficult.

Howard highlighted the difficulties of working full-time and trying to get a university education. Two key benefits of OLE's are convenience and flexibility they offer to both faculty and students, in the next section the participant's perspectives on these two benefits will be presented.

OLE Convenience and Flexibility

Online learning offers convenience and flexibility for faculty as well as their students. A personal and professional benefit of OLE's for faculty members and students is being able to teach/learn at times and locations that allow them to meet their professional and personal goals and obligations.

Sara Bishop said a key reason that she chose to teach online was because, "It was very clear to me that this was an option to provide flexibility for students." Tammy Hiller (ME) indicated that flexibility is paramount in increasing university enrollment, which ties directly with the benefit of increasing access to and for students that was discussed in the last section of this report,

> Most people want a more flexible schedule and so therefore you have to think about flexibility if you want to increase your institutional enrollment and you can do that by what we call flexible education, because you are not having people drive on campus and use classroom, you don't have to build any more classrooms. There is a lot that could be said about why flexible education would be just the best way to increase enrollment and therefore increase the money that the university has.

Randy Holt (MECI) said that student engagement is a by-product of the flexibility and convenience of online learning for his students and himself. Randy indicated that flexibility is a benefit that enhances his satisfaction with online teaching because learning at times and locations they select increases student engagement,

> Facilitators, meaning making it enjoyable and worthwhile-in a way, it's the engagement of the students. Students aren't locked into learning in the online course Monday from 5:00 to 8:00. They are not locked into a Thursday, because you teach the class at that time after they have been working all day.

Tammy Hiller said that many local students take online courses because online learning convenient and flexible, "The people who are local but who are choosing this for flexibility or because they have kids and they have a job or because they live far away."

Howard Weir envisions extending the university by offering all programs online as well as on campus,

> I think that what should happen is entire programs should try to adopt a model where they offer it face-to-face and online, so that that way if a person wanted to get a degree in that area, they would have the flexibility of doing either/or. They won't want to commit to something where half the time they are in a classroom and driving to school if they are going to be very busy.

Dylan Brooks spoke about physical limitations of the Smithville University campus and how the convenience and flexibility of online learning helps both faculty and students to surmount these limitations,

> The reality is that we have an incredible problem with parking here at 4:30. Remember, now, the online students are graduate students and they teach during the day. To take a class on campus they have to run all the way from the Northeast to get to the university by 4:30. What they find when they arrive is a nightmare of no place to park at a university that now has almost 20,000 students. So, they love the convenience of online, and I do love it too. So using WebCT,™ things happen and the students don't have to come and sit here, they love that. Also, gas is expensive and they save on that.

Many opponents of distance education claim that education at a distance does not provide opportunities to develop and hone social skills. The next section of this report provides the participants' perspectives about the impact of OLE's on their social interactions with students and interactions among students.

OLE Interactions

Participant's report that their online teaching satisfaction in enhanced by the opportunities that OLE's provide for faculty and students to interact, hone social skills, and develop supportive and intellectually stimulating relationships.

Faculty/Student Interactions

Leroy Arnold (MPPA) said that often he does not interact with students before or after his on-campus class meetings. He contrasts the relationships he develops with

students in his on-campus courses with the "better one-to-one relationships" that he has with students in his online courses,

> You go through your regular class and then when the class is over at 10:00 at night, the students will want to see you, or maybe they'll want to see you about the examination. You're not really happy about seeing students [chuckles] after a long lecture at night. So you say, "Well, why don't you call me in the morning or come by or make an appointment?" With the online courses, I can have a dialogue with students over a two-week period or as long as they want. As long as I feel that the dialogue is effective, I'll discuss it with the student all semester if they want, and that's part of the advantage of the online program.
>
> You basically have a one-to-one relationship with students, rather than a 30-to-1 relationship with students like you do with an in-house class. It is kind of funny in the sense that some will say, "Well, the in-house classroom is more personal" Well, it's not. Quite frankly, if you have a class of 30 students, you can't do tutorials with each student in the class. You're stuck with dealing with 30 students. Now, students can raise their hands and ask questions, but they can do that in online courses, too. So I actually have a better one-to-one relationship with students in the online courses than I do in the in-house courses. It might not make sense, but it does to me, because I do it every day.

Anna Dodson (MECI) explained that two satisfying aspects of her online communication with students is interacting with a diverse student body and not having to deal with unproductive face-to-face confrontations,

> I like the interaction with the very diverse student body. I also got tired of outbursts with face-to-face kind of confrontations. There can still be email confrontation or confrontation over grades in online, but you can simply choose to wait for 24 hours and hope that the student calms down to address certain issues. So I like that factor. I had some kind of borderline scary face-to-face episodes, but it seems like they increased. Well, they still do. We just have some students every once in a while who are really quite frightening.

Randy Holt (MECI) said he has discovered that he would rather teach online than face-to-face explaining a key reason is the benefits he and his students derive from online communications,

> Of course, somewhere back, like, in a qualitative sense, I sort of made that discovery. It's sort of like, 'Ah.' That first time or second time of teaching the

> course, it's like, 'Everybody is having to respond to every discussion.' It was different than I expected to some degree. I didn't quite know. I knew I had to have some kind of accountability to know where people were, because you can't see them. Now, in the classroom, you can look at them and see kind of to some degree a non-verbal feedback, but you can't get any non-verbal feedback. It has to be through a verbal feedback. So I've got to make them post something to say. "I'm out here." It has worked out, it's like, 'Ah, this online teaching is better than I thought.'"

Kim Hogan (MSN) explained that setting course standards related to online communications is crucial, "The interactions among and between students is higher in online, because it's an expectation." Dylan Brooks (ME) compared communicating face-to-face with students with online communications,

> In some ways, I think online is more powerful, because we can be more thoughtful. I can think more carefully what I am going to say. They can be more disclosing, because sometimes we write things that we wouldn't say. So depending on the level of intimacy, if you were my student and you were having trouble with your teenage daughter, you would tell me, "I'm having some trouble with my teenage daughter and all that." In writing, you would be even richer in your disclosure, because you're in a moment of privacy. So I think it's a more powerful, believe it or not, a more powerful relationship online. What about the verbal students, the ones who would rather talk than write? If they are in graduate school, and all of them are in graduate school, they cannot get away with that. They are going to have to write.

Alan Schultz (METT) talked about communicating online with his students as a source of online teaching satisfaction,

> The word is peri-pedantic. I always mistook that for peri-pathetic [laughing], but my peri-pathetic style of teaching, you know, I really liked being not necessarily in front of people. I don't like a bunch of people looking at me. I'm good for about 30 seconds of standup, but being in a live environment where you can literally feel the audience. You know, what's the difference between somebody playing music. You know, it goes back to the sage on the stage thing, but what's the difference between somebody playing live at a concert and creating a record, a CD? You always hear the same response, that the performer, and let's face it teachers are still performers, draws energy from the crowd. That's your ongoing formative evaluation when you are in front of a live audience. Even when you restructure it so that you're just kind of a little mouse tiptoeing around the back of the classroom or whatever the learning environment is, you still at the end of the

> day are the instructor, and are the person responsible for all instructional decisions.

Participants reported that their pedagogical skills and online teaching satisfaction are enhanced by the opportunities that OLE's provide for more frequent, and what some view as opportunities for better faculty and student interactions. Participants also talked about enhanced interactions between and among students, and their perspectives in respect to interactions between and among students are detailed in the next section of this report.

Student/Student Interactions

Participants reported that the interactions, both between and among online students, are comparable to and can be superior to those that occur in face-to-face learning environments. All 19 participants expressed satisfaction with online communications and five participants (26%) indicated high quality interactions among students in OLE's enhance their online teaching satisfaction.

Tom Luna (MSS) said, "I was surprised at how intimate people will be online-even more so than face-to-face. For one thing, they can think about what they say or even edit it before they submit it."

Tammy Hiller (ME) said that a source of online teaching satisfaction came from the awareness that online students got to know each other better than those in her face-to-face courses,

> Online, they get to know each other better. Students have said that from the first time we taught an online course, 'I know people in this online course better than the people that I sit next to in class.' So they rate the online course higher much higher.

Amy Lloyd (MECI) found the idea of comparing communicating online with students to communicating face-to-face with students, "Real interesting." She explained,

> I think that the level of interactions are a lot higher in online than people would predict who have never taught an online course. I guess it could depend on how the course is set up. If it's set up to where you go in and access this module to give you practice on solving of this problem, it could be a very individual experience. I have found, too, that the students will mention things like, "Well, when I e-mailed so-and-so," They do their own emailing. They have their own communication among each other, which we have no access to. That's something that they totally sponsor like [face-to-face students] talking after class.
>
> The [online] students who have been together in more than one course, they develop a kind of camaraderie and they've said that to me. I know Dr. Dodson and I both do this, we form our discussion groups in alphabetical order, and so some of the students end up being in the same discussion groups across more than one course. Then they really get to know each other. They have mentioned that. That's one thing I've learned from my student's self-assessments that I was telling you about.
>
> You see, one thing in a discussion group online everybody participates, just about everybody. Whereas, when you're on campus, somebody who is reticent may not participate. Their ideas are never heard and they might have fabulous ideas. Then I think the personal choice always comes into this. How much do you really want to be participating in this? Some people may say, "I want to do the minimum, and I want to get my course credit, and that's it." You can have that on campus too. 'I want to come to class and go home."
>
> Online I think there's a lot of interaction in writing and with the amount of writing they do that does reveal this interaction a lot. I also think there's more interaction online about the content of the course. I think they interact more online. The way I teach on campus, though, I must say, I do a lot of small groups every week and they do interact a lot, in my particular class, but I can't say for anyone else. So. I don't know for someone else, but if you're talking about my class, it's at least equal.

Sara Bishop (MBA) talked about her students' comments about their online communications with other students,

> I get comments from students at the end of the semester in all of my classes. They will say things like, 'I didn't know if I was going to like online or not, but I really learned a lot,' and I have many students who say they have continued friendships with students they met online.

Tom Luna (MSS) spoke about the level of interactions between students in his online course and compared that to the interactions in his face-to-face course,

> I'd say it's about the same because I've got some students that are pretty skimpy. Not some, but one [online student] that's a little bit skimpy in their words and so forth. I think this type of student would probably be quiet in the class and yet, they fulfill the basic requirements, take part and do interact. They are required to respond to at least one other student during the week. Most of them respond to three or four; they read everybody else's post and say, "Hey, I feel like that too." There's a lot of back and forth. It is part of the course assessment, they must respond.
>
> I don't have good words to describe it, but I feel like I can tell whether they are being straightforward. On the thread I can tell if they respond to other students and I'll get about, I'd say, on the average, four or five responses per student during the week, and so I'll get 40 to 50 responses from the 10 students. I can tell in our threaded discussion whether they are answering the question I posed or whether they are responding to another student. So anyway, I look for that, just as I did in my face-to-face courses. Once it happens, you get a tremendous exchange that's very, very helpful. The kids are learning a lot from each other. A lot of these people have a lot of experience.

Jayne Lea (METT) compared the level of interactions between and among students in her online course and compared that with face-to-face courses she taught,

> I think that varies as well, based on the experience, background, and orientation of the learner. I know that the students who have been experienced online learners are much more comfortable and tend to jump right into activities, where those who are taking their first online course are reluctant and not quite sure what to do, no matter how well spelled out it is.

While satisfied with online communications between and among her students Jayne expressed that she works to facilitate collaboration and that students often need instruction to understand collaborative conventions,

> Even when you get an assignment for a discussion or a collaborative activity, we don't really teach the conventions of interacting in discussion. For example, I would say, "You have a learning team assignment. You need to each take on responsibility for finding the answer to these different questions. Then go into the discussion area or chat room and answer these questions or draw this conclusion or come up with a paragraph that summarizes," or whatever it is. That might seem like a comprehensive description of an assignment, but what happens is if they haven't done this kind of assignment before, even if they've taken online classes, the conventions of, "Well, who contacts who? How do we get started? How often should I check?" Those are things that come to an agreement that is a little harder

> to achieve in an online environment. Where in a classroom, you say, "Okay, break you up into groups. You're going to do this, this, and this." One of the first things they will talk about, but the last thing before they leave is, "Okay, what are we going to do by next time? Who is going to call whom? Where are we going to meet on Saturday to talk about this?" I find that these kinds of social conventions happen less frequently in an online environment. I actually have generated, with the help of students, a great, robust list of chat conventions that have evolved over time based on students getting annoyed with other students who didn't know how to act in a chat room.

The researcher asked Jayne, "Overall how would you rate the level of interactions, higher, lower, about the same?" Jayne said,

> That is hard to generalize, because there is so much offline interaction that goes on. We are lucky if we can see that. I think that happens in the face-to-face classroom and in the online. I don't really know that students are getting together or socializing or working together outside the classroom unless I eavesdrop or they tell me. I know that it happens, but I don't keep track of it.

Dylan Brooks (ME) saw no way to compare online communications between and among students with the communications in on-campus courses,

> It's totally different. In the online class, as the course advances, they stop interacting. I guess because the demands are very high, and they are so busy reading what others did and what they need to do. They all say at the end, when we get feedback, they say, "We need interaction with other students or we should interact with other students." I always put in the syllabus, "You are encouraged to interact," but it fades out, because they begin to get into their personal transformation, they are busy. Remember, that I told you I have them do mostly individual student work. When you have 30 people posting, they might read, say on the average they might read from five to ten to get a sense. So it is totally different, in that, they are missing the social learning or the verbal communication, but they have the social learning of reading that is closest of all, which are much more thoughtful than speech, than oral speech. Interactions are less or much less in online than in face-to-face.

Alan Schultz (METT) said he would like to speak "philosophically" about online communication,

> I think the level of online, again, the types and the number of interactions, the quantity and quality, is probably going to significantly increase in the next two years to five years in online environments, and I don't think this is any big

> surprise. If one wanted to do a graduate study on comparing the number of interactions in an online, just future trends, there is not going to be a big change in traditional classroom instructional interactions or any kind of interactions, because nothing ground shaking is going to change in their traditional classroom, but there will be some big shakeups on the online environment. In fact, even online is going to become somewhat of an oxymoron as more and more stuff moves into online. Online is just going to be a catchall phrase for anything that is not sitting right in front of somebody. Even hybrid is going to keep raising the notion, why do you want to get people together? And when you do, what is the purpose?

Joseph Reed compared online communications with face-to-face communications among and between students,

> I think it varies for students, because there are students that are not inclined to speak up in class, and I've had students tell me this, that they felt much more comfortable communicating via e-mail, because they were just shy, whatever. So it allows those students to communicate without doing it in that face-to-face kind of format. I don't know if anonymity is really the right word, but there is a certain amount of maybe protection or they feel a little bit more at ease communicating that way than they do verbally, some students, but not all students. I think the level of interactions between and among students in online and on-campus probably works out to be about the same, because those that are very, very verbal, unless they just really don't like the technology and that kind of thing, which I haven't seen that to be the case, but those that are very verbal and talkative and want to contribute and so forth do that electronically as well.

Thomas Moore (MBA) compared face-to-face communications among students with online communications,

> I don't have any data, but I would say it's about the same. I see them talking to each other all the time online. They are not shy. They form study groups. Sometimes they form physical study groups. They meet at places if they are in the same town. Even if not, they communicate. Even on the discussion group, they go back and forth about their own contributions. On campus, I see the same thing happening.

Randy Holt (MECI) rated the level of interactions between students in his online course and compared to students in his face-to-face classes, "I would say the same." Lena

Dow (MPPA) had this to say about interactions between and among students in her online course,

> I would say with the exception of one online course in which I make them work in groups, they have virtually no interactions. I don't think they know each other. I don't think they get comfortable with each other. I would rate the levels of interaction much higher in my face-to-face class because in person, they have a chance to chat during the break and they have a chance to chat before and after class.

Participants reported that the interactions, both between and among online students, are comparable to and can be superior to those that occur in face-to-face learning environments, if the instructor designs a course and sets expectations to facilitate student communications. The next section of this report will examine the results of, the outcomes for faculty and students in respect to teaching and learning in OLE's.

OLE Outcomes

Two categories of outcomes emerged from data analysis, student and faculty outcomes. Participants in this research indicated that their online teaching satisfaction is enhanced by positive student outcomes that are a result of utilizing instructional technology and online pedagogy to maximize student learning. Two faculty outcomes that enhance online teaching satisfaction emerged in this research, innovation and intellectual stimulation. The next section of this report will examine the participants' perspectives about the impact of student learning and academic achievement on their satisfaction with online teaching, which will be followed by a discussion of the two faculty outcomes.

Student Learning

Faculty members are expected to provide the needed information and resources for students to achieve the learning goals of their courses and disciplines. These learning goals are measured by state and/or national certification or accreditation standards and

tests aimed at measuring academic achievement in many disciplines. One element that participant's indicated enhances their online teaching satisfaction is positive student learning outcomes in the form of high academic achievement. The majority of participants indicated that their online students are learning more and/or performing better than their on-campus counterparts and that this enhances their online teaching satisfaction.

Tom Luna (MSS) talked about his discipline, Sports Science, and the online students he works with as being the primary element that enhances his online teaching satisfaction,

> What contributes most to my satisfaction is that I love the activity I'm teaching and I see the online students getting it. When they say, 'Oh, I see what you mean! Yes!' When they start telling each other, and pretty soon, that idea that I wanted to get across, they are teaching each other that same idea. That contributes tremendously to my teaching satisfaction.

Randy Holt (MECI) said a source of online teaching satisfaction is working with the "more active learner" in the OLE, "Here, in the online we are teaching to them when they are more engaged because they are logging in when they want to log in. So, I think we are getting a more active learner."

Rita Jerrell (ME) said her online students are more independent and produce higher quality work than her on-campus students, which enhances her satisfaction with online teaching,

> I think that the students that are doing the online have to fend for themselves, in the sense that they have to make sure they read, so that their discussions are relevant to what we are discussing, and all their discussions have to have references from the textbook. So whether they read the whole chapter or they are just reading sections of it, I think that's made a difference in the quality of the work that they are producing.

Anna Dodson (MECI) said her online students' achievement was "better" that her on-campus students' achievement,

> Honestly, when I was still doing both on-campus and online, the same course, the same semester, my online students did better. I attributed that perhaps to the online students were better students in terms of being more flexible and more technologically savvy and maybe more risk taking. And the other students were more -- don't use this term -- but stick-in-the-muds, like, "Oh, I'm afraid to try anything new. I just want everything spoon-fed to me. Here, give it to me."

Alan Schultz (METT) said his online students learn more, "definitely. That's because of the nature of online learning. The course has to be better structured."

Sara Bishop (MBA) said the superior learning outcomes in her online courses when compared to her on-campus courses is due to "individualize learning,"

> I think they learn more in the online class. I don't think they perform any better. They learn more in the online class because it's individualized learning. They don't have the opportunity to go up to the library and meet, and then take advantage of everybody else's work. Everyone has to be participating, talking to each other online.

Sara indicated that her online students are more serious and "perform better" because,

> It's a no-nonsense sort of environment. They pay a little more money for the online class. In many cases, I guess, most cases, their company will pay and so there is the pressure to perform.

Sara compared on-campus students with online students commenting on the impact of the OLE on student learning,

> I think the students online students learn as much. Some students learn more, because some students get the chance for great participation in online and they never would face-to-face, because there's always someone -- even if you try to squash that -- who tends to dominate discussions. I had some very vocal students who really wanted to sweep things away. I think as with anything, it's what they put into it. You can sit in an on-campus class. Students can zone out, because they are tired, because they have worked all day long and driven to class, and they really don't want to be there, and they're thinking about getting out. So there are a lot of detracting factors in on-campus. I don't know that they pay closer attention on-campus than they would online. Online, they can theoretically go when they are more refreshed -- or not maybe even refreshed, but less tired and do their work.

Dylan Brooks (ME) is so convinced that OLE's maximize his students' learning that he now refuses to teach on-campus, "There's no doubt in my mind, I told my chair, 'don't even dream about putting me to teach face-to-face anymore-I won't.' I don't teach face-to-face anymore."

