

Olivet Nazarene University

## Digital Commons @ Olivet

---

Ed.D. Dissertations

School of Graduate and Continuing Studies

---

5-1-2017

### A Question of Online Instructional Priorities Among Administrations, Faculty, Adjunct Faculty, and Students

Chad A. Maxon

*Olivet Nazarene University*, [camaxon@gmail.com](mailto:camaxon@gmail.com)

Follow this and additional works at: [https://digitalcommons.olivet.edu/edd\\_diss](https://digitalcommons.olivet.edu/edd_diss)



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](https://creativecommons.org/licenses/by-nc/4.0/)

---

#### Recommended Citation

Maxon, Chad A., "A Question of Online Instructional Priorities Among Administrations, Faculty, Adjunct Faculty, and Students" (2017). *Ed.D. Dissertations*. 108.

[https://digitalcommons.olivet.edu/edd\\_diss/108](https://digitalcommons.olivet.edu/edd_diss/108)

This Dissertation is brought to you for free and open access by the School of Graduate and Continuing Studies at Digital Commons @ Olivet. It has been accepted for inclusion in Ed.D. Dissertations by an authorized administrator of Digital Commons @ Olivet. For more information, please contact [digitalcommons@olivet.edu](mailto:digitalcommons@olivet.edu).

A QUESTION OF ONLINE INSTRUCTIONAL PRIORITIES  
AMONG ADMINISTRATORS, FACULTY, ADJUNCT FACULTY,  
AND STUDENTS

by

Chad A. Maxson

Dissertation

Submitted to the Faculty of

Olivet Nazarene University

School of Graduate and Continuing Studies

In Partial Fulfillment of the Requirements for

The Degree of

Doctor of Education

in

Ethical Leadership

May 2017

A QUESTION OF ONLINE INSTRUCTIONAL PRIORITIES  
AMONG ADMINISTRATORS, FACULTY,  
ADJUNCT FACULTY, AND STUDENTS

by

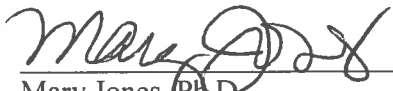
Chad A. Maxson

Dissertation



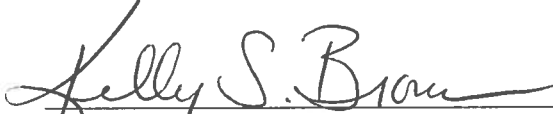
H. Stanton Tuttle, Ph.D.  
Dissertation Adviser

3-25-17



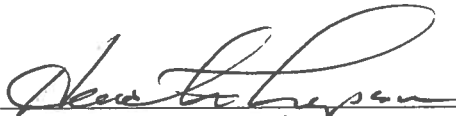
Mary Jones, Ph.D.  
Dissertation Reader

March 25, 2017



Kelly S. Brown, Ed.D.  
Dissertation Coordinator

3/25/17



Houston Thompson, Ed.D.  
Program Director

March 25, 2017



Carol Maxson, Ed.D.  
Vice President for Academic Affairs

March 25, 2017

© 2017

Chad A. Maxson

All Rights Reserved

## ACKNOWLEDGEMENTS

I wish to acknowledge several people who helped to make this project possible. I will start with my dissertation team. Dr. Stan Tuttle has been my advisor throughout the process that is the dissertation. Dr. Tuttle's constant and timely feedback on submissions, multiple office conversations, and email exchanges provided faithful guidance and direction for the development of this project. I am deeply indebted to his wisdom and encouragement. I would also like to acknowledge my reader, Dr. Mary Jones, who insisted that I include full-time faculty members in my study. That group provided the biggest surprise in my findings and conclusions. Without her, I would have missed those insights.

Dr. Dale Smith provided incisive and helpful guidance around the statistical analysis of my data. He provided articles related to the specific statistics that I utilized in my study. Analyzing and making sense of a wall of data is exceptionally challenging. Dr. Smith helped to deconstruct that wall.

Dr. Pam Greenlee and her library staff assisted greatly with providing articles for my literature review. They often provided interlibrary loan articles on the same day I requested them. They were truly Godsend.

Dr. Marty Crossland was pivotal in helping me to pilot my survey instrument. He was exceptionally collegial and helpful.

Finally, I am happy to acknowledge my wife, Aubry, my children, Casey and Carter, and my mother, Carol, who have steadfastly supported me on this journey.

## DEDICATION

There are no isolated individuals among the human species. Any accomplishment by any particular person is predicated on support, encouragement, and the likely sacrifice of others. I dedicate this dissertation to those in my life who have supported, encouraged, and sacrificed the most to bring this goal to fruition – my family. Over the past 15 years of marriage, my wife, Aubry, has not known me when I was not in graduate school writing papers. She has sacrificed the most. My children, Carter and Casey, who are now four years old, will likely not remember much of my work on this dissertation, but I acknowledge how it has pulled me away from them at this formative stage in their lives. I have been well motivated to finish in a timely manner so as not to miss any more of their childhood. Finally, my mother, Carol, has been an unwavering support and encouragement to me for these many years of graduate study. To each, a heartfelt and very warm thank you.

## ABSTRACT

This study explored priorities for online instructional behavior in post-traditional programs at Private Christian University (PCU). No prior study had been identified that compared the online instructional priorities among four groups: administrators ( $n = 25$ ), full-time faculty ( $n = 73$ ), adjunct faculty ( $n = 69$ ), and students ( $n = 321$ ). This study would benefit those who oversee online instructional standards or who operate online adjunct faculty development programs. Quantitative research was conducted using a survey instrument to answer the three research questions. First, a Welch's variant of the analysis of variance (ANOVA) and a Bonferroni post hoc test was conducted to analyze the differences in expectations for online instructional behavior that existed among the four groups. Second, a  $t$ -test for independent means was used to analyze how adjunct faculty members' perception of administrator priorities aligned with actual administrator priorities. Third, a Pearson product-moment correlation was used to understand the relationship of past experience with online learning and one's current priorities for online instructional behavior. The statistically significant results indicated that full-time faculty ( $M = 4.29$ ), not adjuncts ( $M = 4.55$ ), had the lowest priorities for online instructional behavior, that adjunct faculty members' perceptions aligned with administrator priorities on 25 of the 29 items, and that past experience does correlate with priorities in all groups except for adjunct faculty. An implication of the study is that specialization in the online delivery modality may have more impact on quality instruction than faculty status as full-time or adjunct.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION .....	1
Statement of the Problem.....	3
Background .....	5
Research Questions .....	15
Description of Terms .....	16
Significance of the Study .....	17
Process to Accomplish.....	18
Summary .....	23
II. REVIEW OF THE LITERATURE .....	25
Introduction.....	25
History and Trends in Online Learning .....	26
Quality Factors in Online Learning .....	35
Capacity and Models for Online Learning.....	49
Online Adjunct Faculty.....	65
Online Adjunct Faculty Development .....	80
Conclusion .....	95
Summary .....	96



Chapter	Page
III. METHODOLOGY .....	98
Introduction.....	98
Research Design.....	98
Population .....	99
Data Collection .....	100
Analytical Methods .....	108
Limitations .....	109
Summary .....	111
IV. FINDINGS AND CONCLUSIONS .....	112
Introduction.....	112
Findings.....	114
Conclusions.....	147
Implications and Recommendations .....	153
REFERENCES .....	158
APPENDICES	
A. PCU Online Faculty Expectation Checklist.....	180
B. Survey Instrument.....	184
C. Survey Distribution Email .....	203
D. Survey Items .....	208

## LIST OF TABLES

Table	Page
1. Participation by Group .....	113
2. Means for Research Question 1 .....	119
3. Differences as Compared to Administrators' Responses.....	121
4. Differences as Compared to Full-Time Faculty Members' Responses .....	125
5. Differences as Compared to Online Adjunct Faculty Members' Responses.....	129
6. Differences as Compared to Online Students' Responses .....	132
7. Comparison of Administrator Priority and the Perceived Priority .....	135
8. Correlation between Administrators' Past Experience and Priorities for Online Instructional Behaviors .....	139
9. Correlation between Full-Time Faculty Members' Past Experience and Online Instructional Behaviors .....	141
10. Correlation between Adjunct Faculty Members' Past Experience and Online Instructional Behaviors .....	143
11. Correlation between Students' Past Experience and Online Instructional Behaviors .....	145

## LIST OF FIGURES

Figure	Page
1. Comparison of Means among the Four Stakeholder Groups for the 29 Survey Items .....	115
2. Value of the Survey Responses.....	115
3. Items with Statistically Significant Differences .....	116
4. Items with Non-statistically Significant Differences or That Did Not Pass the Equality of Means Requirement .....	117
5. Items with Statistically Significant Differences between Administrators and Full- time Faculty Members .....	122
6. Item 11 .....	123
7. Item 12 .....	123
8. Item 14 .....	124
9. Item 19 .....	124
10. Items with Statistically Significant Differences between Full-time Faculty Members and Online Students .....	127
11. Items with Statistically Significant Differences between Online Adjunct Faculty Members and Online Students. ....	130
12. Items on Which Online Adjunct Faculty Members Perceived Administrator Priorities to be Lesser than What Administrator Priorities Actually Were .....	134
13. Items for Which No Statistically Significant Correlations between Past Experience with Online Learning and Present Instructional Priorities Were Found Under Any Conditions for Any Stakeholder Group .....	137

Figure	Page
14. Items for Which Full-time Faculty Members Showed a Statistically Significant Correlation between Past Experience with Online Teaching and Instructional Priorities .....	142
15. Items Showing a Statistically Significant Correlation with Years as an Online Student at PCU.....	146
16. Items Showing a Statistically Significant Correlation with the Number of Online Courses Taken.....	147

## CHAPTER I

At the time of the current study, change was coming to higher education and, indeed, was already here (Baldwin & Wawrzynski, 2011; Gallimore, 2014; Mueller, Mandernach, & Sanderson, 2013). King and Alperstein (2015) called it a “turbulent period” (p. 1). One of the turbulent changes was the dramatic upswing in university reliance on adjunct faculty. In the 1960s and 1970s, 20% of faculty members, by headcount, were adjunct faculty (Feldman & Turnley, 2001; Goldstene, 2012). By the 1990s, Gappa and Leslie (1993) reported that between 35-38% of faculty members were adjunct faculty. However, by 2010, that percentage of adjunct faculty for 4-year colleges and universities had ballooned to 40-60% (Bettinger & Long, 2010; Meixner, Kruck, & Madden, 2010). In adult, post-traditional programs, adjunct faculty frequently taught more than 60% of the courses (Dreyfuss, 2014) and those adjunct faculty members played a major role in adult learning (Johnson & Stevens, 2008).

The value that adjunct faculty bring to a university meant that university reliance on adjunct faculty members was likely to remain high (Baldwin & Wawrzynski, 2011). The value of adjunct faculty members to the university was derived, in part, through the level of discipline knowledge gained through professional experience. Higher education institutions and students alike both highly valued that professional experience in the classroom (Backhaus, 2009; Crane, O’Hern, & Lawler, 2009). Importantly, the use of adjunct faculty greatly reduced instructional expenses for colleges and universities (Dolan, Hall, Karisson, & Martinak, 2013). At the time of the current study, tuition prices

were scrutinized, technology costs were increasing, and residential students were expecting health-club type experiences at their undergraduate institutions (New, 2013; Price, Matzdorf, Smith, & Agahi, 2003; Rauchway, 2012). Institutions found some budgetary relief by shifting more of the instructional burden to their adjunct faculty (Gappa & Leslie, 1993). Finally, faculty roles were in transition as colleges and universities invested in innovative learning programs, such as post-traditional programs, online programs, adaptive learning, and competency-based programs (Tucker & Neely, 2010).

Researchers have pointed out that colleges and universities commonly hired faculty for their subject matter expertise rather than for their teaching competencies (Eble & McKeachie, 1985; Estepp, Roberts, & Carter, 2012). That hiring rationale was the same for adjunct faculty members as it was for tenure-track faculty members. However, for several reasons, adjunct faculty faced a great deal of scrutiny regarding the quality of their teaching (Gappa & Leslie, 1993). The rapid proliferation of adjunct faculty and the resultant change in faculty demographics was partly the cause of that scrutiny. In terms of online adjunct faculty, their geographical distance from the college or university often hindered them from fostering a strong sense of connection to the institution, from developing collegial relationships with other faculty, and often prevented them from participating in the faculty development opportunities offered to their tenure-track and on-ground colleagues (Dolan, 2011). Adjunct faculty development programs were important mechanisms of connecting adjunct faculty to the university while also improving the quality of teaching.

## Statement of the Problem

Private Christian University (PCU), located in the Midwest, was classified as a medium-sized, master's level university according to the Carnegie Classification of Institutions of Higher Education (2015). PCU was a private, non-profit, liberal arts university that wanted to grow online enrollment and to improve the student learning experience in its online, post-traditional programs. Like other institutions, PCU relied heavily on its adjunct faculty to teach its online courses. PCU had recently established an adjunct faculty development program that specifically aimed to support its online adjunct faculty through increased faculty development opportunities, increased communication, a faculty help desk, and mentorship opportunities. The current study sought to evaluate the extent to which that program reflected the expectations of administrators, full-time faculty members, adjunct faculty members, and students regarding online instructional behaviors.

The purpose of the current study was to evaluate the differences in expectations among administrators, full-time, residential faculty members, online adjunct faculty members, and online students related to online instructional behaviors at Private Christian University in order to improve PCU's adjunct faculty development program. Higher education had many stakeholders, including administrators, faculty, students, families of students, the board of trustees, accrediting bodies, industry employers, local and regional communities, and governments. Denominational schools, like PCU, had clergy stakeholders as well. For-profit schools had shareholders. This researcher limited the scope of the current study to administrators, full-time, residential faculty members, online

adjunct faculty members, and online students because those stakeholders had direct and clear ties to instruction in the classroom.

Like most universities, PCU relied heavily on adjunct faculty members to support its online programs. An internal report indicated that in 2014 adjunct faculty members taught 85% of the online courses at PCU (S. Rattin, personal communication, January 14, 2015). The university had identified online adjunct faculty development as a crucial component of its online strategy (Olivet Nazarene University, 2015). Administrators studied the recommendations of regional accreditors, consulted with other successful universities, and reviewed the relevant literature to identify the standards and expectations of effective online teaching. Based upon those studies, administrators clarified their expectations for online faculty, developed rubrics to assess online teaching, established a new group of faculty mentors to evaluate online teaching regularly, and created faculty development resources to train faculty how to teach effectively online.

The policies, mechanisms, and systems were in place to support online adjunct teaching. What remained to be studied was the expectations of key stakeholders. These expectations would reflect the culture of online learning at PCU. PCU's online strategies appeared sound, but as Drucker is commonly credited with saying, "Culture eats strategy for breakfast." While no source exists for the quotation, and it therefore may be only apocryphally credited to Drucker, its pithiness matches its significance. The online culture reflected in stakeholder expectations could impact the adjunct faculty development program by revealing crucial values associated with online learning and with best faculty practices. This researcher hoped to determine the extent to which expectations were universally shared (or not). While many administrators were involved



in the formulation of the expectations, did all administrators support the expectations? To what extent were administrator expectations shared by the adjunct faculty members or the online students? Were all expectations of equal value or were some more important than others in the eyes of various stakeholders? A stakeholder analysis would provide insight into PCU's online learning culture and thereby allow PCU to improve its online adjunct faculty development program.

### Background

The content and goals of faculty development programs have been influenced by the functions and roles that faculty have been required to fulfill. Changes in the higher education industry have necessitated new models of faculty development, oriented towards adjunct and online adjunct faculty members. At the time of the current study, adjunct faculty members played a valuable and mission-critical role in many colleges and universities, but there were also concerns about the instructional quality of adjunct faculty. PCU has supported adjunct faculty development for two decades, but recently has revised its adjunct faculty development initiatives to meet more of the needs of its online adjunct faculty. These topics will be explored further in the following sections.

### An Overview of Faculty Functions and Development

Blackburn, Pellino, Boberg, and O'Connell (1981) reported that faculty development programs first started in 1810 at Harvard University with the introduction of the sabbatical leave. From that time through the 1960s, faculty development tended to focus on the goal of enhancing faculty scholarship (Sorcinelli, Austin, Eddy, & Beach, 2006). Eble and McKeachie (1985) stated that universities tended to hire faculty for their scholarly expertise rather than for their teaching competency. According to Eble and

McKeachie, sabbaticals were nearly the exclusive form of faculty development until the mid-twentieth century. These researchers concluded that this exclusive form of faculty development reinforced the prioritization of academic scholarship over teaching or other faculty functions.

During the 1970s, institutions of higher education began to expect professionalism in teaching that matched professionalism in scholarship. A number of factors served as catalysts for this transition. During the second half of the twentieth century, forces in higher education began to challenge the roles and requirements of faculty and, therefore, to reshape faculty development. Eble and McKeachie (1985) explained that, in addition to the role of scholar, faculty took on the roles of curriculum developer, instructional developer, administrator, and organizational leader. These expanded faculty functions required revisions to faculty development programs.

Another force that reshaped faculty development during this period was the pressure of declining enrollment, increased accountability and regulations, and declining institutional budgets. This pressure began to build during the 1970s and resulted in an elevation of the strategic priority of faculty development programs in many colleges and universities (Centra, 1976; Eble & McKeachie, 1985; Sorcinelli et al., 2006). In that context, Milton (1978) argued that allowing new faculty members to flounder in the classroom until they figured out how to become effective teachers “is a luxury colleges and universities can no longer afford” (p. 2). The transition from scholar to scholar *and* teacher was disruptive for the higher education industry.

Those disruptions were just the beginning. In the 1990s, adult education programs, first introduced in 1949 by Overstreet, went mainstream and principles of

andragogy began to challenge traditional pedagogy (Knowles, 1984). In 1999, 39% of all undergraduate students were post-traditional (Choy, 2002). Later, by 2011, only a sixth of all undergraduates lived on campus while attending a 4-year institution (Hess, 2011). Generally speaking, the 1810 faculty emphasis was on scholarship alone. Then, in the 1970s, teaching emerged as a priority. During the 1990s, the change in student demographics elicited the shift from a teaching-centric to a learner-centric pedagogical emphasis. Sorcinelli et al., (2006) stated that the buzz phrases *sage on the stage* and *guide on the side* appeared during this time. Faculty development programs adapted to support the learner-centric models emerging during the 1990s.

Disruptions to the higher education industry continued into the 2000s with the rapid growth of online programs and the proliferation of educational technologies, both of which necessitated still more changes in faculty development (Johnson, Wisniewski, & Kuhlemeyer, 2012). In 1993, for instance, there was no publically available internet for instructional purposes: no discussion forums, chat rooms, synchronous video, and so forth, according to Ko and Rossen (2010). In terms of curriculum development and online teaching, faculty required different skillsets than their traditional, face-to-face experience had provided for them (King & Alperstein, 2015; Ko & Rossen, 2010; Shattuck, Dubins, & Zilberman, 2011). What worked in the on-ground classroom did not often work in the online classroom. Faculty development programs emerged to support these new skillsets.

Beyond the new skillsets for developing and teaching online courses, the growing ubiquity of technology permitted and encouraged greater attention to data analytics, which, in turn, facilitated the greater assessment of instructional behaviors among faculty

(Darling-Hammond, 2014). In online classes, administrators could now identify how often instructors logged into their online classrooms, how many times they posted in the forums, the number of student posts that instructors read, and so forth. Teaching was becoming more public, particularly as educational stakeholders demanded transparency and increased accountability for learning outcomes (Sorcinelli et al., 2006).

While all of these changes in student demographics, instructional emphases, technology evolutions, and accountability demands were taking place, faculty functions continued to expand as well. By the 2000s, faculty functions included “teaching, research, service, outreach, advising, grant-getting, and administrative duties” (Sorcinelli et al., 2006, p. 4). The expectation that any one faculty member could effectively discharge all of those duties was increasingly unrealistic. Consequently, universities faced mounting pressure to specialize or disaggregate faculty roles during the first decade of the twenty-first century (King & Alperstein, 2015). Western Governors University (WGU), as an example, disaggregated the faculty functions in a way that allowed a faculty member to specialize as a curriculum developer, as an academic student mentor, or as an assessment specialist (A. Besendorfer, personal communication, February 24, 2015). While WGU employed all full-time, non-tenure-track faculty, there was a strong trend for many other universities to employ larger numbers of adjunct faculty in order to support these systematic changes in higher education and the faculty roles (Sorcinelli et al., 2006).

#### Concerns Related to Adjunct Faculty

In general, colleges and universities have been criticized in the literature and in industry publications for underserving their adjunct faculty, particular in the area of

faculty development (Gappa & Leslie, 1993; Smallwood, 2002). As the previous section demonstrated and as the literature revealed, adjunct faculty are the new majority of faculty (Bettinger & Long, 2010; Meixner et al., 2010). PCU's instructional ratio (85% adjunct faculty) demonstrably supported that claim of the literature.

Some researchers have correlated problems such as lower student learning outcomes, less sophisticated instructional techniques, and grade inflation with the use of adjunct faculty (Baldwin & Wawrzynski, 2011; Bettinger & Long, 2010; Mueller et al., 2013). Those researchers have recommended additional faculty development support for adjunct faculty as one method of addressing problems such as those above (Johnson, 2011). However, other researchers have indicated that those previous studies were flawed and that better methods produce data that do not support any conclusion that adjunct faculty are less effective than full-time, tenured faculty (Johnson, 2011; Lyons, 2007). Bracketing that debate for the moment, even researchers without concerns about the quality of adjunct faculty still recommend providing adjunct faculty development programs (Brannagan & Oriol, 2014; de la Vergne, 2012; Shattuck et al., 2011).

The potential value of adjunct faculty was high. As stated above, numerous factors increased the pressure on institutions of higher education to rely on adjunct faculty. Institutions that did rely heavily on adjunct faculty needed to support those adjunct faculty members and to demonstrate the instructional effectiveness of their adjunct faculty (Backhaus, 2009; Scherer, Javalgi, Bryant, & Tukul, 2005). Colleges and universities struggled to provide the same faculty development to their adjunct faculty as they did to full-time faculty. In part, this was because many adjunct faculty members worked for other organizations during the regular business day (Jolley, Cross, & Bryant,

2013; Mueller et al., 2013). Therefore, faculty development events held during the day often prohibited participation by adjunct faculty.

Another factor that should be considered in the context of university support for adjunct faculty is the historical conflation of the university with the faculty – an idea grounded in the writings of Cardinal Newman’s important nineteenth-century book, *The Idea of the University* (King & Alperstein, 2015). Institutions of higher education were used to considering the political influence that tenured faculty brought to bear on university governance and culture (Bowen & Tobin, 2015). Universities were often bound by the constraints of shared governance. Therefore, colleges and universities had been conditioned to pay serious attention to their tenured and full-time faculty.

Adjunct faculty, in contrast, were normally not integrated into the life of the university and consequently rarely participated in shared governance (Gappa & Leslie, 1993). The fact that adjunct faculty were not tenured and were employed often on only a single-course contractual basis meant that adjunct faculty carried almost no political capital within colleges or universities (Dolan et al., 2013). With little political capital and without the constraints of shared governance, it had been easy for college administrators to overlook or to ignore this increasingly vital stakeholder group (Washington, 2012). However, the sheer number of adjuncts employed by the majority of colleges and universities was bringing adjuncts to the foreground of administrator attention. Increasingly, institutions of higher education were tailoring faculty development opportunities specifically for adjunct faculty. Likewise, institutions were paying more attention to the quality instruction provided by their adjunct faculty.

## Online Program Growth and Adjunct Faculty Support at PCU

PCU was founded in 1907 as a private, liberal arts college in the United States Midwest. In 2014, PCU offered more than 100 areas of study, including 15 online areas of study. Traditional student enrollment was 2,600. Online student enrollment was 1,730. These online students were all adult, post-traditional students. Post-traditional, face-to-face enrollment was 658. These numbers indicated that PCU had followed the national trends outlined in the previous section: the proliferation of adult, post-traditional students and the shift to the online delivery of curriculum.

Fueled by disruptions in the music industry, the publishing and book industries, and to many large brick-and-mortar franchises, e.g., Circuit City or Best Buy, speculation had been growing for a number of years that online learning would put the majority of traditional college campuses out of business (Scherer et al., 2005). Regardless of whether such fears were justified, PCU, following a commitment to innovative learning, had prioritized the growth of its online programs and its online enrollment.

All new post-traditional programs at PCU were being developed for online delivery (Olivet Nazarene University, 2014). PCU's president had set a goal for 5,000 online students by June of 2016 (Olivet Nazarene University, 2013). In 2013, PCU centralized its online administration under the leadership of a dean, and PCU hired its first instructional designer. In 2014, an instructional technologist was hired. PCU planned to hire an additional five administrative or staff positions to support online growth during 2015. Reflecting King and Alperstein's (2015) recognition that faculty development is crucial for online program development, one of those positions would be an online faculty development specialist.

At the time of the current study, many institutions had established faculty development programs to support their adjunct faculty members and to include those important faculty members in the larger academic community (Sorcinelli et al., 2006). Like these other institutions, PCU had provided semi-annual faculty development days for its post-traditional adjunct faculty for the past two decades. All new adjunct faculty participated in a mentoring process before teaching their first course. In 2012, the administrators of the post-traditional programs began observing adjunct faculty in their classrooms in order to identify areas for professional development support. In 2013, administrators revised the mentoring process. They created additional training for mentors. Administrators also initiated an assessment protocol to review the effectiveness of the mentoring program.

Adjunct faculty development needed to provide more than just professional development. Social support for adjunct faculty was also important (Sorcinelli et al., 2006). In 2015, PCU launched a second phase of its mentoring program. Each adjunct faculty member was assigned to a permanent mentor from their main academic discipline. The role of the mentor was twofold: accountability and support. Assessment and accountability were areas of emphasis throughout the higher education industry (King & Alperstein, 2015; Langen, 2011). In order to assess adjunct faculty work directly and to create accountability, the mentor observed the adjunct faculty member's online course on a regular basis. The frequency of observation was dependent on the number of courses that the adjunct faculty member taught per year. The more courses that the adjunct faculty taught, the more frequently she or he would be observed. The observation focused on criteria spelled out in a rubric that had been previously distributed to each



adjunct faculty member. The mentor scored the adjunct faculty's performance against that rubric, debriefed within a week of the observation with the adjunct faculty, and submitted a report to the program director. In a pilot study with face-to-face adjunct faculty, the adjunct faculty reported strong positive appreciation for the attention. They reported feeling delighted that PCU thought their work was important. One adjunct faculty person actually hugged her mentor (J. Bartling, personal communication, August 4, 2014). That type of reaction substantiates Chisholm, Hayes, LaBrecque, and Smith's (2011) conclusions that clear instructional expectations promote stronger morale among adjunct faculty.

This reaction gets to the second goal of the expanded mentoring initiative: support. Dolan (2011) reported that online adjunct faculty often feel isolated from their institution. There is often little contact between the institution and the online adjunct faculty member except to schedule a course or to respond to student complaints. The expanded mentoring project provided regular communication with adjunct faculty. Mentors checked in at the start of courses to ensure that adjunct faculty had everything they needed and that the course was set up correctly. Mentors also provided spiritual support and offered to pray for any needs that the adjunct faculty member had. The mentor provided the opportunity for a long-term personal connection between the institution and the adjunct faculty member. Dolan reported that this type of regular, personal communication helped to build loyalty to the university, which, in turn, increased the adjunct faculty's willingness to engage with and support students. Cooper and Booth (2011) corroborated the improved student learning outcomes of effective

adjunct faculty support. At the time of the current study, PCU's program was too new to determine whether it produced those or similar outcomes.

PCU launched another initiative during 2015 that gave adjunct faculty more opportunity to contribute to the academic work of the university. Administrators assigned a coordinator to each course. The coordinator could be a full-time or an adjunct faculty member. The coordinator's role was to curate the course content, meet regularly with all of the instructors who taught the course to solicit feedback, and to revise the course on a regular basis. Course coordinators were still being assigned at the time of the current study, so it was not possible to report about the ratio of full-time to adjunct course coordinators. It was expected that because adjunct faculty taught the majority of courses that adjunct faculty would make up a majority of the course coordinators. That contribution to curriculum development would give adjunct faculty an important opportunity to contribute directly to academic university functions. Adjunct faculty would also have an opportunity to provide feedback to course coordinators about the courses that they teach. While all faculty had already been required to submit their own evaluation of each course that they taught, the course coordinator meeting would allow for a face-to-face, dynamic conversation about their course.

Finally, in 2015, PCU published a revised and updated adjunct faculty handbook. This publication had been the first adjunct handbook published since 2009. It provided updated contact information, updated policies and processes, instructions for technology, instructions for submitting reimbursement requests, explanations of faculty development opportunities, outlines of best practices related to face-to-face teaching, online teaching, and faith integration, and it also contained an outline of student resources.