Dylan explained why he thinks that the OLE is the best environment for his teaching,

> I think I distract them in the face-to-face. I am a very good speaker and tell a lot of stories. The students laugh a lot. They say that they come to my class daily to get energized. So I said, "Oh, that's great." but they produce better in the online. They might be energized in church, but on Monday when they go to life, they don't produce as much in life after the preacher talked and got them moved and all that. The on campus students all remember my course and they'll say they love my course, but the people who write about my material are the ones online who don't have that experience. They spend their energy looking at the materials and not at the emotions that I convey.

Dylan spoke about the "richer productivity" of his online students compared to his former on-campus students and said, "You wouldn't believe the quality of the work I get. The humility, the honesty, the way the people disclose about how they are doing things, how they want to change things, etc." He told the researcher about an informal experiment where he compared on-campus and online learning outcomes,

> Now, I wonder if you would like to try online" a fellow faculty member asked me. I said, "Okay. I'll try it." Well as soon as I went into the hybrid at that time, I had one section 100% face-to-face, and one section was an experimental hybrid, 50% face-to-face and 50% online. Working with students in these two sections of the same course I began to see that both groups were turning in the same amount of materials on the same assignments, but the quality of the work was better with online, there was no doubt. I wish I would have kept and formalized a little research study, because it was amazing how the online people were so much more focused, more detailed. It was a much richer productivity.

Howard Weir (METT) said his online students work harder and are more organized than their on-campus counterparts,

> With regard to the amount of work that they do, the online student definitely does more work. They've got more reading to do. I mean, they can't just sit back and watch. They've got to get involved. So it requires a lot more work, a lot more planning on their part.

Joan Kincaid (MSE) noted that in general the students in her online courses learn more than students in her face-to-face classes,

> Definitely more. I think they come to class when they are of a mind to learn and participate, and the quality of interactions and the level of interactions are much higher. That was reinforced by the conversation this morning with the professor who is teaching a simultaneous offering, and she said that she noticed the difference. I think that they have some space to think and not be peer pressured or chained into certain opinions or answers. I feel like they have more equal voices in the online course.

Dylan Brooks (ME) was matter of fact and quick to answer when the researcher asked if the students in his online class learned more or less or performed better or worse that students in a comparable on-campus course, "Oh, by far, they learn much more online."

Kim Hogan (MSN) attributed the high achievement of her online students to the interactivity she planned for and included in the design of her online courses,

> I think they learn more [than on-campus students] because I think our interactivity is so high. Students say they are more involved and do more participating in the online courses than they do in their face-to-face. That's their feedback and they say their face-to-face classes tend to be straight lecture and there are not as many planned activities where they have to interact with others in face-to-face.

Randy Holt (MECI) talked about learning outcomes contrasting the academic performance of his online students with that of his on-campus students,

> Now, in terms of performance, I would think the online learn more. They are performing better, because in a classroom a discussion with, say, 20 people, there may be various conversations with 2, 3, 4, 5, 6, and that can vary, but not every student communicates to every question asked. In the online, every student has to respond. You can't just sit there. You have to respond. So I think there's more student engagement in the online learning process, and so therefore, there's a little bit better product, because they can't just sit there and be passive learners-they

> have to be more active learners. They also get to read everybody else's assignment. So therefore, in a classroom, it would be, "Everybody, pass all your reports around to each other so you can read each other's reports. Fact is, online you can read work that other students turn it in a week early, which helps you. So I think that being able to read other people's work does actually help them learn better. So that is why I think they perform better.

The researcher asked Randy if the superior performance of his online students had enhanced his satisfaction with online teaching, and Randy replied with a definitive and exclamatory, "Yes!"

Jayne Lea (METT) talked about learning outcomes comparing her online students to her on-campus students,

> I think from my perception, they [online students] learn more. I'm not sure they would agree. I have used a distributed education learning evaluation survey instrument, and I find our perceptions to be pretty close. I find, as other researcher's have, that there is more procrastination in online courses than there is in face-to-face. That, I think, detracts from learning, but I don't think I give any more incompletes in online than I do face-to-face. So I would say the online students probably learn more and I think this is because of more one-on-one.

Ken White (MEA) said he was, "very satisfied" with online teaching. He explained that high student achievement was an important element that enhanced his satisfaction with online teaching,

> The caliber of work is just very good. They are very thoughtful. They are very introspective. They reflect on what's going on with the assignments and how it applies to the real world. So it's really a pleasure to read the stuff, because it's good stuff. Good writing. Good interaction.

Joan Kincaid (MSE) talked about her satisfaction with student outcomes in the from of end-of-course projects in one of the online courses she co-teachers with another faculty,

> Oh, they are very, very well done. For example, we asked, what type of research is this, asking about paper that they evaluated [for their culminating research project] The online students have gotten it correct each time for whatever reason. Whereas, the face-to-face students were saying, "Oh, it's the kind of research I

> conduct," Which is totally unacceptable. "No, is it scripted or what type of research is it?" The online students are posing their research questions or their topics for their literature review much more succinctly than the face-to-face as well. So something about the structure, I believe, and the way we've set up the [online] course is helping them progress less painfully.

Joan talked about her satisfaction with the outcomes of her online course activities,

> I do think the feedback and the ongoing relationships that I get with my students are very satisfying. They are free to email me two or three years later, and it's just so exciting when they do. The projects that they do in the course are usually turned into grants. When they get those grants, they let me know, and they are all excited. They will ask me questions or ask for a reference or something later in the year. I don't think that would necessarily happen if it were a face-to-face type setup. I think they have more access to me and we sort of develop a deeper relationship rather than just instructor/student.

Dylan Brooks spoke about how satisfied he was with the individual and group activities in his online course, "You wouldn't believe the quality of the work I get. The humility, the honesty, the way the people disclose about how they are doing things, how they want to change things, etc."

Tammy Hiller thought about learning outcomes and compared and contrasted the face-to-face courses and online courses she taught,

> I can't say the people that are face-to-face classes are any smarter than the people that are online. The online students are willing to put out more effort. I think we make, really, much more difficult assignments for the online. Let's just say they seem to be just a bit harder than ones face-to-face. The people that come face-to-face, they can kind of get away with not having read the chapter, not doing all the homework, and things like that.

The researcher asked Tammy if she liked the changes in the composition of students taking her online classes when compared with those in her campus-based classes and Tammy said,

> I'm always more satisfied with the online course, because I believe that we actually ask more of our students in an online course, and we get more from them

> and I think that they learn more and they perform better. Why? Because we take more time to design it. The actual design from, start to finish is much more thoroughly done with an online course.

Amy Lloyd (MECI) compared learning outcomes of students in her online courses with those in her face-to-face courses,

> Well, I can't say that they are any better or any worse. I think they have to work hard. The students have told me this in their self-evaluations. They have said things like, "Well, when you take a course online, it's more work. It takes more time, because everything involves reading and writing, as opposed to just talking." If there's a discussion in class, you're going to be writing as your participate in the discussion board. I think that the quality of the students can be strong in either case. They have been in my experience.

The researcher asked Amy, "Do you think having to do more writing in the online impacts the students learning in any way?" Amy replied,

> I think writing is definitely a tool for thinking and learning, and I think it does help them. I've seen this documented in my research. I've done research looking at the discussion board participation or discussion board type of experiences in my courses. The students have said to me, 'Well, even if I post late and no one responds to my posting, having formulated my opinion, just doing the writing helps me formulate my thoughts and crystallize my understanding.' There are components of online teaching that would enhance that, certain aspects, but when we talk about learning in a course, there are so many factors that can play a role. Let's say, for example, I'm the same instructor in both situations. So that would stay the same, but I also know things like what's happening in a student's life in a given semester can make a difference. I think the motivation of the students can make a difference. I think that the online and on-campus can both be affected and there's a lot of different factors that can play a role. I certainly think that online can be very, very, effective. Then, of course, a lot depends on the student's comfort with working online, how they feel about it. Some have a preference one way, or the other. I think they both [online and on-campus courses] provide rich learning experiences.

Thomas Moore (MBA) thought about his online students' academic achievement and compared that with the achievement of his on-campus students,

> Well, in some ways they learn more. I don't know if you can ever substitute for that face-to-face contact completely, but on the other hand, I do not make the recorded audio that they can then use and go over and over available to my on-

> campus students, and they [on-campus students] don't participate in online discussion groups. I think that some students in the way that they utilize the online course will learn more. Actually, I have a better answer to your question. I think it's in the nature of pedagogy that the medium is actually less important in many respects than the content and the particular students.

The researcher sought clarification, "So you think those students in your online courses learn more or perform better than students in your face-to-face courses?" and Thomas replied, "As a rule, no. I don't have data to support that, but that's just my impression."

Lena Dow (MPPA) compared the learning outcomes in her online and on-campus courses and said that in her courses student composition varies as does student performance,

> I think that the online students learn facts and figures and getting just as well as the people in the on [campus] class. I think they do not learn as well how to listen to new ideas, how to question, and how to think outside of the box. Generally speaking, it depends from class to class. I think pretty much the same when it comes to exams. They get the same exams. They're taking the same curriculum. Like, in one semester, I might find that the on [campus] class does better. Another semester I might find that the online does better. It doesn't seem to be dictated by the location. It seems to be more the composition of the students, whether it's online or on campus.

Joseph Reed (MSHRM) thought about the students in his online courses and if they learn more/less or perform better/worse than students in his face-to-face courses and after a long pause said, "Well, that's a tough one, since I haven't taught the online course face-to-face. I tend to think that, my gut reaction is that they learn more face-to-face." The researcher probed, "Why do you think that?" and Joseph replied,

> Repetition, in face-to-face courses, I know that I emphasize things and reiterate material. I'm sort of there in the moment being able to ask questions that help students make connections. It's more of an immediate question/feedback kind of format. I don't think that online students get the repetition as much.

The majority, but not all, of higher education faculty participants indicated that their online students are learning more and/or performing better than their on-campus counterparts, and their reasoning was related to two categories their master's level online learning course characteristics and online student characteristics. Participants indicated that their online students perform better or learn more than their on-campus counterparts due to the six following characteristics of their online courses, 1) online courses are designed better than comparable on-campus courses, 2) online courses are better structured, 3) online courses provide more individualized instruction, 4) there is a greater opportunity afforded to students for active participation in their online courses because each student can be required to respond to every question, 5) online students have more or better access to their instructor, 6) online courses allow students to choose the time and location that is best for their learning.

Participants indicated that online students perform better than their on-campus counterparts detailing eleven characteristics of their online graduate students, 1) these online students are more active, 2) flexible, 3) independent, 4) organized, 5) tech savvy, 6) more serious than their on-campus counterparts, 7) take more risks, 8) work harder, 9) read more, 10) pay more for courses, 11) and some of these online students are under more pressure to perform because their course fees are paid for by their employer.

The next section of this report will examine detail the thought and feelings that participants shared about the inherent characteristics of OLEs that support and/or encourage them to be innovative and/or intellectually stimulated the impact of these elements on their online teaching satisfaction.

Faculty Innovation and Intellectual Stimulation

Faculty innovation in this research denotes the action or process of creating new approaches and ideas, which included for the participants their research, teaching, and

learning, as by-products or outcomes of utilizing OLE's to promote student learning. Participants indicated that innovation and intellectual stimulation are two outcomes or benefits of fostering student learning in the OLE that enhance their satisfaction with online teaching.

When the researcher asked Sara Bishop (MBA) why she was teaching online Sara explained,

> For the challenge of it! It was innovative. It was new. It was challenging. That's how I am. It's a real learning process for the faculty. I think more so than for the students, because we have to be able to get the message across in lots of different ways through the same medium.

Sara spoke about her online teaching satisfaction and how online teaching was itself a form of "professional development' that has helped her to improve her pedagogical skills and how she has pursued professional development opportunities to network with other online instructors and improve her online teaching skills in the area of business education,

> I am a much better teacher, as a result of working online. The online experience has been my professional development. I have gone to a couple of training seminars for online teaching and I do attend conferences, the one the SEC has and then I have taken the online tracks at various national conferences to build up a relationship with other people at other campuses. I go to the Academy of Management and the Federation of Business Disciplines (FBD) conferences that offer online tracks, and I have an online business educator's conference that I like to go to in Las Vegas.

Randy Holt (MECI) talked about online course development as being, "A very challenging experience, I enjoyed it immensely-it would be difficult to make it more satisfying. It was very challenging to make this content come alive to students when you couldn't see them or talk to them." Randy indicated that developing an online course has provided him with a "good" feeling one of "fulfillment" achieved from his professional work in OLEs. The researcher pursued the topic of faculty ownership with Randy asking,

"How do you feel about the issue of ownership? You just mentioned that when you leave Eastview that you leave your course and what you put into it behind. Randy replied,

> I would feel good about what I have done. What happens when I leave Eastview, I have no control of and so I would just walk away from it and how I feel about it. When it is no longer my course my feeling about the course is not relevant. I have taught the course now 15 times over six years. If I had developed a course and I only taught in one time and then they decided to go in another direction I would have been extremely upset, unhappy, mad to the nth degree. So I think I have got my fulfillment.

Howard Weir (METT) explained how online teaching challenges him giving his work meaning and focus,

> I helped to develop the very first course and that's what kind of got my foot in the door, and I've been with it ever since. I see that it's got a lot of potential, and I also see that it has a lot of challenges. Those challenges are what wake me up in the morning and bring me to work every day to figure out how we can do it better, how we can give students a better experience.

Kim Hogan (MSN) talked about how Smithville University was trying to gain more recognition as a research institution and explained that on online teaching could, if supported by the university, provide intellectual stimulation for institutional and faculty research,

> Our university is striving very hard to gain more recognition as a research institution. Developing online courses is kind of outside of that, unless faculty will use this from a research perspective. I think that is something that online faculty probably should be pursuing. What makes up a good online course from a research point of view? I think we should capitalize on it and make it work for us and to do so we need research support

Amy Lloyd (MECI) said that a source of intellectual stimulation that enhances her satisfaction with online teaching was connected to her work in OLEs, "Part of my research is focused on my online teaching. So from that standpoint, too, it's interesting to me."

Joan Kincaid (MSE) spoke excitedly about the International Forum for Woman in E-Learning conference and how professional development and networking with other online teachers at that conference had increased her job satisfaction and altered her career path,

> The International Forum for Woman in E-Learning is a USDLA division and the next conference is going to be in Santa Fe, so you have to come! It's all women, which is very different. Normally, I wouldn't be attracted to that. My degree is in geology, so [laughing], I don't mind hanging with the guys, but it is just really phenomenal! This conference is held about every 18 months and you get to hear the pioneers in the field. It's just is so uplifting to me, and it really has changed the course of my career path from geosciences and science education over to the technology and learning styles and learning environments research, [laughing] and I'm not easy to sway.

Jayne Lea spoke about how online teaching had expanded her intellectual interactions and professional contacts, benefits of working online that have helped her to develop her professional identity and personal self-confidence,

> Well, the first time I ever got online I could not believe how quickly I met somebody in Israel and started communicating with him. It changed my professional identity. It gave me a self-confidence that I don't know that academia always develops in its new faculty. In fact, I think it is often the reverse, that your confidence is not built up, but rather torn down, unfortunately. I think that it has expanded my horizons tremendously. I would not be the academic I am today or the human being that I am, if I had not tapped into this experience.

Howard Weir (METT) said, "I'm the eternal optimist." He talked about online teaching having a positive and stimulating intellectual impact that enhances his satisfaction with online teaching,

> I always look at the potential. If we could continue to work toward what's possible in online learning, it will be a very exciting time. The next five to ten years will be a very exciting time to be involved in it. Just to see it -- to be actually seeing something evolve like that is very exciting. So, for me, you know, I couldn't be happier.

Tom Luna (MSS) said that online teaching has expanded his pedagogical options,

> Well, in this way online teaching has affected my own professional development because now I'm a little more apt to go and look on the Internet. I really like the Internet and now it's easy for me to go and look up things. It wasn't natural for me, but for a lot of people, it is, especially quick minds in higher education. Reading faster helps. Teaching online introduced me to the techie world a little bit. I usually just go straight to what I know and I don't explore around much. I don't have much time to do that. That's why I don't know all the details of Blackboard.™ I just use a certain part of it, and I go there and use only this certain part of it.

Five participants discussed how their training and experience with online education had improved their pedagogy. Sara Bishop stated, "I am a much better teacher, as a result of working online." Sara attributed this to the more detailed planning that online teaching "forced" her to do.

Amy Lloyd talked about how online communication reinforced her own learning as well as improved her pedagogy,

> I have found by corresponding with students that many times I'm writing down things that I've said for years, but in writing it, it's good for me as a teacher, and I have found this reinforcement very rewarding. It's something that I would love to always be able to continue to do.

Rita Jerrell explained why she thought online teaching had improved her pedagogy,

> I do think the time I spend teaching online has made me think more about what I'm doing also in my face-to-face class. I think overall it's been a good experience. I've learned a lot about teaching or kind of refreshed my teaching perspective. What I've done now, also in my face-to-face classes, I have posted discussions for them to answer before coming to class, which has, I think, made a difference in my face-to-face class. I have some hybrid elements for my face-to-face classes as a result of teaching online and absolutely that's improved my face-to-face teaching.

Ken White explained why he thinks online teaching has focused and improved his pedagogical skills,

> Moving into the university, I was hesitant on whether I could even do this [teach online]. I think working in the online environment with the instructional

> development focus helped me to remember all of the stuff I knew when I was a classroom teacher and even as a consultant in the regional education service center. Online teaching helped focus me back in on instruction, instructional strategies, and organization of material, presentation, and things like that. So yes, I think it's [online teaching] helped me be a better professor and even on face-to-face classes.

Alan Schultz (METT) talked about how online teaching had helped him and other faculty grow intellectually and improve their pedagogy,

> I would say this though, and you'll hear this from all kinds of online teachers. If they've ever done something online and they go back to a face-to-face course, they are just much more sensitive to how to encourage interactions, how to actually posit instructional objectives and see if those objectives are being met.

This data presented in this section indicates that innovation and intellectual stimulation, which includes facilitating innovative research and pedagogical practices, are two outcomes or benefits of fostering student learning in the OLE that enhances some of the participants satisfaction with online teaching.

As detailed in the "Work Context" section of this chapter, during constant comparative data analysis ten work context elements emerged and as a result of ongoing data analysis, the researcher categorized six of these elements as elements of the institutional environment (IE) and four of these elements as elements of the online learning environment (OLE). Using research data as evidence, in the form of quotations from the participants and summaries of the data, this researcher provided information on the 10 work context elements and detailed how these elements were perceived by participants as either professional and/or personal benefits that enhance their satisfaction with online teaching or a professional and/or personal barriers that inhibit their satisfaction with online teaching, The "Individual Context" section of this chapter provided evidence that the participants perceptions and/or interpretations of the work context element may be affected by the individual context, which in this research

includes individual demographics, individual personality dimensions and individual life circumstances. The researcher will next discuss the findings presented in this chapter and the implications of these findings for institutions that are offering or are considering offering online courses and programs in "Chapter Five."

Chapter V: Discussion of Findings

The main purpose of this study was to identify elements that enhance or inhibit higher education faculty members' online teaching satisfaction. Throughout the constant comparative data analysis, and subsequent member checking, which was utilized to verify and finalize co-construction of the research data to ensure that the data reflected the thoughts and feelings of the participants in respect to their satisfaction with online teaching, the researcher focused on identifying elements that enhanced or inhibited participants' online teaching satisfaction. The researcher placed a priority on the phenomena of study consistent with the definition of job satisfaction selected for this research, "job satisfaction is an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor" (Brief, 1998, p. 86) and the epistemology of constructivist grounded theory research, which views "both data and analysis as created from the shared experiences and relationships with participants and other sources of data" (Charmaz, 2006, p. 130).

As a result of ongoing constant comparative data analysis, sorting, diagramming, and integrating of the research data; the findings from previous research; discussions with the researcher's dissertation advisor dissertation committee, and peer debriefers; the conceptual model of this research emerged, *higher education faculty online teaching satisfaction a conceptual model* (see Figure 4).

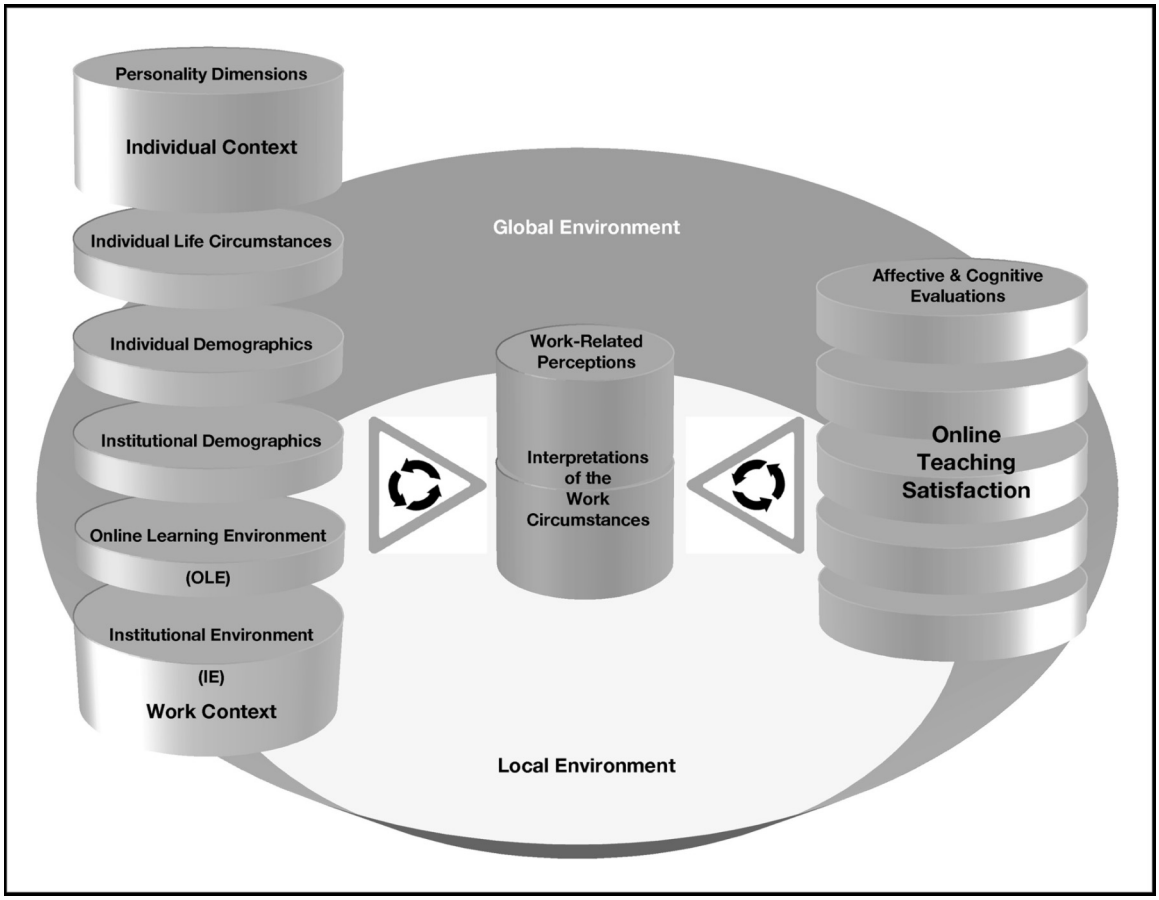

Figure 4. Higher Education Faculty Online Teaching Satisfaction a Conceptual Model

The researcher identified as a result of constant-comparative data analysis and co-construction of the research data, ten work-context elements that the higher education faculty participants' evaluated and judged as enhancing or inhibiting their online teaching satisfaction. After identifying these ten elements the researcher identified and divided these elements under three categories, *institutional demographics, institutional environment* (IE), and *online learning environment* (OLE) determining that these three categories comprise the *work context* component of the conceptual model of this

research. Based on the findings from previous work (i.e., Barsade, Brief & Spataro, 2003; Brief, 1998; Berger, 2002; Berger & Luckman; 1966; Charmaz, 2000; & Weiss, 2002) and the findings of this research, the researcher determined that *individual demographics, individual personality dimensions,* and *individual life circumstances,* reciprocally interact and form the *individual context* component of the conceptual model of this research. The work context and individual context are encompassed by the larger *local environment* context, which is encompassed by the still larger *global environment* context in the conceptual model of this research.

The researcher posits that the individual context component of the conceptual model of this study affects, and is affected by the work context component as follows, online teaching work-related experiences are subjectively interpreted by individuals and groups of individuals, i.e., *work-related perceptions*, which affect, and are affected by individual(s) socially constructed and subjective interpretations of their online teaching work, i.e., individual(s) *interpretations of work circumstances*. The work-related perceptions and individual interpretations of the online teaching work circumstances reciprocally interact with each other, affecting and being affected by the first two components, individual context and work context, which also reciprocally interact and affect, and are affected by the faculty member(s) *affective and cognitive evaluations* of their online teaching work. These affective and cognitive evaluations result in a continuum of *online teaching satisfaction*. The resulting continuum of online teaching satisfaction can reciprocally affect, and be affected by any or all of the previously mentioned components of the conceptual model of this research.

THE INDIVIDUAL CONTEXT

The *individual contex*t component of the conceptual framework includes, *demographics, personality dimensions*, and *life circumstances*. The researcher noted in

"Chapter One" that the individual context was not fully explored in this study due to time constraints. However, during ongoing constant comparative data analysis the researcher realized that a flood of personal information had emerged from participants as they shared their emotions (i.e., affective evaluations) and thoughts (i.e., cognitive evaluations), related to the phenomena under investigation. Due to this realization, the researcher re-searched her field notes, interview transcripts, and the public documents posted on the SEC and universities Web sites, all the while searching for personal contextual data seeking to better understand each participant's individual context as they shared their thoughts and feelings about the phenomena under investigation, and as a result of this ongoing constant-comparative analysis, realized that a number of distinct individual perceptions, interpretations, and evaluations, of the ten work context elements had emerged.

This finding led the researcher to the understanding that the construal of each work context element, as either a benefit that enhances or a barrier that inhibits a participant's online teaching satisfaction, had emerged from reciprocal interactions between the *work context* and the *individual context*. The researcher provided evidence of the individual context in the form of research data in "Chapter Three," (e.g., gender, age, tenure status, ethnicity, academic discipline) and "Chapter Four," (e.g., participant's teaching experience, teaching awards, training for online teaching, etc.) and illustrated, using the topic of tenure as an example, how the three categories of individual context information had emerged in this research.

This qualitative research placed emphasis on the socially constructed nature of reality (Charmaz, 2006; Denzin & Lincoln, 2003; Erlandson, Harris, Skipper & Allen, 1993; Guba & Lincoln, 1998; Merriam, 1998; Patton, 1993; Stake, 2006; Yin, 2003) by seeking answers to questions that focused on understanding what satisfaction with the

work of online teaching meant to the participants, as well as how the meaning of that construct is co-created and understood, in the context of the interactions between the researcher and participants; and the individual demographics, life circumstances, and personalities of each.

Individual Personality Dimensions

Conceptualizing faculty satisfaction with online teaching entails understanding *personality* as both a psychological and sociological construct. For example, in psychology the personality is construed as, "the sum total of the behavioral and mental characteristics that are distinctive of an individual" (A Dictionary of Psychology, 2006) while in sociology (see *personality* in the Glossary) the conceptualization of personality is more diverse and complex,

> One of several concepts used by social scientists to refer to the individual (others include self and identity). The concept has its origins in the Latin word persona (meaning 'mask'), and refers to the set of more or less stable characteristics, as assessed and judged by others, that distinguish one individual from another. These characteristics are assumed to hold across time and place and to underlie behavior. The term personality consequently refers to the individual as object (the object of external evaluation) whereas the concept of self refers to the individual as subject (as the source of action and self-reflection.
>
> The precise way in which personality is conceptualized and measured varies enormously. These is an underlying tension between the concept's connotations that each individual is unique, with a distinctive personality which should be described as a whole, and the demands of positivist science for generalizations based on the exploration of standard personality characteristics across a range of persons. The former suggests an ideographic approach to personality, in which the description and analysis of the unique individual is the focus, whereas the latter suggests a nomothetic approach in which the emphasis is on studying a range of people and examining shared characteristics" (A Dictionary of Sociology, 2005).

Aspects of *global personality dimensions* (Brief, 1998) and aspects of personality in the *conceptual framework of faculty job satisfaction* (Hagedorn, 2000) were presented in "Chapter Two." Recapping information presented in that chapter, "motivators and

hygienes" in Hagedorn's conceptual framework include motivators, "which work to increase satisfaction while other factors that are labeled hygienes, decrease satisfaction or result in de-motivation"(2000, p. 8). Both motivators and hygienes are conceptualizations that relate to personality in respect to job satisfaction. Constructs from Brief (1998) and Hagedorn's (2000) conceptual job satisfaction models are embedded in the individual context component of this conceptual framework. The commonalities will be discussed in the next two sections of this report, first personality as it relates to the phenomena under investigation and the life circumstance of the participants in this research.

Individual Life Circumstances

"Chapter Four" provided examples of *individual life circumstances* (e.g., hobbies, marital status, dependents, personal relationships, etc.) that emerged in this research. Individual life circumstances were not intentionally investigated in this research, however as participants shared their thoughts and feelings about the phenomena under investigation, they also shared personal information. Participants life circumstances that emerged in this research, confirm elements identified by Hagedorn in her conceptual framework, for example, "change in family-related or personal circumstances" (2000, p.11). The researcher posits that the *individual life circumstances* in the conceptual model of this research confirm the *triggers* identified in Hagedorn's framework of faculty job satisfaction and the *global personality dimensions* presented in Brief's model of job satisfaction. Hagedorn (2000) defined triggers, "as significant life events that may be either related or unrelated to the job." Hagedorn as the editor of *New Directions for Institutional Research, What Contributes to Job Satisfaction Among Faculty and Staff* reflected on what surprised her as she read chapter drafts for the volume,

> I was surprised at the number of chapters that reflected or included life satisfaction within the construct of job satisfaction. It appears that family;

> personal circumstances, mood and other of life's affairs seemingly removed from the job are in reality permanently entrenched. Life satisfaction is not static, and in the course of its ebb and flow we encounter those triggers (significant life events) hypothesized in the model of Chapter One" (Editor's Notes, p. 2)

The researcher recorded and analyzed data and evidence of the ebbs and flows of "life's affairs," in the thoughts and feelings expressed by the faculty participants that emerged as they discussed their satisfaction with their online teaching work, sharing information about their personal circumstances with the researcher. Therefore, the construct *individual life circumstances,* was incorporated into the conceptual framework of this research. For Example, Hagedorn's (2000) conceptual framework incorporates the trigger, a "change in life stage" which she partially based on, "the prominent psychosocial work of Erickson, Levinson, Sheehy and Neugarten, which indicates the presence of a social clock triggering predictable stages in adult development" (2000, p 10). Hagedorn validated "Baldwin's proposed (1979)…. tri-stage theory of the faculty career consisting of (1) early career, (2) midcareer, and (3) late career" (2000, p.10).

Evidence abounds, in the data presented in "Chapter Four," that as faculty participants shared their thoughts and feelings about the phenomena under investigation, information about their individual personalities, life circumstances, and demographic information also emerged. For example, in relation to academic career stages, many participants indicated to the researcher what stage of their career they were at (i.e., early, middle, or late) through relational statements such as, "I recently obtained tenure," "I am retired, but I am still teaching and love it!" The evidence presented in "Chapter Four" supports including the *individual life circumstances* as a component of the individual context in the conceptual model of this research.

Individual Demographics

Hagedorn's (2000) *conceptual framework of faculty job satisfaction* was detailed in "Chapter Two." Hagedorn (2000) described a *mediator* as an interaction effect produced by variables or situations that influence or moderate the relationships between other variables or situations, such as extenuating circumstances. Hagedorn's conceptual framework includes "three types of mediators: (1) motivators and hygienes, (2) demographics, and (3) environmental conditions." (2000, p. 7). Hagedorn's demographics include both individual and institutional demographics combined to form one category of mediators.

Individual demographics are distinguished from institutional demographics in this research because the institutional demographics emerged in a cognitive context, obtained primarily from public documents, and the researcher did not obtain information related to participant's affective evaluations of this information. However, individual demographic information can be paired with the thoughts and feelings expressed by the participants. The researcher's analysis of the individual demographic information was also affected by her perceptions and interpretations of the thoughts and feelings expressed by the participants, which emerged during data collection and analysis. These co-constructions are the heart, the affective aspect, of this constructivist grounded theory inquiry, which involved constant-comparative data analysis and the interplay between researcher as human instrument and the faculty participants, humans interacting and co-constructing feelings and thoughts related to the phenomena under investigation.

The second category of mediators in Hagedorn's framework was demographics, and she included items such as gender, ethnicity, institutional type, and academic discipline. This research confirms Hagedorn's inclusion of demographics in her conceptual framework. All four are of these demographic elements were collected and

analyzed in this research as they were in Hagedorn's research, which confirms the researcher's inclusion of these elements in the conceptual model of this research.

Hagedorn categorized one group of mediators as "environmental" and included such items as faculty members' social relationships with administrators, peers and students, and work conditions. Environmental constructs related to online faculty job satisfaction also emerged in this research, which confirms Hagedorn's research and the inclusion of these elements in the conceptual framework. However, unlike Hagedorn's research, in this research these elements are distinguished as elements in either the work context or individual context in a dynamic system of contexts and components that have a reciprocal interplay, similar to what Hagedorn noted when she explained the interactions between the mediators and triggers in her conceptual framework, "basically, the model hypothesize two types of constructs that interact and affect job satisfaction-triggers and mediators' (2000, p.6). Brief's model of job satisfaction (1998) includes "*global personality dimensions*" (p. 92) and this research also confirms that the personality dimensions included in Brief's *integrated model of job satisfaction* (1998) may impact faculty participant's perceptions and interpretations of the *work context,* which will be discussed in the next section of this report.

THE WORK CONTEXT

Institutional demographics such as institution type, size, location, and physical facilities (e.g., office spaces, meeting spaces, computer software, computer hardware, information technology infrastructure, academic discipline) are a component of the work context in the conceptual model of this research. Institutional demographics emerged in this research, but were not intentionally investigated. "Chapter Four" provided concise descriptions of the institutions that the research participants work for, and "Chapter Three" provided demographic information about the online SEC programs, because the

setting or context where online faculty members work can have significant impact on the phenomenon of job satisfaction, in this research satisfaction with online teaching. Next, the work context institutional environment elements that emerged in this research as elements that may enhance or inhibit higher education faculty participant's online teaching satisfaction are discussed by the researcher, related to the finding of previous research, and recommendations for institutional practice are provided.

Institutional Environment (IE)

The construct, institutional environment (IE), in this research include six elements, 1) institutional climate/culture, 2) institutional policies, 3) institutional structures, 4) institutional practices, 5) institutional community, and 6) institutional clientele. Academic leaders are most concerned "with the implications of electronic learning *environments* [italics added] and distance learning" according to Duderstadt, Atkins, and Van Houweling who urged colleges and university administrators to reorganize their "fundamental activities" and to seek understanding of the "cost-benefit characteristics" of information technology in relation to e-learning (2003, p. 48). Collis (2001) noted that successful integration of information and communication technology "throughout a faculty" requires many components including, "administrative vision and courage" (p. 459).

Sharfman and Dean (1991) explained that a variety of terms have been used to define the construct, "organizational environment," which encompasses three general categories of information, "complexity," "instability or dynamism," and "resource availability" (p. 683). They define complexity as, "the level of complex knowledge that understanding the environment requires," instability or dynamism as "the rate of unpredictable environmental change," and resource availability as "the level of resources available to firms from the environment" (Sharfman & Dean, 1991, p. 683).

Consistent with Duderstadt et al, (2003), Sharfman and Dean (1991), and the dictionary definition of environment cited earlier, the researcher utilizes *environment* in the work-related construct *institutional environment (IE)* that emerged a result of constant comparative data analysis and was defined in respect to online teaching satisfaction. A key component of the institutional environment that emerged in this research was the institutional climate/culture, which reciprocally influences and was influenced by institutional polices, structures, and practices.

Institutional Climate/Culture

Organizational *climate* and organizational *culture* are two closely related constructs (Schneider, 2000). Schein related organizational climate to the way a company functions and organizational culture as the cause of an organization's operating style (2000). Much debate about these two constructs has ensued, which has resulted in boundary negotiations between organizational climate and organizational culture researchers (Ashkanasy, Broadfoot & Falkus, 2000; Denison, 1996; Schneider, 1990). The two constructs, culture and climate, emerged in this research and were used interchangeably by participants to denote the way their institutions function and/or the causes of these functions in respect to their online teaching efforts. A complete review of the literature related to climate and culture was outside the scope of this research. However, a comprehensive review of the role of these two constructs, as they related to school improvement, was conducted by Lindal (2006) who synthesized the knowledge base regarding school climate and culture and concluded,

> Although amorphous and complex enough to cause both contradictory and confusing discussions in the professional knowledge base, culture and climate are very real, very powerful forces in organizations (2006, p. 12).

Participants expressed their thoughts and feelings indicating that a "strong" climate/culture (i.e., that is supportive of online education) can be a benefit that enhances their online teaching satisfaction, and conversely an institutional climate or culture that is not supportive of their online teaching efforts may be barrier that inhibits online their online teaching satisfaction. Data presented in "Chapter Four" confirms that three areas are associated with institutional culture and climate, 1) policies, 2) structures, and 3) practices. Many participants' voiced thoughts and feelings that suggest they believe that administrators need to demonstrate faith in the power and potential of online learning by training, supporting, and providing incentives for their online faculty.

These three areas were associated with institutional provisions for providing resource and other forms of assistance to online instructors. Policies and provisions for providing institutional resources are related to "resource availability" (Sharfman & Dean, 1991), as are policy and provisions for utilizing available resources to support online teaching efforts. Parchoma (2006) analyzed the potential for implementing e-learning initiatives in higher education focusing on "larger social and economic forces, as well as the existing institutional, organizational, cultural, economic and pedagogical contexts" (p. 232) and Duderstadt, Atkins, and Van Houweling (2003) explained that terms used to describe technologically driven change in institutions of higher education such as "e-learning transformation" involve both people and university cultures.

The first recommendation for the development of institutional information technology strategies by Duderstadt et al., who noted that most campuses are using the Internet to deliver at least some instruction, involved the strategic context for decision-making, "leadership on technology issues must be top down…from the president and the provost with the encouragement and support of the governing board" (p. 50). The Web-based Education Commission noted that policy makers must recognize that they need to

collaborate with "grassroots" stakeholders, which includes the online faculty. Institutional policy makers can "tap into" the online faculty members' energy and knowledge of the online work environment by involving them in creating vision or mission statements, and in policy-making decisions that impact their online work,

> The very idea of the World Wide Web is one of connections. Our ability to use the Internet to reshape learning requires actions that are also interrelated and interconnected. The Commission saw first-hand the policies that most influence technology use in education derive from bottom-up, interconnected grassroots efforts far more than from top-down dictates. The nation needs to tap into this energy and use it to shape education policy for the Internet age (Web-based Education Commission, 2000, p. 127)

Ouchi (1981), Deal and Kennedy (1982), and Peters and Waterman (1982) implied that a strong and unified culture could be built by top managers who articulated values and reinforced these values in a vision or mission statement, consistently reinforcing these values through informal practices and formal policies. Promises that a "strong culture" will foster higher commitment and greater productivity, and ultimately higher profits, are paired with advice, and strategies that are aimed at creating a "strong (meaning unitary) culture" (Martin, Frost & O'Nell, 2006). Saffold (1988) delineated two aspects of a strong or integrated culture: "positive," referring to how norms and values were manifested and "cohesive" referring to uniformity and organization-wide consensus among stakeholders (Martin, Frost & O'Nell, 2006). Khan (2001) claimed it is vitally important for institutions of higher learning to have clear and cohesive strategies for online learning that are supported by institutional funding and resources stating, "Institutions offering Web-based courses should consider online students as the consumers of education in a competitive market" (2001, p. 92). To this end, Khan noted that institutional support for online courses and programs should include information technology support, training for online instructors, systems of rewarding faculty for

course development "(e.g. the development of a Web-based course equals a publication in a magazine or journal)," financial resources "…for faculty to conduct research, attend conferences, and present papers at professional meetings" (2001, p. 92).