In preparing these initiatives, PCU administrators had consulted with representatives from major universities with highly successful online programs. Administrators had implemented best practices from industry conferences and workshops, such as the Online Learning Consortium and the Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies (WCET). Administrators had reviewed the literature about faculty development and had reviewed the expectations of regional accrediting bodies, such as the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

PCU administrators concluded that the need for online adjunct faculty development was a strategic priority and they allocated resources appropriate to the need. The systems were in place, but one thing that had not been done was a stakeholder analysis to evaluate consistency among expectations within stakeholder groups, the online learning culture of the institution, or gaps in expectations between stakeholder groups. That type of analysis had the potential to improve the online adjunct faculty development program, or, at least, to affirm that the program was well grounded and well received. As Garii and Peterson (2006) had reported, adjunct faculty development is not complete without the clarification of expectations between the university and its adjunct faculty around the areas of their roles and responsibilities.

### Research Questions

The current study was guided by the following research questions:

1. What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?

2. How do adjunct faculty members' perceptions of administrator priorities for online instructional behaviors differ from administrators' actual priorities?
3. What is the relation between one's past experience with online learning and one's expectations of online instructional behaviors?

### Description of Terms

*Adjunct faculty.* Adjunct faculty are “anyone teaching one or more classes at an institution of higher education without a full time contract, sometimes referred to as part-time faculty, non-tenure-track faculty, or contingent faculty” (Dolan et al., 2013, p. 36).

*Andragogy.* Most fundamentally, andragogy is “the concept of a unified theory of adult learning for which the label *andragogy* had been coined to differentiate it from the theory of youth learning, *pedagogy*” (Knowles, 1984, p. 49).

*Faculty development.* Faculty development includes systematic programs or ad hoc initiatives provided by the college or university that offers professional development for some aspect of the faculty function or support for the faculty person (Sorcinelli et al., 2006).

*Post-traditional student.* The post-traditional student, often referred to as an adult student or a non-traditional student, is frequently defined by being a person 24 years old or older who is likely to be engaged in the workforce and supporting a family (Jinkens, 2009; Soares, 2013).

*Online course.* An online course as any course in which 75% or more of the course is delivered online (Johnson & Vanis, 2014).

*Traditional student.* The traditional student is frequently defined as being someone under 24-years old and who has matriculated into a full-time college degree-

program directly after high-school, who does not work, and who is financially dependent upon her or his parents (Choy, 2002; Jinkens, 2009).

### Significance of the Study

The current study touched four primary stakeholders: the PCU administration, full-time, residential faculty members, online adjunct faculty members, and online students of PCU. The PCU administration had identified online adjunct faculty development as a strategic requirement for online program quality. The administration recognized that faculty members, whether full-time or adjunct, bear the majority of the university mission through their direct engagement with the student (Olivet Nazarene University, 2015). Adjunct faculty members themselves often teach because of the fulfillment that such activity provides (Gappa & Leslie, 1993). The more prepared for and effective they are at teaching, facilitating, and assessing student work, the more confidence and fulfillment they gain (Lyons, 2007). Finally, students may benefit from adjunct faculty members who are not only professionals in their fields but also well-prepared to teach in the online classroom (Brindley, Zawacki, & Roberts, 2006; Mueller et al., 2013).

This researcher's survey of the literature about faculty development revealed many studies related to full-time faculty or adjunct faculty teaching in traditional undergraduate programs, especially in community colleges. Literature about online faculty development had increased over the past decade, but that literature continued to focus on full-time faculty or those adjuncts supporting traditional online programs. In this researcher's experience, literature on adjunct faculty development for post-traditional students at 4-year universities existed but was much less prevalent. The current study will

contribute to the literature about post-traditional, online adjunct faculty development programs at non-profit, 4-year institutions.

Private Christian University has committed time and resources to improving its adjunct faculty development program over the past two years. The current study contributed to that project by offering insight into how each stakeholder group prioritized online instructional behaviors. Areas of statistically significant difference among stakeholder priorities could indicate areas for improvement in the program. With insight into these priorities, the adjunct faculty development program could be assessed for gaps, oversights, and inefficiencies. Politically speaking, the current study also ensured that the voices of each investigated stakeholder would be incorporated into the adjunct faculty development initiative.

#### Process to Accomplish

The researcher conducted survey research using a quantitative, non-experimental, fixed design methodology with administrators, full-time, residential faculty members, online adjunct faculty members, and online students to determine the variance in expectations associated with online adjunct faculty teaching roles and behaviors. As specified previously in the purpose statement, the practical intent of the research was to improve the adjunct faculty development program at PCU.

The research populations from PCU included 25 administrators, 197 full-time, residential faculty members, 431 online adjunct professors, and 1,837 students who were enrolled in online courses at the time of the survey.

In order to address the research questions, the researcher developed a survey instrument. The survey instrument was based on an established list of 28 institutional

expectations for online course facilitators. The researcher added a six-point Likert-style rating scale to each of the existing institutional expectations with one being *not important* to six being *very important*. PCU had previously developed the list of expectations through a process of collecting best practices of other successful online programs, reviewing the literature on online facilitation, and by adopting the community of inquiry (CoI) theoretical framework. Faculty provided feedback on the expectations for online instructional behaviors. The CoI framework is based on three factors: social presence, cognitive presence, and teacher presence (Oyarzun & Morrison, 2013). Leong (2011) and Garrison (2007) found that the CoI identified the factors that impact student satisfaction and learning in online environments.

The researcher piloted the survey instrument at a peer institution during the summer of 2015 prior to conducting his research at PCU. Participants included members of the two schools within the university that offered online degree programs. The point person of the peer institution distributed the survey via email to online administrators ( $n = 20$ ), full-time faculty members ( $n = 95$ ) online adjunct faculty ( $n = 283$ ), and online students ( $n = 142$ ). Based on feedback from respondents, the researcher clarified the language of the survey instrument and streamlined the flow of the items.

For the actual study, the researcher distributed the survey to administrators and adjunct faculty through PCU's faculty help desk, to full-time faculty members through the office of academic affairs, and to online students through PCU's student help desk. The survey had been developed within PCU's standard survey instrument, Snap Surveys. The survey instrument provided a uniform resource locator (URL) that was included in the email sent to all members of each population from their respective help desk.

Participants were told to expect to take roughly 30 minutes to complete the survey.

Responses were anonymously collected through Snap Surveys and were then exported to Statistical Package for the Social Sciences (SPSS) for statistical analysis. By utilizing the two help desks and the office of academic affairs for survey distribution, the researcher sought to reduce the chances that stakeholders would experience a sense of coercion to participate. A variety of faculty and student surveys were routinely distributed through these channels, so the receipt of this survey from these sources would not be unusual. Snap Surveys were used for student and faculty end-of-course evaluations and ensured the anonymity of respondents.

When participants opened their survey link, the first item addressed informed consent. Participants were told that their participation was entirely voluntary and that if they started the survey, they could stop at any point without consequence. By selecting *agree*, participants were then taken to the survey itself. Those who agreed to participate then became the study sample. By selecting *disagree*, participants were thanked for considering the survey. At every point, from the distribution of the survey through standard university channels to the receipt of informed consent, every effort was made to maximize the receipt of honest stakeholder feedback.

In order to address the research questions, respondents were asked to self-identify as an administrator, full-time, residential faculty member, online adjunct faculty member, or online student so that subscale scores could be obtained. The researcher recognized that stakeholders could potentially fit all three categories, so the researcher asked participants to select their primary affiliation. Primary affiliation was defined as the role in which the participant spent 51% or more of their institutional time. Overload time was



to be considered part of the institutional time. The final item on the demographic section captured whether participants self-identified in any of the other three remaining categories. Each category contained specific demographic information unique to that category, but all categories received the same core items related to online instructional behaviors. The following are examples of stakeholder-specific demographic items. Administrators were asked to identify their administrative role, and examples were provided for each role: academic administrator (e.g., dean, academic affairs), program director (e.g., director of an academic program), operations administrator (e.g., curriculum implementation specialist), student services administrator (e.g., post-enrollment counselor). Adjunct faculty were asked in what programs they currently taught and what courses they had taught previously. Lists of programs and courses were provided, and respondents could select all that applied. Online students were asked in which degree program they were currently enrolled and how many online courses they had taken at PCU so far. Lists and drop down options were provided.

The first research question of the current study addressed differences in expectations of online instructional behaviors between the four stakeholder groups: administrators, full-time faculty, online adjunct faculty, and online students. Survey participants were provided a set of six-point, Likert-style items that comprehensively addressed each of the 28 adjunct faculty expectations documented in the PCU Instructor Expectation Checklist. Items were phrased similarly to the following: *Online instructors should provide a weekly orienting post at the start of each week that provides students with guidelines on what she or he expects for the student forum posts.* All stakeholder groups received the same set of items related to these instructional expectations.

Administrators, full-time, residential faculty members, online adjunct faculty members, and online students were asked to respond according to the priority they associated with each online instructional behavior.

Responses were grouped and subscored according to administrator, full-time faculty, adjunct faculty, and student categories. The researcher was able to identify and visually present differences in stakeholder categories for each question. A Welch's variant the analysis of variance (ANOVA) was conducted to compare means across the four stakeholder groups. A Bonferroni post hoc test was then completed after the ANOVA to make comparisons between groups. To control for familywise error, a Hochberg correction was run. The purpose of the current study as a whole was to improve the online adjunct faculty development program, and it was helpful to understand variance in expectations of instructional behaviors across different stakeholder groups.

In order to address the second question of the current study, adjunct faculty were given the same survey items again. This time they were asked to score how they perceived the administrator priorities associated with each online instructional behavior. In other words, to what extent did online adjunct faculty think administrators agreed or disagreed with each item? Responses essentially revealed how adjunct faculty perceived the administrators' expectations. The researcher used a *t*-test for independent means to analyze the data in order to compare adjunct faculty perceptions of administrator priorities to the actual administrator priorities for online instructional behaviors.

In order to address the third question of the current study regarding the relationship between prior online education experience and one's expectations for online

instructional behaviors, respondents were asked the total number of years they had taught, learned in, or worked in online education in any institution. Drop-down year ranges were provided: 0-4, 5-9, 10-14, 14-19, and more than 20 years. The researcher provided a range of years rather than asking respondents to provide a number. The researcher thought this technique would reduce a potential limitation of the study because respondents possibly could not remember an exact number while respondents would be more confident with a range of years. The researcher performed a Pearson product-moment correlation to determine if a relationship existed between prior experience with online education and priorities for online instructional behaviors. Understanding the potential conditioning effects that prior online experience has on how one prioritizes online instructional behaviors could help the researcher to identify areas of the adjunct development program to expand, clarify, or otherwise improve.

The analysis of the data provided the basis for this researcher's findings, conclusions, and recommendations regarding ways to improve the online adjunct faculty development program at PCU.

### Summary

Higher education underwent multiple industry disruptions throughout the twentieth and into the twenty-first centuries. The proliferation of faculty functions and the increased strains on university budgets resulted in an enormous reliance on adjunct faculty members. Adjunct faculty provided value to students and institutions, but there were also concerns about the effect of reliance on adjunct faculty on academic quality, student learning, and institutional performance. Faculty development programs designed to support adjunct faculty were thought to offset some of the potential concerns related to

the reliance on adjunct faculty. This researcher will now review the extensive literature on these topics.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

In the first decade of the 21<sup>st</sup> century, online enrollment for all institutions of higher education grew at a double-digit percentage rate each year except for 2006, when it grew at 9.7%. Over the same time period, the campus full-time equivalent (FTE) enrollment growth for higher education grew consistently in the low single digit percentage rates. The best year of that decade for residential higher education was 2009, when enrollment grew at 6.9%. While online enrollment growth had slowed down during the second decade of this century, the private, non-profit sector of higher education continued to see double-digit growth in online enrollment, according to Allen and Seaman (2015). During the same time period, the number of adjunct faculty members teaching in higher education institutions had also grown dramatically (Austin & Sorcinelli, 2013; Backhaus, 2009). This trend led Bedford (2009) to draw a correlation between online enrollment growth and higher education's reliance upon adjunct faculty members.

Bailie (2011) said that the maturation of online education was coupled with increased attention toward effective online pedagogies as well as scrutiny of the adjunct faculty members who facilitate so many online courses. Bailie (2015) encouraged online administrators to solicit feedback from online students about the instructional practices of

their adjunct faculty members. Bailie (2015) recommended that administrators attempt to achieve consensus about the expectations for competence in their adjunct instructors.

In this chapter, the researcher examined the literature as it related to the growth of online education, quality factors of online learning, models of online education, and the adjunct faculty that made so much of online learning possible. Finally, the researcher reviewed the literature covering online adjunct faculty development. These topics were appropriate in light of the researcher's purpose: to evaluate the differences in expectations among administrators, faculty, online adjunct faculty, and online students related to online instructional behaviors at Private Christian University (PCU) in order to improve PCU's adjunct faculty development program.

### History and Trends in Online Learning

According to Dobbins, Knill, and Vogtle (2011), higher education, as it presented during the 20<sup>th</sup> century, had undergone profound challenges. While Lewin's (2013) prediction of the imminent disappearance of traditional education, presumably the face-to-face (F2F) lecture or seminar, may be hyperbolic, the National Education Association (NEA) stated, "our traditional school models are not capable of meeting the needs of the twenty-first century student" (2013, para. 1). According to Puzziferro and Shelton (2008), "online education has forever transformed higher education" (p. 135). Although some faculty continued to resist online learning, Burnette and Conley (2013) stated that online learning is "no longer a fad or trend" (para. 27), but has become a strategic necessity for higher education institutions. In Puzziferro and Shelton's view, a defining factor in online education's ascent had been the ability to meet the expectations and needs of students in a flexible manner. Online learning had its roots in distance education.

## History of Distance Education

Innovations in higher education are not new. Christensen and Eyring (2011) pointed out that the father of American Higher Education, Charles Eliot, introduced remarkable innovations at Harvard University back in 1865. Perhaps Eliot's most remarkable innovation was the introduction of electives to the college curriculum. No longer would students be forced to follow a strictly prescribed academic path. These students could select electives to personalize their education. While there were many objections, including cost, quality of students' education, and concern about the loss of students' depth of knowledge in a single area of specialization, Eliot's 1865 Harvard innovation became the status quo.

Online learning may be considered a controversial innovation due to its separation of "the teacher and student in space and/or time" (Bernard, Borokhovski, & Tamim, 2014, p. 281). Dziuban et al. (2015) reported that, consequently, online learning had faced criticisms similar to those levied against Eliot: What will the effects of online learning be on the quality of education or the effects on society in general? According to the United States Department of Education (USDE), online learning can be understood as a subset of the broader category of distance education. Distance education may be defined as education that occurs outside of the constraints of time and space (NEA, 2013). The primitive manifestation of distance education can be located in the earliest modes of correspondence education (USDE). Mail and telegraph formed the infrastructure that permitted the original forms of correspondence education, according to Cook and Sonnenberg (2014). With advanced technologies came new opportunities for improvements to the correspondence model. Video, videoconferencing, educational

television, and video home systems (VHS) greatly altered correspondence education between the 1960s and the 1980s (Cook & Sonnenberg; USDE, 2009). Correspondence models demonstrated equivalent learning outcomes to classroom instruction (Maratos, 2012; USDE). What these correspondence models each had in common was the value proposition of expanded access through increased flexibility and geographical reach, simultaneously combined with reduced cost, in comparison to F2F teaching (Maratos; Pontes, Hasit, Pontes, Lewis, & Sieftring, 2010).

The big shift occurred in the 1990s, when, according to Keil and Brown (2014), a large number of institutions first moved into distance education delivery. During this decade, the Internet became prominent. The White House came online in 1993. Consumers became able to buy products online. The first banner ads appeared in 1994. Most importantly, according to Zakon (2015), CompuServe, America Online, and Prodigy Internet providers brought the Internet into the households of millions of people. Cook and Sonnenberg (2014) stated that from the days of the telegraph to the days of the Internet, entrepreneurial educators have harnessed technology in order to expand access to and flexibility of higher education for students.

While technology, cost, flexibility, and access have been strong drivers of educational innovation, Oblinger (2013) preferred the context of *connection* to explain the growth of online education. Oblinger stated, “Our institutions have always been communities driven by connections—connections among faculty, students, research, education, disciplines, communities, and the institutions themselves” (p. 4). Connection, she said, was the real value-creator at work in online education. To this point, she



asserted that online education builds connection more efficiently than any other educational model.

#### Transition from Distance Education to Online Education

The potential of online learning to connect students to educational content was due to the reach of the Internet and the personal computer (Gonzalez-Gomez, Guardiola, Rodriguez, & Alosa, 2011; Mayhew, 2014; USDE, 2009). Whereas distance education can be defined as education that occurs independently of time and space (Naidu, 2014), online education may be defined as education that occurs independently of time and space through the Internet (Bryceson, 2007). The difference between the Internet and telegraph were not just the immediacy of access to content, but the flexibility of access to content anytime and anywhere (Hew & Cheung, 2013; Pontes et al, 2010; USDE). This type of flexible access for students to course content, and the increasingly individualized nature of that course content, was the great value proposition of online education (Burns, 2011; NEA, 2013). Consequently, the previously-understood correspondence model of distance education was quickly antiquated (Mayhew).

It is important to note that, according to Poulin and Davis (2016), the United States Department of Education (DoE) differentiated between online education and correspondence education with the phrase *regular and substantive interaction*. For purposes of the DoE, regular and substantive interaction served as a regulatory mechanism to control fraudulent abuses of federal financial aid dollars by some correspondence education providers. The Office of Inspector General looked for four factors to determine an institution's compliance with this standard. The first was the interaction with students was initiated by the instructor, not by the student. The second

was that interaction be regular. Neither the Office of Inspector General nor the DoE provided more detailed explanation (Poulin & Davis). The third was that the interaction must be academic in nature and not simply a communication of announcements or procedures from the institution. The fourth was that interaction must be from a fully-qualified faculty member according to accreditation standards. According to Poulin and Davis, standards of regular and substantive interaction were applied only to distance education programs; not to F2F programs. This fact led Mintz (2016) to observe that the F2F U.S. history survey course of 592 students per semester that he taught had less regular and substantive interaction with students than did distance education courses.

According to Cook and Sonnenberg (2014), the first documented online learning experience occurred in the 1960s at the University of Illinois. This learning experience was facilitated by networked computer terminals. Online education in the second decade of the 21<sup>st</sup> century employed learning-enabling technologies: learning management systems (LMSs), social technologies, rich media and video, cloud-hosted applications, collaboration technologies, video conferencing, and adaptive technologies that personalized learning (Burnette & Conley, 2013; Hew & Cheung, 2013; USDE, 2009). As Puzziferro and Shelton (2008) emphasized, this technology expansion and integration into online learning meant that “. . . online courses . . . are learning experiences . . .” (p. 119). These types of experiences increasingly have reflected what students encountered in online consumer experiences, according to Green and Wagner (2011).

While students may have found online courses to be learning experiences, Burns (2011) stated that the barrier that online education had to overcome was the perception of poor or questionable quality. By the second decade of the 21<sup>st</sup> century, that perception

had already changed dramatically. Elite academic institutions such as, Yale, Columbia, MIT, and the University of Chicago, then offered online courses and online programs (Burns).

#### Trends of Online Education

Windes and Lesht (2014) declared that online education had disrupted higher education. By 2014, 70.7% of all higher education institutions had begun to offer a form of distance education, according to Allen and Seaman (2015). Burns (2011) stated that while many traditional F2F universities were struggling or in decline, online universities had experienced a strong trend of enrollment growth. Allen and Seaman corroborated Burns' findings, and stated, "Online enrollments have increased at rates far in excess of those of overall higher education" (p. 5). That said, Allen and Seaman also reported that online growth had slowed beginning around 2010 as the market became saturated. Despite a trend in decreased growth, millions of students were enrolled in online learning during the 2014-2015 academic year, allowing Allen and Seaman to conclude that this mode of education was meeting student need.

At the institutional level, part of what fueled online growth was the potentially inaccurate perception that online programs were cheaper to operate (Burnette & Conley, 2013; Green & Wagner, 2011; Hew & Cheung, 2013; USDE, 2009). Online courses often required more effort to develop and to deliver than did F2F courses. Allen and Seaman (2015) found that some of the contributing factors to this increased difficulty include the different online teaching methods, new technology needs, faculty development requirements, and the need to revamp support services for online students. While it was an overgeneralization to claim that online courses were *ipso facto* cheaper, and while

online programs carried their own substantial costs, the daily operating expenses did appear to be substantially less in most cases. For instance, Hew and Cheung (2013) found that the average cost per online student was \$6,400 compared to \$10,000 for a F2F student. Mueller et al. (2013) also found that the overhead costs for online courses were normally less than they were for F2F courses.

The larger the institution, the more likely it was to offer online or distance classes, stated Allen and Seaman (2015). It was perhaps the correlation between institutional size and successful online programs that led 70.8% of academic leaders to agree that online learning was crucial to their institutions' strategic priorities. That number had increased from 48.8% in 2002 (Allen & Seaman). Hoey (2013) discovered that private, non-profit universities were slower to adopt distance and online education programs. That trend was potentially reversing. In the 2013-2014 academic year, online enrollment in for-profit institutions declined 8.7%. This was the first-ever recorded drop in online enrollment for any institutional category (Allen & Seaman). Over this same time-period, however, Allen & Seaman reported that online enrollment at private non-profit institutions grew by 12.7%. There remained opportunity for private, non-profit institutions to move into this online education market.

Beyond opportunity, there were crucial reasons for private, non-profit institutions to move into the online market. The NEA (2013) warned that traditional educational models were insufficient to meet contemporary workplace competencies. Allen and Seaman (2015) agreed, stating that "cost and employment issues will be the primary factors driving the future of higher education" (p. 36). Private, non-profit institutions felt the cost pinch more than most with 84.9% of non-profit university leaders identifying

cost as a top-three concern (Allen & Seaman). Herman (2012) saw these economic pressures along with the pressures of increased competition for high school students as motivations for higher education institutions to develop online learning programs.

As stated above, innovations in technology expanded access to education through the Internet, and innovations in technology were expected to continue to create the conditions for trends in online education to emerge. According to the 2013 Campus Computing Survey, campus technology leaders had identified mobile technology as a driving factor in educational trends (2013). The 2013 Campus Computing Survey identified private universities as the trendsetters with mobile technology. In addition to mobile technology trends, the NEA (2013) encouraged universities to pursue adaptive learning technologies that permit more personalized learning paths for students, thereby continuing the trend towards learner-centered instruction.

Following the recognized trends in online enrollment growth discussed above, Barczyk, Buckenmeyer, Feldman, and Hixon (2011) stated that one in four students took at least one online course during 2010. It was possible that the USDE (2009) understated the situation: “Online learning . . . is one of the fastest growing trends in educational uses of technology” (p. xi). Nworie (2012) echoed the USDE this way, “From an obscure position, distance education has moved to a place of prominence . . .” (para. 2).

### Demographics

While students of all demographics enrolled in online programs, Burns (2011) found that online learning appealed to adult learners, particularly in light of the convenience inherent in the online model. That said, the distinction between the adult learner and the traditional 18-22 year-old learner has blurred, according to Burns.

Importantly, what characterized an adult learner may have been less about one's age or even experience and more about the type of academic program needed to balance work, school, and life (Burns; Pontes et al., 2010). This observation led Soares (2013) to suggest the term *post-traditional* rather than adult or non-traditional to describe this segment of the higher education market.

While online education was popular among adult learners, Burns (2011) discovered that it was increasing in popularity among high school students as well. Burns suggested that the popularity of online learning among this younger demographic could dramatically alter the expectations of traditional residential students in the coming years.

The demographic factors that drive online enrollment are therefore not age-related but lifestyle- or values-related. For this reason, Bair and Bair (2011) saw online learning as constituting a discrete educational market that was not in competition with traditional F2F universities. Pontes et al. (2010) found that some students valued the interpersonal interactions that are more easily facilitated in the F2F classroom. In contrast, Bair and Bair found that other students required the flexibility of online education. Pontes et al. stated that students with major family obligations or job requirements may have selected online learning options in order to accommodate spouses or careers. Bair and Bair found that these students were uninterested in social interaction in their online courses, but preferred to focus on the cognitive content in order to complete the course efficiently. Finally, some students with physical disabilities might have chosen online education in order to limit issues pertaining to their disability, according to Pontes et al.

Pontes et al. (2010) noted that many of the reasons people gave for enrolling in online courses were often associated with risk factors for retention. Gascoigne and

Parnell (2014) affirmed that “what has drawn them to the format may also be an obstacle to their success” (para. 25).

## Conclusion

Online education evolved out of and replaced the older correspondence model of distance education. Online education was facilitated by innovations in technology, which more flexibly connected students to educational opportunities. Technology innovations would be expected to continue to impact the future directions of online education. Online education had grown quickly during the early decades of the 21<sup>st</sup> century, but that growth appeared to be slowing. While many online students were adult learners, there was a growing population of high school students who took online courses. This could potentially impact the future expectations of traditional, residential students. Importantly, many of the reasons that influenced people to enroll in online education were typically viewed as risk factors in traditional education.

## Quality Factors in Online Learning

The quality of online learning had been an area of past concern and remained an area of attention in the early 21<sup>st</sup> century. Faculty concerns about the quality of online learning remained consistently high since 2003, according to Allen and Seaman (2015). Buckenmeyer, Hixon, Barczyk, and Feldman (2013) stated, “It is widely recognized that teaching online is a different experience than teaching face-to-face” and that teaching online “requires new skills and techniques” (p. 140). Seaman (2009) found that faculty experience with online learning – or the lack of experience with online learning – was a contributing factor to the perceptions that faculty had about the quality of online education. Windes and Lesht (2014) drew similar conclusions: “. . . those with online

teaching experience in general were more favorable toward online education across institutional types than those without such experience,” and that “faculty members continue to have concerns about the quality of online education” (para. 35). Herman (2012) corroborated both of the above research findings. Windes and Lesht also found that at private four-year institutions, as faculty gained experience teaching online, they began to perceive parity in the quality of educational delivery modes, be they online or face-to-face.

Beyond faculty perceptions of the quality of online education, Joyner, Fuller, Holzweiss, Henderson, and Young (2014) observed that universities needed to ensure the student perception of quality if online education was to continue to grow and to thrive. Buckenmeyer et al. (2013) stated that an important factor in the student perception of online quality was the quality of online teaching. This section will explore factors contributing to the quality of online education.

#### Comparison of Face-to-Face and Online Quality

Cole (2009) wrote, “In every era, there have been skeptics and critics who have viewed either the expansion of the university mission or the sheer growth of the university in complexity and size as part of its likely undoing” (p. 134). With that statement in mind, it came as no surprise that the conversation about the quality of online learning often came down to a comparison between online courses and F2F courses, according to Green and Wagner (2011). Graham and Thomas (2011) stated that this comparison was valid at an early point when early online courses were “delivered as somewhat glorified independent study courses with very little instructor interaction”



(para. 10). This early lack of rigor makes sense when considering the history of online education. The following review of the literature will show why it is no longer the case.

Perhaps the most systematic and thorough comparison of F2F and online quality was conducted by the United States Department of Education (2009), which conducted a meta-analysis of 10 years of research studies on this topic:

A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning . . . . As a result of this screening, 50 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average, students in online learning conditions performed modestly better than those receiving F2F instruction. (p. ix)

Ansah, Neill, and Newton (2011) also concluded that there was no statistically significant difference between online and F2F learning effectiveness.

Allen and Seaman (2015) expanded on the above findings by focusing on the perceptions of academic leaders: "The percent of academic leaders rating the learning outcomes in online education as the same or superior to those in F2F instruction grew from 57.2% in 2003 to 77.0% in 2012" (p. 5). Allen and Seaman further stated, "The relative view of online quality has improved considerably over time, with a pattern of slow but steady improvement in the relative view of online learning outcomes" (p. 18). As has already been noted, these researchers also found that prior exposure to online education made a difference. Academic leaders from institutions that run online courses were "more than twice as likely" to perceive online education as equal or superior to F2F

learning than those academic leaders from institutions that did not run online courses (p. 19).

Different factors may contribute to the quality of online learning relative to F2F learning. The U.S. Department of Education (2009) stated that online learning tended to provide more learning time for students than did F2F instruction. Students could learn at more of their own pace. Bair and Bair (2011) expanded on that insight, stating that the asynchronous nature of online education allowed students to re-read lessons whereas the oral nature of F2F lectures limits the scope in which students may absorb content. Lovvorn, Barth, Morris, and Timmerman (2009) concurred with Bair and Bair, stating, “There was a general consensus among the faculty that online learning improved the opportunity to expand the learning process outside the structured one-hour lecture period and allowed the students to engage in ‘discovery learning’” (para. 27).