Howell and Baker (2006) provided a 10- year retrospect on quality standards for electronically offered programs claiming, "one set of standards has emerged preeminent: the work of the Western Cooperative of Educational Telecommunications know as *Best Practices for Electronically Offered Degree and Certificate Programs*" (p. 41). Howell and Baker (2006) stated, "institutions of higher education and all regional accrediting commissions now endorse these principles" (p. 41). They explained that the section of the report entitled "Institutional Context and Commitment," contained 11 principles of best institutional practices that were subdivided into the following five categories and two were directly related to supporting faculty. The second category Faculty Support, "focuses on training and services for faculty who use technology to teach," and the fifth category, "Commitment to Support," "focuses on the evaluation of faculty as related to electronically offered programs" (Howell and Baker, 2006, p. 42).

The findings of this research indicate that institutions must work diligently and consistently on creating a climate/culture that is appreciative and supportive of online education if they want to attract and retain a skilled professoriate, which is crucial in this digital age. All nineteen participants indicated that the climate/culture of the State Electronic Campus (SEC) as well as their staff, policies, structures, and practices were supportive of their online teaching efforts, which enhances their satisfaction with online teaching. However, many participants indicated that the climate/culture at their home university campus failed to be supportive of their online teaching efforts in one or more of the following five areas: policies, structures, practices or community. Next, the first area, institutional policies, in respect to online teaching, will be discussed with the

researcher elucidating the participants' viewpoints on institutional policies and describing their perspectives on how institutional policies can serve to either enhance or inhibit their online teaching satisfaction.

Institutional Policies

Quigley (1989) defined policy as "…common understanding or common agreements among people that serve to guide the behavior of each member so that their behavior conforms to the collective interest of the group" (p. 248). The findings of this research consistent with the findings of Almeda & Rose (2000), Fredericksen et al. (2000), and Shea, (2007) demonstrated that institutional policies, in respect to online distance education, can be beneficial and may serve to enhance faculty members' online teaching satisfaction, if these policies support faculty member's online teaching efforts by providing recognition and equitable compensation for the time and labor faculty expend to develop and deliver high quality, effective, and relevant online courses. Conversely, institutional polices may inhibit faculty members' online teaching satisfaction when these polices are perceived by faculty as barriers to their online teaching efforts.

"Chapter Two" cited Hensel (1991) who linked faculty satisfaction to our national well-being, Tack & Patitu (1992) and their recommendation that topics of faculty job satisfaction, recruitment, and retention, command immediate attention in the face of projections of serious shortages of qualified higher education faculty for the 21st century, and Allen and Seaman's (2006) survey of higher education faculty that indicated higher education faculty members' acceptance of online instruction is a significant barrier to widespread adoption of online learning concurrent with online learning increasingly becoming a critical part of doctoral/research institutions long-term strategies. Allen and Seaman's research indicated that more than 96% of the largest institutions (over 15,000 total enrollments) having some form of online offering" (2006, p.8).

Irle's (2005) research indicated that, "…written distance education polices challenge widespread integration and acceptance of distance education into the educational mainstream…and compromise distance education's capacity to be mainstreamed into all relevant areas of the university system" (p. 1). Irle asserted faculty members are excited about the pedagogical possibilities of technology based distance education, but institutional policies do not seem to adequately reflect faculty value systems and are "unlikely to fully satisfy either faculty or administrators and this hurts the process of mainstreaming" (2005, p.11). Anthony Kerr (cited in Zeller, 1995) said "that the conceptual models of the past are not 'adequate to shape appropriately the public policy considerations for our future (190, 143).' If this is, indeed, a defining moment for higher education and educational technology in North America, governments and institutions need to jointly reconceptualize their view of distance education and place it within the framework of public policy" (Zeller, 1995, pp. 145-146).

Conole, Smith, & White (2007) outlined the relationships between higher education policy and practice in the UK noting that policy initiatives such as widening participation have drastically changed academia. They noted that the participation agenda illustrates the paradoxical relationship between policy directives and e-learning,

> First, e-learning is often seen as a way of supporting increasing diversity, but it may be that non-traditional learners do not have suitable preparation to work in online environments, exacerbating inequality. Second, even amongst the traditional student population, claims about sophisticated use of technologies tend to derive form personal and gaming technologies, rather than those that support learning (Conole, Smith, & White, 2007, p. 40).

The findings of this research indicate that higher education policy makers need to define what online learning means to them, their faculty, and their clientele. Three categories of institutional policies, which impact faculty job satisfaction with online teaching emerged in this research including promotion and compensation policies,

polices related to faculty autonomy, and course load/workload policies. The findings of this research related to these first of three institutional policy categories, promotion and compensation policies, will be discussed next.

Promotion and Compensation Policies

Faculty members that participated in this research tenured (63%) and those seeking tenure (16%) are under extreme pressure to participate in time-intensive activities of teaching, performing community service, conducting research and publishing the results of their work. Evidence presented in "Chapter Four" demonstrated that the absence of policies or inequitable policy provisions, (i.e., those which fail to take into account the time and effort need to develop and teach online courses, or policies that fail to give credit for online course development and the time required to teach online effectively in institutional promotion polices) were perceived by participants to be barriers to their online teaching satisfaction. Kearsley and Marquardt (2001) explained that organizations must learn better and faster from both successes and failures to "sustain competitive advantage" (p.29). Organizational learning, which builds on past knowledge, depends heavily on institutional mechanisms such as policies to build organizational capacity and knowledge,

> First, organizational learning occurs through shared insight, knowledge, and mental models of members of the organization. Second organizational learning builds on past knowledge and experience-that is, on organizational memory, which depends on institutional mechanism (e.g., policies, strategies, and explicit models) used to retain knowledge (Kearsley & Marquardt, 2001, p. 29).

Pachnowski and Jurczyk (2003) indicated 30% of faculty members that they surveyed reported teaching in online and video-conference-based learning environments was more time intensive, requiring up to ten to twenty additional hours of preparation time, which is consistent with the finding of this research and Allen and Seaman's (2006)

survey where 31% of Chief Academic officers cited, "greater faculty time and effort required to teach online" as a significant barrier to the widespread adoption of online learning in institutions of higher education (p. 13). "Chapter Four" of this report provided evidence that the majority of higher education faculty participants in this research (84%) perceive that online teaching is more time intensive than teaching their comparable on-campus courses. Eleven (58%) of the research participants expressed dissatisfaction with institutional policies that do not limit the number of students that enroll in an online course (course loads) and 9 participants (50%) indicated that online teaching increases their workload, explaining that it takes more time for them to plan and develop an online course than an on-campus course.

Participants expressed thoughts and feelings led the researcher to infer that promotion and compensation policies that include equitable credit for the time and effort they expend to develop and deliver online courses was perceived by participants to be a benefit that does or could enhance their online teaching satisfaction, which is consistent with the findings of Schifter (2000b) who surveyed institutional administrators regarding what motivated their faculty members to participate in distance education. Three of the top five factors cited by her participants included, promotion and tenure credit, financial incentives, and release time. The participants in this research also noted that equitable compensation for online teaching should include financial incentives in the form of stipends for online course development, release time (i.e., reduction in the number of courses the faculty member teaches during course development) or other incentives such as providing laptop computers to online instructors.

The majority of participants did not disclose to the researcher the level of funding that was provided to them for online course development. However, the researcher notes evidence of disparity in the levels of funding with those that did disclose financial

information, with stipends for developing a new online business course ranging from a low of $3,000 dollars to a high of $24,000. The participants that revealed funding information explained that higher levels of funding to develop online courses were provided by their home universities or the SEC when they first began to move courses online and concluded this most likely was due to "start-up" grant funding. These participants indicated to the researcher that the higher levels of funding had increased their satisfaction with online course development and made online teaching more attractive to them.

Moore (2005) noted that institutions can increase faculty satisfaction with online teaching by encouraging and supporting research and publication opportunities related to online teaching, involving faculty members in the development of guiding principles and polices for online instructors, providing faculty "more freedom of choice for spending of time and resources" (p. 72), providing rewards and incentives for online faculty members, and insuring "parity of workload" (p. 74). Participants in this research indicated that insuring parity of workload for them encompassed providing tenure credit for online course development, supporting and providing service and research credit and support related to their online teaching duties. Administrative acknowledgement of online teaching efforts via awards, financial incentives, and recognition for their online teaching efforts was noted as a method of enhancing their online teaching satisfaction. These findings indicate higher education policy makers should consider researching and providing levels of funding, promotion or financial incentives that online faculty member perceive to be adequate. Next, the researcher will discuss the importance of faculty control and autonomy, as it emerged in this research, in respect to online teaching satisfaction.

Control and Autonomy Policies

Research data presented in "Chapter Four" and the literature reviewed in "Chapter Two" (i.e., Cini and Bilic, 1999; Connick, 1999; Schifter, 2004) established online teaching is a cultural change for academics. This cultural change relates to the concepts of "control" and "autonomy" that emerged in this research in the form of positive or negative statements, feelings and action tendencies, which included participant's affective and cognitive statements that indicated they want to be autonomous, independent, and "in control" of their online teaching. An example of a cognitive statement related to autonomy, "My course is my castle" and an affective statement, "I was a little prickly, at first when the distance technician kind of showed up in my office and started telling me this, that, and the other, and then I was even more sensitive when she showed up and started going through the [online course] evaluations with me..."

Erickson's (1968) eight-stage life span theory of identity development proposed that each stage of identity development involves a central conflict. One of the conflicts Erickson delineated was the conflict of autonomy versus shame and doubt, which according to Erickson occurs during the early years when children successfully begin to do things for self; a positive outcome which establishes some autonomy from others, but if one does not succeed in developing autonomy, then the possibility of shame for not being independent can cause the individual to doubt his or her abilities. Perhaps the autonomy versus shame and doubt conflict also emerges when adults are experiencing paradigm shifts such as the cultural shift from classroom to online teaching which encompasses learning to use new technological tools and modify or entirely changing existing pedagogical practices.

Participants in this research did express appreciation for institutional policy guidelines that allow for autonomy and independence, noting that institutional respect for their academic freedom enhances their online teaching satisfaction. Freedom and

autonomy are traditional academic values and Graff and Puzon (2000) noted pressures for individual accountability increasingly are requiring institutions to focus on programs of study and educating students, which ultimately results in questions of faculty autonomy versus external pressures. For example, participants in this research noted accreditation standards are driving course and program standards in all three disciplines represented in this research, nursing, business, and education. According to Mortimer and Sathre (2007) accountability pressure, "has changed the focus from *what is taught to what is learned…*" hence, "…faculty become planners in this regard and not merely individuals operating with completed autonomy" (Mortimer and Sathre, 2007, p. 61).

Distance education department policies, implied and stated, such as those that limit faculty members' ability to change course content once a course has been uploaded, or timeframes for uploading their online course content that faculty consider as "overly rigid" were cited by participants as barriers that inhibit their online teaching satisfaction. The data analysis presented in "Chapter Four" also indicates faculty members can feel threatened, which inhibits their satisfaction with online teaching when they feel they have no input or control in policy-making decisions for example, in developing the rubrics used to evaluate their online courses; when policies restrict instructors from using synchronous communication; when distance education department policies or staff "lock out" online instructors from course management system features or prohibit faculty members from modifying course materials once they have been uploaded; when faculty members feel that their input related to the time and location of the training for professional development is not solicited; when institutional policies related to online faculty member's job responsibilities are made without their input for example, when institutional policy makers at Smithville University decided to charge online students additional distance education fees without consulting faculty. Two of the three Smithville

faculty participants mentioned that they believe these fees are "unfair" to online students. "Chapter Four" provided evidence that perceptions of injustice or feelings of being "left out," i.e., having no input and control related to online learning policy-making decisions inhibits higher education faculty members online teaching satisfaction, conversely being included in policy making decisions related to their online work, increases online teaching satisfaction. As noted in "Chapter Two", Sloan-C's (Moore, 2005) faculty satisfaction effective practices for online instructors include identifying the locus of control when reviewing scholarly activities and giving faculty more freedom of choice on how time and resources are spent. The findings of this research indicate that the state universities in this research need to work with online faculty and support staff to further define and develop appropriate distance education policies so that online faculty feel appreciated, supported, and satisfied with their online teaching work. Examples of Sloan-C effective practices in using technology to organize and enhance faculty activities included technology use that enables timely distribution, integration, and feedback to decrease faculty workload, which will be discussed in the next section of this report

Workload and Course load Policies

"Teaching, research, service: In the traditional triumvirate of faculty workloads, service is almost always defined as a noninstructional activity external to the institution, and it is almost never associated with the Internet" (Cohn & Hibbitts, 2005). The National Education Association (NEA) conducted “A Survey of Traditional and Distance Education Higher Education Members” (2000). The survey report indicated that 63% of the survey respondents claimed distance education courses are part of their regular course load and 84% of the respondents said that they did not receive workload reduction or course load reduction for distance education efforts (NEA, 2000). McKenzie, Mims, Bennett, and Waugh (2000) stated that their research indicated, "…the vast majority of

the faculty, 76%, felt they spent more time preparing and delivering WebCT™ courses compared to traditional face-to-face courses" (p. 5). Anecdotal reports in the DE research literature indicates that many higher education faculty members believe or feel that teaching an online course is more time consuming for faculty than teaching a comparable on-campus course (Almeda & Rose, 2000; Lick, 2002; Liu, Kim, Bonk & Magjuka, 2007; May & Short, 2003).

These findings are consistent with the findings of this research where 58% percent (11) of the research participants expressed some concern about, or dissatisfaction with, policies that failed to limit the number of students that enroll in their online courses (course loads) and/or expressed dissatisfaction with online teaching when their online course load combined with the total number of course sections (work load) were perceived to exert excessive time demands. This concern about greater faculty time and effort was true across all levels of tenure status, and more so for faculty who were on the tenure track, but not yet tenured. One participant, on the tenure track but not yet tenured, stated that he was satisfied with online teaching, but noted that having "too many students," would "kill" his online teaching satisfaction.

Next, institutional structures, which are related to institutional polices, but different, because support structure for online learning are often not included, or if they are included these structures are not specified in institutional policies other than in generalized terms. The structures that support online courses at the eight State University campuses varied widely from once campus to the next in the State University system as did the participants' satisfaction with the institutional structures that support their online teaching and their student online learning efforts.

Institutional Structures

Briefly recapping from "Chapter Two," the software used to manage and deliver course content in this report is referred to as a course management system (CMS), and the technical infrastructure, which maintains and supports the hardware and software and ensure instructor training and support services for online course development, teaching, and the connectivity and reliability of the hardware and software systems used manage and deliver online courses is referred to as the information technology (IT) structure. "Chapter Four" provided evidence that institutional structures, which support online teaching and learning such as course management systems (CMS), course tools, and information and instructional technology infrastructures, can serve as either benefits that enhance or as barriers that inhibit higher education faculty member's online teaching satisfaction. These two categories of institutional structures, IT and CMS, working in tandem, reliably, effectively, and efficiently, were perceived by many participants to be a benefit that enhanced their online teaching satisfaction, while inefficiency and unreliability in these two areas served as a barrier that many indicated inhibited their online teaching satisfaction.

Information Technology Structures

The range of tools used to manage online learning content and online communication are extensive (Barron & Lyskawa, 2001) and the issues and implications of using proprietary commercial course management systems (CMS) (Dabbagh, Bannan-Ritland & Silc, 2001) versus "open source" online course tools has been widely discussed and debated (Kahn & Ealy, 2001; Pfaffman, 2007; Siew & Shepard, 2002; Waters, 2007; van Rooij, 2007) and these issues also surfaced in this research. Open source software is "software delivered with its computer program source code" (van Rooij, 2007, p. 433). The advantages of using open source software include,

> With access to source code, developers can modify the software to meet the needs of the institution, save the license fees charged by commercial vendors, and provide the institution with the flexibility to build learning environments that are both pedagogically sound and technically efficient (van Rooij, 2007 p. 433).

The course management systems (CMS) software, also referred to as learning management systems (LMS) software, utilized by the participants to manage and deliver their online course content mainly were two proprietary course management software tools, WebCT™ and Blackboard,™ which were used by the state universities and SEC respectively. A merger of Blackboard™ and WebCT™ occurred in 2006. However, in the fall of 2006, when data was collected, these two CMS systems, which participants were utilizing for online course management and delivery for their home university campus and the SEC were distinct and different, including user interfaces and features. Many participants indicated that having to use two different course management systems frustrated them and many also indicated that the extra time and effort needed to deal with learning the two different course management systems, duplicating or repurposing identical materials for uploading to the two different systems, and updating course materials on the two different systems, was not only frustrating but also a waste of their valuable time and talents.

Six participants (32%) indicated feelings and thoughts that indicated that a high degree of professional and personal online teaching satisfaction came from the innovation of their Distance Education Departments and/or the individual faculty members experimenting with new software tools other than the primary proprietary CMS used by their university campus and the SEC. Five participants (26%) expressed dissatisfaction with features of one or both course management systems, or expressed that their pedagogical or instructional goals called for software tools that were not provided by the SEC or their home university campus.

The gap between reality and what faculty perceive would be ideal software tools for their online courses indicates that institutions need to garner input from their online faculty members about the tools that will best meet their pedagogical and course goals. The research data presented in "Chapter Four" also indicates that institutional structures that do no meet faculty expectations inhibit faculty satisfaction with online teaching and may impact possibly faculty retention. For example, one female participant indicated that she was very frustrated with proprietary tools and the limits imposed by university firewalls that blocked her use of software. She complained about the IT structure that forced her to do much of her "work from home" and confided in the researcher that she had contemplated quitting her job with Vale University and looking for academic employment elsewhere due to the lack of technical sophistication at that campus and lack of attention to the concerns of their online instructors.

A second aspect of Sharfman and Dean's measure "complexity" is consistent with the "technical intricacy" that online education introduces to the higher education marketplace, the need for "more sophisticated knowledge" (1991, p. 686). They postulated that greater technical intricacy requires a "greater the degree of sophisticated knowledge for participation in the industry" (Sharfman & Dean, 1991, p. 686). This research is consistent with Sharfman and Dean (1991) and indicates that technologically sophisticated faculty members expect to have access highly sophisticated technology and course tools. The findings of this research are also consistent with a case study of 14 online courses (Almeda and Rose, 2000), which found that the "Reliability of technology, both server robustness and selection of software" and "support of instructors, both technical and administrative" were two critical factors for the success of online programs which is consistent with the findings of Sharfman and Dean (1991). The finding of this research indicate that institutional IT structures that support online course development,

as well as the software and hardware that online students and faculty need, by providing robust and reliable information technology infrastructures coupled with sophisticated technology tools, are perceived by faculty to be a benefit that enhances their satisfaction with online teaching and their students' satisfaction with online learning.

Three participants that teach online courses for the SEC Master of Education Teaching with Technology (MEET) program told the researcher that the proprietary CMS systems, which one participant referred to as "BlackCT," currently being used by the state universities and SEC need to be replaced with "open source" tools. According to Carey and Gleason (2006)

> The global software industry is in the midst of a major evolutionary shift—one based on open computing—and this trend, like many transformative trends in technology, is being led by the instructional technology (IT) staffs and academic computing faculty of the higher education industry. The elements of this open computing approach are open source, open standards, open architecture, and open communities.

"For colleges and universities to stay competitive, offer exceptional learning experiences, attract professors and students, promote research, and compete globally, they should consider adopting an open approach in designing or obtaining both business and learning application software" (Carey & Gleason, 2006) Carey and Gleason conclude their review of the "open movement" trend in higher education with the following statement,

> An open computing approach will generate practical innovation in the business and learning areas of higher education institutions along with the cost savings that colleges and universities are desperately seeking. Colleges and universities that aspire to be regarded as one of the best places to work or be educated must look beyond today's applications and operating models; these higher education institutions must be committed to the continuous evaluation and adoption of new technology innovations and to the pursuit of opportunities for collaboration in what has been historically a very collaborative environment. Developing a long-term strategy for administrative and learning applications is one of the most

important financial decisions campus executives can make, as it will have a significant impact on all members of the community for decades to come.

Sophisticated IT structures and "open source" and proprietary software tools and systems used to design, deliver, and manage online course content and materials also require timely, effective and efficient technical support, which will be discussed next.

Technical Support

Almeda & Rose (2000) found that the reliability of technology and strong technical support structures enhance instructor satisfaction with online teaching. Eighteen of the 19 participants (95%) in this research voiced their satisfaction with the 24 hours a day 7 day a week (24/7) technical support that SEC provides for online faculty and their students. The one participant, that did not mention anything about SEC's 24/7 technical support, did tell the researcher that when she had any technical problems SEC and/or the staff at her university campus had solved them quickly.

Many of the participant's indicated dissatisfaction with their home university campus' technical support structures, which for all eight university campuses represented in this research includes online course support staff that are available five days a week from 9:00 am to 5:00 pm. While all university campuses represented in this research provide "help desk" services outside of regular business hours, the online faculty members indicated that the after hours help desk staff members were generally not familiar with their university campus' course management system and often could not help them or their students when it came to solving online course technical problems.

Another issue that emerged in this research related to technical support include high staff turnover, which inhibits faculty satisfaction in relation to being forced to work with successive generations of technical support staff solving the same problems that they had worked with previous technical staff members to overcome. For example, students

were not able to upload online assignments due to CMS settings adjusted by new technical staff, when the old staff member left, this feature had been working without problems. Several participants noted that a sense of divisiveness between university campus staff, which support their WebCT™ courses and SEC staff that support their Blackboard™ courses, left them feeling caught in the middle and unsupported at their home university campus in what one participant called "turf dome" battles. She noted these battles had inhibited her satisfaction with online teaching. Another participant expressed a desire for SEC to consider providing a least one staff member who could explore new course tools and provide expert training and/or support services for faculty innovators who are currently having to learn to use and support new course tools on their own. McCord (2007) explained that training and support structures for faculty involved in online teaching, "need to be designed carefully to ensure that they comprehensively meet faculty needs."

Research evidence presented in "Chapter Four" indicates that institutional technical services and other online course support structures optimally should serve to enhance online faculty members' satisfaction with online teaching, and if the services and support are not perceived by faculty to be supportive, this can be a barrier to their satisfaction with online teaching.

Practices are institutionalized ways of acting, responding, and providing services that are embedded within the information technology and technical support structures that were discussed in this section of the report. Zeller conducted a telephone interview with Alan Bates, Executive Director of Research and Strategic Planning, Open Learning Agency, British Columbia Canada, and Bates encouraged institutions to ensure their practices as well as policies are supportive of teaching with technology, "…educators rather than technologists should be in the driver's seat so that "learners are not run over

by the technology" (1995, p. 143). Practices are often implied rather than stated policies. The researcher will discuss the participant's perspectives in respect to institutional practices and the impact of these practices on their satisfaction with online teaching, in next section of this report.

Institutional Practices

"Chapter Four" provided evidence that institutional practices, embedded within the institutional structures, in respect to online teaching, which included training, professional assistance for using online technologies, professional development that included information about relevant and timely online learning topics such as pedagogical roles and best practices for online instruction, were perceived by many participants as benefits that enhanced their online teaching satisfaction, while the absence or unsatisfactory institutional practices in these areas was a barrier that inhibited some faculty members' online teaching satisfaction.

Zhu and Wright (2006) analyzed instructional technology skills and found that "lack of clear standards for IT [instructional technology] skills and knowledge impedes the effective recruitment of IT specialists for faculty development in higher education institutions" (p. 119). The researcher found that three key institutional practices may enhance online teaching satisfaction these included, 1) course design support and assistance, 2) instructional design support services, and 3) relevant, timely, and convenient professional development, which the researcher will discuss next.

Professional Development

Faculty members in this research described online teaching as a new territory and expressed that they needed and wanted support and training to help them develop and conduct effective online courses consistent with the findings of Sloan-C. Moore (2005) claimed that, "faculty preparation for teaching online measurably improves learning

effectiveness and satisfaction" (p. 71). The majority of participants in this research talked about the professional development and training opportunities provided by SEC and their home universities and indicated that they were highly satisfied with the training they had received. All participants indicated that high quality, relevant and timely professional development was a benefit that enhances their satisfaction with online teaching, and many told the researcher that professional development helps them to develop skills and practices that maximize their efforts to foster student achievement in the online learning environment.

Vandanovich an Piotrowski (2005) found that 58% of faculty involved in their research had very little or no training for technology based instruction utilizing the Internet, which is not consistent with the finding of this research, where 12 of the 19 participants (63%) indicated that they had attended 100% of the "comprehensive" training sessions for online instructors provided by their school, college, university campus, or institution. Eight participants (42%) also indicated that they had participated in "extra" professional development for online faculty either at discipline area conferences and/or through another institution such as the University of Wisconsin's Distance Education Certification program.

McCord explained that the busy lives of university faculty can complicate the lives of their service providers, "For example, the requirements of teaching, research and service often result in faculty decisions to minimize their participation in technology training" (2007), which is consistent with the findings of this research that indicate when faculty perceive that the professional development is not adequate, the training sessions are not efficient, or not conveniently located, then their satisfaction with online teaching may be inhibited. For example, several participants told the researcher that they wished that the SEC and their home university campus would be more progressive by providing

online rather than face-to-face professional development sessions. The majority of participants that had not attended 100% of the training for online instructors indicated it was not from lack of desire, but rather due to scheduling conflicts, consistent with the finding of McCord (2007), "faculty work schedules are sometimes unpredictable, and may conflict with the fixed schedule of service providers…[and] some faculty members may be physically isolated or unaware of campus or departmental services" (p. 4).

The findings of previous research (McCord 2007; Mulkey, Dougan & Steelman, 2005) and this research indicate that institutional support staff members need to conduct research to determine faculty needs in order to provide what faculty perceive as efficient, effective, timely, and conveniently located professional development. Kopyc (2007) noted, "just training people how to use the technology is not enough; rather, support staff should also work to educate academics about the available technologies and their possibilities" (p. 2). Next, the researcher will discuss the participant's perceptions related to institutional practices that encompass the course and instructional design support services provided to them by the state universities and the SEC.

Course & Instructional Design Support

Course and instructional design support, for participants in this research, included assistance they received in online course design and development as well as ongoing technical support for items such uploading their course materials. The majority of participants verbalized their satisfaction with the support they received to upload or make changes to their online course materials and many indicated that staff members who are sensitive and responsive to their needs and wants increase their satisfaction with online teaching. However, earlier in the section of this chapter where the researcher discussed control and autonomy issues, she noted that implied and stated policies, such as those that limit faculty members' ability to change course content once a course has been uploaded,

or timeframes for uploading their online course content, which faculty consider to be "overly rigid" can be barriers that inhibit faculty's online teaching satisfaction.

Instructional designers provide advice, training, and services to assist faculty members in analyzing instruction, designing, developing, and arranging online course content and media for effective learning and measurable student learning outcomes at most of the state universities in this research and at the SEC. Several participants in this research indicated that "more manpower" and better-trained support staff were needed to help move courses online at their home university campus. The majority of participants praised SEC's course and instructional design services and staff and indicated that the SEC staff ratio was adequate and their staff "excellent."

Most of the participants receive course and instructional design services from a centralized Distance Education Department that serves all academic disciplines. One participant indicated that course support staff members, in the Distance Education Department that served his university campus, had allowed the availability of technological innovations "bedazzle" them. He noted that he felt that the staff had tried to push technological innovations on him, rather than focusing on what he wanted and was trying to accomplish.

The College of Business Education at Midtown University has it own course and instructional design department with a production studio that includes audio and video services. Each online faculty member is assigned a developer and an assistant in this department. The Midtown participant, Thomas Moore, indicated that having access to adequate support "in-house" had enhanced his satisfaction with online teaching consistent with the findings reported by Lorenzo & Moore (2002) and Grandzol & Grandzol (2006) who asserted, "It is essential that these issues are considered when designing courses, "

> The process of developing online programs cannot be accomplished without reference to the accrediting bodies…for example; the 2003 AACSB International accreditation standards denote that master's level courses should develop such abilities as applying knowledge in new and unfamiliar circumstances. These higher order abilities cannot be accomplished in an introductory course. Therefore, courses developed at the master's level should be design-team driven, not individual faculty-driven, should allow for easy content change, promote high levels of interaction, and the learning pace should be primarily set by the professor.

When course design and instructional design services are adequate and meet the needs of the online faculty this was perceived by faculty as a benefit that enhances their online teaching satisfaction. When course and instructional design staff and services do not exist, or are not adequate to meet the needs and demands of online faculty, the faculty members' satisfaction with online learning may be inhibited. Staff members serve the institutional community, which will be described and discussed in next section of this report.

Institutional Community

Moore (2005) declared "one of the great benefits for faculty who teach online is the opportunity to connect with new communities (p.70). This statement is consistent with research findings presented in "Chapter Four" that support the contention that interactions and relationships within the institutional community, including those with peers, administrators, and students, which are collegial and collaborative, are perceived by online higher education faculty to be personal and/or professional benefits that enhance their online teaching satisfaction.

Relationships that are not collegial and cooperative may be perceived by faculty to be barriers that inhibit their online teaching satisfaction. Items measuring collegial relationships were not available in the NSOPF database that Hagedorn (2000) used to

validate her research but relationships were discussed by participants in this research who indicated that collegiality enhances their satisfaction with online teaching.

Faculty/Peer Relationships

Interacting with other faculty members about their online courses enhances the job satisfaction of online faculty and creates a sense of community that is connected with feelings of fellowship, belonging, ownership, or sharing. Some online faculty participants indicated that they are appreciated for their technical expertise and explained to the researcher often other faculty members seek their assistance and advice. The faculty, who were sought out as experts, noted that being a mentor to their peers or administrators engendered a sense of fellowship, ownership, and belonging. Feeling valued and appreciated by peers, in respect to online teaching efforts, enhances online teaching satisfaction and so institutions need to foster and support these relationships by utilizing team building sessions, collaborative cross-discipline work groups, and funding for workshops (Moore, 2005).

Conversely, if online faculty members have limited interactions with other faculty members or if they feel like the work they do online is not understood, acknowledged or respected by their peers, then the online faculty members tend to feel isolated and unappreciated, which participants in this research indicated inhibits online teaching satisfaction. These finding are consistent with Lorenzo & Moore (2002) who quoted Melody Thompson Sloan-C Faculty Satisfaction Effective Practices Editor and Director of Quality and Planning for Penn State World Campus who explained that some institutions do need to expend more effort and resources developing trust between those who teach online and those who don't, "Some report that even the strong supporters of online teaching and learning 'feel like they are looked down upon by the colleagues (within the same departments) who have not yet adopted online learning'"(p. 5). The SEC

is doing a good job of providing opportunities for cross-discipline and cross-institutional peer interactions, the state university policy makers would be wise to enact policies supported by funding which emulates the SEC professional development model.

Faculty/Administrative Relationships

The majority of participants indicated that their online teaching roles had impacted their relationships with administrators positively, and these positive interactions and relationships with institutional administrators were perceived to be benefits directly related to their innovative online teaching roles/ Many participants indicated that fellowship, sharing, participation, and ownership within the university campus and SEC institutional community and interactions with SEC and institutional administrators were positive and noted that this served to enhance their online teaching satisfaction.

Three participants indicated that they did not feel that the roles and responsibilities of online teaching had affected their relationships with institutional administrators. Another participant indicated that her relationships with university campus administrators were not satisfying due to a lack of administrative consistency in providing support services for online faculty and students. This participant also noted that a lack of support and fellowship with university campus administrators was a barrier inhibited her online teaching satisfaction.

The interactions and relationships between and among the faculty and staff members in institutional community and their interactions with the institutional clientele reciprocally influences and are influenced by the institutional climate and culture which is reflected in the institutional policies, structures, and practices discussed at the beginning this section. Faculty interactions with the institutional clientele, in this research graduate students participating in online courses and programs, will be discussed in the next section of this report.

Institutional Clientele

Institutional clientele in this report refers only to the online students that are the institutional clients of the faculty participants in this research, but the researcher acknowledges that the clientele of higher education extends beyond the students and the literal or figurative halls of learning to the future employers and ultimately the global community where the online students will live, work, and interact with others.

Consistent with the Sloan Consortium's recommendations for building community among learners (Moore 2005) higher education faculty members, the participants in this research, indicated when their online students exhibit a positive attitude towards online learning, online faculty members, their subject matter, and work cooperatively and collaboratively with other students, these positive attitudes and attributes of "high quality" students enhance their online teaching satisfaction. Satisfaction with online teaching also enhances faculty's desire to provide timely responses and individualized services to their online students.

Conversely, negative student attitudes and attributes in any of these areas can be barriers that inhibit online teaching satisfaction consistent with Lorenzo & Moore (2002) who cite Joeann Humbert, Sloan Consortium Student Satisfaction Effective Practices Editor and Director of Online Learning at Rochester Institute of Technology, "online learners, like customers, are satisfied when they receive responsive, timely, and personalized services and support, along with high quality learning outcomes" (p.4).

As noted earlier, the work context in this research encompasses both the "Institutional Environment" and separate, but intricately tied to the institutional environment is the "Online Learning Environment" (OLE). Next, the researcher will discuss the unique and distinguishing characteristics of the OLE, which interacts reciprocally with the elements of the IE that were discussed in this section of the report.

THE ONLINE LEARNING ENVIRONMENT (OLE)

Evidence presented in "Chapter Four" indicates that four elements in the Online Learning Environment (OLE) enhance or inhibit participants' online teaching satisfaction these include, faculty and student outcomes, OLE convenience and flexibility for faculty and students, OLE interactions, and OLE access to/by students. Access in respect to the findings of this research will be discussed next.

OLE's and Access

Access is defined in this research as the freedom to get at or make use of the online learning environment (OLE) to achieve personal and/or professional learning goals. The definition and discussion of the construct *access* in relation to online learning presented in "Chapter Two." Access as it emerged and was defined in this research is related three stakeholders, institutions' access to students, faculty access to work and students, and students' access to educational opportunities. The researcher recognizes that the definition of access she choose for this research is simplistic in the sense that access is steeped in complexity related to the sociological (Conole & Oliver, 2007; Gorski, 2005, 2007; Resta, 2007), pedagogical (Jones and Issroff, 2007; Resta, 2007) and organizational (Conole & Oliver, 2007) issues that were discussed in "Chapter Two."

A key benefit that is directly linked to the inherent characteristics of the online learning environment, which many faculty participants in this research indicated enhances their online teaching satisfaction is increased access of their institutions and programs to students. The availability of information technology, support staff, and user-friendly software is allowing them to reach and serve more students, many noted the greater diversity of their online students compared to their on-campus students which is consistent with the perceptions of faculty members surveyed by Brunner (2007) where

40% cited the need to reach more students as a primary reason for implementing online distance education.

A second, related but different, benefit of OLE's is their availability increases students' access to graduate education opportunities that were not before possible. The online faculty participants in this research indicated that providing opportunities to "non-traditional students" or students who would otherwise not be able to pursue graduate degrees, due to work and family responsibilities, enhanced their satisfaction with online teaching. The next section of the report will discuss the findings related to access in this research and the findings of previous research.

Faculty participants in this research equated access with increased enrollment and expansion of existing, or creation of new programs at their institution as well as increasing educational options and opportunities for their students. Educational Institutions become defunct when they fail to attract students so a significant benefit of OLE's is their ability to increased access to students and by students. Schiffman, Vignare, and Geith (2007) found that two of the key reasons why higher education institutions pursue online education are, "to get new students" and "increase student diversity" (2007). The evidence presented in "Chapter Four" indicates that faculty participants in this research believe that increased access to students benefits the institution, its programs, and ultimately the online faculty who teach the online courses and their students, who might otherwise not have access to higher education due to work or family responsibilities. The findings of this research confirms Wolcott's (1999) finding that one of the top motivational factors for faculty participation in distance education efforts was being able to reach students who could not come to the campus for traditional classroom instruction.

Increased access to students and for students, are similar but distinct benefits, which the findings of this research indicate serve to enhance faculty members' satisfaction with online teaching. Sloan-C Faculty Satisfaction Effective Practices editor Melody Thompson (2006) posted the following commentary on Sloan-C Faculty Satisfaction Wiki, "some elements of faculty satisfaction result from characteristics of the online teaching and learning experience." Thompson noted that a source of faculty satisfaction is "increased access to/by students. Many faculty members report that increasing students' access to higher education is one source of satisfaction. Increasing their program's or institution's access to students is a related but different cause for satisfaction" (Thompson, 2006). Evidence presented in Chapter 4 indicates that increasing faculty members' access or their program's access to students is a source of higher education faculty members' online teaching satisfaction.

Educational Institutions become defunct when they fail to attract students, hence a significant benefit of teaching online is the increased access to students, which benefits the institution, its programs, and ultimately the online faculty who teach the online courses, and their students, who might otherwise not have access to higher education. Increased access to students and for students, are similar but distinct benefits, which may serve to enhance faculty members' online teaching satisfaction.

OLE Convenience/Flexibility

The findings of this research indicated that OLE's offer convenience and flexibility for both faculty members and their students, which is an important source of online teaching satisfaction for the higher education faculty participants. A personal and professional benefit of OLE's for faculty members is being able to teach, and for their students to learn, at times and locations that allow both faculty and students to meet their professional as well as personal goals and obligations. Khan extolled the virtue of Web-

based learning environments that are "open, flexible, and distributed" (2001, p. 75) noting, "the design and format of open, flexible, and distributed learning on the Web can be fundamentally different from traditional classroom instruction" [which is] "…space-bound" and "inflexible" (p. 76). The fact that online enrollments have increased dramatically is a clear indicator that students' demand's for convenient and flexible educational opportunities are increasing. Sloan-C (2006) reported "this year marks both the largest absolute increase in the number of online students and the largest percentage increase. The overall size of the higher education student population is estimated to be 17 million with online students now representing close to 17% of all higher education students" (p. 5). While there is a demand for convenience and flexibility there are concerns. Can appropriate human interactions between instructors and students occur outside the traditional walls and halls of academia (Twigg, 2001)? There are also faculty concerns about the additional workload that communication, interactivity and online student feedback entails (Thompson, 2004; Young, 2002).

OLE Interactions

Evidence presented in "Chapter Four" indicates that the quality of interactions in the online environment impact faculty satisfaction with online teaching (i.e., faculty to student and student to faculty interactions as well as interactions between and among students). "Just as in a traditional setting, interaction with classmates, instructors and content makes for effective online learning. Interaction is the key" (Lorenzo & Moore, 2002, p. 4).

Many participants in this research reported "better one-to-one relationships" and more interaction with their online students than with their on-campus counterparts, which is consistent with the findings of Bollinger and Martindale (2004) who reported that the amount of interactivity in the online environment is one the most important factors in

online student satisfaction. Significant factors in determining student retention include the quantity of interactions with the instructor, and timeliness of instructor feedback (Dahl, 2004).

Higher education faculty participants told the researcher one benefit of online communications relates to the asynchronous nature of online learning because open time frames for responding allow every student can be "heard." Faculty participant's indicated that greater interaction with other students and learning materials occur when they clearly state online course policies that "require" students to respond to every discussion topic. Participants said this is a benefit of learning in OLEs that is not plausible in their on-campus classrooms, which are time-bound being offered only at specific times and days. Faculty participant Kim Hogan, nursing instructor, reported that online course communications are "more powerful, because we can be more thoughtful. I can think more carefully what I am going to say. They can be more disclosing, because sometimes we write things that we wouldn't say."

The majority of participants (85%) in this research noted they do not use synchronous communications and many reported that this is because the SEC training and staff discourages instructors from including synchronous communications in online courses. Participant's reported that they were told that requiring synchronous communications in their online courses defeats the anytime, anyplace, advantage of online learning. However, three participants reported that they are using synchronous communications with their online SEC students and two reported that they utilize Java-based solutions so that their students can see that they are online and available during "real-time" online office hours. One participant in this research indicated that she wished that the SEC and her home university campus would make the technology available to her that would allow her students to know that she was online so that she could hold

virtual office hours. The researcher informed her that just such a Java-based "tool" was being used by other SEC staff members and provided her with contact information after receiving permission from the two faculty members who developed the Java-based tool.