These findings should not be read to mean that there are no concerns related to the quality of online education. It may have been the case that 77% of academic leaders themselves had confidence in the quality of online education, but those same academic leaders reported that only 28% of their faculty members shared that confidence. According to Allen and Seaman (2015), this percentage of faculty who lacked confidence in online education has remained substantially unchanged since 2003. That lack of change is disconcerting, particularly in light of the amount of effort that universities have put into supporting their faculty who teach online courses. Green and Wagner (2011) reported that 50% of their campus participants reported mandatory faculty development courses for faculty who taught online. Poulin (2013) found that 58% of institutions participating in his survey required faculty training prior to teaching online. Despite

investments in faculty development, faculty perceptions of online quality remained a concern.

In addition to F2F comparisons and to faculty concerns, Allen and Seaman (2015) reported that 68.3% of higher education leaders believed that online education posed challenges for students, particularly around student self-discipline. Student retention efforts, therefore, became an issue (Allen & Seaman). Pontes et al. (2010) found that the demographic characteristics of many online courses include characteristics often associated with risk factors for attrition. Online learning may require more self-discipline from students. Therefore, those who enroll in online learning may already be at a higher risk for attrition.

While many studies have been done on the overall comparison between online instruction and F2F instruction, Green and Wagner (2011) observed that “big questions remain about how institutions define and assess the quality of their online programs” (p. 4). More troubling was Allen and Seaman’s (2015) assertion that “there is no agreed upon measure of education quality – either for face-to-face or for online education” (p. 18). These findings raise questions about the standards of quality for online education.

#### Standards of Quality for Online Education

While agreed upon measures of quality may be generally lacking, many researchers, professional agencies, and government agencies have expressed their views on this topic. Hew and Cheung (2013) identified six quality themes for online education: “instructional design, student support, faculty support, feedback, institutional support, and academic integrity” (p. 180). In 2015, the Online Learning Consortium (OLC) identified five pillars of quality: learning effectiveness, scale of cost effectiveness and

commitment, access, faculty satisfaction, and student satisfaction. The Middle States Commission on Higher Education (MSCHE) identified nine hallmarks of quality:

1. Online learning is appropriate to the institution's mission and purposes.
2. The institution's plans for developing, sustaining, and if appropriate, expanding online offerings, are integrated into its regular planning and evaluation processes.
3. Online learning is incorporated into the institution's systems of governance and academic oversight.
4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
5. The institution evaluates the effectiveness of its online offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
6. Faculty responsible for delivering online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.
7. The institution provides effective student and academic services to support students enrolled in online learning offerings.
8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
9. The institution assures the integrity of its online learning offerings. (2011, p. 3)

Poulin (2013) concluded that, in general, institutions of higher education have adopted quality standards of online learning.

In light of the rapid growth of online education, it was critical for institutions to demonstrate the quality of their online programs. Barczyk et al. (2011) indicated that there were very different skillsets for online teaching as compared to F2F teaching. The standards and pillars outlined above provided a quality infrastructure on which to build successful online learning programs.

### Course and Program Quality

While professional and government agencies along with some researchers have focused on establishing standards for quality, many other researchers have focused on driving quality through pedagogy and curriculum, according to Puzziferro and Shelton (2008). Green and Wagner (2011) urged the quality conversation to move away from the online versus F2F delivery method. They stated that quality “must focus on *what* students learn, not *where* they learn, and what types of learning environments, technologies, and resources foster student learning” (p. 6). For instance, while many faculty and administrators tout the power of video to foster student learning, the USDE (2009) found that inclusion of media in curriculum does not appear to impact online student learning. However, Joyner et al. (2014) found that videos could impact student satisfaction. Likewise, Thormann and Fidalgo (2014) found that media could “potentially motivate and hold students’ attention” (p. 384). Koedinger, Kim, Jia, McLaughlin, and Bier (2015) found that while video lectures gave students the illusion of learning, and thus may indeed improve satisfaction and grab student attention, interactive activities that help students learn by doing were more effective for student learning. The mode of delivery does not significantly impact student learning and, it appears, the technology may have questionable impact on student learning.

To Koedinger et al.'s (2015) point, what did have an impact on student learning was the pedagogy. Thormann and Fidalgo (2014) reported that many online courses were developed around a learning rhythm of read the book, post in the discussion forum, and submit a paper. That very basic approach to online learning did not sufficiently reflect the potential of a quality online curriculum. For instance, Puzziferro and Shelton (2008) stated that “constructivist, active, and authentic activities are most effective, and . . . community-based virtual environments are the most favorable for both student satisfaction and learning outcomes” (p. 123). Thormann and Fidalgo recommended activities that placed students in charge of facilitating the learning of other students. Those researchers explained it this way: “Typically when students take on a leadership role they become empowered and thus learn more and feel more connected to the content and to their classmates” (p. 384). Coupled with leadership, the USDE (2009) recommended that faculty give students more control over their learning, to involve students in self-reflective activities, and to provide opportunities for self-monitoring.

The student leadership model recommended by Thormann and Fidalgo (2014) hinted at a larger factor for online quality: community. Thormann and Fidalgo described community in online education as “building personal connections and promoting a sense of belonging which increases work quality” (p. 383). This sense of belonging created a feeling of safety that, in turn, allowed students to take risks, to explore doubts, to challenge orthodoxies, and, consequently, to learn (Joyner et al., 2014; Thormann & Fidalgo). Community was also important because the *guide on the side* approach to online facilitation placed more onus on the students to be peer instructors, and “students need to feel safe and respected” if they are to learn collaboratively in this way (Thormann

& Fidalgo, p. 383). In fact, in Thormann and Fidalgo's study, students were unanimous in asserting the value of community building in the online classroom.

Building on the above findings, Puzziferro and Shelton (2008) provided this vision of quality online courses:

Quality online courses are well-organized into learning units; have clear learning goals and objectives; include materials and activities that directly support the learning goals and objectives; engage the learner through interaction with content, other students, and the instructor; and offer rich and relevant resources for students. Most of all, online courses should be fun, engaging, pedagogically sound, and relevant. (p. 122)

That vision statement aligned well with Chickering and Gamson's (1987) seminal work on the Seven Principles for Good Practice:

1. Encourages contacts between students and faculty
2. Develops reciprocity and cooperation among students
3. Uses active learning techniques
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning. (p. 2)

Puzziferro and Shelton commended these principles as the framework of online quality.

What made these principles so valuable was the way they encouraged the active engagement of "students in exploring, discussing, and analyzing abstract concepts in real-world, relevant contexts" (Pussiferro & Shelton, p. 123).

Active, authentic learning did not focus on a particular form of content or any particular technology or modality. Rather, Puzziferro and Shelton (2008) found that this type of learning focused on the process of learning itself. By modeling the process of learning, students became competent learners. Puzziferro and Shelton recommended that 90% of the course grade be associated with active, authentic content.

#### Student Satisfaction as a Quality Factor

As indicated above, student satisfaction was one of the five pillars of online quality (OLC, 2015). Bailie (2015) used expectancy confirmation theory (ECT) to explain the mechanism behind student satisfaction as a hallmark of quality. The tenets of ECT posit that when expectations were met or exceeded, then consumers would be satisfied and would buy the product or service again. When applied to students, Bailie (2014) showed that when they were satisfied with their learning experience, they would persist. Bailie was sensitive to the larger debate about the appropriateness of applying the label *customer* to students. Regardless of that debate, ECT helped to explain why online programs must be responsive to student needs and expectations. Bailie found that dissatisfied students check out of the learning process and may drop out altogether.

Bailie (2014) also challenged online leaders to appreciate the impact that the larger consumer market has had on student expectations. A broader consumer culture has conditioned students to take for granted that their expectations will be exceeded. For this reason, Bailie (2015) concluded that “examining student satisfaction and expectation has been noted as a key element to improving the quality of online programs” (p. 42).



## Instructor Quality

There can be no discussion of online quality without addressing the quality of the faculty who facilitate online instruction. Joyner et al. (2014) stated that an effective online learning experience stemmed from the faculty members' instructional behaviors and techniques. These techniques and behaviors should establish an environment of community where students can contribute in safety and confidence (Joyner et al.). Bailie (2014) identified three broad categories of instructional behaviors and techniques: communication, presence/engagement, and timeliness/responsiveness (para. 1).

### Instructor communication.

According to Joyner et al. (2014), communication between instructor and student occurred inside the classroom, through discussion forums, messaging systems, and assignment feedback, as well as outside the classroom through email, phone, and other means. Communication outside of the classroom can be just as impactful as communication inside the classroom (Joyner et al.). In fact, in their study, one of the participants stated, "Having responses along with graded assignments is fine, but I have felt most connected through email . . . about my specific progress in class and in the program" (p. 440). Bailie's (2014) study likewise found that students valued receiving email communication from instructors one week before the start of class. Bailie found that these welcome emails were most effective when they introduced the student to the instructor, to the class, to the syllabus, to the text, and to the basic expectations of the course. Bailie (2015) reported that images of the instructor did not carry as much value with students as the researcher expected. Bailie also found that students did not wish to receive telephone calls from instructors unless the student specifically requested a call.

Bailie (2015) stated that, inside the classroom, students valued weekly announcements to introduce and outline the material for the week. Likewise, Thormann and Fidalgo (2014) concluded that students appreciated a weekly announcement that brought them closer to the topics of conversation and study. Students also valued office hours that were flexible and so could meet student needs. Joyner et al. (2014) reported that students did not value faculty responses to every discussion post. In fact, students did not believe faculty had to be actively engaged in the forum conversations at all. However, students did report that if the instructors did not engage at all in discussion forums, the students were disappointed (Joyner et al.). According to Thormann and Fidalgo (2014), students appreciated it when instructors asked questions and participated in forum discussions. In Joyner et al.'s study, students valued video and audio forms of instructor engagement.

Based on these findings, what appears to be of value is neither the type of communication nor the technology. Instead, as Thormann and Fidalgo (2014) recognized, what matters is that interaction from the instructor, which helped to construct a community of belonging.

Instructor presence.

Despite the challenges associated with an online classroom, Joyner et al. (2014) insisted that “instructor presence can exist in the online classroom” (p. 436). In fact, instructor presence is crucial for student effectiveness (Joyner et al.). Bailie (2014) found that instructor presence in the online classroom was a major expectation for online students. In quantifiable terms, Bailie's study suggested that to meet student expectations, online instructors should check the online classroom at least once each day. Students also

expected instructors to participate in forum discussions two or three days a week (Baillie). This type of interaction helped students to feel connected with their online instructor (Joyner et al.).

“The vision of a typical college classroom in the United States,” stated Joyner et al. (2014), “portrays students filing into a brick and mortar building where an instructor awaits to begin his lecture” (p. 436). Joyner et al. concluded that establishing instructor presence in the online classroom was quite different than in the F2F classroom. Effective use of technology was required to facilitate the instructor presence. That said, technology facilitated; it did not automate instructor presence. Joyner et al. found that instructor presence was fostered through course design, course material, and communication strategies. The goal of instructor presence, for Joyner et al., was to communicate to students that the instructor cared about them. When students perceived their instructors to care for them, those students were more effective at learning in the course (Joyner et al.).

Online students in instructor-facilitated courses did not expect to teach themselves. While collaborative, peer-supported learning was valuable, Thormann and Fidalgo (2014) found that students wanted the online instructor to play a major role in the learning process.

In addition, Joyner et al. (2014) found that students who were new to online education needed more instructor engagement than those students who had more experience in online classrooms. Joyner et al. also found that some online students, particularly online graduate students, expected to work more independently and did not require a heavy amount of instructor engagement. This finding should not be read to indicate that online graduate students did not require feedback from their instructors.

Joyner et al. stated that graduate students highly desired the type of mentoring and professional development that came from timely feedback on assignments and other forms of communication from instructors. Students wanted online instructors to provide timely, challenging feedback in order to advance the students' learning and growth (Bailie, 2014; Kuboni, 2013; Thormann & Fidalgo, 2014). From Thormann and Fidalgo's study, it was important for instructors to be "familiar with course materials" and "to ask thought-provoking/probing question" (p. 380). In fact, Thormann and Fidalgo found that students did not want to answer yes/no questions. Instead, they desired higher-order thinking questions. This type of engagement was an effective means of establishing instructor presence in the online classroom.

#### Instructor responsiveness.

While it is not possible for online instructors to provide instantaneous feedback to students on assignments, Joyner et al. (2014) explained that the more quickly an instructor provided responses to students, the more quickly those students felt connected. According to Thormann and Fidalgo (2014), rapid responses strengthened the students' sense of interaction in the online classroom. The theme, which Joyner et al. corroborated, was that "timely, quality, and positive feedback" is essential to the quality of an online class (p. 441). Sans timely, effective feedback, both Thormann and Fidalgo, as well as Joyner et al., concluded that online students quickly felt disconnected and abandoned.

What counts as *timely* feedback? Bailie (2014) found that students expected a response from an email to the instructor within 12 hours, and a response to a phone call within 12-24 hours. Graded feedback to minor assignments should be sent within three days, while graded feedback to major assignments should come within one week (Bailie).

Bailie also found that advances in technology were driving student expectations about what constituted timely feedback. Of course, the marketing strategies for online learning – *anytime, anywhere* – also drove some of those student expectations, according to Bailie.

## Conclusion

Researchers have demonstrated that the quality of online learning is equivalent to F2F learning, but the factors that contribute to quality are different in the online classroom than in the brick-and-mortar classroom. Barczyk et al. (2011) described poor online teaching as “online teaching which is conducted no differently from what occurs in a classroom setting” (p. 5). When online instructors communicate effectively with students, when they intentionally nurture their online classroom presence, and when they respond in a timely manner to students, then students tend to be satisfied with the online experience. Satisfied students are more likely to be successful learners. Perhaps, as Bernard et al. (2014) suggested, it is time to recognize that comparing online learning to the F2F classroom was not the best way to assess the quality of online learning.

## Capacity and Models for Online Learning

As will be discussed below, the factors that influence quality in an online program reflect in a university’s structure through its business model, operations model, learning model, and faculty model. According to Jass (2012), these models may influence the university’s faculty development needs. Hoey (2013) said that these models may reflect academic rigor, delivery models and schedules for courses, competitiveness in the higher education market, as well as financial goals for the university.

## Business Models

While many academics may resist the notion, Burns (2011) stated that “at the root of any university is the fact that they are a business. Colleges and universities need students to keep the school going” (para. 65). If universities are, in some sense of the word businesses, then, by definition, the business model is important. There are multiple ways to think about business models. Flanagan (2012) offered one way: “A business model is an organization’s blueprint for creating, delivering, and capturing value and for generating the revenue needed to cover costs, reward stakeholders, and reinvest funds in order to remain competitive” (p. 14). Rubin (2013) provided a more simplistic definition of a business model: “the way that an organization meets people’s needs, operations and organizes itself to produce its products or services, and manages its costs and expenses to remain solvent” (para. 14).

Oblinger (2014) wrote that “the traditional business model of higher education is business to consumer” meaning that colleges and universities recruited individual students directly. Oblinger contrasted that business-to-consumer (B2C) model with a business-to-business (B2B) model in which colleges and universities formed educational partnerships with corporations. The recruitment or partnership model is part of how a higher education institution might create value for stakeholders, but a business model is ultimately bigger than the B2C or B2B decision.

Faculty and many higher education leaders have historically resisted the notion that a university is a business and that it should explicitly state its business model, according to Greenberg (2004). Powell (2006) countered that online learning, in particular, was most successful when it followed a corporate business mindset.

Oblinger's (2014) statement made evident that higher education institutions are operating with at least components of a business model regardless of whether that model is explicitly recognized. Ignoring the model did not make it go away. In fact, Mayhew (2014) stated the irony of universities being institutions that drive innovation while those same universities resist internal change. Recognizing the business model of the academic institution provided the means to optimize that model through innovation.

It may be pertinent to note at this point that the 2015 Inside Higher Ed survey of higher education business officers, conducted by Gallup, found that only 14% of chief financial officers (CFOs) strongly agreed that their institution's financial model was sustainable. Only 16% of presidents of private higher education institutions strongly agreed that their institution's financial model was sustainable (Inside Higher Ed, 2015). Thus, among the executive leaders of American private colleges and universities, there is a lack of optimism related to the business models of those universities. Puzziferro and Shelton (2008) agreed with this sentiment that, to remain competitive, institutions of higher education must be innovative in their business models, in part, by creating synergies with the academic models. Rubin (2013) also agreed: "The existing business models do not meet the needs of stakeholders" (para. 1).

According to Lorenzetti (2010), there were five common online education business models. The incremental model allowed a department to serve one population. The alliance model involved partnering with a third party who would share the risks but would also share the profits. The cost or profit center model required the online learning unit to cover its own costs through its profit. The overhead or service center model provided funding for the online unit out of the institution's general budget. This model

allowed the unit to provide services for the institution without having to turn a profit. Finally, the independent, for-profit model occurred when the online unit operated separately from the university. Vignare (2009) identified three business models common to higher education: the cost or profit center, the overhead or service center, and the independent, for-profit model.

Vignare (2009) stated there is no *best* business model for a university. Regardless of the business model, Vignare found that online learning units must find ways to collaborate with departments and other key university stakeholders around strategic planning. Even with autonomous operating models and independent, for-profit business models, nurturing positive relationships with stakeholders across the university created efficiencies. She recommended the use of the balanced scorecard as a means of analyzing the key operations and business goals in order to review gaps in stakeholder relationships.

It is important for universities to create alignment between their business models, operations models, and learning models. According to Puzziferro and Shelton (2008), higher education business models must create business functions that support the learning models of the institution. Those researchers insisted that operational scalability is a key to this alignment, and that scalability must support quality, efficiency, and productivity. Oblinger (2014) stated, “Today’s new business models are designed for the tens of thousands of learners who need more quality education in less time” (p. 6). Puzziferro and Shelton explained that by the second decade of the 21<sup>st</sup> century, higher education had changed dramatically from the 1990s: semesters and terms had become optional in post-traditional education, faculty worked in teams of experts to develop courses, students had



access to the classroom anytime and anywhere. For these reasons, the operations model was the next step in optimizing an effective learning model.

### Operations Model

The operations model of an institution should reflect that institution's business model (Puzziferro & Shelton, 2008; Vignare, 2009). Huckman (2009) stated, "Your business succeeds by building operational strengths that allow it to develop and deliver products or services better than anyone else. Then, over the years, as the business naturally broadens for opportunistic or defensive reasons, it loses its edge" (para. 1). Graham and Thomas (2011) supported the notion that online education was an expansion of the traditional F2F higher education operations model. The challenge, then, was to regain the edge after the higher education operational model changed.

Hammer (2004) defined operations as "ensuring that work is done as it ought to be to reduce errors, costs, and delays" (para. 4). According to Halfond (2014), an effective online program required decisions to be made related to the administrative and academic structure of the program – the operations of the program. Because the operations model impacted the way that learning was delivered, Puzziferro and Shelton (2008) stated that the operations model impacted faculty development programs as well as how the institution supported its faculty. The operations model of an institution's online program was also important due to the degree of resources, processes, and policies necessary for a successful and robust online program (Ansah et al., 2011; Puzziferro & Shelton).

In terms of the academic operations model, the decision institutions faced was between distributed operations with department-level administration, a centralized

structure with an autonomous administrative and academic operations, or a hybrid structure (Halfond, 2014; Holtrop, 2012; Paolucci & Gambescia, 2007).

A distributed model.

According to Kuboni (2013), in a distributed model, academic departments oversee the online functions, including academic program planning and management, marketing and admissions, student support, and faculty development. Kuboni stated that one of the factors that supported the distributed model was the traditional view that academic departments were “the primary generators of the institution’s academic product . . . and solely responsible for inducting students in to the knowledge domain of the respective disciplines” (para. 25). Hoey, McCracken, Gehrett, & Snoeyink, (2014) viewed this model as the historical norm for online programs.

In this operations model, the faculty members were required to play a variety of roles. Young (1997) showed that regardless of administrative staffing, faculty members filled the roles of course designer, lecturer, researcher, discussion moderator, evaluator of student learning, and other related instructional roles. In fact, Williams (2003) identified over 40 competencies for online faculty, which impacted the scalability of online programs as faculty struggled to become proficient in each competency. It is partly for the reason of scalability that Halfond viewed this model as appropriate for startup ventures at smaller colleges and universities.

A strong advantage of this departmentally distributed model was the ability to integrate adjunct faculty members in the department. Tipple (2009) found that “integration within the academic department is critical to the adjunct faculty’s teaching experiences, growth and development, and ultimately their ongoing retention at the

university” (para. 36). While there are ways to integrate adjunct faculty members in other administrative models, such as through mentoring programs, according to Tipple, the distributed model integrated organically because it was the academic department that directly hired, scheduled, assessed, and evaluated the adjunct faculty members.

Paolucci and Gambescia (2007) found that another strength of this model was its alignment with the traditional view that “control and oversight of the curriculum rests squarely with faculty” (para. 70). It was perhaps for this reason that the academic quality of online and adult programs was perceived to be higher by faculty members at institutions that followed this model (Holtrop, 2012; Paolucci & Gambescia). However, Jass (2012) found that curriculum developed by traditional academic departments struggled to reflect the tenets of andragogy, or adult learning theory. Jass’s findings raised questions about the real versus the perceived nature of academic quality.

A hybrid model.

Although the context and focus of the current study is online instructional behaviors and adjunct faculty, the most important factor in the decision about the operations model is the student. Jass (2012) found that distributed operations models generally struggle to provide optimum learning models and student support services for post-traditional students. While administrators could use this insight to argue for an increasingly autonomous structure, Jass recommended a hybrid structure in which departments provided academic oversight while a central administrative unit provided services and oversaw processes for students. This hybrid structure required a strong cabinet-level commitment to post-traditional education that translated into active support for the centralized unit (Jass).

Some institutions have found success with a hybrid administrative model. Hoey et al. (2014) viewed the adoption of a hybrid model as a progressive trend. Blair (2012) stated that Eastern University, with 1,000 post-traditional students in business, education, and nursing, overcame many of its challenges when control of curriculum, instruction, and student admissions was passed back to the faculty. Blair had identified those three categories – curriculum, instruction, and admissions – as primary factors of academic quality. Eastern University created academic departments within its post-traditional administrative unit, which had been established based on the adult service model. Therefore, the administrative unit continued to provide centralized services while the academic departments within the post-traditional unit provided academic leadership for the post-traditional programs (Blair). Meyer and Barefield (2010) also recommended a hybrid model where administration is supportive and responsive to faculty needs.

A centralized model.

As online programs scale, the distributed and even the hybrid administrative models can create challenges. For instance, MacNeil, Luzius, and Dunkin (2010) reported the need for advanced planning for a course development and delivery schedule. The online administrator must pay more attention to professional development, industry best practices, scalability, and standardization, according to Raffo, Brinthaup, Gardner, and Fisher (2015). Schauer, Rockwell, Fritz, and Marx (2005) reported that sophisticated faculty development initiatives that support faculty transitions from the F2F classroom to the online classroom were crucial to maintain the capacity for quality curriculum development. Halfond (2014) indicated that leaders in this model were required to cover too many roles to be successful if the institution's primary goal was growth.

Tying operations models to business models for online education, Powell (2006) insisted that, when it comes to online learning, an autonomous administrative and academic model was essential. Indeed, Powell showed why the departmentally decentralized model was “a disservice to the students” (p. 2). The reason why Powell saw the decentralized model as morally problematic was the temptation to conflate the needs and goals of online or adult students with traditional residential students. Jass (2012) also found that the student constituents of residential and post-traditional or online programs had different needs, which were hard for an institution to meet in distributed and sometimes hybrid models.

Vignare (2009) stated that for an online program “the biggest challenge is deciding on whether . . . [to] be separate or not” (p. 104). Kuboni (2013) presented an autonomous administrative model in which an online business unit was created to provide academic programming as well as centralized services for post-traditional students. Jass (2012) found that academic programs developed in an academically autonomous model performed well in terms of enrollment and revenue, and that they also reflected the ideals of adult learning theory. Dedicated staff supported curriculum development and coordinated programs (Kuboni). Curry (2012) cautioned that autonomous post-traditional or online departments required a mandate from the top levels of university leadership. However, Meyer and Barefield (2010) viewed executive leadership as crucial for the success of a hybrid model, and Halfond (2014) saw executive support as necessary for all levels.

Autonomy of the nature presented by Kuboni (2013) entailed control over curriculum, faculty, and academic policy. Curry (2012) reported additional needs for

administrative, admissions, and systems control. One advantage of the autonomous operations model was the ability to be nimble in responding to market demands (Curry; Hoey et al., 2014; Vignare, 2009). Halfond (2014) stated that institutions that wished to remain competitive must be nimble because of the few remaining opportunities for growth in the online market. It was partly for this reason that Halfond viewed this model of autonomy as the model for mature online programs, although the topic of business models should be kept in mind. Paolucci and Gambescia (2007) identified a trend towards autonomous operations models in their research. Interestingly, among Christian colleges and universities, Holtrop (2012) found that even among mature adult and online programs, many maintained some level of departmental or traditional integration. If Halfond was correct, that the autonomous operations model reflected maturity, then Holtrop's findings could reflect Hoey et al.'s finding that the majority of Council for Christian Colleges and Universities (CCCCU) institutions maintained online enrollment of under 1,000 students. Only two of the 46 participants in Hoey et al.'s study had online enrollment of greater than 1,000 students. Holtrop did not define *maturity* and Hoey et al.'s findings suggest that maturity and enrollment numbers may not be strongly correlated.

In addition to the business model and student needs, Paolucci and Gambescia (2007) found that the culture and leadership of an institution may influence the type of operations model that may best suit that institution and that may best meet the student needs of that institution. Hoey et al., (2014) found that most CCCC schools remained committed to a traditional, residential college culture. This commitment placed the realm of concern for post-traditional and online students outside of the central concern of the

institution. These researchers concluded that the most effective CCCU schools were those with more separate or autonomous post-traditional and online operations model. Indeed, the researchers stated that “institutions that strategically plan to grow must not only develop a somewhat or entirely separate administrative structure, but give that structure the authority to make policies and set procedures” (para. 46). Jass’s (2012) research confirmed that conclusion, autonomous post-traditional and online programs gain efficiencies.

Regardless of the operations model chosen for the delivery of online programs, online leaders must develop a culture of collaboration and facilitation among administrators and faculty (Ansah, et al., 2011; Jass 2012; Paolucci & Gambescia, 2007; Vignare, 2009). Because more than half of teaching faculty members were now adjunct faculty, communication and faculty support of members who are geographically distributed had become a challenge (Tipple, 2009), particularly for institutions that had instituted hybrid or autonomous administrative models.

### Learning Models

The above review of the literature showed that operations and business models should align. Learning models are also an important consideration in higher education. According to Christensen and Eyring (2011), a learning model was a “framework for instruction and learning” (p. 257). Puzziferro and Shelton (2009) explained that learning models may be teaching-centric, faculty-centric, learner-centric, or andragogically based.

Just as the business model of a corporation like Starbucks may be encapsulated in a commitment to the customer experience (Pine & Gilmore, 1998), so in higher education business models can be narrowed to a means of delivering learning, such as online or F2F

delivery methods. Learning models may be closely associated with the particular business models of a university. For example, Gallagher and LaBrie (2012) spoke of Massively Open Online Courses (MOOCs) as a business model. Mintz (2014) stated that MOOCs are a type of learning model. Krause, Dias, and Schedler (2015) found that innovative frameworks of delivering learning add value to students by providing more diverse methods of demonstrating learning than traditional F2F learning can provide. Other modes of delivering learning, discussed below, include mobile learning, adaptive learning, and competency based learning.

Cook and Sonnenberg (2014) argued that innovation in learning models was crucial for the future of higher education. Cook and Sonnenberg stated that the need for innovation in higher education came, in part, from technological progress and, in part, from the moral obligation to support student learning better. In terms of the former, technology was disappearing from everyday life in the sense that it was becoming so ubiquitous that human beings failed to recognize it around them. In this sense, Cook and Sonnenberg spoke of technology becoming an “extension of the user” (p. 178). Austin and Sorcinelli (2013) affirmed these strong statements. These researchers observed that student expectations were being shaped by the rapid access and rich opportunities that technology provided. Austin and Sorcinelli stated that faculty members were struggling to integrate technological advances into teaching and learning. Innovation in technology and learning models, therefore, influenced the goals of faculty development programs. Three contemporaneous innovative learning models are discussed below.



Mobile learning.

Mobile learning (m-learning) was a learning model that, according to Borner, Glahn, Stoyanov, Kalz, and Specht (2010), can be described as “enabling learning across context, facilitating and exploiting the mobility of the learners” (p. 251). M-learning supported more informal learning and, according to Borner et al., could extend access to learning to rural students. Baran (2014) reported a trend in increased technological mobility, which provided opportunities for innovative learning.

It was not surprising that against that backdrop, Lin, Wang, and Li (2016) found that m-learning was increasingly becoming an important factor for higher education. Mao (2014) found that undergraduate students were interested in m-learning and were strongly inclined to use it in the future. Cone (2013) asserted that the promise of m-learning, not yet realized in the early 21<sup>st</sup> century, was real-time, contextually relevant access to learning. Such a development would go a long way in fulfilling one of the tenets of andragogy in putting the student in control of the student’s own learning. In terms of curriculum development, Cone stated that the challenge was to atomize learning into small, discrete, and relevant lessons that could be aggregated to meet learning needs.