Bajjaly (2007) reported a graduate-level library and information science management course that was being delivered via traditional televised distance education was redesigned for online delivery primarily because of the "prohibitive cost of satellite time" (p.2). He noted that CMS online discussion forums and groups features were available to him as course instructor, which do not require instructor and students to have time and location specific interactions. Bajjaly reported, "students in this course are given that option [asynchronous], but overwhelming prefer the real-time option" (2007, p. 3). Bajjaly manages to hold "real time" online discussions by using an online personal information form to obtain student contact information and students' "top five" preferences for "real time" meetings. Based on the information obtained, Bajjaly assigns students to synchronous group meeting times based on their preferences (2007, p. 4). Bajjaly's research report indicated that student satisfaction with online discussions and timely individual feedback "has been quite high" (2007, p. 4).

All 19 participants in this research expressed satisfaction with online communications and five participants (26%) indicated high quality interactions among students in OLE enhanced their online teaching satisfaction, Four participants (21%) addressed the importance of teaching students how to interact in online discussions, noting that collaboration and coming to agreement is a little harder to achieve in an online environment. The findings of this research and cited research indicate that the quality of online interactions, faculty to student and student to student, can be equal to or better than classroom interactions. However, interaction must be planned and required by the course instructor. This finding indicates that institutions should investigate student

and faculty communication preferences and provide "real-time" solutions when these are appropriate and will used for pedagogically sound reasons to help students to achieve course goals and/or make online teaching and learning more satisfying. "With a little creativity and a modest amount of effort, communications among and between [online] students and faculty can be greatly enhanced" (Bajjaly, 2007, p. 5).

OLE Outcomes

The majority of higher education faculty participants indicated that their online students are learning more and/or performing better than their on-campus counterparts, and their reasoning was related to two categories, OLE course characteristics and online student characteristics. They indicated that their online students perform better or learn more than their on-campus counterparts due to the six following OLE course characteristics, 1) online courses are designed better than comparable on-campus courses, 2) online courses are better structured, 3) online courses provide more individualized instruction, 4) there is a greater chance for participation in online courses because each student can be required to respond to every question, 5) online students have more or better access to their instructor, 6) online courses allow students to choose the time and location that is best for their learning.

Participants indicated that online students perform better than their on-campus counterparts detailing the following 11 characteristics of their online students, 1) online students are more active, 2) flexible, 3) independent, 4) organized, 5) tech savvy, 6) more serious than their on-campus counterparts, 7) online students take more risks, 8) work harder, 9) read more, 10) pay more for courses, 11) and some online students are under more pressure to perform because their course fees are paid for by their employer.

These findings are consistent with the findings of the Sloan Consortium according to Lorenzo & Moore (2002) who noted that "a through review of research conducted by

Learning Effectiveness Effective Practices Editor Karen Swan, Associate Professor of Instructional Technology at the University of Albany, overwhelming supports the view that online learning can be just as good and - in some cases - better than face-to-face, traditional learning" (p.4).

Recapping, faculty innovation was defined in "Chapter Four" as the action or process of creating new approaches and ideas, which included for the participants ideas and approaches to their research, teaching, and their own learning, as by-products or outcomes of utilizing OLE's to promote student learning. Participants indicated that innovation and intellectual stimulation are two outcomes or benefits of fostering student learning in the OLE that enhance their satisfaction with online teaching. Evidence presented in "Chapter Four" indicated that the characteristics of OLE's supported faculty participants ability to be innovative in their pedagogical approaches including course materials, lesson structure, more individualized learning, and more one-on-one interactions, which allow them to know their online students better than the on-campus students they only see once a week. The OLE is a new avenue for research, a benefit inherent in the OLE, which participants mentioned as a factor that enhances their online teaching satisfaction.

Twigg (2001) provided evidence that institutions can support innovation and quality by changing their thinking and polices related to faculty practice in the online environment by fostering collaboration among faculty, providing instructional design and graphic design experts, resources, assistance, and Web-based tools for ongoing research and evaluation of online courses and programs. As was noted earlier, elements that enhance or inhibit faculty satisfaction with online teaching in the work context (e.g., institutional, climate/culture, polices, structures, etc.) and faculty innovation and intellectual stimulation that was discussed in this section, are elements of the work

context that may reciprocally interact with the individual context discussed earlier in this chapter.

IMPLICATIONS

The purpose of this research was to illuminate the specific context selected for this research, the State Electronic Campus and it's graduate-level faculty to provide a working conceptual framework for the investigation of others, not to formulate generalizations. The researcher provided thick description of the thoughts and feelings expressed by 19 higher education faculty members from three disciplines, teaching online courses for 10 different master's level graduate programs in order to provide useful insights in respect to the higher community and the unique phenomenological focus of this study, faculty members' satisfaction with their online teaching work. The thick description of the phenomena in this report was provided to help facilitate the reader's decisions about the transferability of the findings of this research to their own or other settings, decisions that remain the responsibility of the reader.

RECOMMENDATIONS FOR FUTURE RESEARCH

The conceptual model of this research suggests that elements in the work context (e.g., policies, structures, practices) may reciprocally interact with elements in the individual context (e.g., personality, life circumstances, and individual demographics). Future research could explore how these contexts interact and their impact on faculty members' work-related beliefs, attitudes toward or perceptions of work, motivation, and retention. Future research could also explore components of the conceptual model seeking to understand how these components interact and impact faculty members work relationships, job performance, work satisfaction, and if faculty satisfaction with work impacts student achievement, retention, motivation, beliefs or attitudes.

Porter (1996) reviewed and reflected on 40 years of organizational studies and said, "Some will argue that while organization studies may be a multidisciplinary field, it definitely is not an integrated interdisciplinary one" (p. 263). Like Porter, the researcher believes that the integration of organizational studies into "one" field would introduce "dangers of too much convergence" (Porter, 1996, p. 263). However, evidence abounds that online learning is continuing to exponentially expand in both the global academic environment and business world. To grasp the harness and take control of the power and potential of online learning, academic and business leaders could seek out organizational studies partners for collaborative e-learning research projects.

Appendices

APPENDIX A: ONLINE FACULTY BACKGROUND QUESTIONNAIRE

Higher Education Faculty
Satisfaction with Online Teaching

The purpose of this research is to learn more about online faculty members and what enhances or inhibits their satisfaction with online teaching. The new modes of producing and delivering instruction often result in added dimensions of faculty work, which challenge the existing institutional systems for acknowledging and rewarding faculty for their teaching, research, and service. Results of this research could help institutions to attract, assist, and retain faculty members for their online distance education programs and may make teaching online a better experience for current and future online faculty. What you share in this research will be kept confidential. During data collection and in the final report your identity will be kept confidential by replacing your name with a pseudonym. You might be identified in the report as "Jane, (pseudonym) a tenured science faculty member, said" or "Fernando, (pseudonym) an adjunct faculty member, said" but not in a way that would reveal your identity. Please feel free to respond with what you really think and feel, as this will be most helpful in trying to find out how to improve working conditions in the future for online faculty members.

There are three ways to respond to questions in this background questionnaire:

1. Text entry boxes where you will type in the requested information or your answer to a question.
2. Drop down menus where you will select the one answer choice that best answers the question for you.
3. Radio buttons where you will click on the button to select the choice(s) that best answers the question for you.

You can begin working on the questionnaire, exit and then come back and finish at a later time. Please complete this questionnaire as soon as possible. The questionnaire will close September 30, 2006. If you need assistance or have questions about this questionnaire please contact the primary investigator at the phone number or e-mail address below.

Instructor Background Information

1.Name: First [text entry box] MI [text entry box] Last [text entry box]
2. Address [text entry box]
3. City [text entry box]
4. State [text entry box]
5. Zip code [text entry box]
6. Telephone: Area code, Office phone number. Optional mobile or home phone number where the researcher has permission to contact you? [Text entry boxes]
7. E-mail address
8. Primary work location (campus where you work) [text entry box]

9. Please specify the name of the degree program you are teaching online courses for. [Text entry box]
10. Your tenure status? Tenured, on tenure track but not tenured, not on tenure track
11. How many years of college or university teaching experience do you have? [Text entry box]
12. How many years have you been teaching online? [Text entry box]
13. How many online courses did you teach prior to teaching online for your current college/university? [Text entry box]
14. Number of different online courses that you have taught at the institution where you are now working? [Text entry box]
15. Have you won any awards for your online or face-to-face teaching? Yes/No
[If yes, branch to 15b.]
15b. Please give the name of each teaching award. [Text entry box]
16. What is your gender? Female/Male
17. What year were you born? [Text entry box]
18. Which race or ethnicity best describes your heritage?
(African-American, Caucasian, Hispanic, Native American, Asian, Other)
[If other, branch to 18b.]
18b. Please enter the name of the race or ethnicity best describes your heritage [Text entry box]
19. What is your native or first language? [Text entry box]
20. Did you attend 100% of the training for online instructors provided by your school, college, university or institution? Yes/No
20. Please estimate the percentage of training for online instructors, offered by your school, college, university or institution, that you attended.
[Based on answer, online form branches to matching percentage in 20b.]
(0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%)
20b. What year did you attend (0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%) of the training for online instructors?
21. Have you participated in other distance education/online instructor training? Yes/No
[If yes, branch to 21b.]
21b. Please give the name of the other training for distance education/online instruction that you attended and the name of the school, college, university, institution or business that provided the training.

Computer Usage

Select how much experience you have had with each of the following types of computer operating systems.
Response choices questions 22-25 None, A Little, Moderate Amount, Very Experienced, Expert
22. Windows
23. UNIX
24. Apple Computer
25. Linux

26. Which computer operating system(s) do you use at home (check all that apply).
Windows, Apple, UNIX, Linux, I don't have a home computer
27. Which computer operating system do you use at work (check all that apply).
Windows, Apple, UNIX, Linux
28. How many years have you had a computer at your home?
29. How many years have you had a home Internet connection?

Teaching Philosophy

The following paragraphs describe two different faculty member's online courses, Dr. Smith and Dr. Green. Answer each question below the course descriptions by checking the best answer to the question for you.

Dr. Smith's online course Web site has a copy of the course syllabus and a series of lecture notes that can be downloaded and printed by the students. Students are expected to view a video of each of Dr. Smith's lectures, and read the course textbook. Students take online quizzes as specified in the syllabus and a final examination over the course lectures and readings. Students are allowed to e-mail questions related to the lecture content to Dr. Smith, and the questions are answered within one week.

Dr. Green's online course Web site asks students to solve problems and create projects. The online materials include a map of the course with project submission deadlines and grading criteria, which includes a rubric for each project. Students grade themselves and their peers on collaborative group participation, write reflective papers, and participate in regular online chats and question and answer sessions led by Dr. Green.

Response choices for questions 30-33 Definitely Dr. Smith's, Tend Towards Dr. Smith's, Can't Decide, Tend Towards Dr. Green's, Definitely Dr. Green's

30. Which type of online course are you more comfortable teaching?
31. What type of course do you think most students prefer to take?
32. From which type of course do you think students gain more knowledge?
33. From which type of course do you think students gain more useful skills?

Phase Two Participation

34. I am willing to participate in a 60-minute follow-up telephone or face-to-face interview and give the researcher permission to contact me to set up a time for the interview.
Yes /No

Requesting a Copy of the Research Report

35. I would like a copy of the final research report.

*Questions 22-33 were adapted for this research from the, *Teaching Learning and Computing: 1998, Teacher's Survey: Combined Versions 1-4*, with the permission of author, Henry Jay Becker, Professor of Education, University of California, Irvine.

APPENDIX B: FACULTY INTERVIEW PROTOCOL

Introduction: What you share in this interview will be kept confidential. You may be identified in the study report in a way that will not reveal your individual identity such as, "a college of education tenure-track faculty member said," or "a tenured MBA faculty member said," so please tell me what you really think and feel; this will be the most helpful in trying to find out how to improve things for online faculty members in the future.

- I will be audio recording the interview to try to make sure that we have an accurate record of your views and
- I also will be taking a few notes for the same purpose.
- Do you agree to allow me to audio record of this interview?
- Do you have any questions before we proceed?

[If NO: I will now turn off the audio recorder and I will ask for permission to take notes and continue with the interview protocol. If YES: Thank you, I will turn on the recorder and proceed with the interview].

[Probe each response when appropriate to obtain thoughts and feelings about how each element or construct has impacted participant's satisfaction with online teaching]

Online Course Information

1. Which course or courses have you developed and/or taught online?

Previously offered before development for online? When developed? How was it developed (software, approach, assistance etc? Specific times the course was offered?

2. Why have/are you teaching this (these) course(s) online?

a. Personal choice, dept. or institutional decision?

3. Course name, number and sections for each course?
4. How many times have you offered this course online?
5. Do you also offer this course face-to-face (on campus)?

a. If yes, when (at same time, different semesters, etc.)

b. If yes, how many times have you offered it face-to-face?

6. Asynchronous media/activities used:
7. Synchronous media/activities media used:
8. Do you have any face-to-face meetings with students enrolled in the online course?

a. If yes, how often do you meet during the semester?

b. The purpose of each face-to-face meeting?

c. What if students are in remote locations and can't attend?

9. Number of students completing the last offering of online class?
10. Number of students withdrawing from the last offering of online class?

a. If any students withdrew, probe to get information on the reasons

11. How do you structure the course learning materials and course activities?

a. Examples by topic, chapter, steps in a process, metaphor

12. Do you evaluate the online course?

a. If yes, How? b. If yes, How often (each semester, different semesters, etc.)? c. When (during the semester, at end, different semesters, etc.)? d. How do you use the course evaluation information?

Ideal Online Learning Classroom

13. Describe the ideal online learning classroom.

14. Based on that description how do you feel you are doing on moving toward creating the ideal online learning classroom for your (discipline & course)?

Teaching Online Overall Satisfaction or Dissatisfaction

15. In what ways are you satisfied with online teaching at (institution)?

16. In what ways are you dissatisfied with online teaching at (institution)?

Online Students

17. Are there changes in the composition of students taking your online classes vs. campus-based classes (if applicable)?

Such as those from other countries taking the course, age etc.? If so, how has this affected your feeling of satisfaction in relation to teaching the online course vs. the face-to-face course (if applicable)?

18. Do you think those students in (your) online courses learn more/less or perform better/worse than students in (your) face-to-face courses?

Probe for each response- why?

How has this affected your feeling of satisfaction with teaching the online course vs. the face-to-face courses if applicable)?

Online Interactions

19. How do you feel about interacting with your students online using technological communication tools such as the conferencing system, email, chats, etc.?

How have your experiences have changed over time?

20. How does this compare with communicating face-to-face with students?

How have your experiences have changed over time? How would you rate the level of interactions between students in your online classes vs. those in your face-to-face classes (if applicable) [much higher, higher, same, lower, much lower)?

21. Have you had to change your teaching personality or teaching style to fit the online environment?

a. If yes, in what ways? b. How do you feel about this? c. How have your experiences have changed over time?

Online Course Activities

22. Consider the various assignments or weekly activities that you include in your course.

a. These activities result primarily in what type of work (individual, small group, whole class)?

23. How satisfied are you with the (each response from question 22) activities in your online course?

Time Spent

24. Describe your feelings about the amount of time that you spend teaching this online course (preparation, communicating with students, grading and other ancillary activities, other)? a. Would you say that in total you spent more time than you (do/would have) on a

face-to face class? b. Estimate the number of hours each week (do/would) normally spend if you taught this course face-to-face? c. Estimate the number of hours each week you spend teaching this course online?

Professional Development and Social Interactions

25. In what ways has online teaching impacted your interactions with other faculty members, and interactions about your courses and how has this impacted your satisfaction with online teaching (such as by comparing your course to others on the Web, or exchanging ideas)?

26. Has online teaching affected your own professional development?

a. If so, in what ways and how has this impacted on your feelings of satisfaction as a faculty member at (institution)?

27. Has online teaching affected your relationships with (department) or (institution) administrators?

a. If so, how and how has this impacted on your feelings of satisfaction as a faculty member in (department) and (institution).

Institutional Support Developing the Online Course

28. Describe the assistance that you were offered by (name of institution) to help you develop and teach this online course (funding, resources, advice, technological support, other)?

29. Describe your satisfaction with the following resources that you told me were offered to you (go over each item listed in question #28 probing for satisfaction with each item).

30. What assistance would have made developing this online course a more satisfying experience for you?

Institutional Support Technology

31. Are you satisfied with the reliability or response time or other aspects of the course tools and course management systems you are using for your class?

a. If yes, describe the reliability, response time, or other aspects of the course tools and course management system(s) that contributed to your feelings of satisfaction.

b. If no, describe your dissatisfaction with the reliability, response time, or other aspects of the course tools and course management system(s) and how this impacted the effective and efficient operation of your online course.

32. Are you satisfied with current course platform/software and hardware being used to teach the online course?

a. If yes, please describe the features of the software & hardware that are satisfactory

b. If no, please describe the features of the software & hardware and other features that are unsatisfactory and what you would like to see available

33. Describe your feelings about the technology support for

a. Computer software/courseware used for the online course.

b. Computer hardware and other technology used for your online course.

34. What would have made you more satisfied with the support for?
a. Computer software/courseware used for the online course? b. Computer hardware and other technology used for your online course?

Barriers & Facilitators to Online Teaching

35. What are the barriers to your teaching of online courses at (institution)?
36. What are the facilitators to your teaching online courses at (institution)?

Advice

37. What advice would you give to a faculty member in your department who is thinking of trying to develop and deliver an online course?

Closing the Interview

38. Is there anything you would like to add about what contributes to your satisfaction or dissatisfaction with online teaching?

Thank you for your participation. I will be transcribing this interview and providing you a summary of the interview, for your clarification and/or further input. Would you prefer that I provide your copy? E-mail? Postal mail?

If you have any further thoughts before you receive the summary, please feel free to email me at joawilli@mail.utexas.edu or to contact me via phone

*Remember to send postal thank you card to each participant within 48 hours of interview completion.

Include contact information and suggestion that they call or e-mail if they have any other comments, changes, etc.

Researcher's Interview Notes

[Print for note taking before the interview]
Date:
Time: Begin and Time: End
First Name; Last Name:
Pseudonym:
Institution Name:
Online Program:
Telephone Number:
Alternate Phone Number:
A. Comments about the conduct, tone, progression of the interview etc.
Indicate if participant was comfortable, excited, hostile etc?
B. Any interruptions or anything else happened that changed the pace or effectiveness of the interview?
C. My feelings & perceptions about the person I interviewed and how the interview progressed including tone, personal impressions of participant etc.
D. Does anything else stand out or emerge from the results of this interview?
E. Comments on interview protocol.
F. Problems?
G. What will I change before I use this protocol with next participant?

APPENDIX C: E-MAIL REQUEST FOR VOLUNTEERS

Joanne G. Williams, a doctoral candidate at the University of Texas, Austin, in the Department of Curriculum and Instructional, Instructional Technology Program, needs volunteers for her dissertation research study aimed at developing a conceptual framework for understanding what enhances or inhibits faculty member's satisfaction with online teaching.

Faculty issues have been largely ignored in distance education research until recently. Institutions of higher education are embracing online instruction, however many academic leaders perceive that faculty acceptance of online education to be conservative. The new modes of producing and delivering instruction often result in added dimensions of faculty work, which challenge the existing institutional systems for acknowledging and rewarding faculty for their teaching, research, and service.

Results of this research could help institutions to attract, assist, and retain faculty members for their online distance education programs and may make teaching online a better experience for future online faculty. Joanne is seeking faculty members who are teaching courses for the Master's Level Programs offered through the [SEC]. During data collection and in the final report identity of faculty members will be kept confidential by replacing names with pseudonyms.

Each participant will be asked to complete a short online background questionnaire and to participate in a phone or face-to-face interview, on your campus, which will take approximately one hour. You may optionally allow Joanne to have access to your course and/or course documents such as your syllabus.

You will be given the opportunity to read the final section of the report that relates to your interview and online course(s) to ensure that the information for the final report accurately portrays your perspective. You will also receive a copy of the final report.

If you are willing to participate in this study please send Joanne e-mail at joawilli@mail.utexas.edu.

APPENDIX D: CONSENT FORM

Research Project Title: Higher Education Faculty: Satisfaction with Online Teaching

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current for future relationships with UT Austin or participating sites. To do so simply tell the researcher you wish to stop participation. The researcher will provide a copy of this consent form for you to keep for your records.

The purpose of this study is to conduct exploratory qualitative research to learn more about online faculty members and what enhances or inhibits their satisfaction with online teaching. To meet this purpose, this research will a) explore participants' teaching beliefs and perceptions of elements that enhance or inhibit to their online teaching satisfaction; b) investigate the relationships among the elements that enhance or inhibit the participant's perceptions of online teaching satisfaction; c) provide a structure to better understand elements that enhance or inhibit online faculty members' online teaching satisfaction.

Total estimated time to participate in study is: Phase One, Background Questionnaire, and 30 minutes. Faze Two, Interview, 60 minutes. Total estimated time to participate in both phases is 90 minutes. You may choose to participate in just the first, or in both the first and second phases of this research.

If you agree to be in this study, we will ask you to do the following things:
1) During Phase One of the research, all 110 master's degree granting programs faculty and co-faculty members that were teaching online during the 2004-2005 and 2005-2006 academic calendar years will be asked, via e-mail to voluntarily complete a Web-based questionnaire, which will gather background information about the online faculty members and their teaching beliefs. The Web-based questionnaire has been designed so that participants must complete each question before proceeding to the next question. Participants may begin the questionnaire and return later to complete the questionnaire, but must complete all questions before submitting the questionnaire. Weekly E-mail reminder messages will be sent to participants asking them to complete the background questionnaire during a four-week data collection time frame. At the end of the Phase One questionnaire faculty members will be asked if they are willing participate in Phase Two of the research.
(2) During Phase Two, twelve to fifteen volunteers will be selected based on diversity in discipline, program, site location, age, teaching experience, gender, and teaching

philosophy to participate in a face-to-face or telephone interview (approximately 60 minutes) during the twelve to sixteen week phase two data collection time period. Interviews will be audiotaped using a digital audio recording device, which will be attached to the telephone with a universal telephone recording interface device.

Risks of being in the study

The only foreseeable risk of participation in the study is the possible disclosure of a participant's identity. This research may involve risks that are currently unforeseeable. If you wish to discuss the information above or any other risks you may experience, you may ask questions now or call the principal investigator listed on the front page of this consent form.

Benefits of being in the study

Possible benefits of this research include contributing to a better understanding of online faculty members' instructional uses of technology, pedagogical philosophies, and the elements that enhance or inhibit their online teaching satisfaction. This information could help institutions to identify, plan for, and provide support and services to increase online faculty member's satisfaction with online teaching. Additionally, this knowledge could help institutions, which are delivering or considering delivering Web-based courses, to attract, train, and retain talented online instructors and may contribute to making teaching online a better experience for current and future online faculty.

Compensation

You will receive no monetary compensation for your participation in this study. However, if you do participate you may elect to receive a copy of the final research report in PDF format.

Confidentiality and Privacy Protections

The primary investigator will replace your name with a pseudonym during data coding and in the final report to insure confidentiality. The digital audio files will be coded with the pseudonym and will be kept secured in a locked file cabinet to ensure confidentiality of data. At the conclusion of this study, all research files will be kept in a locked filing cabinet for possible future analysis. The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate you with it, or with your participation in any study.

The primary investigator will maintain the confidentiality of all private and identifiable information unless disclosure is mandated according to federal, state, or local law. The primary investigator will be transcribing the audio files for this research, and they will not be used for any other purpose without your written consent.

The records of this study will be stored securely and kept confidential. The PI plans to expand and continue this research to include collecting comparative research data from additional higher education institutions, k-12 “virtual” schools, and community colleges that offer Web-based courses or programs, during the five-year period, September 1, 2007 through September 1, 2011. All files with identifying information, including digital audio recordings of your voice, will be erased upon completion of this research, no later

than September 1, 2011. Authorized persons from The University of Texas at Austin, members of the Institutional Review Board, have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a participant. Throughout the study, the researcher will notify you of new information that may become available that might affect your decision to remain in the study.

Contacts and Questions

If you have any questions about the study please ask now. If you have questions later, want additional information, or wish to withdraw your participation, please call the researcher conducting the study or her faculty sponsor. Their names, phone numbers, and e-mail addresses are at the top of this page. If you have questions about your rights as a research participant, complaints, concerns, or questions about the research please contact Lisa Leiden, Ph.D., Chair of The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, (512) 471-8871 or email: orsc@uts.cc.utexas.edu.

Statement of Consent

I have read the above information and have sufficient information to make a decision about participating in this study. I consent to participate in the study.

Signature: (Type your last and first name here to indicate your consent)

Date: (Type the date that you sign this Statement of Consent)

We may wish to present some of the audiotapes from this study at professional conferences or as demonstrations in classrooms. Please sign below if you are willing to allow us to do so with your recorded data.

I hereby give permission for the audiotape made for this research study to be also used for educational purposes.

Signature: (Type your last and first name here to indicate your consent)

Date: (Type the date that you sign this Statement of Consent)

Please save this file and send a copy of the file, as an attachment to the Principal Investigator, Joanne G. Williams, at the following e-mail address: joawilli@mail.utexas.edu. To confirm your consent to participate in the study and Please save/print a copy of this Statement of Consent for your records.

Signature of Principal Investigator: Joanne G. Williams, Date: August 1, 2006

APPENDIX E: INTERVIEW SUMMARY EXCERPT

[Excerpt] Online Faculty Interview Summary
Name: Joan Kincaid
Date: 10-18-06
Time: 2:00-3:02 pm (CST)
Ideal Online Learning Classroom
[13. Describe the ideal online learning classroom]
The quick note I wrote down last night was, "Something for everyone offered within an open-ended scaffold." Basically, I follow the constructed paradigm because the audience or the students in these courses are from every discipline and they go from never having turned on a computer to a doctoral student in our science education course that took this class. Last semester, I had an instruction designer at a community college take this class. So I get pretty nervous when I read their introduction and find out where they are coming from. So it's a very deep and wide audience that I'm trying to engage, and I think the feedback has been most helpful in letting me know that I'm doing that. Everyone has been able to take something specific from the course, even the guys who I would expect are the gurus say they don't know the Word, drawing tools, or something like that, even just the most simple things.
[14. Based on that description how do you feel you are doing on moving toward creating the ideal online learning classroom for your discipline & courses?]
I'm very pleased with the progress we're making toward that. I am just dying to have time to redo some of my classes, but because we were able to offer this MSE Program completely through MIDTOWN, there just weren't any suitable partners in the system that we could identify just because of the nature of the program. I developed a structure for all nine courses that fits together nicely. Just the sequence that the courses are offered in sort of restricts the enrollment options for students, so that I don't think they are going to get over scheduled as they typically do. We have to be pretty careful with our faculty, because we have so few and that has enabled us to focus on the strength of those individuals and build the classes to balance the different traits. We have a research strand that goes three semesters and a science strand that goes three semesters. So ideally, a student would be taking a research class, which is really intellectual and pretty rigorous in terms of new content, and then the science course. I balanced that in terms of the amount of reading or writing or discussion or multimedia that they are exposed to in the course to where I think by being able to have all the courses sort of under our design plan, we've balanced the student experience pretty nicely. So it's full and rich, but not too much of a good thing.
Teaching Online Overall Satisfaction or Dissatisfaction
[15. In what ways are you satisfied with online teaching at Midtown University?]
Well, right now, nobody messes with me. [Laughing] I know that's not a real professional answer, but I've been the best case and they've pretty much given me autonomy and independence, within the guidelines, to teach my class. Nobody has told

me what I have to use or how I would have to use it and so it's been satisfying to me in the sense that I've gotten to explore and try different things here and there in my courses. Not so much the science core course, but maybe when I have a face-to-face, it can be a little more risky.

[In what ways are you satisfied with online teaching for the SEC?] They have been absolutely phenomenal, in my mind. They are extremely professional. I think the thing that sticks out most is their respect for the students, followed by their respect for me as a faculty member. That is most evident in how I do not have to deal with a single technical issue ever, even in the course design, which I'm the technical person for that here, they support me and do the technical reviews before the class is deployed each semester. The technical support is a lifesaver, [chuckles] and so I haven't been bogged down with any of the troubleshooting or setup issues that are sort of overbearing here.

Online Students

[17. Are there changes in the composition of students taking your online classes vs. campus-based classes?]

The online courses are becoming more and more diverse whereas, it seems that our face-to-face classes are becoming more and more homogenous. MIDTOWN is surrounded by -- oh, gosh, I can't remember the exact numbers, but over 100 K-12 schools, so we have a very large population from which to draw our masters students and the undergraduates, as well, who are seeking teacher certification. They come from all across the university, but they are pretty similar demographically. I also teach an elective course, and it's usually the last one they take for graduation. So I've pretty much got it made with them wanting to perform and keep up and be extremely attentive, almost overly attentive to their course work. [How has teaching this online course as an elective affected your feeling of satisfaction as an online instructor?]

I know it gives me a little bit of leeway in that it's not a required course, so there's not as much pressure for me to meet certain expectations of a sequence right now. So far, most of my student's have had really positive attitudes towards their learning, and I think that's part of it. We just approach it as a new experience and most of them have never had any experience online. Teacher education is a very sort of touchy, feely, emotional, personal group, so I think it really stretches them to learn to communicate in different ways, which is a benefit. As for the hiring of the students, our graduates, it has turned out to be quite an advantage that they've seen this on their resume or on their transcripts, which is a nice surprise.

APPENDIX F: FIELD NOTES EXCERPT

[E-mail exchange saved in participant file]

Kincaid, Joan, 11/17/06 1:59 PM -0500, Re: Interview Summary-Reply Requested 1
Subject: RE: Interview Summary-Reply Requested
From: "Kincaid, Joan" <jkincaid@umidtown.edu>
To: "Joanne Williams" <joawilli@mail.utexas.edu>

This is cool. I sure do chuckle and laugh at myself a lot! I did make a few minor corrections so as not to change the essence of the recording. Of course, things are always changing so please timestamp your reference!

Joan Kincaid, Ph.D.
000-111-2222 tele | fax 222-3333-4330

From: Joanne Williams [mailto:joawilli@mail.utexas.edu]
Sent: Friday, November 3, 2007 1:29 PM
To: Kincaid, Joan
Subject: Interview Summary-Reply Requested

Dear Joan,

Thank you for participating in the interview phase of the SEC research project, HIGHER EDUCATION FACULTY: SATISFACTION WITH ONLINE TEACHING.

Attached you will find a summary of your interview. If you would like to change, clarify, or add anything about your satisfaction or dissatisfaction with online teaching, please type your changes on the attached file, or reply to this e-mail with a time I can telephone you to verbally obtain this information.

Please respond by December 1, 2006. If it is not possible for you to review the summary in this two-week time frame, please let me know. If you do not want to make any changes please reply to this message to let me know that you don't want to change anything,

Respectfully yours, Joanne

Attachment: Kincaid_Summary_edited.doc

APPENDIX G: SAMPLE: PEER DEBRIEFING TEAM MEETING NOTES

Notes from December 16, 2006 [Excel spreadsheet]

TASKS	Cat	Joanne	Linda	Sue	Willie
What to do on own research	Chpt 5 - re-write	Still working on inital coding interview data	Proposal re-write	Mtg. with Dissertation Chair	
	Chpt 4 - "spit & polish	Polish Chpt. 1, 2, and 3	Begin to create survey instrument	Combine comments	
	Chpt 6 - write	constant comparative data analaysis emerging themes	Look at IRB web-site and start application		
Commitment to others		Read Cat's Chpt 5	Re-read Cat's Chpt 5		
		Nothing expected from group	Send out email to committee for setting up proposal meeting - include Research Matrix	Create chapter outline organization - bring document copies to next meeting on Jan. 6, 2007	
		Schedule time with group to look at themes	*Nothing expected from group*		

APPENDIX H: INITIAL CODING RESULTS

Category	Code	Initial Code Description	Cases	% Cases	Nb Words
Interview Questions\ Online Course Information	Q01/03	Course(s) developed and/or taught online	19	100.0%	10886
Interview Questions\ Online Course Information	Q02	Reason for teaching online	18	94.7%	3578
Interview Questions\ Online Course Information	Q04	How many times has course(s) been offered online	18	94.7%	2133
Interview Questions\ Online Course Information	Q05	Is course also offered F2F	18	94.7%	1444
Interview Questions\ Online Course Information	Q06	Asynchronous media/activities used	19	100.0%	3896
Interview Questions\ Online Course Information	Q07	Synchronous media/activities used	18	94.7%	1975
Interview Questions\ Online Course Information	Q08	Do you have any face-to-face meetings with students enrolled in online course?	19	100.0%	1657
Interview Questions\ Online Course Information	Q09	Number of students completing the last offering of the online class?	17	89.5%	1270
Interview Questions\ Online Course Information	Q10	Number of students withdrawing from last offering of online class. If any why?	17	89.5%	2729

Category	Code	Initial Code Description	Cases	% Cases	Nb Words
Interview Questions\ Online Course Information	Q11	How do you structure course learning materials and activities?	19	100.0%	5230
Interview Questions\ Online Course Information	Q12	Do you evaluate the online course?	18	94.7%	5289
Interview Questions\ Ideal Online Learning Environment	Q13	Describe the ideal online learning classroom	19	100.0%	4496
Interview Questions\ Ideal Online Learning Environment	Q14	Based on your description how do you think you are doing on moving toward creating the ideal for your discipline and course?	17	89.5%	2767
Interview Questions\ Teaching Online Satisfaction/Dissatisfaction	Q15	In what ways are you satisfied with online teaching?	19	100.0%	4892
Interview Questions\ Teaching Online Satisfaction/Dissatisfaction	Q16	In what ways are you dissatisfied with online teaching?	19	100.0%	5593
Interview Questions\ Online Students	Q17	Are there changes in the composition of students taking your online class vs. campus-based classes?	18	94.7%	3071
Interview Questions\ Online Students	Q18	Do you think students in your online courses learn more/less or perform better/worse than students in your face-to-face classes?	18	94.7%	3044

Category	Code	Initial Code Description	Cases	% Cases	Nb Words
Interview Questions\ Online Interactions	Q19	How do you feel about interacting with your students online using technological communication tools such as conferencing systems, e-mail, chats, etc.?	19	100.0%	3589
Interview Questions\ Online Interactions	Q20	How does this compare with communicating face-to-face?	17	89.5%	4630
Interview Questions\ Online Interactions	Q21	Have you had to change your teaching personality or style to fit the online environment?	18	94.7%	2944
Interview Questions\ Online Course Activities	Q22	Consider the various assignments or weekly activities that you include in your course Do these result primarily in individual work, small group work, or whole class activities?	18	94.7%	2236
Interview Questions\ Online Course Activities	Q23	How satisfied are you with each activity (from Q22)?	18	94.7%	1889
Interview Questions\Time Spent	Q24	Describe your feelings about the amount of time you spend on the online class (es).	18	94.7%	9599
Interview Questions\ Professional Dvlp and Social Interactions	Q25	Has online teaching impacted your interactions with other faculty members, and interactions about your courses?	18	94.7%	4532

Category	Code	Initial Code Description	Cases	% Cases	Nb Words
Interview Questions\ Professional Dvlp and Social Interactions	Q26	Has online teaching affected your own professional dvlp?	19	100.0%	2772
Interview Questions\Professional Dvlp and Social Interactions	Q27	Has online teaching affected your relationships with department or institution administrators?	18	94.7%	2122
Interview Questions\ Developing the online course	Q28	Describe the assistance that you were offered to help you develop and teach the online course.	19	100.0%	5530
Interview Questions\ Developing the online course	Q29	Describe your satisfaction with each resource you told me about in question 28.	15	78.9%	3598
Interview Questions\ Developing the online course	Q30	What assistance would have made developing this online course a more satisfying experience for you?	15	78.9%	2486
Interview Questions\ Technology	Q31	Are you satisfied with the reliability, response time, or other aspects of the course tools and course management systems you are using for your online class or class components?	17	89.5%	1714
Interview Questions\ Technology	Q32	Are you satisfied with the current course platform(s) or software and hardware being used to teach the online course?	14	73.7%	1737

Category	Code	Initial Code Description	Cases	% Cases	Nb Words
Interview Questions\ Technology	Q33	Describe your feelings about the technology support for -computer software/courseware -computer hardware and other technology.	15	78.9%	1423
Interview Questions\Technology	Q34	What would have made you more satisfied with the support for the computer software/courseware? -computer hardware and other technology?	13	68.4%	600
Interview Questions\ Barriers to online Teaching	Q35	What are the barriers to your teaching online courses at (institution name)?	16	84.2%	2074
Interview Questions\ Facilitators to Online Teaching	Q36	What are the facilitators to teaching online courses at (institution name)?	18	94.7%	2331
Interview Questions\ Advice	Q37	What advice would you give to a faculty member in your department who is thinking of trying to develop and deliver an online course?	19	100.0%	3161
Interview Questions\ Final Thoughts	Q38	Is there anything you would like to add about what contributes to your satisfaction with online teaching?	19	100.0%	1750

APPENDIX I: FOCUSED CODING RESULTS

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Faculty	Why Online Teaching	What faculty member is teaching online (choice, mandated etc.)	19	100.0%	3552
Institutional Support Course Development	Advice	Advice for peer who is thinking of developing & teaching online course	19	100.0%	3932
Online Course Information	Course(s) Info	Online course information such as course number, sections, course name, when offered, how long, etc.	19	100.0%	11348
Online Course Information	Course Structure	Is online course is structured by topic, chapter etc.	19	100.0%	3800
Online Course Information	Ideal	Faculty description of the ideal online course for their subject/discipline	19	100.0%	7234
Online Course Information	F2F Meetings	Are there F2F meetings with online students?	19	100.0%	2355
Online Course Information\ Online Course Activities	Media	Online course(s) Asynchronous & Synchronous activities	19	100.0%	5096
Faculty	F2F Compared to Online	Instances where faculty member compared online teaching to F2F	18	94.7%	7816
Faculty	Teaching Personality	Change or no change in teaching personality for online environment	17	89.5%	2323
Institutional Support\ Course Development	Course Development Assistance	Assistance provided to faculty member to develop online course by university or SEC	17	89.5%	9763

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Institutional Support\ Technology	Technical Support	Technical support satisfaction/dissatisfacti on	17	89.5%	4564
Students	Student Composition	Characteristics of online students	17	89.5%	4431
Faculty\ Social Interactions	Social Peer	Online teaching impact on social interactions with other faculty members	16	84.2%	3457
Institutional Support\ Technology	CMS	Course Management System (WebCT, Blackboard) and online tools (Wimba, Smart Thinking etc.) satisfaction or dissatisfaction	16	84.2%	3538
Online Course Information\ Online Course Activities	Course Activities	Description of activities in online course(s)	16	84.2%	2726
Students	Learning Outcomes	Efficacy of online learning experience for students	16	84.2%	2398
Students	Student Retention	Course retention rates and reasons for drops	16	84.2%	3236
Faculty	Professional Development	Online teaching impact on faculty professional development	15	78.9%	1493
Faculty\ Social Interactions	Social Administratio n	Online teaching impact on social interactions with institutional administrators	15	78.9%	2343
Online Interactions	Communicati on Attitudes/Emo tions	Faculty attitudes and/or emotions related to online communication	14	73.7%	3039
Faculty\ Faculty Time	More Time Online	More time spent online than in comparable F2F course	13	68.4%	2661

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Faculty\ Faculty Time	Communication Time	Time spent directly communicating with online students	13	68.4%	2544
Institutional Support\ Course Development	Funding	Funding for course development and financial incentives	12	63.2%	2136
Assessment & Evaluation	Evaluation utility	How the course evaluation info is utilized	12	63.2%	2268
Institutional Support	Course Loads	Impact of course loads on faculty satisfaction	11	57.9%	2459
Institutional Support	Faculty Control	Faculty academic authority and control issues related to institutional policy	11	57.9%	2197
Online Course Information, Assessment & Evaluation	Faculty Course Evaluation	Course evaluation conducted by faculty member	11	57.9%	2412
Faculty/ Faculty Time	Plan/Prep Time	Time spent in course planning and preparation	10	52.6%	2253
Institutional Support\ Course Development	Course Development Tool(s)	Software used to develop the online course(s)	10	52.6%	852
Institutional Support\ Technology	Online Technology/Tools	Overall satisfaction with online technologies and tools used for courses	10	52.6%	1288
Faculty	Flexibility	Statements that indicate that convenience and flexibility is a facilitator that increases satisfaction with online teaching	9	47.4%	1042
Faculty\ Faculty Time	Time Perception	Statements that indicate faculty attitudes/emotions about time spent teaching online	9	47.4%	2401