As addressed above, the history of online learning was that of a new learning model facilitated by technology that increased connections between students and curriculum across time and space. Mobile devices greatly extended the potential of online learning. Cook and Sonnenberg (2014) called mobile devices “the most important shift in business” and they asked the question “why not with online education?” (p. 177). The challenge for faculty and faculty developers was initially how to optimize learning content for a small display window.

Adaptive learning.

Fain (2013) reported that in an adaptive learning course, the curriculum dynamically adjusted to the academic proficiency of the student, thereby providing a highly personalized learning experience. In adaptive learning, the learning model itself became responsive to the student, according to Cook & Sonnenberg (2014). The algorithm could access a student's past performance in order to customize a pathway to a desired learning outcome.

Competency-based education.

Competency-based education (CBE) was a learning model in which “learning is fixed and time is truly the variable factor” (Oblinger, 2014, p. 6). Krause et al., (2015) explained that CBE allowed students to progress academically only as they mastered the content, as opposed to progressing based on a calendar, irrespective of content mastery. In terms of curriculum development and faculty competencies, Krause et al. stated that CBE required well-developed student learning outcomes. With measurable, specific learning outcomes, curriculum may be modularized based on discrete competencies rather than on larger courses. Oblinger stated that this was “a game changer,” in part because this model supported a higher level of engagement with students while providing substantially more data on student learning (p. 6).

A major consideration for CBE was Krause et al. (2015) finding that CBE programs required disaggregated faculty roles: “developer, mentor, and evaluator” (para. 19). Young (1997) predicted that what he called an *unbundled* faculty model would benefit students by allowing faculty to specialize in some of their roles rather than being generalists in all of their roles.

Of all of the learning models, CBE may require the most faculty development support precisely due to the drive towards faculty specialization. Gallagher and LaBrie (2012) stated that the type of learning model deployed would impact the requirements for faculty support and development. These researchers recognized the need for institutions to pay particular attention to adjunct faculty support because adjunct faculty members had become primary deliverers of learning for many institutions.

#### Faculty Models

The business, operations, and learning models reviewed above may have an impact on faculty models. According to King and Alperstein (2015), historically, geographical constraints had framed “the idea of the university as a gathering place of teachers and students” (p. 4). Gallagher and LaBrie (2012) argued that online education challenged this traditional university paradigm by permitting a geographically dispersed faculty model. Communication and collaboration technologies reduced the necessity for faculty to gather in one geographical location.

While a geographically dispersed faculty already represented a potentially radical shift in faculty models, a disaggregated faculty model may be even more radical. Universities such as Northeastern University have taken steps in this direction with the role of the master teacher. At Northeastern University, the master teacher is a specialist in course development. Gallagher and LaBrie (2012) stated that while this role helped to promote consistent academic quality, it also posed challenges to faculty. The requirements of course development may be quite foreign to faculty members who have been trained as experts in an academic discipline. Even though working on a

development team with instructional designers could help, Gallagher and LaBrie showed that faculty development initiatives focused on learning theory are also important.

Oblinger (2013) stated that “some institutions are disaggregating faculty roles, separating course development from mentoring, tutoring, and evaluating” (p. 6).

Puzziferro and Shelton (2009) stated that unbundling faculty roles may result in cost savings and sound institutional strategy. LeBlanc (2013) stated that “this new wave of innovation relies on disaggregation” and that “online learning has disaggregated the [faculty] model” (p. 44). While faculty members may be threatened by disaggregation, Puzziferro and Shelton (2008) presented disaggregation of faculty roles as a response to the frustration that many faculty members felt when they began developing online curriculum. “Faculty are experts in their discipline, having studied and researched extensively; they cannot be expected to become instructional design experts in the amount of time provided for course development” (Puzziferro & Shelton, p. 125). Kuboni (2013) also spoke of the difficulty that faculty have in transitioning from a familiar classroom role to online instruction, which relied on a very different skillset.

Disaggregation allowed for faculty members to specialize in a particular faculty role.

## Conclusion

Innovations in business models, operations models, learning models, and sometimes faculty models were driven by many factors. As Powell (2006) indicated above, there was a moral imperative to implement models that maximized benefits to students. Austin and Sorcinellie (2013) reported that more academic institutions were changing their fundamental models in order to serve students better. Consequently, faculty members were facing a learning curve of their own as they adapted to changing

higher education models. Austin and Sorcinelli concluded that faculty members needed support to “develop curricula and teaching strategies appropriate for a range of learning environments” (p. 87).

### Online Adjunct Faculty

According to Backhaus (2009), adjunct faculty members had become a cornerstone of academic operations in higher education. Austin and Sorcinelli (2013) agreed with this assessment. Some of the reasons for higher education’s growing dependence on adjunct faculty related to costs and accountability (Austin & Sorcinelli; Mueller et al., 2013). Bedford (2009) gave other reasons, including a dearth of full-time faculty who had the interest or capacity to teach in the growing number of online classes. In fact, as Allen and Seaman (2015) stated, full-time faculty have often been resistant to online education. Other researchers found that some faculty members were entirely unqualified to teach online (Bedford; Reilly & Ralston-Berg, 2012). Faculty member resistance had driven colleges and universities to seek out adjunct faculty members to teach their online classes (Bedford). In addition, Mueller et al. (2013) observed that the use of adjunct faculty members offered schools more flexibility in terms of scheduling and teaching load.

The above research should not be understood to indicate that full-time faculty are unrepresented in online education. Seaman (2009) reported that “approximately one-third of all faculty have taught an online course, with around one-quarter currently teaching online” (p. 3). It was not just new or younger faculty who were teaching online courses. Seaman reported that faculty with more than 20 years of teaching experience were teaching online at approximately the same rate as younger faculty. Despite longstanding

historical concerns with the quality of online learning, Seaman also reported that more than 50% of full-time faculty members had recommended online learning to students. Among faculty members who had taught an online course, more than 80% had recommended online classes to students (Seaman). While Allen and Seaman (2015) stated, "A continuing failure of online education has been its inability to convince its most important audience - higher education faculty members – of its worth" (p. 21), the number of recommendations by faculty to students to take online courses suggested that, despite reservations, faculty members perceived value in online learning.

Seaman (2009) stated, "There remains a gap between institutional online learning aspirations and levels of faculty engagement" (p. 5), and Dolan et al. (2013) argued that without adjunct faculty many colleges and universities "cannot fulfill their educational missions" (p. 35). Therefore, academic institutions with online programs had turned to adjunct faculty not just for cost savings, but out of instructional and missional necessity. Just as online education had been called upon to demonstrate the quality of its delivery method, so have institutions of higher education been asked to demonstrate the quality of their online adjunct faculty instructors. "Faculty represent a critical constituency in building quality online learning" (Seaman, p. 3). In this section, this researcher will explore the identity, quality, teaching expectations, and faculty development needs of online adjunct faculty.

#### Identity of Online Adjunct Faculty

Shaker (2013) stated that in order to improve the effectiveness of adjunct faculty development programs, institutions should start by identifying their adjunct faculty population. One must be careful when speaking about the identity of a group of people

because, by definition, groups are made up of individuals. The different sub-categories of online adjunct faculty will be a key theme in this section. Before addressing those sub-categories, it may be helpful to recognize some demographics. In a study of 1,645 adjunct faculty members in Maryland:

the modal profile part-time college professor is a White (80%) woman (62%) in her fifties (38%) who works full time in a nonteaching job (21%) and holds a master's degree (61%), teaches four credit courses per academic year (32%) . . . in one institution (78%) . . . and has been doing it from one to five years (44%).

(Dolan et al., 2013, para. 26)

In a similar study with 603 respondents, Mandernach, Register, and O'Donnell (2015) found the following results: 62.6% of online adjunct faculty members were female with a mean age of 46.32 with a standard deviation of 11.28 years. In terms of education, 64.2% had a master's degree as their highest degree. The average teaching experience was 6.83 years of college teaching, with a standard deviation of 6.96 years. Among respondents, 88% reported only teaching online courses and 48% taught at two or more universities. The percentage of those who were satisfied with their adjunct role was 55.2%. Between the two studies, a picture of a *typical* online adjunct faculty member emerged.

It may be helpful to recognize one of Shaker's (2013) initial observations that, among adjunct faculty, the attainment of a terminal degree was an important dividing line. In addition to establishing a social hierarchy, the presence of a terminal degree may indicate adjunct faculty ambition. In Shaker's study, the half of her population that had a terminal degree were "open to tenure-track positions" (p. 60). This finding will become more relevant when discussing Backhaus's (2009) findings below.

Crow and Dabars (2015) stated that universities tended to “conform to a homogeneous model and lack differentiation” (p. 139). In other words, universities copied the systems and practices of other successful universities. In contrast, Bedford and Miller (2013) asserted that adjunct faculty members were not a homogeneous group. As in many categories, there were subcategories and unique individual occurrences. For example, Backhaus (2009) identified four types of adjunct faculty members: traditional, migrant, bridgers, and mentors. Backhaus’s findings reflected the earlier findings of Baldwin and Chronister (2001) and the seminal work of Gappa and Leslie (1993). Traditional adjunct faculty members were those who were industry professionals and who brought that expertise into the classroom. Migrants were those who were seeking full-time employment. Bridgers were those adjunct faculty members who viewed adjunct teaching as a pathway into retirement. Mentors were motivated mostly by the opportunity to provide guidance to students. Backhaus provided insight into the different motivational and individuating factors of adjunct faculty members.

Additionally, Shaker (2013) found that younger adjunct faculty members “were more likely to have sought traditional faculty careers” while older adjunct faculty members “were less likely to have tenure-track aspirations” (p. 59). Based on Shaker’s findings, it may be possible to draw preliminary and tentative conclusions about an institution’s adjunct body based partially on adjunct faculty ages. Brannagan and Oriol (2014) reported that late career stage adjunct faculty tended to be content with the part-time nature of adjunct employment and were willing to engage in unpaid university service. Shaker did caution that age was not the sole determining factor in adjunct faculty members’ goals. Family needs and personal preferences were also important factors



adjunct faculty members used in determining career goals. Interestingly, Seaman (2009) found that “females are more likely than males to develop and teach online courses” (p. 6). Seaman further stated that females were over-represented among adjunct faculty as a whole. These findings were consistent with Shaker’s findings that one-sixth of adjunct faculty members surveyed in her study were stay-at-home moms. As a relevant aside, Gonzalez-Gomez et al. (2011) found that female online students were more satisfied with online learning than were male online students.

Bedford (2009) identified a fifth category of adjunct faculty, which Dolan et al.’s (2013) study corroborated. Bedford recognized that normally the faculty conversation focused on a dualism between tenured faculty and adjunct faculty members. He showed another category had emerged and needed to be considered: the professional adjunct instructor, a person who had made a career of adjunct teaching. This person often taught simultaneously for multiple institutions. In Bedford’s study, they generally taught for two to four different institutions. Bedford viewed these adjunct faculty members as entrepreneurial professionals with expertise and a strong pedagogical skillset. These professionals continually invested in their own development. Of the 22 adjunct faculty members who responded to Bedford’s survey, “all engaged in online positions as their primary employment” (para. 12).

Online teaching facilitated this type of professional adjunct role. Bedford (2009) found that professional adjunct faculty members preferred the online teaching mode over the F2F mode. According to Bedford, “Most participants cited personal reasons such as flexibility and working from home as a factor in their decision to teach online” (para. 18). Participants in Bedford’s study maintained full-time teaching loads and felt that they

were able to obtain “an appropriate compensation package” (para. 12). The majority of these participants did not wish to seek a tenured or full-time position. They tended to view themselves as being self-employed with the benefits and challenges associated with such a career choice. The biggest obstacle identified by these professional adjuncts was the perception of inferiority commonly associated with the part-time adjunct status. The fear of being perceived as second-class appeared to be common among adjunct faculty, findings, which Shaker’s (2013) study also confirmed.

Bedford (2009) argued that despite the negative stereotypes associated with adjunct faculty members, professional adjuncts could bring many benefits to online learning programs. Bedford stated that perhaps the most important benefit that professional adjunct faculty members can offer is diversity. Because these professional adjunct faculty members tended to teach for multiple institutions, they could synthesize the best of each institution in their teaching. Based on Bedford’s research, professional adjunct faculty members could bring a high degree of quality to online education.

#### Quality of Online Adjunct Faculty

Setting aside Bedford’s (2009) study, Maynard and Joseph (2008) observed “widespread concern” over the ubiquitous use of adjunct faculty members (p. 140). However, Maynard and Joseph also recognized that this concern may have been due more to the employment conditions of adjunct faculty rather than to the adjunct faculty members themselves. Mueller et al. (2013) concurred with Maynard and Joseph on the concerns related to these working conditions. Mueller et al. insisted that higher education’s heavy reliance on adjunct faculty members “necessitates continued assurance of quality standards” (p. 347).

Mueller et al. (2013) conducted a study comparing the effectiveness of full-time versus adjunct online faculty. Full-time faculty in the study taught 3,660 students and adjunct faculty taught 3,351 students. The researchers conducted a factorial analysis of variance (ANOVA) looking at two semesters worth of data, broken down into the following data points: student “successful completion rate, failure rate, withdrawal rate, failure-withdrawal combined rate, course grade, grade variance, continued enrollment rate, and end-of-course satisfaction rate” (p. 344). Across each of these data points, the researchers found that the results favored full-time online faculty members over adjunct faculty members. An important component of this study was the fact that because both full-time and adjunct faculty members taught the same pre-built courses, there was no curricular variance, which could have been an important confounding variable. That said, a major difference in this study was the fact that full-time faculty members who taught these online courses did so from a teaching center. Therefore, “the full-time faculty had a community of scholars present (both in time and in location) while teaching” (Mueller et al., p. 347). The adjunct faculty members did not have this resource or this community.

#### Teaching Expectations for Online Adjunct Faculty

Mueller et al. (2013) raised the concern of whether online adjunct faculty members produced equivalent teaching outcomes as did full-time online faculty members. Bedford (2009) recognized the question of whether adjunct faculty members are prepared to teach online classes as a legitimate question. This question was challenging to answer given Storandt, Dossin, and Lacher’s (2012) report that “while we know a lot about online learning, there is relatively little available research about online teaching” (p. 122).

Mueller et al. (2013) addressed elements of online teaching in their study. They focused on select teaching outcomes. Teaching outcomes are the lag measures. According to McChesney, Covey, and Huling (2012), lag measures are results of performance that cannot be changed. Lead measures, in contrast, could be influenced and were predictive of lag measures (McChesney et al.). Therefore, in order to achieve quality teaching outcomes, it was helpful to focus on the lead measures, the teaching expectations or the instructional behaviors that lead to quality teaching outcomes.

Kuboni (2013) recommended the following teaching expectations for online instruction:

- Maintains a regular and consistent presence in the classroom.
- Uses appropriate techniques to sustain participation and minimize lurking.
- Clearly sets out expectations at the beginning of the course.
- Provides reminders to assist students to keep up with course schedule.
- Pays attention to non-participating students.
- Posts grades on time.
- In response to students' postings, identifies some areas as basis for extending the discussion.
- Uses probing questions to get students to clarify, expand, correct information provided and/or views expressed.
- Makes connections between postings of different students in order to generate additional discussion points.
- Draws attention to relevant content from course materials or other sources if and where applicable in the discussion.

- Brings closure to the discussion in an appropriate manner.
- Uses a friendly, conversational writing style.
- Highlights aspects of work that demonstrate good understanding of the requirements of the task.
- Clarifies misconceptions, misinterpretations and/or inaccuracies.
- Directs students to course materials and/or other relevant materials.
- Comments on technical quality of work (e.g. use of language, sequencing of ideas, paragraphing, referencing). (para. 42)

The teaching expectations identified by Kuboni reflected an instructor's ability to manage the online classroom, manage the discussion forums, and assess student work. Many of the above instructional expectations could be influenced and were identified by Kuboni as predictive of quality teaching. In other words, they represented lead measures of online teaching outcomes.

Regarding the management of the online classroom, Bair and Bair (2011) acknowledged the challenge for online faculty to navigate both the flexibility and structure of the online course. Asynchronous online courses offered flexibility both to faculty and to students. For this very reason, additional structure was required in order to facilitate learning. Agreeing with Kuboni (2013), Bair and Bair recommended that online teachers establish expectations early in the class and not deviate from those expectations. Based on their research, they concluded, "Students felt that once course content had been made available and a pattern of use had been established, change was unacceptable" (para. 40). Bair and Bair compared student expectations to those of customer expectations in the service industry. Similarly to Bair and Bair, Austin and Sorcinelli (2013)

concluded that students, like customers, had begun to expect immediate support at any time of day or night. For this reason, Shattuck et al. (2011) found it was highly important for online teachers to communicate expectations early with their students and to set the tone for communication.

Regarding the management of the discussion forums, Bair and Bair (2011) saw such management as a challenge for online education. In their words, online “dialogue lacked . . . spontaneity” (para. 31). Kuboni’s (2013) recommendations regarding instructor presence and instructors making connections between different student postings could represent a method of offsetting the challenge of spontaneous interaction. Bedford (2009) also saw instructor engagement with students in the discussion forums as an opportunity. Bair and Bair found that students “expected the teacher to be present in the course” and that, in their study, “written responses were the only way students knew that the teacher was present” (para. 42). The caveat was that if online faculty members posted too early or too often “students began to respond to her posts instead of each others” (para. 44). For this reason, Bair and Bair concluded that there was a fine line between online faculty posting too often and not enough. Effectively managing the discussion forums required a great deal of involvement from faculty instructors. Ambrosino and Peel (2011) found that faculty members who were engaged in the discussion forums received higher student ratings than those faculty members who were less engaged in the discussion forums.

Multiple researchers had reported that online teaching required more work and different skillsets than teaching in brick and mortar classrooms (Bair and Bair, 2011; Buckenmeyer et al., 2013; Seaman, 2009). Those researchers indicated that faculty

members tended to be unprepared for the differences. Having established potential teaching expectations for online adjunct faculty, the question arose, “What support do online adjunct faculty require in order to successfully meet [*sic*] these expectations?”

#### Faculty Development Needs of Online Adjunct Faculty

In his study, Seaman (2009) found that faculty reported that their institutional support was below average. Support for online teaching was one of the lowest ranked areas. Herman (2012) also reported that faculty “are frustrated with professional development available for online instruction” (p. 88). Seaman and Herman were both researching full-time faculty. It has already been noted in this chapter that adjunct faculty members receive disproportionately less faculty development and teach disproportionately more online courses than do full-time faculty (Mueller et al., 2013). Bedford (2009) stated that the professional adjunct faculty member’s “primary professional responsibility will be in quality instruction” (para. 21). Shattuck et al. (2011) found that most academic institutions provided more faculty support for developing online courses than teaching online courses. This finding is troubling considering Brannagan and Oriol’s (2014) claim that “the primary role of the adjunct faculty is to serve as an instructor and facilitator of existing online courses” (p. 128). If higher education institutions strive to provide quality online education, then they must provide quality, accessible faculty development opportunities for online adjunct faculty members. Perhaps this goal of quality online education is why Herman noted that “faculty development has become increasingly prevalent over the last ten years” (p. 88). Important components of adjunct faculty development will be considered below.

## Onboarding

According to Dolan et al. (2013), onboarding is the process of welcoming new adjunct faculty members to the institutions and providing “immediate information and tools to enhance their ability to hit the ground running” (p. 41). Reilly and Ralston-Berg (2012) suggested that some of the onboarding process could include an introduction to the learning management system or other technologies used in the online program. In their study, Dolan et al. found that only 67% of survey respondents, or 1,102 of 1,645 respondents, were aware that their institution provided an onboarding process. Of those who were aware of it, 83%, or 915 people, had participated in the onboarding process. Scheduling and time were the biggest factors inhibiting participation, though some adjunct faculty members felt they had enough experience and consequently the onboarding process would not add value.

## New models and roles

Austin and Sorcinelli (2013) found that it was the case that basic instructional development was needed for online adjunct faculty. As discussed in an above section on the capacity and models for online education, there had been a lot of change in the early 21<sup>st</sup> century regarding the way that universities delivered courses to students. Puzziferro and Shelton (2009) stated:

Since 2005, the landscape of online teaching and learning has changed as well as the landscape of the academy, and continues to transform before our eyes. These changes are not only a product of technological innovation, but also a result of new and reconceptualized *values* of higher education, and so we must reexamine



what changes to faculty role, position and perspectives best support these new values. (para. 3)

While Puzziferro and Shelton stated that technology was not the only factor driving innovation, it was a factor. Therefore, Austin and Sorcinelli recommended that faculty development should include instruction on the core technologies that support the instructional model of the institution.

Technological innovation was not the only factor impacting online adjunct faculty development. The online classroom itself placed demands on instructors. Lovvorn et al. (2009) reported that online faculty found their courses to be more intense than F2F courses, particularly in terms of communication requirements. Seaman (2009) reported that the perceived increased workload was “the most important barrier to teaching . . . online programs” (p. 3). Buckenmeyer et al. (2013) found that online instructors had to shift to a facilitative role, which required them to adopt a different mindset from F2F teaching. As Buckenmeyer et al. noted, with a shift in mindset can come a sense of anxiety. Kim, Cho, and Svinicki (2011) found that faculty members who had strong instructional competence tended to be more focused on impacting student learning. Anxiety was a distraction from the focus on student learning. Therefore, several researchers made the argument that training in online pedagogy and classroom facilitation was a crucial need for adjunct faculty (Lovvorn et al.; Kim et al.).

#### Social/communal

Mueller et al. (2013) identified the development of a professional teaching community of full-time faculty as a potential lead measure for quality teaching outcomes. While those researchers recommended further research on this topic, other researchers

had also pointed to the geographical isolation of online adjunct faculty members as an area of concern (Bair & Bair, 2011; Dolan, 2011). Therefore, one faculty development need for online adjunct faculty was the establishment of a teaching community, in which online adjunct faculty members established collegiality (Dailey-Hebert, Mandernach, Donnelly-Sallee, & Norris, 2014). Additionally, Mueller et al. suggested that this approach to faculty development could support a culture that valued adjunct contributions.

Dolan (2011) stated that educational administrators should consider the importance of developing their online adjunct faculty relationally and socially. Administrators should strive to create personal ties between online adjunct faculty and members of the residential institution. Such personal ties were necessary to engender trust and loyalty between the online adjunct faculty and the institution. By developing trust and loyalty, Dolan stated that administrators were likely to reduce adjunct faculty turnover. Adjunct faculty retention, argued Dolan, promoted educational quality and efficiency.

#### Academic program

Another needed area for adjunct faculty development was related to the academic program. In their seminal work, Gappa and Leslie (1993) determined that online adjunct faculty members can often be hired at the last minute to teach a course. Those adjunct faculty members then taught the course without any context of how that course fitted into a larger context. Consequently, the adjunct faculty members were unable to connect learning in their course with learning outcomes of prior courses. Mueller et al. (2013) stated: “Providing the broader context, rationale, and purpose of a course can assist

online adjuncts in maximizing student learning through the sequencing of skills, knowledge, and abilities across the curriculum” (p. 348). Therefore, online adjunct faculty would benefit by engaging in conversations about the academic program itself.

#### Professional boundaries

One challenge of online teaching is the appropriate balance between professionalism and approachability required of online instructors. According to Bair and Bair (2011), online students tended to communicate in a casual manner, and it was tempting for online instructors to be equally casual in their responses. When online instructors behave casually, such behavior can communicate engagement and caring, but it can also communicate unprofessionalism. There was also a danger, according to Bair and Bair, that casual communication could come across to students as inappropriate. Faculty development around professional but engaging online teaching behavior could foster stronger teaching outcomes.

#### Instructional behaviors

Finally, in terms of online instruction more specifically, adjunct faculty members required faculty development around those teaching expectations outlined above. Reilly and Ralston-Berg (2012) showed that these instructional behaviors contributed to successful course management, which online students expected and sought. Poor online teaching, Buckenmeyer et al. (2013) showed, jeopardized student satisfaction as well as the quality of the course. Bair and Bair (2011) showed that creating social presence and community in the online classroom was one of the most important faculty development needs. Online adjunct faculty members sought the satisfaction of getting to know and to engage with their students. Likewise, Bair and Bair stated that online students sought the

same from their online faculty. In their study, Dolan et al. (2013) found that online adjunct faculty desired faculty development “related to classroom teaching methods and increasing student motivation (76%). The other preferred topics were student assessment techniques (61%), using technology in the classroom (49%), diverse student populations and learning styles (37%), and strategies for fostering critical thinking (37%)” (p. 42).

More than just instructional behaviors and classroom management, Mandernach et al. (2015) recommended that administrators provide online adjunct faculty with opportunities to develop their pedagogy and to be exposed to learning theory. While instructional behaviors are important, higher order faculty development in pedagogy and learning theory spoke to the professional nature of the online adjunct faculty member.

## Conclusion

Colleges and universities that offered online programs relied heavily on online adjunct faculty for the instructional delivery of those programs. Online adjunct faculty were a diverse group who taught for different reasons. However, a growing, if unknown, percentage, of online adjunct faculty could be classified as professional adjuncts. In order to ensure the quality nature of online teaching, universities needed to provide a range of faculty development opportunities for their online adjunct faculty. In fact, 72% of, or 1184 of 1645, online adjunct faculty who responded to a survey by Dolan et al. (2013) indicated that they believed faculty development should be mandatory for them.

## Online Adjunct Faculty Development

According to Lovvorn et al. (2009), one of the biggest challenges that faced online adjunct faculty was how they were to develop online teaching expertise. Lovvorn et al. showed that online instructors at one small institution were chosen not because they

were “well-suited for the task” but because they were simply willing to teach online (para. 32). In other words, they were available. Recognizing the need for online adjunct faculty development, Austin and Sorcinelli (2013) found that a growing number of higher education institutions were creating faculty development programs for their online adjunct faculty. Buckenmeyer et al. (2013) stated that it was strategically vital that universities ensured that online teaching be done with a high degree of quality.

#### Need for and Strategic Priority of Online Adjunct Faculty Development

According to Austin and Sorcinelli (2013), the first faculty development program was the sabbatical leave. This sabbatical leave was designed to support faculty research, and so it fulfilled the need of the early American research universities. Hines (2009) reported that the 21<sup>st</sup> century trend of faculty development programs emerged during the 1970s. In the early 21<sup>st</sup> century, Austin and Sorcinelli reported that faculty development supports a wide array of institutional needs. Dolan et al. (2013) identified some of those needs as helping the institution “to meet its mission, enculturate employees, and meet its quality goals” (p. 41). Buckenmeyer et al. (2013) said that faculty development programs for online teaching had the potential to impact the entire institution greatly, not just the online programs. Austin and Sorcinelli concluded that “faculty development is a key strategic lever for ensuring institutional quality and supporting institutional change” (p. 85). In relation to online education, faculty development is crucial because fundamentally, “teaching online is not the same as teaching face-to-face” (Austin & Sorcinelli, p. 87). Elliott, Rhoades, Jackson, and Mandernach (2015) concurred, saying that “online faculty have additional needs and face unique challenges” (p. 166). Barczyk et al. (2011) added that differences between teaching online and F2F emerged in terms of

the technological skills needed, pedagogical strategies employed, different learning models, and the different personal discipline required for teaching online courses.

Austin and Sorcinelli (2013) listed adjunct faculty development as “one of the most important new directions for faculty development” (p. 92). Brannagan and Oriol (2014) said that the failure to invest in adjunct development programs “ignores the long-term expense of inadequately prepared adjunct faculty and their impact on student and faculty satisfaction, engagement, and retention” (p. 130). Backhaus (2009) reported that most “adjunct faculty members are hired on the basis of their professional experience and discipline knowledge” and that “it is unlikely that they have received any training in pedagogical methods” (p. 40). Elliott et al. (2015) concurred with Backhaus’s assessment. Multiple researchers have concluded that there was an urgent need for adjunct faculty development initiatives (Backhaus; Dailey-Hebert et al., 2014; Elliott et al., 2015).

Because of the growth of online education and due to the heavy reliance that universities have on online adjunct faculty (Allen & Seaman, 2015), Barczyk et al. (2011) stated that “from a business standpoint, it makes strategic sense for universities to invest resources in the certification of professors who teach online courses” (p. 6). According to Dailey-Hebert et al. (2014), universities have not yet sufficiently invested in adjunct faculty development. Kucsera and Svinkicki’s (2010) finding that there is limited scholarship on effective faculty development programs supports Dailey-Hebert et al.’s conclusion. Both of these findings may further reflect Hines’s (2009) recognition that “faculty development is generally not an income generator” (p. 5).