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Institutional Support	Institutional Culture	Statements that indicate perceptions of institutional culture towards online teaching	9	47.4%	2805
Faculty\ Faculty Time	Grading/Ancillary Time	Time spent grading and other ancillary activities in the online course	8	42.1%	1037
Institutional Support\ Course Development	Instructional Design Assistance	Faculty satisfaction with instructional design support provided for developing online course	8	42.1%	1406
Students	Student Access	Student access to higher education	8	42.1%	1329
Faculty\ Social Interactions	Social Internal	Impact of online teaching on social interactions within College or Department	7	36.8%	1090
Institutional Support\ Course Development	Collaborative Development	Collaboration with other faculty to develop course materials	7	36.8%	1246
Online Course Information\ Assessment & Evaluation	Institutional Course Evaluation	Course evaluation conducted by institution(s)	7	36.8%	584
Online Course Information\ Online Course Activities	Individual Work	Type of activities in online course(s)	7	36.8%	379
Institutional Support\ Course Development	Individual Course Dvlp	Faculty member developed course materials	6	31.6%	953
Online Course Information\ Online Course Activities	Combination	Type of activities in online course(s) that includes a combination of individual, group and whole class activities	6	31.6%	1016

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Institutional Support\ Technology	Dual CMS	Faculty dissatisfaction due to having to use two different CMS	6	31.6%	1149
Online Interactions	Student/Student	Impact of online environment on student communications/ interactions	6	31.6%	1061
Faculty	Attitude OT	Statements that indicate faculty members' attitude about online teaching	5	26.3%	157
Institutional Support\ Course Development	Course Release Time	Ability to purchase time or be given course release to develop online course	5	26.3%	738
Institutional Support\ Technology	Software/Hardware	Overall satisfaction with software and hardware that supports teaching of online courses	5	26.3%	740
Online Interactions	Faulty/Student	Impact of online environment on faculty & student communication & interactions	5	26.3%	1049
Faculty	Faculty Recognition	Statements that indicate that recognition is a facilitator that increases satisfaction with online teaching	4	21.1%	547
Faculty	Faculty Innovation	Statements that indicate that innovation is a facilitator that increases satisfaction with online teaching	4	21.1%	715
Faculty	OT Improved F2F	Faculty perception that teaching online has improved their F2F pedagogy	4	21.1%	229

Category	Code	Focused Code Description	Cases	% Cases	Nb Words
Faculty\ Social Interactions	Social External	Impact of online teaching on social interactions outside of the College or Department	4	21.1%	531
Online Course Information\ Online Course Activities	Group Work	Collaborative group activities/assignments in online course(s)	4	21.1%	654
Faculty	Personal Change	Personal changes made to teach online	3	15.8%	192
Faculty	Preference F2F	Expressed preference for f-t-t teaching	3	15.8%	389
Faculty\ Faculty Time	Equal Time Online	Online & F2F total time spent in teaching about equal	3	15.8%	319
Institutional Support	Teaching vs. Research	Statements that indicate the teaching vs. research focus of institution and how that impacts online teaching satisfaction	3	15.8%	216
Online Course Information\ Online Course Activities	Off Task Interventions	Strategies used to keep online students on task and participating	3	15.8%	552
Faculty	Preference OT	Expressed preference for online teaching	2	10.5%	567
Faculty\ Faculty Time	Less Time Online	Less time spent online than in comparable F2F course	2	10.5%	374
Online Course Information\ Assessment & Evaluation	Student Assessment	How faculty member assesses student learning	2	10.5%	380
Faculty	Risk Taking	Thoughts/feelings related to risk taking	1	5.3%	44

Glossary

access n. in this research is related to two contexts, institutional access to students and student's access to education, and is defined as **freedom to get at or make use of the online learning environment (OLE) to achieve personal and/or professional learning goals.** "1 a: onset 2 b: a fit of intense feeling: outburst2 a: permission, liberty, or ability to enter, approach, or pass to and from a place or to approach or communicate with a person or thing b: freedom or ability to obtain or make use of something c: a way or means of access d: the act or an instance of accessing3: an increase by addition <a sudden access of wealth>" (Merriam Webster OnLine Dictionary, 2007). "NOUN: 1. A means of approaching, entering, exiting, communicating with, or making use of: a store with easy access. 2. The act of approaching. 3. The ability or right to approach, enter, exit, communicate with, or make use of: has access to the restricted area; has access to classified material. 4. Public access. 5. An increase by addition. 6. An outburst or onset: an access of rage. TRANSITIVE VERB: Inflected forms: ac·cessed, ac·cess·ing, ac·cess·es To obtain access to, especially by computer: used a browser to access a Website; accessed her bank account online. ETYMOLOGY: Middle English access, a coming to, from Old French, from Latin accessus, past participle of accdere, to arrive: ad-, ad- + cdere, to come; see ked- in Appendix I" (Online American Heritage Dictionary of the English Language: Fourth Edition. 2000).

affect "1 obsolete: feeling, affection 2: the conscious subjective aspect of an emotion considered apart from bodily changes; also: a set of observable manifestations of a subjectively experienced emotion <patients…showed perfectly normal reactions and affects— Oliver Sacks> usage see effect"(Merriam Webster OnLine Dictionary, 2007). "TRANSITIVE VERB: Inflected forms: af·fect·ed, af·fect·ing, af·fects 1. To have an influence on or effect a change in: Inflation affects the buying power of the dollar. 2. To act on the emotions of; touch or move. 3. To attack or infect, as a disease: Rheumatic fever can affect the heart. NOUN:(fkt) 1. Feeling or emotion, especially as manifested by facial expression or body language: “The soldiers seen on television had been carefully chosen for blandness of affect” (Norman Mailer). 2. Obsolete A disposition, feeling, or tendency. ETYMOLOGY: Middle English affecten, from Latin afficere, affect-, to do to, act on: ad-, ad- + facere, to do; see dh- in Appendix I. SYNONYMS: affect1, influence, impress1, touch, move, strike. These verbs mean to produce a mental or emotional effect. To affect is to act upon a person's emotions: Adverse criticism of the book didn't affect the author. Influence implies some control over the thinking, actions, and emotions of another: “Humanity is profoundly influenced by what you do” (Pope John Paul II). To impress is to produce a marked, often enduring effect: “The Tibetan landscape particularly impressed him” (Doris Kerns Quinn). Touch usually means to arouse a tender response: “The tributes [to the two deceased musicians] were fitting and touching” (Daniel

Cariaga). Move suggests a profound emotional effect: The account of her experiences moved us to tears. Strike implies keenness or force of mental response: I was struck by the sudden change in his appearance. USAGE NOTE: Affect and effect have no senses in common. As a verb affect is most commonly used in the sense of “to influence” (how smoking affects health). Effect means “to bring about or execute”: layoffs designed to effect savings. Thus the sentence These measures may affect savings could imply that the measures may reduce savings that have already been realized, whereas These measures may effect savings implies that the measures will cause new savings to come about" (Online American Heritage Dictionary of the English Language: Fourth Edition. 2000).

asynchronous communication n. The definition selected for this research is, **"Interaction between two or more people that is time-delayed, that is, separated by minutes, hours, or even days**. Correspondence courses and E-mail are asynchronous forms of distance learning. **The opposite is *synchronous communication*, such as talking on the phone or videoconferencing.** Good distance learning programs typically use both synchronous and asynchronous communication (Chute, Thompson & Hancock, 1999, p. 219).

barrier n. in this research is used to denote **any element that impedes or inhibits online teaching satisfaction.** "1 a: something material that blocks or is intended to block passage <highway barriers> <a barrier contraceptive> b: a natural formation or structure that prevents or hinders movement or action <geographic barriers to species dissemination> <barrier beaches> <drugs that cross the placental barrier>2plural often capitalized: a medieval war game in which combatants fight on foot with a fence or railing between them3: something immaterial that impedes or separates: obstacle <behavioral barriers> <trade barriers>" (Merriam Webster OnLine Dictionary, 2007). "NOUN: 1. A structure, such as a fence, built to bar passage. 2. Something immaterial that obstructs or impedes: Intolerance is a barrier to understanding. See synonyms at obstacle. 3. Physiology A membrane, tissue, or mechanism that blocks the passage of certain substances. 4. Ecology A physical or biological factor that limits the migration, interbreeding, or free movement of individuals or populations. 5. A boundary or limit. 6. Something that separates or holds apart. 7. A movable gate that keeps racehorses in line before the start of a race. 8. The palisades or fences enclosing the lists of a medieval tournament. Often used in the plural. 9. Geology An ice barrier. (Online American Heritage Dictionary of the English Language: Fourth Edition. 2000).

benefit n. in this research, is used to denote any element that promotes or enhances online teaching satisfaction. "1archaic: an act of kindness: benefaction 2 a: something that promotes well-being: advantage b: useful aid: help3 a: financial help in time of sickness, old age, or unemployment b: a payment or service

provided for under an annuity, pension plan, or insurance policy c: a service (as health insurance) or right (as to take vacation time) provided by an employer in addition to wages or salary4: an entertainment or social event to raise funds for a person or cause (Merriam Webster OnLine Dictionary, 2007).

context n. in this research denotes **either an objective reality or a perceptual phenomenon i.e., the interrelated conditions or the *environment* in which or where something exists or occurs.** "n 1: the parts of a discourse that surround a word or passage and can throw light on its meaning 2: the interrelated conditions in which something exists or occurs: environment, setting <the historical context of the war>; con·text·less- adjective, con·tex·tu·al - adjective; con·tex·tu·al·ly adverb" (Merriam Webster OnLine Dictionary, 2007).

distance education n. the "working definition" of distance education selected for this research,

Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, and special methods of communication by electronic and other technology, as well as special organization and administrative arrangements (Moore and Kearsley, 1996, p. 2).

effect "n. 1 a: purport, intent b: basic meaning: essence2: something that inevitably follows an antecedent (as a cause or agent) 3: an outward sign: appearance4: accomplishment, fulfillment5: power to bring about a result: influence <the content itself of television…is therefore less important than its effect — Current Biography>6plural: movable property: goods <personal effects>7 a: a distinctive impression <the color gives the effect of being warm> b: the creation of a desired impression <her tears were purely for effect> c (1): something designed to produce a distinctive or desired impression —usually used in plural (2)plural : special effects8: the quality or state of being operative : operation <the law goes into effect next week>— in effect : in substance : virtually <the…committee agreed to what was in effect a reduction in the hourly wage — Current Biography>— to the effect : with the meaning <issued a statement to the effect that he would resign>" (Merriam Webster OnLine Dictionary, 2007).

environment n. in this research denotes **either an objective reality or a perceptual phenomenon i.e., the circumstances, objects, or conditions by which one (i.e., the participant and/or the work of online teaching) is surrounded.** "NOUN: 1. The circumstances or conditions that surround one; surroundings. 2. The totality of circumstances surrounding an organism or group of organisms, especially: a. The combination of external physical conditions that affect and influence the growth, development, and survival of organisms: "We shall never understand the natural environment until we see it as a living organism" (Paul Brooks). b. The complex of social and cultural conditions affecting the nature of

an individual or community. 3. Computer Science a. The entire set of conditions under which one operates a computer, as it relates to the hardware, operating platform, or operating system. b. An area of a computer's memory used by the operating system and some programs to store certain variables to which they need frequent access" (American Heritage Dictionary of the English Language: Fourth Edition. 2000).

interpretation "n. 1: the act or the result of interpreting: explanation 2: a particular adaptation or version of a work, method, or style 3: a teaching technique that combines factual with stimulating explanatory information <natural history interpretation program> " (Merriam Webster OnLine Dictionary, 2007).

interpret "transitive verb 1: to explain or tell the meaning of: present in understandable terms <interpret dreams> <needed help interpreting the results> 2: to conceive in the light of individual belief, judgment, or circumstance: construe <interpret a contract> 3: to represent by means of art: bring to realization by performance or direction <interprets a role> intransitive verb: to act as an interpreter between speakers of different languages" (Merriam Webster OnLine Dictionary, 2007).

job satisfaction n. the definition selected for this research is **"an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor"** (Brief, 1998, p.86).

online n. the definition selected for this research is, "On Line: **being in direct communication with a remote computer or computer system thus enabling communication and/or the transfer and exchange of information**" (Chute, Thompson & Hancock, 1999, p 221).

perception n. The act, process, or product of perceiving, the ability or capacity to perceive, or a particular way of perceiving (Newspapers influenced the public's perception of Princess Diana). In psychology, a distinction is conventionally drawn between sensation, the subjective experience or feeling that results from excitation of sensory receptors, and perception, sensory experience that has been interpreted with reference to its presumed external stimulus object or event, this distinction having first been made in 1785 by Thomas Reid (1710 –96), founder of the Scottish school of psychological philosophy, who pointed out that the agreeable fragrance of a rose is merely a sensation inasmuch as it can be experienced without thinking of a rose or of any other object, whereas the perception of a rose or of anything else always refers to the external object that is its cause. To engage in perception. perceptual adj. Of or relating to perception. [From Latin percipere, perceptum to perceive, from per through or thoroughly + capere, ceptum to take + -ion indicating an action, process, or state]" (A Dictionary of Psychology. Andrew M. Colman. Oxford University Press, 2006). Oxford Reference Online. Oxford University Press. University of Texas - Austin.

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perceptual cycle n. "A term introduced by the US psychologist Ulrich (Richard Gustav) Neisser (born 1928) for (a) the set of cognitive schemata that direct perceptual processes, (b) the perceptual responses through which perceptual information is sampled, and (c) the physical stimuli that give rise to perception, the assumption being that a cyclic feedback mechanism causes a change in (c) to lead to a change of (a), which in turn leads to a change in (b), which affects (c), and so on indefinitely. Also called the cyclic model of perception. See also constructivism. (A Dictionary of Psychology. Andrew M. Colman. Oxford University Press, 2006). Oxford Reference Online. Oxford University Press. University of Texas - Austin. 3 November 2007
<http://www.oxfordreference.com.ezproxy.lib.utexas.edu/views/ENTRY.html?subview=Main&entry=t87.e6169>

personality (1) n. "The sum total of the behavioral and mental characteristics that are distinctive of an individual. Also, informally, the personal qualities that make a person socially popular, as in Princess Diana had a lot of personality, but this sense is avoided in careful psychological usage. See also interactionism (2), situationist critique. [From Latin personalitas personality, from personalis of or relating to a person, from persona an actor's mask]" (A Dictionary of Psychology. Andrew M. Colman. Oxford University Press, 2006). Oxford Reference Online. Oxford University Press. University of Texas - Austin. 3 November 2007
<http://www.oxfordreference.com.ezproxy.lib.utexas.edu/views/ENTRY.html?subview=Main&entry=t87.e6218>)

personality (2) "One of several concepts used by social scientists to refer to the individual (others include self and identity). The concept has its origins in the Latin word persona (meaning 'mask'), and refers to the set of more or less stable characteristics, as assessed and judged by others, that distinguish one individual from another. These characteristics are assumed to hold across time and place and to underlie behavior. The term personality consequently refers to the individual as object (the object of external evaluation) whereas the concept of self refers to the individual as subject (as the source of action and self-reflection).

Like attitude, the notion of personality is primarily invoked in the attempt to predict or explain individual behavior, and refers to what an individual brings to a situation that belongs to them. However, whereas attitudes are object-specific—that is, they are directed towards specific persons or things—the term personality refers to broader, more general orientations and tendencies. The underlying assumption is that behavior is a function of two factors—personality (or attitudes)

and situation—the relative importance of the two varying from situation to situation. Some situations almost entirely override personality differences (a fire in a cinema creating widespread panic); others allow personality differences to flourish.

The precise way in which personality is conceptualized and measured varies enormously. These is an underlying tension between the concept's connotations that each individual is unique, with a distinctive personality which should be described as a whole, and the demands of positivist science for generalizations based on the exploration of standard personality characteristics across a range of persons. The former suggests an ideographic approach to personality, in which the description and analysis of the unique individual is the focus, whereas the latter suggests a nomothetic approach in which the emphasis is on studying a range of people and examining shared characteristics. This is usually associated with more atomistic and fragmented models of personality. To some extent, however, this opposition is deceptive since most approaches to personality attempt both to develop general models of personality and to describe individual cases….

The American psychologist Gordon Allport, in his study Personality (1937), developed the idea of personality traits, sorting through the enormous number of words in everyday language used to describe individuals and grouping and selecting them on a commonsense, intuitive basis. He emphasized the uniqueness of the individual and the interconnectedness of personality traits, and his concerns were more ideographic than nomothetic. In contrast, Raymond B. Cattell used factor analysis to select out a far more restricted list of independent personality traits, and developed a personality test to measure them. He conceptualized sixteen traits as bipolar dimensions of personality: such as dominance versus submission, radicalism versus conservatism, emotional sensitivity versus toughness. In a similar vein, Hans Eysenck further reduced the number of personality factors, postulating that the two key personality dimensions are extraversion-intraversion and neuroticism. Although the factor analytic techniques used by Cattell and Eysenck have been strongly criticized, the type of pencil-and-paper tests of personality they generated have been widely used. Sociology's relation to the study of personality has often been ambivalent if not overtly hostile. Durkheim's assertion of the need for a distinctively sociological explanation of suicide led him to reject the relevance of psychological factors such as ‘psychopathic states’. There has been a general tendency to see personality as belonging to the domain of psychology rather than sociology. What this means in practice is that some measure of personality may be included in a social survey simply to establish that observed differences are not due to personality. However some sociologists, notably Talcott Parsons, have attempted to explore the possible relationships between personality and social structure. Drawing on the work of cultural anthropologists who linked culture and

personality, work which was itself strongly influenced by Freudian theorizing, these sociologists have examined not only the way in which personality is shaped by social forces, but also the fit between personality characteristics and the social organization (whether the broader society or some more restricted institution or organization such as a business company or religious group). Max Weber's Protestant Ethic and the Spirit of Capitalism (1905) can be viewed as one such study. See also authoritarian personality; Culture and Personality School; mass society; narcissism. "personality" (A Dictionary of Sociology. John Scott and Gordon Marshall. Oxford University Press 2005). Oxford Reference Online. Oxford University Press. University of Texas - Austin. 5 October 2007 <http://www.oxfordreference.com.ezproxy.lib.utexas.edu/views/ENTRY.html?subview=Main&entry=t88.e1707>

synchronous communication n. in this research denotes "**real time" communication where all parties participate at the same time, from the same, or from different locations** (also see asynchronous communication).

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Vita

<Joanne G. (fka Williams) Heilman was born in Madison, Wisconsin on June 26, 1954, the daughter of Rita Ann Raschein and Orville James Lampe. Joanne graduated from Artesia High, Artesia, New Mexico in 1972 and served in the United States Army as a military journalist during the Vietnam Era. She returned home to the Land of Enchantment where she graduated from Eastern New Mexico University, Roswell, New Mexico in 1982, earning an Associate of Arts Degree with Honors. Joanne decided to pursue a career as an educator after serving as a parent volunteer at Nob Hill Elementary School in Ruidoso, New Mexico. Joanne graduated as a Crimson Scholar from New Mexico State University in 1986 with a Master of Science in Secondary Education, Business Administration and English. Joanne worked as an English teacher for El Paso Independent School District at H.E. Charles Middle School and Andress High School from 1986 to 1997 and earned a Master of Arts degree in Educational Management from New Mexico State University in 1996. She moved to Austin, Texas the following year, and was accepted in the Instructional Technology Program of the Curriculum and Instruction Department of the Graduate School of the University of Texas. Joanne was married to Lawrence Keith Heilman at Anaeho'omalu Bay Hawaii, July 11, 2000. She worked for the University of Texas, Department of Chemistry and Biochemistry as Media Coordinator from 1999-2002 and Austin Independent School District, Austin, Texas, as Social Studies and Language and Literacy Instructional Specialist from 2003-2006.

Permanent address: 10104 Warrington Cove, Austin, Texas, 78753
The author typed this dissertation.