## Types and Models of Faculty Development

While universities may be struggling to provide faculty development support for online adjunct faculty, Graham and Thomas (2011) observed that certification courses in online teaching were promising. Shattuck et al. (2011) concurred, stating that online instructors desired a formal recognition of their online teaching expertise. Graham and Thomas reported that certification courses have been the “dominant means” of developing online instructors (para. 3). Austin and Sorcinelli (2013) reported that there were a growing number of these courses. However, Backhaus (2009) found a lack of data on adjunct faculty needs or interests for faculty development. Backhaus’s finding is concerning in light of Daily-Hebert, Mandernach, Donnelly-Sallee, and Norris’s (2014) conclusion that lack of adjunct faculty interest in faculty development was one of the biggest barriers to participation. Austin and Sorcinelli encouraged institutions of higher education to reflect on their own needs when establishing faculty development programs. However, because the data is lacking, it was challenging for institutions to identify their needs reliably.

There were numerous types of faculty development that could serve different institutional or adjunct faculty needs. Elliot et al. (2015) listed several types: a sandbox course in the learning management system where adjuncts could explore, a new faculty orientation, online asynchronous courses, mentoring programs, webinars, and a collection of answers to frequently asked questions. Those researchers further identified three areas of potential program focus: theoretical, which focused on trends in higher education or pedagogy; applied, which focused on the application of pedagogical strategies; and institutional, which focused on the policies and procedures of the university. Further,

Elliot et al. identified two formats for faculty development. The first was self-paced, non-facilitated and the second was facilitated. Herman (2012) provided a similar list of types of faculty development: self-teaching resources such as books or videos, peer mentoring, F2F workshops, and online training courses. Herman also found that, in general, institutions with mature faculty development programs offered 15 or 16 programs. Herman concluded that it was important “to provide faculty with options” (p. 104). Mandernach et al. (2015) also recommended multiple options, including “synchronous, asynchronous, collaborative, independent, static, [and] interactive” (para. 19).

#### Online training course

As noted above, formal training courses for online teaching were popular and generally desired by adjunct faculty. Herman (2012) noted that the University of Phoenix relied heavily on online training courses, in part because of their reliance on adjunct faculty from across the United States. It made sense that online adjunct faculty who are not restricted to a geographical proximity to their institutions would need faculty development options that are not spatially constrained.

Formal online training courses vary in length from three-week glorified orientations (Branagan & Oriol, 2014) to eight-week programs (Herman, 2012). According to Herman, five-week and six-week courses are also common at different universities. Universities often offer such courses on a regular basis, multiple times per year depending on institutional need.

Time commitments each week can also vary. Graham and Thomas (2011) reported that one course required five to eight hours of work each week. The early weeks required extra time due to additional group work in those weeks. The group work was



deemed to improve course persistence. At another institution, the online training course was designed to require four to five hours of work each week, though participants reported spending seven or more hours a week on coursework. Shattuck et al. (2011) reported twelve out of the 16 respondents reported that this workload was reasonable, although nine of the 16 respondents reported that they found the workload challenging to keep up with.

The content of the online training courses may include “practice in online pedagogical strategies for student engagement . . . and use of activities that facilitate learning” (Branagan & Oriol, 2014, p. 129). The course may also provide an introduction to the history and mission of the university, university policies and procedures, instructional strategies, instruction in technology, communication strategies, and online classroom management strategies. The course may offer opportunities to practice grading student assignments or engaging with mock students in discussion forums. As Branagan and Oriol stated, there is no substitute for practice when developing these skills.

Perhaps one of the most valuable outcomes of online training courses was articulated by a respondent to Shattuck et al. (2011) survey. The respondent stated that the opportunity to be an online student and to gain that perspective was what that person liked best about the course.

#### Mentor programs

Elliot et al. (2015), Dolan et al. (2013), and Herman (2012) each listed mentoring programs as popular forms of faculty development. Barczyk et al. (2011) stated that “mentoring is often used by universities” for faculty development (p. 10). According to Barczyk et al., mentoring can empower faculty. In their study, a participant stated that

“having mentors who had successfully developed and taught online courses was critical” (p. 11). Barczyk et al.’s participants also spoke of how mentors helped to create trust and a strong sense of connection, which Dolan (2011) found to be so valuable for online adjunct faculty members. Dolan et al. found that many online adjunct faculty members were unaware that a mentoring program existed at their institution, so more work was needed to communicate the presence and availability of this resource.

#### Adjunct faculty preferences

At the beginning of this section, Backhaus (2009) was reported to have expressed concern over a lack of data on adjunct faculty needs or interests. Since the time of her study, additional research has been done in this area. Regarding types of faculty development opportunities, the literature is mixed on adjunct faculty preferences. Herman (2012) reported findings from her quantitative survey, stating that faculty generally “prefer mentoring, personalized instruction, web-based modules, learning with peers, and informal help” (p. 103). Faculty members were less interested in self-teaching types of development.

Buckenmeyer et al. (2013) surveyed 92 faculty members and concluded that the collaborative dynamics of online faculty development were most valued by faculty. Mentoring support was an important part of online faculty development as was collaborative opportunities beyond the mentoring relationship. These researchers found that a collaborative emphasis positively impacted faculty. Collaboration helped faculty “to feel connected to the program and know that they have a voice in how the program is conducted” (p. 150).

Both Herman's (2012) and Buckenmeyer et al.'s (2013) studies were conducted with full-time online faculty who were based on a residential campus rather than with online adjunct faculty. Working with online adjunct faculty, Elliott et al. (2015) found that "applied, collaborative engagement is essential" for that population as well (p. 165). Perhaps these findings lend credence to Buckenmeyer et al.'s assertion that "...the design of the program is more important than the characteristics of the faculty members who participate" (p. 150). Building on the theme of collaboration in program design, Williams, Layne, and Ice (2014) found that online adjunct faculty needed feedback and communication to be successful in faculty development programs. Dolan (2011) also stated that robust communication was necessary in order for online adjunct faculty to connect to the institution and to engage deeply with the faculty development program. Based on the above findings, collaboration and communication were vital for both full-time faculty development as well as online adjunct faculty development. In fact, Dolan made the argument that these factors are more important for online adjunct faculty members due to the geographical disbursement of those faculty members.

Collaboration aside, when it comes to which type of faculty development online adjunct faculty members prefer, the literature is mixed. Elliott et al. (2015) found that online adjunct faculty members had no clear preference for the types or for the focus of faculty development. Their study considered self-paced or facilitated online courses as well as theoretical, applied, or institutional areas of focus. They did not cover all of the types of faculty development identified by Herman (2012). Daily-Hebert et al. (2014) surveyed 649 online adjunct faculty members and concluded that respondents preferred independent completion programs. Independent completion programs included "self-

paced online short courses . . . and self-paced online modules” (p. 78). Independent completion options were deemed important for overcoming two of the biggest barriers to online adjunct faculty development: scheduling and time. The researchers also identified personal engagement as another strong preference.

In their study of online faculty development, Williams et al. (2014) recommended “different modes of training delivery such as one-on-one, self-paced, or hands-on group training” (para. 61). Ambrosino and Peel (2011) also found that a “combination of faculty development activities worked together to influence faculty participants’ instructional behavior/practice” (p. 36). Elliott et al. (2015) concluded, in light of their inability to identify adjunct faculty preferences, that “flexibility and variety in faculty development programming” is ideal (p. 175). This finding concurred with other studies in the literature that recommend variety in programming.

One of the advantages of providing variety and flexibility is that it helps to overcome many of the barriers to online adjunct faculty development. Daily-Hebert et al. (2014) found that rather than a single barrier for online adjunct faculty members, there were multiple barriers for faculty development. That said, these researchers identified time, scheduling, and interest as the most common barriers. While it is important to consider these barriers when assessing faculty development, it is also important to consider online adjunct faculty motivations.

#### Motivating Adjunct Faculty

Just as it is helpful to identify preferences for and barriers to online adjunct faculty development, so too is it helpful to identify factors that motivate online adjunct faculty. Elliott et al. (2015) recommended that institutions of higher education consider

the interests of the adjunct faculty member before investing in faculty development programming. Backhaus (2009) had identified different categories of online adjunct faculty and stated that “because faculty are coming to their jobs for different reasons, they may have different desires for career development” (p. 44). For that reason, there may be no single adjunct faculty interest. There may be interests. For example, Backhaus stated that the adjunct faculty who desired to move into full-time employment may have looked at faculty development as a chance to distinguish themselves in order potentially to advance their careers. Backhaus acknowledged that because higher education institutions relied so heavily on adjunct faculty members, it may have been helpful to give more attention to adjunct faculty members’ motivations.

Henning (2012) found that faculty development paralleled post-traditional education in that faculty were motivated in the same way that adult students were often motivated. For Henning, some of the implications of this finding were that faculty may want to control their learning by carefully scheduling their time. Faculty may also be motivated by a clear application of what they were learning to their specific situation. An important finding of Henning’s study was that for peer learning to be successful, trust must first be developed. Without a high degree of trust, faculty may not transparently share their experience in the online faculty development classroom. While there are barriers to peer learning, Henning found that the rewards of peer learning were important. Peer learning in faculty development can help participants overcome a sense of isolation in the online classroom. Additionally, peer learning is an important way to learn from the experience of others.

In addition to these ways to motivate faculty in an online faculty development classroom, Henning (2012) also found that faculty could be motivated to engage in faculty development through a desire more creatively to meet the needs of their students. She found that faculty may also have been motivated by opportunities to expand their professional options or to advance their career. However, Henning stated that the most important factors that contributed to faculty engagement with faculty development were time and money.

As stated previously, Bedford (2009) identified a growing category of online adjunct faculty that she called the *professional adjunct*. According to Bedford, these adjunct faculty members were intrinsically motivated by their value of professionalism. Shaker (2013) found that many adjunct faculty members were demotivated by many of the institutional adjunct faculty policies and practices. One of these policies was the “requirement of regular reappointment,” which some participants stated “felt demeaning” (p. 60). Shaker’s participants “perceived some lack of thoughtfulness and planning in the structures governing their work-lives and believed their careers to be limited as a result” (p. 60). Shaker’s findings may support Bedford’s in that the desire to be viewed and treated as professionals may be an important motivating factor for online adjunct faculty members. Other researchers have drawn similar conclusions (Dolan, 2011; Elliott et al., 2015). Mandernach et al. (2015), therefore, recommended that administrators “promote faculty satisfaction and retention by engaging online adjunct faculty as active collaborators in their institution” (para. 19).

Other than the desire to be viewed and treated as professionals, Shaker (2013) declared that online adjunct faculty members were often motivated by the desire to see

their students succeed. Very few, two of 18 participants, were motivated by self-interest in Shaker's study. These findings may discount the importance of financial compensation for motivating adjunct faculty. However, Dolan (2011) found that inadequate financial compensation was one of the most common complaints from online adjunct faculty. Temporarily bracketing those findings, Shaker found that the adjunct faculty members in her study viewed themselves as serving society through their students. While these findings may suggest philanthropic means of motivation for adjunct faculty, Shaker also reported that the work of adjunct faculty may be emotionally tiring and occasionally aggravating, particularly in light of the fact that most institutions do not have merit-based systems of reward for adjunct faculty.

Daily-Hebert et al. (2014) found in their survey of 649 online adjunct faculty members that both intrinsic and extrinsic motivational factors applied. The majority of their "participants (78.8%) were *intrinsically* motivated to engage in professional development. Such intrinsic motivation included the desire for professional growth and the opportunity to improve teaching effectiveness" (p. 78). Alongside these intrinsic motivations, 64.7%, or 420 of the 649 participants were motivated by economic incentives "including pay increases, course scheduling priority, and retention" (p. 78). Shaker (2013) stated that adjunct faculty have recognized their value to higher education and may seek to be more broadly recognized for their service. Therefore, any conversation about the motivation of online adjunct faculty should recognize the tension between the adjunct faculty members' desires to serve society, their potential frustrations with their career situation, and their desires to better their financial standing.

Finding ways to motivate online adjunct faculty is beneficial to the university. Dolan (2011) stated that “motivated faculty are more likely to strive in their teaching” (p. 63). Motivated faculty members were more likely personally to invest in their professional development and job performance. Dolan found that establishing a sense of belonging between the online adjunct faculty member and the university was a crucial motivating factor. Dolan further reported that “a large number did not see themselves as part of a team working with a common vision and goal” (p. 70). Consequently, Dolan’s conclusion, that online adjunct faculty felt unvalued, was not surprising. When giving examples of the factors that contributed to feeling unvalued, several participants cited administrators’ failure to seek academic input from their online adjunct faculty. Other participants stated that administrators had not taken the time to get to know them. Therefore, personal communication and the solicitation of input from university leaders may go a long way toward motivating online adjunct faculty members.

Dolan (2011) did reveal another finding that may seem surprising. Participants in Dolan’s study reported that the state-of-the-art technology, particularly the learning management system (LMS), was motivating. Dziuban, Moskal, Thompson, Kramer, DeCantis, and Hermsdorfer (2015) arrived at similar findings: that the LMS “greatly impacts perceptions of community” (para. 5). Perhaps this finding related to the LMS should not be surprising given Burnette and Conley’s (2013) findings that it was an advance in technology that initially made online education possible. Dolan found that online adjunct faculty members prefer technology that is intuitive and reliable.



## Effectiveness of Faculty Development

The work of identifying online adjunct faculty members' preferences, barriers, and motivations serves the goal of promoting effective faculty development. After all, Buckenmeyer et al. (2013) made the obvious but compelling point that unless faculty members attend, faculty development initiatives will fall short of institutional goals. Regarding those goals, Williams et al. (2014) observed that the institutional goal of faculty development was to improve academic quality, whether it was instructional, research, assessment, or some other academic function. Training and support may also have been intended to improve faculty "confidence and comfort in their online teaching ability, which then affects student performance in online classrooms" (Williams et al., para. 57). However, Hines (2009) stated that for many institutions, the goal of faculty development was simply to meet the needs of faculty. This observation may partially explain why Hines found little literature dedicated to the effectiveness of faculty development programs.

Little objective research had been done to demonstrate the effectiveness of faculty development (Kucsera & Svinkicki, 2010; Palmer, Dankoski, Smith, Brutkiewicz, & Bogdewic, 2011). Dudek et al. (2012) reported that when assessment was done on faculty development, participant satisfaction was most often the metric that was assessed. Buckenmeyer et al. (2013) found anecdotal evidence that faculty development positively impacted instructional behaviors. In their own study, these researchers tracked participant satisfaction and also gathered self-reported data on pedagogy. Faculty participants in their study reported positive pedagogical impacts from faculty development.

Working from the intuition that faculty cannot benefit from faculty development opportunities unless they attend those events, Elliott et al. (2015) studied attendance. Those researchers found that when faculty registered for events, 77.15% of registrants attended the events for which they signed up. Of those who registered and attended, 78.64% of faculty completed the event program.

Other studies were done to assess the instructional impact of faculty development. Ambrosino and Peel (2011) found preliminary data supporting the positive impact of faculty development on instructional behavior. Storandt et al. (2012) reported a corresponding fluctuation of student grades to instructor participation in faculty development. Dudek et al. (2012) offered a brief three-hour workshop to faculty supervisors of student clinical experiences. They were interested in how faculty development would impact the scoring of in-training evaluations reports (ITER). They acknowledged that a three-hour workshop was a modest intervention. Evaluations of the ITERs before and after the models intervention showed statistically significant and meaningful improvements. Based on data like this, Elliott et al. (2015) concluded that both the “institutions and their faculty benefit from active engagement in professional development initiatives” (p. 173).

In order to create faculty development programs that can sustain ongoing assessment for effectiveness, Hines (2009) made the following recommendations:

1. Establish goals aimed at overall quality education.
2. Establish outcome-based criteria for outcome reports.
3. Assess for reason of program improvement – not accountability.
4. Look for examples and models currently in use.

5. Create an organizational climate conducive to program assessment.
6. Provide adequate release time and staff. (pp. 9-10)

Because online adjunct faculty development is a strategic means for meeting the institution's needs, assessment of the program's effectiveness is important. Attention to program design on the front end may produce more effective outcomes on the back end.

### Conclusion

This chapter examined the literature on quality online education, with particular attention to the role of online adjunct faculty. Bailie (2011) showed that institutions of higher education relied heavily on online adjunct faculty to deliver quality instruction to online students. From the start, the quality of online education has been a major concern for all stakeholders. Research demonstrated that faculty development played a strategic role in the fostering of quality online education. While the literature revealed a number of areas of quality focus such as OLC's Five Pillars, few specific instructional behaviors have been identified or studied (Bailie, 2015; Kuboni 2013). Bailie (2015) was the only researcher who investigated how faculty or students prioritized these instructional behaviors. Bailie (2015) stated, "The extent to which online student expectations in relation to what online faculty view as reasonable appears to be an area that is relatively untapped" (p. 52). No study included comparisons of administrator, full-time faculty, adjunct faculty, and student priorities of instructional behaviors. Dailey-Hebert et al. (2014) recommended that additional studies should make these comparisons, specifically between residential and online adjunct faculty.

Additionally, Dailey-Hebert et al. (2014) found insufficient research about online adjunct faculty development in the literature. In particular, what was lacking in the

literature was an investigation into online adjunct faculty “perceptions, needs, motivations, and barriers” (p. 68). By investigating online adjunct faculty instructional priorities, this researcher hoped to add to the knowledge base, particularly in areas of pedagogical perceptions and motivations.

According to Bailie (2011), understanding the priorities that different stakeholder groups have for online instructional behaviors can help to influence institutional policy, instructional protocols, faculty development programs, and curriculum. In the current study, this researcher attempted to evaluate the instructional priorities of four major stakeholders in online higher education: administrators, full-time faculty, online adjunct faculty, and online students. By understanding the instructional priorities of each major stakeholder group, this researcher hoped that PCU could better support its online adjunct faculty by improving its online adjunct faculty development program. Bailie (2014) demonstrated that a better grasp of online student expectations was particularly important. Dolan (2011) stated that online programs were competing for the best adjunct faculty members, and so those online programs must “attract and retain the best instructors” (p. 71). Bedford’s (2009) study found that many of the best instructors viewed themselves as professionals and responded positively to faculty development opportunities that improved their level of instructional quality. Williams et al., (2014) concluded that “when faculty members feel that what they do is valued, they are more likely to continue working and want to continue improving as educators” (para. 56).

### Summary

The purpose of the current study was to evaluate the differences in expectations among administrators, full-time faculty, online adjunct faculty, and online students

related to the instructional responsibilities of adjunct faculty at PCU in order to improve PCU's adjunct faculty development program. Findings in the literature led this author to conclude that this research was needed. The following chapter reviews the quantitative, survey-based methodology used for conducting the current study. It will explain how that methodology was designed to answer the three research questions:

1. What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?
2. How do adjunct faculty members' perceptions of administrator priorities for online instructional behaviors differ from administrators' actual priorities?
3. Is there a relation between one's past experience with online learning and one's expectations of online instructional behaviors?

In the final chapter, the researcher will discuss the results, limitations, and future implications of the current study.

## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of the current study was to evaluate the differences in expectations among administrators, full-time faculty members, online adjunct faculty members, and online students related to online instructional behaviors at Private Christian University (PCU) in order to improve PCU's adjunct faculty development program. This chapter details the methodology used in this study, including the research design, population, data collection, analytical methods, and limitations of the study.

Three research questions guided this study:

1. What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?
2. How do adjunct faculty members' perceptions of administrator priorities for online instructional behaviors differ from administrators' actual priorities?
3. Is there a relation between one's past experience with online learning and one's expectations of online instructional behaviors?

#### Research Design

This researcher determined that a quantitative, non-experimental, fixed design methodology utilizing descriptive analysis would effectively address the research questions. According to Leedy and Ormrod (2013), descriptive quantitative research

determines the characteristics of a phenomenon or clarifies relationships between phenomena. There was no need to modify any phenomenon or to determine causal relationships. Therefore, descriptive quantitative research was appropriate. Salkind (2012) stated that researchers utilizing nonexperimental methods do not manipulate variables. Because this researcher wanted to describe characteristics of current phenomenon at the time of the study, a nonexperimental methodology was adequate.

In order to conduct the study, this researcher developed a survey to collect data. Leedy and Ormrod (2013) stated, “Survey research involves acquiring information about one or more groups of people – perhaps about their characteristics, opinions, attitudes, or previous experiences – by asking them questions and tabulating their answers” (p. 189). The research questions required data on existing phenomena, so a cross-sectional survey was ideal. According to Leedy and Ormrod, a cross-sectional survey collects data at one point in time.

### Population

The population for this study included administrators, full-time faculty members, online adjunct faculty members, and online students from PCU, located in the Midwest region of the United States of America. At the time of the study, PCU was classified by the Carnegie Classification of Institutions of Higher Education (2015) as a medium-sized master’s level university. PCU was a private, non-profit university with a strong liberal arts tradition and a growing professional studies portfolio. PCU employed 197 full-time faculty members to support its residential campus (C. Skinner, personal communication, November 2, 2015) and 431 adjunct faculty members to support its post-traditional students (S. Moore, personal communication, March 14, 2016). The total student

enrollment at PCU was 4,900 (<http://www.olivet.edu/fast-facts/>), 2,073 of whom were enrolled in a post-traditional course at the time of this survey (A. Hasik, personal communication, March 16, 2016).

Of the 2,073 post-traditional students, 80% were female ( $n = 1,654$ ), 20% were male ( $n = 419$ ), and one did not list her or his gender. Of the 2,073 online students, less than one percent were multiracial ( $n = 2$ ), Pacific Islanders ( $n = 2$ ), Native American ( $n = 11$ ), or did not provide a race or ethnicity ( $n = 14$ ). Seven percent were Asian ( $n = 147$ ), 7.5% were Hispanic ( $n = 155$ ), 13.9% were African American ( $n = 288$ ), and 70% were White ( $n = 1,454$ ).

To address the research questions, administrators ( $n = 25$ ), students ( $n = 1837$ ), as well as online and face-to-face (F2F) faculty members ( $n = 628$ ) were included in the study. The researcher distributed survey requests to a total sample of 2,490 persons.

### Data Collection

This section provides a detailed step-by-step account of the data collection process, the variables investigated, how each variable was measured, and the rationale for the development of the test instrument.

### Design of the Instrument

In order to answer the three research questions, this researcher developed an electronic survey using Snap Surveys, version 11 professional. The researcher developed his own survey instrument because the list of expectations of online instructors was unique to PCU. The researcher had been unable to locate a similar industry-standard survey instrument. The list of expectations of online instructors had been developed by PCU following extensive work by a task force, which reviewed the Community of



Inquiry (CoI) theoretical framework, best practices of online instruction from other online programs, the expectations of regional accreditors, and recommendations from national organizations such as the Online Learning Consortium (OLC) or the Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies (WCET). The above process of developing expectations for instructional behavior created construct validity for the expectations. According to Salkind (2012), construct validity can be established through consistency of items with the underlying theory. The CoI was the foundational theory behind this instrument. Leong (2011) and Garrison (2007) found that the CoI identified the factors that impact student satisfaction and learning in online environments. The result of the above process was a list of 28 instructional behaviors expected of PCU online faculty. See Appendix A for the PCU Online Adjunct Faculty checklist. The list of expected instructional behaviors was shared with full-time, post-traditional faculty in the School of Graduate and Continuing Studies (SGCS) who provided feedback. Faculty support was overwhelmingly positive.

Based on those 28 instructional behaviors identified by PCU, this researcher created a survey composed of 29, six-point, Likert-style questions ranging from *extremely unimportant* to *extremely important* for each item. See Appendix B for the survey instrument. The number of instructional behaviors and the number of survey questions differed because it was necessary for clarity to split or consolidate instructional behaviors when phrasing the survey questions. The researcher considered that results indicating a neutral position would be challenging to interpret effectively. Therefore, the researcher chose a six-point scale to force respondents to take a position on topics.

Likert-style questions were chosen because, according to Leedy and Ormrod (2013), Likert scales provide a scoring mechanism for subjects' attitudes.

In addition to the Likert-style questions, 21 survey questions provided demographic information. However, these questions were divided based on the primary role of each survey participant. Demographic information included information such as participant gender, age, primary role at PCU, additional role(s) at PCU, and experience levels with online learning. Some demographic questions were common to each of the four stakeholder groups, for instance, age, gender, and primary role at PCU. One's primary role was defined in the survey as the role at PCU in which one spent 51% or more of one's time, including overload time. Once the primary role was identified, participants would receive role-specific demographic questions, such as the program in which a faculty member served as an instructor or how many online classes an online student had taken at PCU. Each of these questions can be viewed in Appendix B.

#### Variables

In order to answer the first research question, "What differences exist in expectations of online instructional behaviors among administrators, full-time faculty members, online adjunct faculty members, and online students?" the researcher investigated responses from each of the four stakeholder groups to the 29, six-point, Likert-style questions related to online instructional behaviors. Responses to these Likert-style questions provided interval data for statistical analysis. According to Leedy and Ormrod (2013), interval data has equal units of measurement and an arbitrarily established zero point. Additionally, Leedy and Ormrod stated that rating scales, such as the one developed by this researcher, "are often assumed to be interval scales" (p. 86).

For this first research question, the independent variable was the respondent's membership in one of the four stakeholder groups. The dependent variable was the respondent's score on each of the 29 Likert-style survey questions. Respondents were asked to identify their primary role at PCU: Administrator, full-time faculty member, adjunct faculty member, or online student. The 29 Likert-style survey questions asked respondents how important each of the online instructional behaviors was to them. Respondents could select choices on a six-point scale from *extremely unimportant* to *extremely important*. A choice was forced for each question because no neutral or *not applicable* choices were offered.

In order to address the second research question – How do adjunct faculty members' perceptions of administrator priorities differ from administrators' actual priorities? – the same 29 Likert-style questions were used again. In this scenario, adjunct faculty members were asked to answer the 29 questions based on how they thought PCU administrators would prioritize each of those instructional behaviors. In this way, the questions were kept constant so that differences of priorities might emerge. In this second research question, the independent variable was the primary role of the responder: administrator or online adjunct faculty member. The dependent variable was the response to the 29 questions.

In order to answer the third research question – Is there a relationship between one's past experience with online learning and one's expectations of online instructional behaviors? – demographic data was used in combination with responses to the 29 Likert-style questions. In the third research question, the independent variable was each respondent's past experience with online learning. Past experience was measured in the

total number of years involved in online education, whether in an administrative capacity, instructional capacity, or learning capacity. These data belonged to the ratio scale of measurement because, in each case, the intervals of each number were standard and an absolute zero was established (Salkind, 2014). The dependent variable was each respondent's response to the 29 Likert-style survey questions.

#### Pilot of the Instrument

The researcher piloted the survey instrument at a similar peer institution of the same denominational affiliation that was also located in the Midwestern region of the United States of America. The researcher received institutional approval for the pilot from the provost and the vice provost and dean of the School of Professional and Graduate Studies at the pilot school. The researcher also received approval from the chair of the institutional review board (IRB) committee from the peer institution on September 4, 2015.

This peer institution had a student population of more than 2,000 undergraduate and graduate students (<http://www.mnu.edu/about/facts.html>). The survey was distributed to 540 total recipients, including 142 online students, 95 full-time faculty members, 20 administrators, and 283 adjunct faculty members. The researcher received 63 responses to the survey, for a response rate of 11.67%.

The researcher requested that the associate vice president for instructional technology and online education (AVP) from the peer institution to email the survey link and survey invitation to the population. Email was used as the distribution mechanism because all members of the population had an institutional email address. The researcher reasoned that this method would reflect standard communication practices at the peer

institution. The AVP distributed the survey invitation and survey link via institutional email on September 16, 2015. The survey was available to participants for two weeks. One week after the initial invitation was sent, the AVP sent a reminder to the whole population. One day before the survey closed, the AVP sent a final reminder to the whole population. The distribution date was chosen for convenience only. Other than assistance with the distribution of the survey invitations, the AVP was not involved in data collection. Survey results were stored by the survey vendor in their cloud storage location. The researcher accessed the results from that cloud location. The researcher identified no irregularities in the data collection process during this pilot.

In order to justify the reliability of the survey instrument as a measurement of instructional behavior priorities, this researcher ran a Cronbach's alpha on the Likert-style questions, which excluded the demographic content. The researcher chose this statistic because, according to Salkind (2014), "Cronbach's alpha (or  $\alpha$ ) is a special measure of reliability known as internal consistency" (p. 114). The overall alpha for these questions was .868. According to Yockey (2011), an alpha between .80 and .89 reflects good reliability.

The researcher received 12 suggestions from respondents. Six suggestions contested the expectations for instructional behaviors that had been developed at PCU. For example, one respondent stated:

Seven days is a standard turnaround time. Standard online responses are 48 hours.

This didn't give me a range. I think that 5 days and 24 hours are too tight.

However, I didn't have another option. Perhaps items like this could be ranked.

The researcher judged that such responses reflected opinions about instructional behaviors, which is what the survey instrument was designed to do. Consequently, no changes needed to be made to the instrument.

Four responses indicated that the instrument was acceptable. For example, one responded stated, “No improvements are necessary.” One respondent commented about the difference between what faculty should do and what they did do. Because the survey sought to understand priorities and not actual practice, the researcher did not take any actions based on this response. The final response was a commentary about online instruction in general and consequently did not impact the final survey instrument.

#### Survey Implementation

The researcher received PCU institutional approval for the study from the vice president of academic affairs, the vice president of strategic expansion, and the associate vice president of academic affairs. The researcher received approval from the chair of the IRB committee at PCU on May 28, 2015.

The survey was distributed to 2,490 total recipients, including 25 administrators, 197 full-time faculty members, 431 adjunct faculty members, and 1,837 online students. Institutional email was chosen as the distribution method because all participants had an institutional email address. The administrative assistant of the office of academic affairs distributed the survey link to the full-time faculty members. The researcher selected this method because it was the normal means by which the institution communicated with full-time faculty members. The faculty help desk representative at the SGCS distributed the survey link to administrators and adjunct faculty members because this method of distribution was the normal means by which the institution communicated with adjunct

faculty members. The student help desk representative at the SGCS distributed the survey link to online students because this method of distribution was the normal means by which the institution communicated with online students.

Surveys were distributed on November 2, 2015 to all groups. See Appendix C for the survey distribution email scripts. One week later, a reminder email was sent through the same distribution channel. Six days after the first reminder email was sent, a final reminder email was sent through the same distribution channel. Two weeks after the surveys were first distributed by email, the researcher closed the survey with 613 responses for a response rate of 24.6%.

The data were collected from November 2, 2015 through November 16, 2015 for the sake of convenience. However, the timing was helpful as the Thanksgiving holiday did not arrive until November 25 that year. Students and faculty were not in peak work times, as would have been the case leading up to finals week in December. In traditional programs, students who entered the program in the fall may still be in a honeymoon phase with their new program; however, due to the post-traditional, accelerated nature of SGCS programs, students start continually throughout the year. Therefore, the honeymoon phase was unlikely to be a factor in this study. The collection time was two weeks.

There was one irregularity with the data collection. Instead of sending the email survey request just to full-time, residential faculty members, the administrative assistant to the office of academic affairs sent the email survey request to all faculty members, including residential adjunct faculty members and online adjunct faculty members. The list of online adjunct faculty members utilized by the administrative assistant was

different from the SGCS list of online adjunct faculty members. Many residential adjunct faculty members self-identified as such when responding to the demographic questions. These participants who self-identified as residential adjunct faculty members were excluded from the data analysis. However, there was no way to determine if all residential adjunct faculty members had been identified during the data analysis process.

### Analytical Methods

The researcher conducted survey research using a quantitative, non-experimental, fixed design methodology with administrators, full-time faculty members, online adjunct faculty members, and online students to determine the variance in expectations associated with online adjunct faculty teaching roles and responsibilities. In order to analyze the data for the first research question, the researcher used the Welch's variant of a one-way, between-subjects analysis of variance (ANOVA) due to violation of the homogeneity of variance assumption among many items (Welch, 1947). The researcher was comparing averages between two or more groups. According to Yockey (2011), an ANOVA should be used "when the means of two or more independent groups are compared on a dependent variable of interest" (p. 91). Once the ANOVA had been performed, a Bonferroni post hoc test was conducted in order to determine where the differences were located between the four stakeholder groups. According to Newsom (2013), the Bonferroni post hoc is a prevalent post hoc test. Despite the use of the Bonferroni post hoc, which Newsom said overcorrects for Type 1 error, familywise error remained a concern for the researcher. According to McLaughlin and Sainani (2014), "By using a P value cutoff of .05 for statistical significance, approximately 1 in 20 tests (5%) will be



deemed significant when no effects exist” (p. 544). Therefore, the researcher used the Hochberg procedure to control even further for familywise or Type 1 error.

In order to analyze the data supporting the second research question, the researcher performed a *t*-test for independent means in order to compare adjunct faculty members’ perceptions of administrator priorities with the actual priorities of administrators. According to Salkind (2014), a *t*-test for independent means should be used when comparing two groups one time only across one or more variables.

In order to analyze the data supporting the third research question, the researcher performed a Pearson product-moment correlation because he was seeking to understand a relationship between the variables of prior experience with online education and priorities for online instructional behaviors. A correlation was chosen because, according to Salkind (2014), correlations measure relationships between variables.

### Limitations

The researcher identified several limitations of this study. First, this study was designed with one model of online learning in mind: asynchronous learning delivered through a learning management system (LMS). Instructional behaviors for other modes of online learning, such as synchronous modes, may require different instructional behaviors. This is a limitation of external validity and the results of this study may not be generalizable to other modes of online learning.

A second limitation was that this study relied upon a convenience sample of one denominational, private, non-profit institution in the Midwestern region of the United States of America. Consequently, the results may not be generalizable to the broader

population of administrators, full-time faculty members, online adjunct faculty members, or online students, particularly those at public or for-profit institutions.

Third, this study relied on instructional standards developed by a single institution. While attempts were made to reflect the broader industry standards, the fact remains that the task force had the institutional goals in mind when they created the instructional standards for PCU.

A fourth limitation of the study was that the researcher used a self-created survey instrument. While the researcher conducted a formal pilot and received a strong reliability score, more evaluation and testing of the survey instrument would benefit future studies.

Fifth, in this study, there was a small sample size of administrators ( $n = 25$ ). In addition, those administrators ranged from entry-level operations specialists through executive level vice presidents. Ideally, only administrators who set policy and standards for the instructional behaviors of online adjunct faculty would be surveyed. However, limiting the administrator group in that way would reduce the sample size to five. This is a limitation of criterion validity.

Sixth, there were a number of confounding variables not controlled for in this study. One variable was student prior exposure to stronger or weaker online instructors. Another was online class size. Yet another uncontrolled variable was the academic discipline of the administrators, faculty, or online students.

Seventh, while the survey was distributed through the institutional email system, many adjunct faculty members do not check their institutional email regularly. This factor likely reduced the response rate of this group.

Finally, as the researcher stated above, residential adjunct faculty members received the survey. The researcher had not designed the survey for that group. While the researcher made every effort to exclude this group from the results, there was no way to determine if all residential adjunct faculty members had been identified and segregated.

### Summary

This chapter provided an explanation of the methodology used in this study, including the research design, population and sample, data collection procedures, analytical methods, and limitations of the study. In the following chapter, the data will be analyzed, and the researcher will report results, draw conclusions, note implications, and make recommendations based on the results of the study.

## CHAPTER IV

### FINDINGS AND CONCLUSIONS

#### Introduction

In this study, the researcher sought to understand the differences in expectations for online instructional behaviors among administrators, full-time faculty, online adjunct faculty, and online students at Private Christian University (PCU) in order to improve PCU's adjunct faculty development program. In this final chapter, the researcher answers the research questions and details the researcher's findings, conclusions, and recommendations from the study.

At the time of this study, universities relied heavily on adjunct faculty members to deliver online learning. According to Dreyfuss (2014), in post-traditional programs, like those delivered by PCU in this study, it was common for adjunct faculty members to teach 60% or more of offered courses. Post-traditional students benefited heavily from the professional expertise of adjunct faculty, according to Crane et al., (2009). As Dolan et al. (2013) reported, at times when college budgets are strapped, adjunct faculty members helped reduce instructional expenses. However, do adjunct faculty members hold to the same rigorous expectations for online instructional behaviors as other key stakeholders, such as administrators, full-time faculty members, and online students?

Three research questions guided this study.

1. What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?
2. How do adjunct faculty members' perceptions of administrator priorities for online instructional behaviors differ from administrators' actual priorities?
3. What is the relation between one's past experience with online learning and one's expectations of online instructional behaviors?

A total of 488 survey responses were used in this study. The breakdown of responses by stakeholder group are reported in Table 1.

Table 1

*Participation by Group*

Group	Surveyed	Responded	Response Rate
Administrator	25	25	100%
Online Student	1837	321	17.5%
Full-time Faculty	197	73	37.1%
Online Adjunct Faculty	431	69	16%

The researcher conducted a study on the internal consistency of the 29-item instructional behavior scale. The coefficient alpha for the scale was .957 among participants at PCU. This score was higher than the .868 of the pilot instrument, which had already indicated a high degree of reliability. The higher score reflected improvements to the instrument based on feedback from the pilot. See Appendix B for the survey instrument. The means from the individual items ranged from 3.45 to 5.23, with a composite mean on the total scale of 134.83. The maximum value of the scale was

174, which would indicate *extremely important*. A value of 145 would indicate *very important*, and a value of 116 would indicate *somewhat important*. The value of 134.83 fell between *somewhat* and *very important*. The composite standard deviation for the total scale was 23.85.

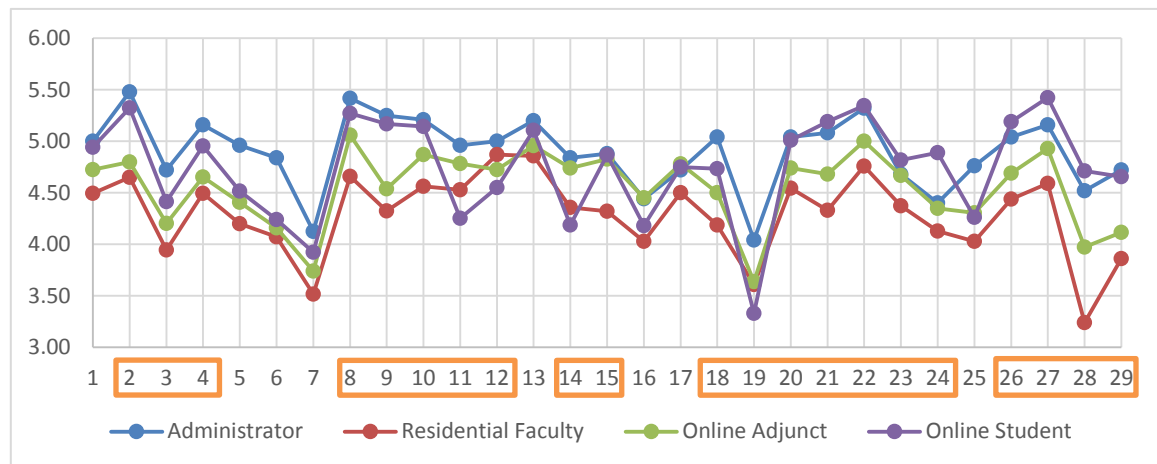
## Findings

### Findings for Research Question One

Research question one read, “What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?” In order to analyze the data for the first research question, the researcher used a Welch’s variant of the one-way, between-subjects analysis of variance (ANOVA) due to violation of the homogeneity of variance assumption among many items (Welch, 1947). Once the ANOVA had been performed, a Bonferoni’s post hoc test was conducted in order to determine where the differences were located among and between the four stakeholder groups. Finally, a Hochberg procedure was used to correct for familywise error.

Figure 1 presents a graph of the mean responses for the four groups to the 29 survey items. Of the items that passed the tests of equality of means, the researcher found statistically significant differences on items 2, 3, 4, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29. See Figure 3 for an explanation of what each of the statistically significant items signified. These items accounted for 72.4% of all survey items. Only items 1, 5, 6, 7, 13, 16, 17, and 25 either did not pass the equality of means tests or did not show statistically significant differences. See Figure 4 for an explanation of what each of the non-statistically-significant items signified. Those items where the researcher

found no statistically significant difference accounted for 27.5% of the survey items. For items where statistically significant differences were found, the Hochberg procedure did not return any instances of familywise error. Results for each of the 29 items are presented in Figure 1.



*Figure 1.* Comparison of means among the four stakeholder groups for the 29 survey items. Items with statistically significant differences are indicated with a green box around the item number.

Figure 2 displays the value of the participant survey scores.

Score	Value
1	Extremely Unimportant
2	Very Unimportant
3	Somewhat Unimportant
4	Somewhat Important
5	Very Important
6	Extremely Important

*Figure 2.* Value of the survey responses.

Figure 3 is an explanation of what each of the statistically significant items signified.

---

2	Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.
3	Online instructors should provide a summarizing post at the end of each week that summarizes themes from the week's forum discussions.
4	Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.
8	Online instructors should provide feedback on student work that is positive while pointing out errors.
9	Online instructors should provide in-line comments on student papers.
10	Online instructors should return a scored rubric with each student assignment.
11	Online instructors should grade for adherence to a writing style guide (e.g., APA).
12	Online instructors should grade for writing skills.
14	Online instructors should respond to each student in the introductory forum.
15	Online instructors should reach out to struggling students by phone and email by the second week.
18	Online instructors should post an announcement to the class at the beginning of each week.
19	Online instructors should personalize announcements by mentioning student names and/or course conversations.
20	Online instructors should ensure that announcements are concise.
21	Online instructors should ensure that announcements are formative (indicating how to make improvements).
22	Online instructors should provide thorough replies to student communications (phone/email).
23	Online instructors should provide additional resources when addressing student questions.
24	Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.
26	Online instructors should return graded assignments within five days of the assignment submission.
27	Online instructors should respond to student communications within 24 hours.
28	Online instructors should ensure a reasonable grade distribution across the class.
29	Online instructors should have no student withdraw from a class without a documented attempt to intervene by the instructor.

---

*Figure 3.* Items with statistically significant differences.



Figure 4 is an explanation of what each of the non-statistically-significant items signified.

---

1	Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.
5	Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.
6	In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.
7	Online instructors should author approximately 20% of all discussion forum posts in a week.
13	Online instructors should post their professional biography and contact information in the online classroom before the course begins.
16	Online instructors should reach out to students who do not submit class work by day three of each week.
17	Online instructors should encourage struggling students with personal notes and communication.
25	Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.

---

*Figure 4.* Items with non-statistically significant differences or that did not pass the equality of means requirement.

Table 2 shows a comparison of the means for each of the 29 survey items, divided into groups and showing the composite score for each item. Administrators ranked the second item, *online instructors should provide an orienting post at the beginning of each*

week that provides guidelines on what the instructor expects from students' forum posts that week, as their highest priority with a mean of 5.48 ( $SD = .82$ ) and item 19, *online instructors should personalize announcements by mentioning student names and/or course conversations*, as their lowest priority with a mean of 4.04 ( $SD = 1.43$ ). Full-time faculty ranked item 12, *online instructors should grade for writing skills*, as their highest priority with a mean of 4.87 ( $SD = 1.55$ ) and item 28, *online instructors should ensure a reasonable grade distribution across the class*, as their lowest priority with a mean of 3.24 ( $SD = 1.36$ ). Adjunct faculty members ranked item 8, *online instructors should provide feedback on student work that is positive while pointing out errors*, as their highest priority with a mean of 5.06 ( $SD = 1.50$ ) and item 19, *online instructors should personalize announcements by mentioning student names and/or course conversations*, as their lowest priority with a mean of 3.64 ( $SD = 1.65$ ). Online students ranked item 27, *online instructors should respond to student communications within 24 hours*, as their highest priority with a mean of 5.42 ( $SD = .91$ ) and item 19, *online instructors should personalize announcements by mentioning student names and/or course conversations*, as their lowest priority with a mean of 3.33 ( $SD = 1.40$ ). Item 19, *online instructors should personalize announcements by mentioning student names and/or course conversations*, received the lowest composite priority of any item, with a mean of 3.45 ( $SD = 1.43$ ). Item 27, *online instructors should respond to student communications within 24 hours*, received the highest total priority of any item, with a mean of 5.22 ( $SD = 1.09$ ).

Table 2

*Means for Research Question 1*

Item	Administrator	Full-time Faculty	Online Adjunct	Online Student	Composite
1	5.00	4.49	4.72	4.94	4.85
2	5.48 <sup>a</sup>	4.65	4.80	5.33	5.16
3	4.72	3.94	4.20	4.41	4.33
4	5.16	4.49	4.65	4.95	4.85
5	4.96	4.2	4.41	4.52	4.48
6	4.84	4.07	4.16	4.24	4.24
7	4.13	3.51	3.74	3.92	3.85
8	5.42	4.66	5.06 <sup>a</sup>	5.27	5.16
9	5.25	4.32	4.54	5.17	4.96
10	5.21	4.56	4.87	5.14	5.02
11	4.96	4.53	4.78	4.25	4.40
12	5.00	4.87 <sup>a</sup>	4.72	4.55	4.64
13	5.20	4.86	4.96	5.11	5.05
14	4.84	4.36	4.74	4.18	4.32
15	4.88	4.32	4.83	4.87	4.78
16	4.44	4.03	4.45	4.18	4.21
17	4.72	4.50	4.78	4.75	4.72
18	5.04	4.19	4.50	4.73	4.64
19	4.04 <sup>b</sup>	3.61	3.64 <sup>b</sup>	3.33 <sup>b</sup>	3.45 <sup>b</sup>
20	5.04	4.54	4.74	5.01	4.90
21	5.08	4.33	4.68	5.19	4.99
22	5.32	4.76	5.00	5.35	5.21
23	4.68	4.37	4.67	4.82	4.72
24	4.40	4.13	4.35	4.89	4.67
25	4.76	4.03	4.30	4.26	4.26
26	5.04	4.44	4.69	5.19	5.00
27	5.16	4.59	4.93	5.42 <sup>a</sup>	5.22 <sup>a</sup>
28	4.52	3.24 <sup>b</sup>	3.97	4.71	4.38
29	4.72	3.86	4.12	4.66	4.47

<sup>a</sup> high score for the group.

<sup>b</sup> low score for the group.

In terms of means, administrators held the overall highest expectations for online instructional behaviors with an average mean scores for all 29 items of 4.90 out of 6.00.

Online students held the second highest overall expectations with an average mean score for all items of 4.74. Both of these scores were higher than the average mean score for all groups of 4.65. Online adjunct faculty members had an average mean score of 4.55 and full-time faculty had the lowest expectation for online instructional behavior with an average mean score for all items of 4.29.

#### Administrators

Table 3 shows the statistically significant differences between administrator priorities and other groups. There were no statistically significant differences between administrator and online adjunct faculty priorities. In only one case, item 11, did administrators' priorities ( $M = 4.96$ ) differ from online students' priorities ( $M = 4.25$ ):

*Online instructors should grade for adherence to a writing style guide (e.g., APA).*

Administrators' priorities most often differed from full-time faculty members' priorities for online instructional behaviors. See Figure 5 for an explanation of the items on which administrators differed from full-time faculty members. In every case of difference, administrators held higher priorities than other groups.

Table 3

*Differences as Compared to Administrators' Responses*

Item	Administrator	Full-Time Faculty	Online Adjunct	Online Student
1	5.00	4.49	4.72	4.94
2	5.48	4.65*	4.80	5.33
3	4.72	3.94	4.20	4.41
4	5.16	4.49	4.65	4.95
5	4.96	4.2	4.41	4.52
6	4.84	4.07	4.16	4.24
7	4.13	3.51	3.74	3.92
8	5.42	4.66*	5.06	5.27
9	5.25	4.32	4.54	5.17
10	5.21	4.56*	4.87	5.14
11	4.96	4.53	4.78	4.25*
12	5.00	4.87	4.72	4.55
13	5.20	4.86	4.96	5.11
14	4.84	4.36	4.74	4.18
15	4.88	4.32	4.83	4.87
16	4.44	4.03	4.45	4.18
17	4.72	4.50	4.78	4.75
18	5.04	4.19*	4.50	4.73
19	4.04	3.61	3.64	3.33
20	5.04	4.54	4.74	5.01
21	5.08	4.33*	4.68	5.19
22	5.32	4.76	5.00	5.35
23	4.68	4.37	4.67	4.82
24	4.40	4.13	4.35	4.89
25	4.76	4.03	4.30	4.26
26	5.04	4.44	4.69	5.19
27	5.16	4.59	4.93	5.42
28	4.52	3.24***	3.97	4.71
29	4.72	3.86	4.12	4.66

\*  $p < .05$ .\*\*\*  $p < .001$ 

Figure 5 is an explanation of the items on which administrators differed from full-time faculty members.

- 
- |    |   |
|----|---|
| 2  | Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week. |
| 8  | Online instructors should provide feedback on student work that is positive while pointing out errors.  |
| 10 | Online instructors should return a scored rubric with each student assignment.  |
| 18 | Online instructors should post an announcement to the class at the beginning of each week.  |
| 21 | Online instructors should ensure that announcements are formative (indicating how to make improvements).  |
| 28 | Online instructors should ensure a reasonable grade distribution across the class.  |
- 

*Figure 5.* Items with statistically significant differences between administrators and full-time faculty members.

#### Full-Time Faculty Members

When comparing priorities for online instructional behaviors, full-time faculty members consistently held the lowest priority for instructional behaviors across the groups. On only four items, which are depicted in Figures 6-9, did full-time faculty members rank an instructional behavior higher than another group: Items 11, 12, 14, and 19. See the figures below for an explanation of these four items. The researcher should note that item 19 was the lowest ranked item in every other group, except for full-time faculty members. Note that even when the full-time faculty priorities were not the lowest of the four groups, they were never the highest. Note also that none of the differences on these four items are statistically significant.

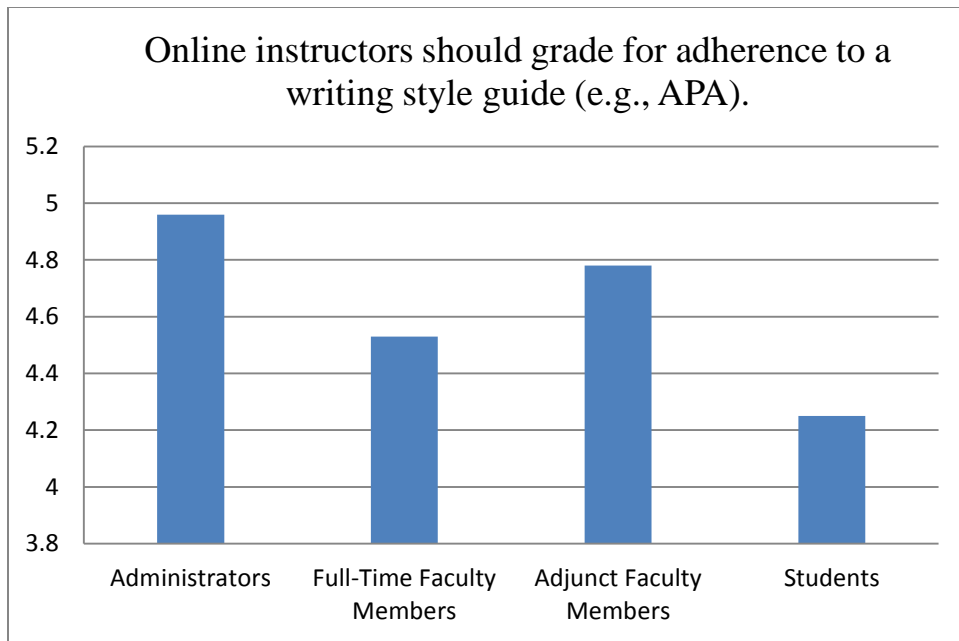


Figure 6. Item 11

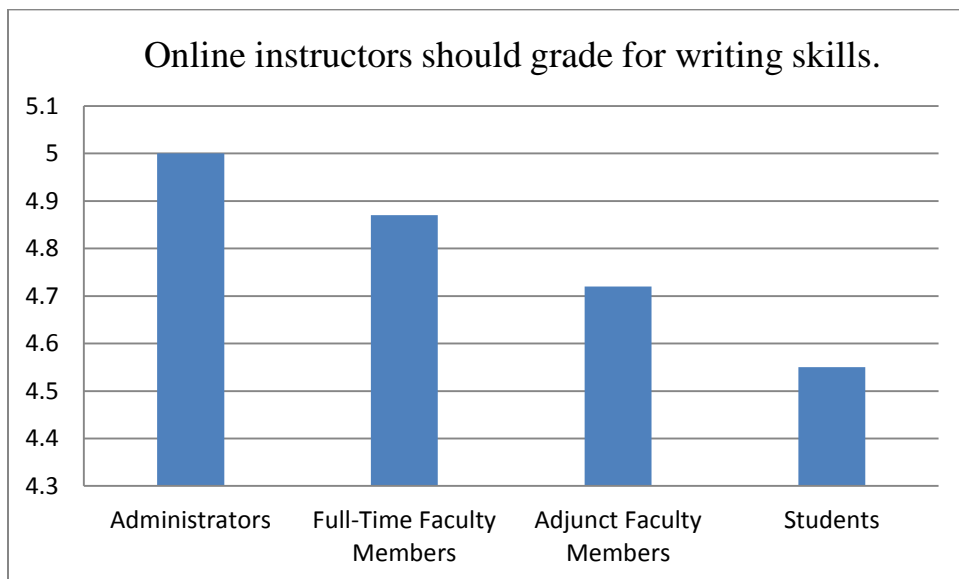
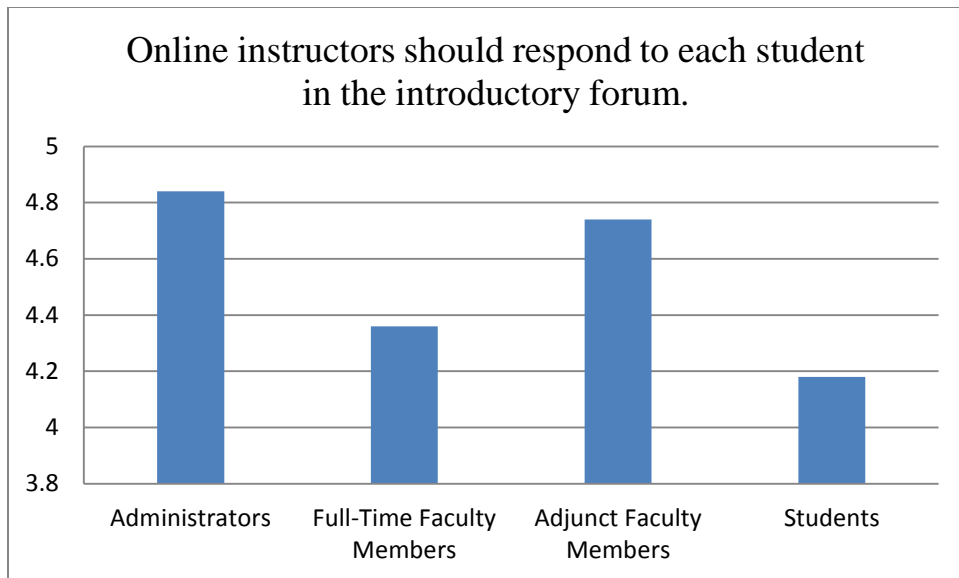
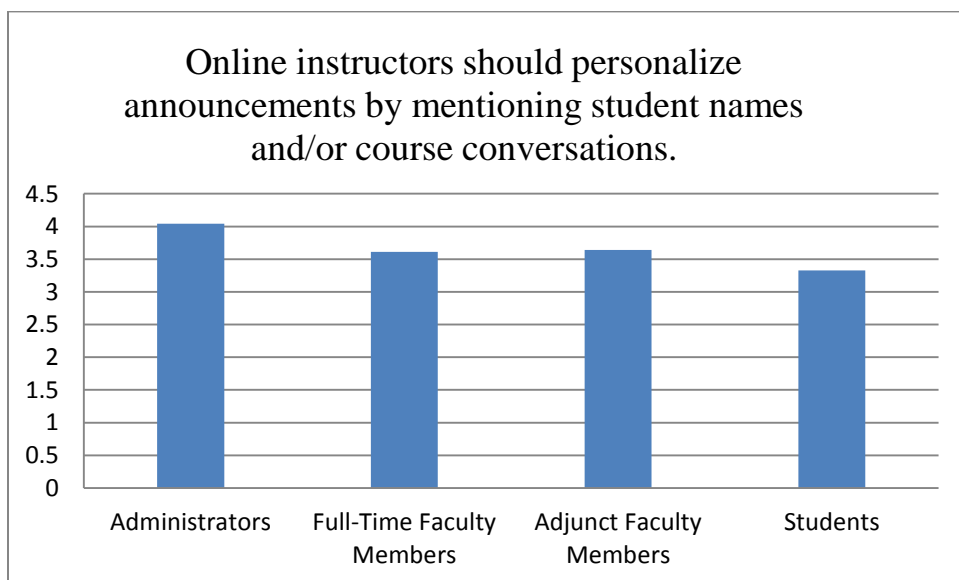


Figure 7. Item 12



*Figure 8. Item 14*



*Figure 9. Item 19*

Table 4 displays the comparison of full-time faculty members' online instructional priorities to the other three groups. In no case of statistically significant difference did full-time faculty members hold higher priorities for online instructional behaviors relative to the other groups. In each case, full-time faculty members held lower instructional expectations than other groups.



Table 4

*Differences as Compared to Full-Time Faculty Members' Responses*

Item	Administrator	Full-Time Faculty	Online Adjunct	Online Student
1	5.00	4.49	4.72	4.94
2	5.48*	4.65	4.80	5.33***
3	4.72	3.94	4.20	4.41
4	5.16	4.49	4.65	4.95*
5	4.96	4.2	4.41	4.52
6	4.84	4.07	4.16	4.24
7	4.13	3.51	3.74	3.92
8	5.42*	4.66	5.06	5.27***
9	5.25	4.32	4.54	5.17**
10	5.21*	4.56	4.87	5.14***
11	4.96	4.53	4.78	4.25
12	5.00	4.87	4.72	4.55
13	5.20	4.86	4.96	5.11
14	4.84	4.36	4.74	4.18
15	4.88	4.32	4.83*	4.87**
16	4.44	4.03	4.45	4.18
17	4.72	4.50	4.78	4.75
18	5.04*	4.19	4.50	4.73**
19	4.04	3.61	3.64	3.33
20	5.04	4.54	4.74	5.01*
21	5.08*	4.33	4.68	5.19***
22	5.32	4.76	5.00	5.35***
23	4.68	4.37	4.67	4.82*
24	4.40	4.13	4.35	4.89***
25	4.76	4.03	4.30	4.26
26	5.04	4.44	4.69	5.19***
27	5.16	4.59	4.93	5.42***
28	4.52***	3.24	3.97**	4.71***
29	4.72	3.86	4.12	4.66***

\*  $p < .05$ .\*\*  $p < .01$ .\*\*\*  $p < .001$ .

The group with whom full-time faculty members most often disagreed was online students. In 16 of the 29 items, or 55.2% of the items, and in 16 of the 18 cases of

difference, or 88.9% of those cases, full-time faculty members held lower priorities for online instructional behavior than did online students. Full-time faculty members never held statistically significant higher priorities for online instructional behavior than did online students. See Figure 10 below for an explanation of these items. The average difference between full-time faculty members and online students on these 16 items was .698, or roughly two-thirds of a point on the six-point Likert scale. These differences are highly meaningful given the association of student satisfaction with online learning quality (Bailie, 2015; OLC 2015).

Figure 10 is an explanation of the items on which fully time faculty members differed from online students.

---

2	Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.
4	Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.
8	Online instructors should provide feedback on student work that is positive while pointing out errors.
9	Online instructors should provide in-line comments on student papers.
10	Online instructors should return a scored rubric with each student assignment.
15	Online instructors should reach out to struggling students by phone and email by the second week.
18	Online instructors should post an announcement to the class at the beginning of each week.
20	Online instructors should ensure that announcements are concise.
21	Online instructors should ensure that announcements are formative (indicating how to make improvements).
22	Online instructors should provide thorough replies to student communications (phone/email).
23	Online instructors should provide additional resources when addressing student questions.
24	Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.
26	Online instructors should return graded assignments within five days of the assignment submission.
27	Online instructors should respond to student communications within 24 hours.
28	Online instructors should ensure a reasonable grade distribution across the class.
29	Online instructors should have no student withdraw from a class without a documented attempt to intervene by the instructor.

---

*Figure 10.* Items with statistically significant differences between full-time faculty members and online students.

#### Online Adjunct Faculty Members

When analyzing the different priorities of online adjunct faculty members, there were no statistically significant differences between their priorities and the priorities of PCU administrators. Online adjunct faculty members differed from full-time faculty

members on only two items, items 15 and 28. In both of those cases, adjunct faculty members held higher expectations than did full-time faculty members. Item 15 read, *online instructors should reach out to struggling students by phone and email by the second week*. Item 28 read, *online instructors should ensure a reasonable grade distribution across the class*. Online adjunct faculty members differed with online students on 10 items, which are explained in Figure 11 below. In eight of those cases, online students had a significantly higher priority than did online adjunct faculty members. Table 5 presents the means and standard deviations for the four groups in comparison to the scores of online adjunct faculty members.

Table 5

*Differences as Compared to Online Adjunct Faculty Members' Responses*

Item	Administrator	Full-time Faculty	Online Adjunct	Online Student
1	5.00	4.49	4.72	4.94
2	5.48	4.65	4.80	5.33**
3	4.72	3.94	4.20	4.41
4	5.16	4.49	4.65	4.95
5	4.96	4.2	4.41	4.52
6	4.84	4.07	4.16	4.24
7	4.13	3.51	3.74	3.92
8	5.42	4.66	5.06	5.27
9	5.25	4.32	4.54	5.17
10	5.21	4.56	4.87	5.14**
11	4.96	4.53	4.78	4.25**
12	5.00	4.87	4.72	4.55
13	5.20	4.86	4.96	5.11
14	4.84	4.36	4.74	4.18*
15	4.88	4.32*	4.83	4.87
16	4.44	4.03	4.45	4.18
17	4.72	4.50	4.78	4.75
18	5.04	4.19	4.50	4.73
19	4.04	3.61	3.64	3.33
20	5.04	4.54	4.74	5.01
21	5.08	4.33	4.68	5.19**
22	5.32	4.76	5.00	5.35
23	4.68	4.37	4.67	4.82
24	4.40	4.13	4.35	4.89**
25	4.76	4.03	4.30	4.26
26	5.04	4.44	4.69	5.19**
27	5.16	4.59	4.93	5.42**
28	4.52	3.24**	3.97	4.71***
29	4.72	3.86	4.12	4.66*

\*  $p < .05$ .\*\*  $p < .01$ .\*\*\*  $p < .001$ .

Figure 11 is an explanation of the items on which online adjunct faculty members differed from online students.

- 
- |                 |   |
|-----------------|---|
| 2 <sup>a</sup>  | Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week. |
| 10 <sup>a</sup> | Online instructors should return a scored rubric with each student assignment.  |
| 11              | Online instructors should grade for adherence to a writing style guide (e.g., APA).   |
| 14              | Online instructors should respond to each student in the introductory forum.  |
| 21 <sup>a</sup> | Online instructors should ensure that announcements are formative (indicating how to make improvements).  |
| 24 <sup>a</sup> | Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.  |
| 26 <sup>a</sup> | Online instructors should return graded assignments within five days of the assignment submission.  |
| 27 <sup>a</sup> | Online instructors should respond to student communications within 24 hours.  |
| 28 <sup>a</sup> | Online instructors should ensure a reasonable grade distribution across the class.  |
| 29 <sup>a</sup> | Online instructors should have no student withdraw from a class without a documented attempt to intervene by the instructor.  |
- 

*Figure 11.* Items with statistically significant differences between online adjunct faculty members and online students.

<sup>a</sup> Online students had a higher priority than did online adjunct faculty.

## Online Students

Table 6 presents the means and standard deviations for the four groups in comparison to the scores of online students. When looking at statistically significant differences between groups, the researcher found that online students often held different priorities from full-time faculty members and, to a lesser extent, from online adjunct faculty members. Online students had significantly different priorities than full-time faculty on 55.2%, or 16 of the 29 items, which are depicted in Figure 10 above. That number of 16 items represented 88.9% of the 18 items where students differed from other groups. In every case, online students held higher priorities for online instructional behaviors than did full-time faculty members. In contrast, online students differed from online adjunct faculty members on 34.5%, or 10 of the 29 total items and 55.6% of 18 total student disagreements, depicted in Figure 11 above. In two cases where online adjunct faculty members had significantly different priorities than online students, those adjunct faculty members held higher priorities than online students. In only one case, item 11, did administrators' priorities ( $M = 4.96$ ) differ from online students' priorities ( $M = 4.25$ ): *Online instructors should grade for adherence to a writing style guide (e.g., APA).*

Table 6

*Differences as Compared to Online Students' Responses*

Item	Administrator	Full-time Faculty	Online Adjunct	Online Student
1	5.00	4.49	4.72	4.94
2	5.48	4.65***	4.80**	5.33
3	4.72	3.94	4.20	4.41
4	5.16	4.49*	4.65	4.95
5	4.96	4.2	4.41	4.52
6	4.84	4.07	4.16	4.24
7	4.13	3.51	3.74	3.92
8	5.42	4.66***	5.06	5.27
9	5.25	4.32**	4.54	5.17
10	5.21	4.56***	4.87**	5.14
11	4.96*	4.53	4.78**	4.25
12	5.00	4.87	4.72	4.55
13	5.20	4.86	4.96	5.11
14	4.84	4.36	4.74*	4.18
15	4.88	4.32**	4.83	4.87
16	4.44	4.03	4.45	4.18
17	4.72	4.50	4.78	4.75
18	5.04	4.19**	4.50	4.73
19	4.04	3.61	3.64	3.33
20	5.04	4.54*	4.74	5.01
21	5.08	4.33***	4.68**	5.19
22	5.32	4.76***	5.00	5.35
23	4.68	4.37*	4.67	4.82
24	4.40	4.13***	4.35**	4.89
25	4.76	4.03	4.30	4.26
26	5.04	4.44***	4.69**	5.19
27	5.16	4.59***	4.93**	5.42
28	4.52	3.24***	3.97***	4.71
29	4.72	3.86***	4.12*	4.66

\*  $p < .05$ .\*\*  $p < .01$ .\*\*\*  $p < .001$ .

In summary, online students tended to have higher priorities for online instructional behavior than did full-time faculty and online adjunct faculty members.



Overall, there were only two differences between online adjunct faculty priorities and full-time faculty member priorities or for administrator priorities for online instructional behavior. Administrators tended to have equivalent priorities as online students.

#### Findings for Research Question Two

Research question two was, “How do adjunct faculty members’ perceptions of administrator priorities for online instructional behaviors differ from administrators’ actual priorities?” In order to analyze the data supporting the second research question, the researcher performed a *t*-test for independent means in order to compare adjunct faculty members’ perceptions of administrator priorities with the actual priorities of administrators.

The researcher found a statistically significant difference between the perception of administrator priority and the actual priority of administrators on 13.8%, or four of the 29 items: 1, 2, 5, and 10, depicted in Figure 12 below. For each of these items, adjunct faculty members perceived administrator priorities to be significantly lower than those priorities actually were. The corollary of this finding was statistically significant alignment of the perception of administrator priorities with those actual priorities on 86.2%, or 25 of the 29 items.

- 
- |    |   |
|----|---|
| 1  | Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.                      |
| 2  | Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week. |
| 5  | Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.                                      |
| 10 | Online instructors should return a scored rubric with each student assignment.  |
- 

*Figure 12.* Items on which online adjunct faculty members perceived administrator priorities to be lesser than what administrator priorities actually were.

The results are presented fully in Table 7, which presents the mean and standard deviation for administrator and for adjunct faculty perception of administrator priority for each item.

Table 7

*Comparison of Administrator Priority and the Perceived Priority*

Item	Administrator		Adjunct		<i>T</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
1	5.00	1.00	4.40	1.48	2.21*
2	5.48	0.82	4.47	1.43	4.13***
3	4.72	1.02	4.23	1.49	1.52
4	5.16	0.99	4.58	1.52	1.76
5	4.96	0.98	4.39	1.54	2.07*
6	4.84	1.14	4.33	1.14	1.55
7	4.13	1.48	4.06	1.48	0.16
8	5.42	0.88	4.95	0.88	1.46
9	5.21	0.98	4.81	0.98	1.20
10	5.25	0.94	4.65	0.94	2.22*
11	4.96	0.98	4.69	0.98	0.97
12	5.00	0.96	4.90	0.96	0.36
13	5.20	0.96	4.95	0.96	0.78
14	4.84	1.34	4.65	1.34	0.59
15	4.88	1.01	4.69	1.01	0.58
16	4.44	1.23	4.71	1.23	-0.80
17	4.72	1.10	4.77	1.10	-0.16
18	5.04	1.06	4.53	1.06	1.49
19	4.04	1.43	3.97	1.43	0.19
20	5.04	1.02	4.61	1.02	1.35
21	5.08	1.04	4.56	1.04	1.63
22	5.32	0.99	4.97	0.99	1.07
23	4.68	1.11	4.56	1.11	0.35
24	4.40	1.32	4.32	1.32	0.21
25	4.76	1.30	4.44	1.30	0.87
26	5.04	1.21	4.97	1.21	0.22
27	5.16	0.99	4.98	0.99	0.54
28	4.52	1.23	4.07	1.23	1.27
29	4.72	1.14	4.34	1.14	1.21

\*  $p < .05$ .\*\*\*  $p < .001$ .

### Findings for Research Question Three

Research question three was, “What is the relation between one’s past experience with online learning and one’s expectations of online instructional behaviors?” In order to analyze the data supporting the third research question, the researcher performed a Pearson product-moment correlation. The relationship between experience in online learning and the way one prioritizes instructional behaviors was analyzed in two ways. One way was through the years of experience and the second way was through the number of online courses in which one has participated. When comparing all four stakeholder groups, the researcher used only the years of experience because that was the lone metric common to each group. When analyzing each specific group, the researcher used both methods when possible.

The researcher found no data to support any kind of statistically significant correlation between experience in online learning and priorities for nine of the 29 instructional behaviors. Regardless of how much or how little experience in online learning any stakeholder group had, it did not significantly impact priorities positively or negatively for items 2, 13, 15, 18, 20, 21, 23, 25, and 26. These items are detailed in Figure 13 below. Following the Community of Inquiry framework, item 2 reflects behaviors related to the cognitive presence of the instructor. Item 13 and 15 reflect behaviors related to the social presence of the instructor. Items 18, 20, 21, and 23 reflect behaviors related to the teaching presence of the instructor. Items 25 and 26 reflect behaviors that PCU called the institutional presence of the instructor. These items of institutional presence were behaviors associated with institutional policies or online instructional standards.

- 
- |    |   |
|----|---|
| 2  | Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week. |
| 13 | Online instructors should post their professional biography and contact information in the online classroom before the course begins.   |
| 15 | Online instructors should reach out to struggling students by phone and email by the second week.   |
| 18 | Online instructors should post an announcement to the class at the beginning of each week.  |
| 20 | Online instructors should ensure that announcements are concise.  |
| 21 | Online instructors should ensure that announcements are formative (indicating how to make improvements).  |
| 23 | Online instructors should provide additional resources when addressing student questions.   |
| 25 | Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.                                |
| 26 | Online instructors should return graded assignments within five days of the assignment submission.  |
- 

*Figure 13.* Items for which no statistically significant correlations between past experience with online learning and present instructional priorities were found under any conditions for any stakeholder group.

Table 8 shows the correlation between administrators' online instructional priorities and past experience working with online learning. In the first column, past experience is measure by the number of years working with online learning at PCU. In

the second column, past experience is measured by the number of years working with online learning comprehensively, regardless of the institution. For administrators, there was very little correlation between past experience and online instructional priority. Only two items showed statistically significant correlation. Based on comprehensive exposure, item 4, *online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings*, showed a positive correlation between past experience and present priorities. Based on experience at PCU, item 29 showed a negative correlation: *Online instructors should have no student withdraw from a class without a documented attempt to intervene by the instructor*. Under any conditions of prior experience, these two items were the only two items to show a correlation between past experience and present instructional priorities.

Table 8

*Correlation between Administrators' Past Experience and Priorities for Online**Instructional Behaviors*

Item	Years at PCU	Years Comprehensive
	<i>R</i>	<i>R</i>
1	.191	.362
2	.029	.152
3	.145	.352
4	.334	.413*
5	-.151	.089
6	-.190	.008
7	-.140	.155
8	-.084	-.065
9	.063	.247
10	.146	.078
11	.161	.274
12	.040	.151
13	.020	.013
14	.211	.170
15	-.250	-.027
16	-.226	.054
17	-.079	.116
18	.103	.293
19	.050	.167
20	.000	.000
21	.108	.056
22	.044	-.071
23	-.213	-.003
24	.137	.096
25	-.041	.002
26	-.096	-.061
27	.300	.289
28	-.044	.013
29	-.482*	-.177

\*  $p < .05$ .

Table 9 shows the correlation between full-time faculty members' online instructional priorities and past experience working with online instruction. Experience with online education was contrasted with experience in F2F education. Some full-time

faculty members have taught for other institutions before coming to PCU. Therefore, under both modalities, experience was differentiated between years of instruction at PCU and the comprehensive years of instruction across all institutions. For F2F instruction, only item 27, *online instructors should respond to student communications within 24 hours*, showed any correlation to online instructional priorities. No other F2F teaching experience correlated to online instructional priorities.



Table 9

*Correlation between Full-Time Faculty Members' Past Experience and Priorities for Online Instructional Behaviors*

Item	Experience with Online Education		Experience with F2F Education	
	Years		Years	
	Years at PCU	Comprehensive	Years at PCU	Comprehensive
	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
1	.160	.160	.182	.105
2	.052	.112	.209	.235
3	.209	.122	.045	-.018
4	.100	.043	.018	-.020
5	.309*	.312*	.187	.007
6	.251*	.135	-.023	-.079
7	.003	-.092	.074	-.017
8	.244*	.206	.112	-.011
9	.258*	.218	.112	.000
10	.072	.069	.013	-.130
11	.156	.146	.041	-.116
12	.144	.240	.127	-.036
13	.192	.230	.110	.030
14	.155	.051	.172	.077
15	.107	.112	.001	-.075
16	.200	.129	.089	-.032
17	.239*	.201	.160	-.071
18	.081	-.034	.125	.108
19	-.091	-.269*	-.030	-.089
20	.094	.151	.048	-.006
21	.112	.087	-.037	-.131
22	.244*	.303*	.107	-.101
23	.231	.179	-.035	-.105
24	.181	.070	.025	-.136
25	.106	.015	.097	-.106
26	.204	.206	.225	.083
27	.313**	.332**	.242*	-.060
28	-.076	-.242*	-.100	-.207
29	.210	.091	.086	-.114

\*  $p < .05$ .

\*\*  $p < .01$ .

That said, there were 12 correlations on nine items between online teaching experience and online instructional priorities among full-time, residential faculty members. The nine items are shown in Figure 14 below. Following the Community of Inquiry framework, items 5, 6, 8, and 9 below reflect behaviors related to the cognitive presence of the instructor. Item 17 reflects behaviors related to the social presence of the instructor. Items 19 and 22 reflect behaviors related to the teaching presence of the instructor. Items 27 and 29 reflect behaviors that PCU called the institutional presence of the instructor. These items of institutional presence were behaviors associated with institutional policies or online instructional standards.

---

5	Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.
6	In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.
8	Online instructors should provide feedback on student work that is positive while pointing out errors.
9	Online instructors should provide in-line comments on student papers.
17	Online instructors should encourage struggling students with personal notes and communication.
19	Online instructors should personalize announcements by mentioning student names and/or course conversations.
22	Online instructors should provide thorough replies to student communications (phone/email).
27	Online instructors should respond to student communications within 24 hours.
28	Online instructors should ensure a reasonable grade distribution across the class.

---

*Figure 14.* Items for which full-time faculty members showed a statistically significant correlation between past experience with online teaching and instructional priorities.

Table 10 shows the correlation between adjunct faculty members' online instructional priorities and past experience working with online instruction. No

statistically significant correlations between past experience and instructional priorities were found for this stakeholder group.

Table 10

*Correlation between Adjunct Faculty Members' Past Experience and Priorities for Online Instructional Behaviors*

Item	Years at PCU	Years Comprehensive
	<i>R</i>	<i>R</i>
1	-.005	.051
2	-.052	.071
3	-.042	.091
4	-.037	.017
5	-.046	.041
6	-.087	.008
7	.038	.147
8	-.027	.049
9	.060	-.009
10	-.083	.017
11	-.106	-.054
12	-.040	.000
13	-.012	-.032
14	.057	.041
15	.046	-.031
16	.039	.096
17	.013	.046
18	.043	.095
19	.030	.000
20	-.003	.055
21	-.079	.015
22	.057	.068
23	-.006	.058
24	-.081	.039
25	.131	.182
26	-.105	-.007
27	.104	.104
28	-.039	-.039
29	-.012	-.012

Table 11 shows the correlation between students' online instructional priorities and past experience with online learning. Past experience was measured in two ways.

How many years have they been a student in online programs? How many online courses have they taken? The years they have been a student in online programs was further subdivided into the years at PCU and comprehensive years as an online student regardless of the institution. No statistically significant correlations were found between past experience as an online student and instructional priorities when the independent variable was the comprehensive years across all institutions.

Table 11

*Correlation between Students' Past Experience and Priorities for Online Instructional Behaviors*

Item	Years at PCU	Years Comprehensive	Courses Taken
	<i>r</i>	<i>R</i>	<i>R</i>
1	.136*	.033	.182**
2	.022	.023	-.005
3	.073	-.052	.157**
4	.049	-.014	.094
5	.155**	.035	.102
6	.091	.037	.033
7	.180**	.006	.136*
8	-.039	-.041	.011
9	.059	-.069	.119*
10	.109	.007	.139*
11	.061	.062	.071
12	.057	.076	.021
13	.068	.062	-.004
14	.060	-.033	.026
15	.095	.013	.016
16	.138*	.043	.117*
17	.104	.006	.115*
18	.047	.001	.041
19	.081	-.026	-.053
20	.041	.086	.075
21	.031	.064	.076
22	.050	.020	.064
23	.110	-.063	.035
24	.116*	.034	.101
25	-.019	-.026	-.010
26	-.005	.038	.073
27	-.030	-.061	.013
28	.060	.030	.096
29	.064	-.062	.051

\*  $p < .05$ .

\*\*  $p < .01$ .

However, five items, displayed in Figure 15 below, showed a correlation between past experience and instructional priorities when the variable was the years as an online

student at PCU. Following the Community of Inquiry framework, items 1, 5, and 7 below reflect behaviors related to the cognitive presence of the instructor. Item 16 reflects behaviors related to the social presence of the instructor. Items 24 reflects behaviors related to the teaching presence of the instructor.

- 
- |    |  |
|----|--|
| 1  | Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.                     |
| 5  | Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.                                     |
| 7  | Online instructors should author approximately 20% of all discussion forum posts in a week.  |
| 16 | Online instructors should reach out to students who do not submit class work by day three of each week.  |
| 24 | Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content. |
- 

*Figure 15.* Items showing a statistically significant correlation with years as an online student at PCU.

Figure 16 shows the seven items that displayed a statistically significant correlation between past experience and instructional priorities when the variable was the number of online courses taken. Following the Community of Inquiry framework, items 1, 3, 7, 9, and 10 below reflect behaviors related to the cognitive presence of the instructor. Items 16 and 17 reflect behaviors related to the social presence of the instructor.

- 
- |    |  |
|----|--|
| 1  | Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students. |
| 3  | Online instructors should provide a summarizing post at the end of each week that summarizes.  |
| 7  | Online instructors should author approximately 20% of all discussion forum posts in a week.  |
| 9  | Online instructors should provide in-line comments on student papers.  |
| 10 | Online instructors should return a scored rubric with each student assignment.   |
| 16 | Online instructors should reach out to students who do not submit class work by day three of each week.  |
| 17 | Online instructors should encourage struggling students with personal notes and communication.   |
- 

*Figure 16.* Items showing a statistically significant correlation with the number of online courses taken.

In summary, there was a correlation between one's experience teaching online courses and how one prioritized instructional behaviors for full-time faculty members and students. There were only two correlations between experience with online learning and administrators' priorities for instructional behaviors. Experience with online learning did not correlate with online adjunct faculty members' priorities for instructional behaviors.

### Conclusions

The purpose of the current study was to evaluate the differences in expectations among administrators, full-time, residential faculty members, online adjunct faculty members, and online students related to online instructional behaviors at Private Christian

University in order to improve PCU's adjunct faculty development program. In this section, the researcher will answer each research question and draw resultant conclusions based upon the findings reported in the previous section.

#### Conclusions for Research Question One

Research question one read, "What differences exist in expectations of online instructional behavior among administrators, full-time faculty members, online adjunct faculty members, and online students?" The researcher used a Welch modified ANOVA to evaluate the data. Based on the findings, the researcher concluded that there was a difference in expectations of instructional behaviors among the four stakeholder groups. Of the 29 survey items, there were statistically significant differences on 21 items. Of those 21 items, either administrators or online students held the highest expectations of instructional behavior on every single item.

##### Administrators

Bailie (2015) raised the question of whether "administratively prescribed online instructional practices" (p. 52) were justified. Bailie found that among many schools such administratively prescribed practices were growing. Based on the findings of the current study, administratively prescribed practices do indeed appear to be justified. Given that administrators and online students tended to have the highest expectations for online instruction, given the importance of student satisfaction in the learning process (OLC, 2015), and given the low online instructional expectations among full-time faculty members, it would appear that mandated instructional practices are justified. Bailie's work as well as the findings from the current study may help in identifying the proper instructional behaviors that should be mandated.



### Full-Time Faculty Members

Bailie (2015) reported that “the extent to which online student expectations in relation to what online faculty view as reasonable appears to be an area that is relatively untapped” (p. 52). This study helped to address that gap in the literature. In the current study, the researcher found that full-time, residential faculty members held the lowest expectations for online instructional behaviors on 17 of the 21 items. This stakeholder group differed most often from the other three groups. For six of the 21 items, full-time faculty members differed from administrators in terms of prioritizing online instructional behaviors. In every case, administrators held higher expectations than did full-time faculty members.

Full-time faculty members differed with online students more than with any other group. Of the 21 items of difference, full-time faculty members differed from students in 18 of those items. In 16 of those 18 cases, online students held higher expectations for online instructional behaviors than did full-time faculty members. According to Bailie (2011), the intellectual role of the instructor was the most important factor in online learning for students. Of the 12 items related to cognitive instructor presence in the online classroom, students and full-time faculty differed on five, or 42%, with students expecting higher standards of cognitive presence than did full-time faculty members. Bailie, who was seeking to determine whether consensus could be gained between faculty members and students, found that consensus around online instructional competencies was possible between the two groups. In the current study, the researcher was not seeking to gain consensus but to determine priorities for online behavior at one point in time.

Allen and Seaman (2015) reported that full-time faculty consistently have the lowest confidence in online instructional quality. Based on the findings of the current study, the researcher concluded that full-time faculty expectations for online instruction should not establish a benchmark of quality online teaching. The researcher further concluded that there was no evidence in this study to suggest that full-time faculty provided higher quality online instruction than did adjunct faculty members.

#### Online Adjunct Faculty Members

Online adjunct faculty members never held the lowest or the highest expectations for online instruction. There were only two items where adjunct faculty members differed from full-time faculty members and in each case the adjunct faculty members held higher expectations than did full-time faculty members. There was no difference between administrator and adjunct faculty members' priorities for online instructional behavior. Online adjunct faculty members differed from online students on 10 of the 21 items of statistically significant difference. Out of those 10 items, students held higher expectations for eight of the items.

Bedford (2009) reported a popular perception that adjunct faculty members were inferior to full-time faculty members in terms of the delivery of quality academic teaching and learning. While this study did not address every quality factor of online teaching, this researcher found evidence to conclude that online adjunct faculty members have as high or higher expectations for online instructional behavior than do full-time faculty members. This conclusion does not debunk the perception of the inferiority of adjunct faculty members when compared to full-time faculty members, but it does challenge that perception.

### Conclusions for Research Question Two

Research question two read, “How do adjunct faculty members’ perceptions of administrator priorities for online instructional behaviors differ from administrators’ actual priorities?” Based on the findings, the researcher concluded that there was very little difference between adjunct faculty members’ perceptions of administrator priorities and administrators’ actual priorities. Where there is difference, on only four of the 29 items, that difference was typically in areas of cognitive course presence: types of posts that online instructors should make each week and the return of scored rubrics with student assignments. On those four items, online adjunct faculty members perceived administrators’ priorities to be lower than they actually were.

The researcher found, in the first research question, no statistically significant differences between the expectations of administrators and adjunct faculty members regarding online instructional behaviors. That finding, combined with the finding for the second research question led the researcher to conclude that administrators and online adjunct faculty members were largely in agreement about online instructional behaviors.

### Conclusions for Research Question Three

Research question three read, “What is the relation between one’s past experience with online learning and one’s expectations of online instructional behaviors?” Based on the research findings relevant to this question, the researcher drew the following conclusions.

There was no relationship between one’s past experience with online learning and the expectations for online instructional behaviors for adjunct faculty members. Similarly, there was very little relationship between past experience with online learning

and administrators' expectations. The two items on which administrator experience influenced instructional expectations were the need for instructors to redirect student posts and the need for instructors to document intervention attempts with students at risk for withdrawal.

For online students, there was a relationship between past experience and present expectations on 31%, or nine of the 29 items. The more experience online students have with online learning, the more they expect their instructors to be cognitively present in the online class. Students expect instructors to provide support to struggling students and to bring professional experience and relevant content into the online classroom.

For full-time faculty, the researcher concluded that traditional classroom teaching does not influence one's priorities for online instructional behaviors, behaviors that would potentially impact the quality of online education. This conclusion corresponds to several previous research findings. Buckenmeyer et al. (2013) found different skillsets in online and F2F instructors. Seaman (2009) found a correlation between experience in online teaching and the perceived quality of online teaching. It should follow that experience in residential, F2F teaching would not impact one's priorities in online instructional behaviors. This conclusion may also help to explain Allen and Seaman's (2015) finding that only 28% of faculty members were confident in the quality of online learning. If different skillsets are involved, then practice with classroom teaching would not improve proficiency in online teaching. Without proficiency, confidence would fail to follow.

## Implications and Recommendations

At the time of this study, a gap existed in the literature related to the priorities of online instructional behaviors among the four primary stakeholder groups of administrators, full-time faculty members, online adjunct faculty members, and online students. Bailie's (2011) study came the closest to filling this gap, but his study did not include administrators or adjunct faculty members. The researcher hoped that the current study would begin to fill some of that gap. Based on the results of the current study, this researcher proposes that administrator and student perspectives be given considerable weight in the establishment of mandated instructional behaviors.

More research is needed to identify and validate the most essential online instructional behaviors. While the current study, as well as a few others (Bailie, 2015; Bair & Bair, 2011; Kuboni, 2013), helped to identify behaviors, these studies are neither exhaustive nor comprehensive. Specifically, it would be helpful to understand better the role of *regular and substantive faculty interaction* currently mandated by the United States Department of Education (2014) for distance education. What instructional behaviors support that quality of interaction, and how do various stakeholder groups view the priority of those instructional behaviors?

While full-time faculty members add a great deal of value to online instruction – institutional knowledge, access to resources and student support, and exceptional academic qualifications – this researcher suggests an implication of the current study is that heavy reliance on adjunct faculty members for online delivery is not *ipso facto* a liability. Maynard and Joseph (2008) acknowledged that much of the widespread concern about adjunct faculty members may be more of a reflection on their working conditions

than on the quality of their instruction. However, the current study somewhat assuages Mueller et al.'s (2013) recommendation to impose higher quality standards upon adjunct faculty members. Of course, institutions should continue to mandate online instructional standards. That said, there is no evidence in the current study to suggest that adjunct faculty members represent a singular vulnerability in instructional quality.

Future research may be conducted about the correlation between the priorities that adjunct faculty members ascribe to online instructional behaviors and the success of students in their courses. The literature contained studies correlating student success with online instruction, but there has been no triangulation of student success with online instruction and with the expectations that adjunct faculty members have for instructional behaviors.

#### Full-Time Faculty Online Instruction

As universities pursue the highest online learning quality, they should not uncritically rely on full-time, residential faculty members for course development or instruction. Online academic quality cannot be conflated with a critical mass of full-time faculty instruction, curricular development, or governance in online programs. As prior studies have reported, there is a different skill set for online learning than for F2F learning (Bair and Bair, 2011; Buckenmeyer et al., 2013; Seaman, 2009). Full-time faculty experience with F2F learning does not transfer to expertise in online learning.

Full-time faculty members have consistently questioned the quality of online learning since Allen and Seaman (2015) first began collecting data in 2003. In this study, full-time faculty members held the lowest priorities for online instructional behaviors of any group. An implication of the study is that full-time, residential faculty members' low

priorities for online instructional behavior may contribute to the perception of low quality for online learning by those same faculty members. The different skillsets required for teaching online and F2F courses may cause full-time faculty members to lose their sense of confidence and comfort in an unfamiliar medium. Attempting to teach online the same way they teach F2F, full-time, residential faculty members may attain less success. In their mind, online learning is confirmed as less effective because their instructional behaviors are less effective. This is certainly an area where more research would be illuminating.

In order to improve the quality of online instruction, what may be needed is more specialization around the unique requirements of the online mode of instruction. Online adjunct faculty members, because they tend to specialize in that delivery modality at PCU, have adopted priorities for instructional behaviors that promote, in administrators' and students' minds, higher quality of online learning and delivery than full-time, residential faculty members. In response to Bedford's (2009) question of whether adjunct faculty members were prepared to teach online, the researcher concludes that PCU's adjunct faculty members are prepared. However, full-time faculty members may require additional professional development around this different delivery mode before teaching online. In addition, low-risk opportunities for skill development for full-time faculty members should precede actual online teaching opportunities.

PCU's heavy reliance on adjunct faculty members for online instruction was not unusual. Multiple researchers concluded that full-time faculty members have displayed a reluctance or were simply unqualified to teach online at many institutions (Allen & Seaman, 2015; Bedford, 2009; Reilly & Ralston-Berg, 2012). Universities have been

called upon to prove the quality of their online adjunct faculty members. The data from the current study suggests that online adjunct faculty members display lead indicators of quality online instruction.

For institutions that wish to populate more online classes with full-time faculty members, those institutions should consider specializing faculty members' teaching delivery domains exactly the way they specialize in academic domains. Ideally, F2F instructors should teach F2F classes and online instructors should teach online classes. Logically, if full-time faculty members devalue the impact of online instructional behaviors relative to students, students will perceive the quality of online teaching to be substandard. Therefore, online instructors must hold the highest expectations for instructional behaviors.

#### Adjunct Faculty Development

The purpose of this study was ultimately to improve the adjunct faculty development program at PCU. Based on the findings of this study, the researcher concluded that the adjunct faculty development program should emphasize instructional behaviors related to cognitive presence, teaching presence, and institutional standards. However, the faculty development program seemed to be effective in the area of social presence, where adjunct faculty members and online students had almost the same expectations.

PCU was doing an effective job of communicating administrative expectations to its online adjunct faculty. In 25 of 29, or 86.2% of cases, adjunct faculty members correctly perceived administrator priorities for online instructional behaviors. However, adjunct faculty members incorrectly perceived administrator priorities in terms of



instructor cognitive presence in the online classroom through a variety of posts, communication of instructor expectations for student posts, extending student thoughts in the forums, and providing a scored rubric for each assignment. PCU should find additional ways to communicate administrator expectations around these items to its online adjunct faculty members.

#### Recommendations for Future Studies

Future studies may duplicate the current study in other online delivery modes, such as synchronous, competency-based, or adaptive learning modalities. Does the delivery mode influence the priorities for instructional behaviors?

The current study was conducted at one institution. Additional studies are required to validate the findings to the broader population, particularly at public or for-profit institutions, or those institutions with faculty unions.

Future studies should attempt to control for confounding variables such as prior student exposure to effective or ineffective online instructors, online class size, and the academic discipline of faculty members or students.

In conclusion, this study provided evidence that, based upon instructional priorities, adjunct faculty members may provide higher quality online instruction than do full-time faculty members. Further, the adjunct faculty development program has largely been successful in communicating expectations for online instruction. PCU may improve its program by targeting those specific instructional behaviors that students prioritized over PCU's adjunct faculty members.

## REFERENCES

- The 2013 campus computing survey. (2013, October). *The National Survey of Computing and Information Technology*. Retrieved from [http://www.campuscomputing.net/sites/www.campuscomputing.net/files/CampusComputing2013\\_1.pdf](http://www.campuscomputing.net/sites/www.campuscomputing.net/files/CampusComputing2013_1.pdf)
- Allen. I. E., & Seaman, J. (2015). *Grade level: Tracking online education in the United States*. Babson Park, MA: Babson Survey Research Group.
- Ambrosino, R., & Peel, J. (2011). Faculty development programs: Assessing the impact on instructional practices, and student learning and motivation. *Journal of Faculty Development*, 25(2), 33-38.
- Ansah, A. O., Neill, P., & Newton, J. (2011). Who's on first in distance education? *Online Journal of Distance Learning Administration*, 14(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 2013(133), 85-97.
- Backhaus, K. (2009). Desire for professional development among adjunct business faculty. *Journal of Faculty Development*, 23(1), 40-47.
- Bailie, J. L. (2011). Effective online instructional competencies as perceived by online university faculty and students: A sequel study. *MERLOT Journal of Online Learning and Teaching*, 7(1). Retrieved from <http://jolt.merlot.org>

- Bailie, J. L. (2014). What online students want compared to what institutions expect. *Online Journal of Distance Learning Administration*, 17(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Bailie, J. L. (2015). Online graduate instruction: What faculty consider reasonable in relation to what students expect. *MERLOT Journal of Online Learning and Teaching*, 11(1), 42-53.
- Bair, D. E. & Bair, M. A. (2011). Paradoxes of online teaching. *International Journal for the Scholarship of Teaching and Learning*, 5(2). Retrieved from <http://digitalcommons.georgiasouthern.edu/ij-sotl>
- Baldwin, R. G., & Chronister, J. L. (2001). *Teaching without tenure: Policies and practices for a new era*. Baltimore, MD: Johns Hopkins University Press.
- Baldwin, R. G., & Wawrzynski, M. R. (2011). Contingent faculty as teachers: What we know; what we need to know. *American Behavioral Scientist*, 55(11), 1485-1509. <http://dx.doi.org/10.1177/0002764211409194>
- Baran, E. (2014). A review of research on mobile learning in teacher education. *Educational Technology & Society*, 17(4), 17-32.
- Barczyk, C., Buckenmeyer, J., Feldman, L., & Hixon, E. (2011). Assessment of a university-based distance education mentoring program from a quality management perspective. *Mentoring & Tutoring: Partnerships in Learning*, 19(1), 5-24.
- Bedford, L. A. (2009). The professional adjunct: An emerging trend in online instruction. *Online Journal of Distance Learning Administration*, 12(3). Retrieved from <http://www.westga.edu/~distance/ojdla>

- Bedford, L., & Miller, H. (2013). All adjuncts are not created equal: An explanatory study of teaching and professional needs of online adjuncts. *Online Journal of Distance Learning Administration*, 15(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Bernard, R. M., Borokhovski, E., & Tamim, R. M. (2014). Detecting bias in meta-analyses of distance education research: Big pictures we can rely on. *Distance Education*, 35(3), 271-293.
- Bettinger, E. P., & Long, B. T. (2010). Does cheaper mean better? The impact of using adjunct instructors on student outcomes. *The Review of Economics and Statistics*, 92(3), 598-613.
- Blackburn, R. T., Pellino, G. R., Boberg, A., & O'Connell, C. (1981). *Planning and evaluating professional growth programs for faculty*. Ann Arbor, MI: Center for the Study of Higher Education.
- Blair, A. L. (2012). Mission intentionality and operational integrity: The essential role of faculty in adult degree programs. *New Directions for Higher Education*, 2012(159), 15-20.
- Borner, D., Glahn, C., Stoyanov, S., Kalz, M., & Specht, M. (2010). Expert concept mapping study on mobile learning. *Campus-Wide Information Systems*, 27(4), 240-253.
- Bowen, W. G., & Tobin, E. M. (2015). *Locus of authority: The evolution of faculty roles in the governance of higher education*. Princeton, NJ: Princeton University Press.
- Brannagan, K. B., & Oriol, M. (2014). A model for orientation and mentoring of online adjunct faculty in nursing. *Nursing Education Perspectives*, 34(6), 128-130.

- Brindley, J. E., Zawacki, O., & Roberts, J. (2006). Support services for online faculty: The provider and the user perspectives. In U. Bernath & E. Rubin (Eds.), *Reflections on teaching and learning in an online master program: A case study* (pp. 137-165). Oldenburg, Germany: University of Oldenburg Press.
- Buckenmeyer, J., Hixon, E., Barczyk, C., & Feldman, L. (2013). Does participation in a faculty distance education mentoring program comprehensively improve teaching methods? *International Journal of E-Learning*, 12(2), 139-152.
- Burnette, D., & Conley, M. A. (2013). Thirteen years of the Online Journal for Distance Learning Administration: 1998-2011. *Online Journal of Distance Learning Administration*, 13(3). Retrieved from [http://www.westga.edu/~distance/ojdla/fall163/burnett\\_conley164.html](http://www.westga.edu/~distance/ojdla/fall163/burnett_conley164.html)
- Burns, E. C. (2011). The adult learner: A change agent in post-secondary education. *Online Journal of Distance Learning Administration*, 14(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Bryceson, K. (2007). The online learning environment – A new model using social constructivism and the concept of ‘ba’ as a theoretical framework. *Learning Environments Research*, 10(3), 189-206.
- The Carnegie Classification of Institutions of Higher Education. (2015, May 27). Retrieved from <http://carnegieclassifications.iu.edu/>
- Centra, J. A. (1976). *Faculty development practices in U.S. colleges and universities*. Princeton, NJ: Educational Testing Service.

- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association for Higher Education Bulletin*, 3-7.
- Chisholm, M., Hayes, E. J., LaBrecque, S., & Smith, D. (2011). The role of faculty evaluation in transformative change. *Journal of Faculty Development*, 25(1), 36-42.
- Choy, S. P. (2002). Nontraditional undergraduates. In *The condition of education 2002* (NCES 2002-025, p. 25-39). Washington, DC: U.S. Department of Education, National Center for Educational Statistics.
- Christensen, C. M., & Eyring, H. J. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. San Francisco, CA: Jossey-Bass.
- Cole, J. R. (2009). *The great American university: Its rise to preeminence, its indispensable national role, and why it must be protected*. New York, NY: Public Affairs.
- Cone, J. (2013). Look before you LEAP into mobile learning. *T + D*, 67(6), 40-45.
- Cook, C. W., & Sonnenberg, C. (2014). Technology and online education: Models for change. *Contemporary Issues in Education Research*, 7(3), 171-188.
- Cooper, L., & Booth, B. (Eds.). (2011). *The adjunct faculty handbook* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage.
- Crane, B., O'Hern, B., & Lawler, P. (2009). Second career professionals: Transitioning to the faculty role. *Journal of Faculty Development*, 23(1), 24-29.
- Crow, M. M., & Dabars, W. B. (2015). *Designing the new American university*. Baltimore, MD: Johns Hopkins University Press.

- Curry, J. (2012). Academic autonomy for adult degree programs: Independence with integration. *New Directions for Higher Education*, 2012(159), 37-44.  
<http://dx.doi.org/10.1002/he.20025>
- Daily-Hebert, A., Mandernach, B. J., Donnelly-Sallee, E., & Norris, V. R. (2014). Expectations, motivations, and barriers to professional development: Perspectives from adjunct instructors teaching online. *Journal of Faculty Development*, 28(1), 67-82.
- Darling-Hammond, L. (2014). One piece of the whole: Teacher evaluation as part of a comprehensive system for teaching and learning. *American Educator*, 38(1), 4-13.
- de la Vergne, S. (2012, January 6). Why colleges should invest in the development of adjuncts. *Chronicle of Higher Education*, 58(18), 13-14.
- Dobbins, M., Knill, C., & Vogtle, E. M. (2011). An analytical framework for the cross-country comparison of higher education governance. *Higher Education*, 62(5), 665-683. <http://dx.doi.org/10.1007/s10734-011-9412-4>
- Dolan, V. (2011). The isolation of online adjunct faculty and its impact on performance. *International Review of Research in Open and Distance Learning*, 12(2), 62-77.
- Dolan, M. D., Hall, M. S., Karisson, C. R., & Martinak, M. L. (2013). Five years later: Maryland adjuncts tell us (again) who they are and what they want. *The Journal of Continuing Higher Education*, 61(1), 35-45.  
<http://dx.doi.org/10.1080/07377363.2013.758552>
- Dreyfuss, S. (2014). Making a tangible difference in campus culture in one year. *Academe*, 100(5), 23-26.

- Dudek, N. L., Marks, M. B., Wood, T. J., Dojeiji, S., Bandiera, G., Hatala, R., Cooke, L., & Sadownik, L. (2012). Quality evaluation reports: Can a faculty development program make a difference. *Medical Teacher*, 34(11), 725-731.
- Dziuban, C., Moskal, P. D., Brophy-Ellison, J., & Shea, P. (2007). Student satisfaction with asynchronous learning. *Journal of Asynchronous Learning Networks*, 11(1), 87-95.
- Dziuban, C., Moskal, P., Thompson, J., Kramer, L., DeCantis, G., & Hermsdorfer, A. (2015). Student satisfaction with online learning: Is it a psychological contract? *Online Learning*, 19(2). Retrieved from <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/496/141>
- Eble, K. E., & McKeachie, W. J. (1985). *Improving undergraduate education through faculty development*. San Francisco, CA: Jossey-Bass.
- Elliott, M., Rhoades, N., Jackson, C. M., & Mandernach, B. J. (2015). Professional development: Designing initiatives to meet the needs of online faculty. *Journal of Educators Online*, 12(1), 160-188.
- Estepp, C. M., Roberts, T. G., & Carter, H. S. (2012). An experiential learning model of faculty development to improve teaching. *NACTA Journal*, 56(1), 79-86.
- Fain, P. (2013, June 13). *Learning to adapt*. Retrieved from <https://www.insidehighered.com/news/2014/06/13/profits-lead-way-adaptive-learning-becomes-more-popular>
- Feldman, D. C., & Turnley, W. H. (2001). A field study of adjunct faculty: The impact of career stage on reactions to non-tenure track jobs. *Journal of Career Development*, 28(1), 1-16.



- Flanagan, C. (2012). Business model innovation: A blueprint for higher education. *Educause Review*, 47(6), 12.
- Gallagher, S., & LaBrie, J. (2012). Online learning 2.0: Strategies for a mature market. *Continuing Higher Education Review*, 76, 65-73.
- Gallimore, B. (2014, October 20). College mergers, possible restructuring to follow decline in student enrollment. *Arkansas State University Herald*. Retrieved from [http://www.astateherald.com/article\\_25346cb3-8e03-5b29-ae8b-bb5adaa16b64.html](http://www.astateherald.com/article_25346cb3-8e03-5b29-ae8b-bb5adaa16b64.html)
- Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty: Improving the status of part-timers in higher education*. San Francisco, CA: Jossey-Bass.
- Garii, B., & Peterson, N. J. (2006). Noncore faculty members' roles: Expectations and system stress. *The Education Forum*, 70(3), 215-221.
- Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.
- Gascoigne, C., & Parnell, J. (2014). Distance education readiness assessments: An overview and application. *Online Journal of Distance Learning Administration*, 17(4). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Goldstene, C. (2012). The politics of contingent academic labor. *Thought and Action*, 28, 7-15.
- Gonzalez-Gomez, F., Guardiola, J., Rodriguez, O. M., & Alonso, M. A. M. (2011). Gender differences in e-learning satisfaction. *Computers & Education*, 58(1), 283-290. <http://dx.doi.org/10.1016/j.compedu.2011.08.017>

- Graham, L., & Thomas, L. (2011). Certification in distance learning for online instructors: Exploration of the creation of an organic model for a research-based state institution. *Online Journal of Distance Learning Administration*, 4(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Green, K. C., & Wagner, E. (2011). Online education: Where is it going? What should boards know? *Trusteeship*, 19(1), 2-6.
- Greenberg, M. (2004). A university is not a business (and other fantasies). *EDUCAUSE Review*, 38(2). Retrieved from <http://www.educause.edu/ero/article/university-not-business-and-other-fantasies>
- Halfond, J. A. (2014, June 16). Online leadership at the vortex of academic destiny. *New England Journal of Higher Education*. Retrieved from <http://www.nebhe.org/thejournal/online-leadership-at-the-vortex-of-academic-destiny/>
- Hammer, M. (2004). Deep change: How operational innovation can transform your company. *Harvard Business Review*. Retrieved from <https://hbr.org/2004/04/deep-change-how-operational-innovation-can-transform-your-company>
- Herman, J. H. (2012). Faculty development programs: The frequency and variety of professional development programs available to online instructors. *Journal of Asynchronous Learning Networks*, 16(5), 87-106.
- Henning, T. (2012). Writing professor as adult learner: An autoethnography of online professional development. *Journal of Asynchronous Learning Networks*, 16(2), 9-26.

- Hess, F. (2011, September 28). Old school: College's most important trend is the rise of the adult student [Web log post]. Retrieved from <http://www.theatlantic.com/business/archive/2011/09/old-school-colleges-most-important-trend-is-the-rise-of-the-adult-student/245823/>
- Hew, K. F., & Cheung, W. S. (2013). Designing and implementing e-learning courses: A comparative analysis of policy guidelines from nine professional organizations. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 3(3), 178-182. <http://dx.doi.org/10.7763/IJEEEE.2013.V3.218>
- Hines, S. R. (2009). Investigating faculty development program assessment practices: What's being done and how can it be improved? *Journal of Faculty Development*, 23(3), 5-19.
- Hoey, R., McCracken, F., Gehrett, M., & Snoeyink, R. (2014). Evaluating the impact of the administrator and administrative structure of online programs at nonprofit private colleges. *Online Journal of Distance Learning Administration*, 17(3). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Hoey, R. (2013). Examining Christian college students' summer school choices. *Online Journal of Distance Learning Administration*, 16(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Holtrop, S. D. (2012). Conclusion: Unique adult degree programs with unique relationships to the main campus. *New Directions for Higher Education*, 2012(159), 83-89. <http://dx.doi.org/10.1002/he.20030>

- Huckman, R. (2009). Are you having trouble keeping your operations focused? *Harvard Business Review*. Retrieved from <https://hbr.org/2009/09/are-you-having-trouble-keeping-your-operations-focused>
- Inside Higher Ed. (2015). *The 2015 Inside Higher Ed Survey of college and university business officers*. Washington, DC: Author.
- Jass, L. K. (2012). Practicing what we teach: Learning from experience to improve adult program administration. *New Directions for Higher Education*, 2012(159), 55-63. <http://dx.doi.org/10.1002/he.20027>
- Jenkins, R. C. (2009). Nontraditional students: Who are they? *College Student Journal*, 43(4), 979-987.
- Johnson, B. J., & Vanis, M. I. (2014). *Reviewing deliver: Correspondence and distance education*. Unpublished manuscript, Higher Learning Commission, Chicago, Illinois.
- Johnson, C., & Stevens, C. (2008). Creating links: An inclusive faculty development initiative. *Adult Learning*, 19(1), 26-29.
- Johnson, I. Y. (2011). Contingent instructors and student outcomes: An artifact or a fact? *Research in Higher Education*, 52(8), 761-785. <http://dx.doi.org/10.1007/s11162-011-9219-2>
- Johnson, T., Wisniewski, M., & Kuhlemeyer, G. (2012). Technology adoption in higher education: Overcoming anxiety through faculty bootcamp. *Journal of Asynchronous Learning Networks*, 16(2), 63-72.

- Jolley, M. R., Cross, E., & Bryant, M. (2013). A critical challenge: The engagement and assessment of contingent, part-time adjunct faculty professors in United States community colleges. *Community College Journal of Research and Practice*, 38(2-3), 218-230. <http://dx.doi.org/10.1080/10668926.2014.851969>
- Joyner, S. A., Fuller, M. B., Holzweiss, P. C., Henderson, S., & Young, R. (2014). The importance of student-instructor connections in graduate level online courses. *MERLOT Journal of Online Learning and Teaching*, 10(3), 436-445.
- Keil, S., & Brown, A. (2014). Distance education policy standards: A review of current regional and national accrediting organizations in the United States. *Online Journal of Distance Learning Administration*, 17(3). Retrieved from <http://www.westga.edu/~distance/ojdla/>
- Kim, M., Cho, Y., & Svinicki, M. D. (2011). Exploring the relationship between faculty concerns and faculty characteristics. *Journal of Faculty Development*, 25(3), 13-20.
- King, E., & Alpertstein, N. (2015). *Best practices in online program development: Teaching and learning in higher education*. New York, NY: Routledge.
- Knowles, M. (1984). *The adult learner: A neglected species* (3rd ed.). Houston, TX: Gulf Publishing.
- Ko, S., & Rossen, S. (2010). *Teaching online: A practical guide* (3<sup>rd</sup> ed.). New York, NY: Routledge.

- Koedinger, K. R., Kim, J., Jia, J. Z., McLaughlin, E. A., & Bier, N. L. (2015, March). Learning is not a spectator sport: Doing is better than watching for learning from a MOOC. In *Proceedings of the Second (2015) ACM Conference on Learning @ Scale* (pp. 111-120). Vancouver, BC: ACM.
- Krause, J., Dias, L. P., & Schedler, C. (2015). Competency-based education: A framework for measuring quality courses. *Online Journal of Distance Learning Administration, 18*(1). Retrieved from <http://www.westga.edu/~distance/ojdla/>
- Kuboni, O. (2013). Capacity building for online education in a dual mode higher education institution. *Online Journal of Distance Learning Administration, 16*(4). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Kucsera, J. V., & Svinicki, M. (2010). Rigorous evaluations of faculty development programs. *Journal of Faculty Development, 24*(2), 5-18.
- Langen, J. M. (2011). Evaluation of adjunct faculty in higher education institutions. *Assessment & Evaluation in Higher Education, 36*(2), 185-196.
- LeBlanc, P. J. (2013). Thinking about accreditation in a rapidly changing world. *EDUCAUSE Review, 28*(2), 42-52.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design* (10<sup>th</sup> ed.). Boston, MA: Pearson.
- Leong, P. (2011). Role of social presence and cognitive absorption in online learning environments. *Distance Education, 32*(1), 5-28.
- Lewin, T. (2013, April 29). Colleges adapt online courses to ease burden. *The New York Times*. Retrieved from <http://www.nytimes.com>

- Lin, H., Wang, Y., & Li, C. (2016). Assessing mobile learning systems success. *International Journal of Information and Education Technology*, 6(7), 576-579.
- Lorenzetti, J. P. (2010). Programs thrive with the right business model. *Distance Education Report*, 14(14), 1-3.
- Lovvorn, A. S., Barth, M. M., Morris, R. F., & Timmerman, J. E. (2009). Lessons learned from lessons learned: The fit between online education 'best practices' and small school reality. *Online Journal of Distance Learning Administration*, 12(4).  
Retrieved from: <http://www.westga.edu/~distance/ojdla>
- Lyons, R. E. (Ed.). (2007). *Best practices for supporting adjunct faculty*. Bolton, MA: Anker Publishing.
- MacNeil, D., Luzius, K., & Dunkin, S. (2010). How strategic planning keeps you sane when delivering online programs. *Online Journal of Distance Learning Administration*, 13(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Mandernach, J., Register, L., & O'Donnell, C. (2015). Characteristics of adjunct faculty teaching online: Institutional implications. *Online Journal of Distance Learning Administration*, 18(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Mao, C. (2014). Research on undergraduate students' usage satisfaction of mobile learning. *Creative Education*, 5, 614-618.  
<http://dx.doi.org/10.4236/ce.2014.58072>
- Maratos, D. (2012, October 21). *A brief history of online e-learning software*. Retrieved from <http://ezinearticles.com/?A-Brief-History-of-Online-E-Learning-Software&id=7343970>

- Mayhew, B. (2014). Non traditional education: A view from the market. *Online Journal of Distance Learning Administration*, 17(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Maynard, D. C., & Joseph, T. A. (2008). Are all part-time faculty underemployed? The influence of faculty status preference on satisfaction and commitment. *Higher Education*, 55(2), 139-154.
- McChesney, C., Covey, S., & Huling, J. (2012). *The 4 disciplines of execution: Achieving your wildly important goals*. New York, NY: Free Press.
- Mclaughlin, M. J., & Sainani, K. L. (2014). Bonferroni, Holm, and Hochberg corrections: Fun names, serious changes to *P* values. *Physical Medicine and Rehabilitation*, 6, 544-546. <http://dx.doi.org/10.1016/j.pmrj.2014.04.006>
- Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of part-time faculty for the benefit of faculty and students. *College Teaching*, 58(4), 141-147. <http://dx.doi.org/10.1080/87567555.2010.484032>
- Meyer, J. D., & Barefield, A. C. (2010). Infrastructure and administrative support for online programs. *Online Journal of Distance Learning Administration*, 13(3). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Middle States Commission on Higher Education. (2011). *Distance education programs: Interregional guidelines for the evaluation of distance education (online learning)*. Philadelphia, PA: Author.
- Milton, O. (1978). *On college teaching*. San Francisco, CA: Jossey-Bass.



- Mintz, S. (2014, November 19). *Next generation online learning*. Retrieved from <https://www.insidehighered.com/blogs/higher-ed-beta/next-generation-online-learning>
- Mintz, S. (2016, September 15). *Reimagining regular and substantive interaction*. Retrieved from <https://www.insidehighered.com/blogs/higher-ed-gamma/reimagining-regular-and-substantive-interaction-0>
- Mueller, B., Mandernach, B., & Sanderson, K. (2013). Adjunct versus full-time faculty: Comparison of student outcomes in the online classroom. *MERLOT Journal of Online Learning and Teaching*, 9(3), 341-351.
- Naidu, S. (2014). Looking back, looking forward: The invention and reinvention of distance education. *Distance Education*, 35(2), 263-270.
- National Education Association. (2013). *NEA policy statement on digital learning*. Retrieved from <http://www.nea.org/home/55434.htm>
- New, J. (2013, February 26). Campus networks feel the pinch as demand rises and budgets shrink [Web log post]. Retrieved from <http://chronicle.com/blogs/wiredcampus/campus-networks-are-pinched-as-demand-rises-and-budgets-shrink/42611>
- Newsom, J. T. (2013). *Post hoc tests*. Retrieved from [http://web.pdx.edu/~newsomj/da1/ho\\_posthoc.pdf](http://web.pdx.edu/~newsomj/da1/ho_posthoc.pdf)
- Nworie, J. (2012). Applying leadership theories to distance education leadership. *Online Journal of Distance Learning Administration*, 15(5). Retrieved from <http://www.westga.edu/~distance/ojdla>

Oblinger, D. G. (2013). Higher education in the connected age. *Educause Review*, 48.

Retrieved from <http://www.educause.edu/ero/article/higher-education-connected-age>

Oblinger, D. G. (2014). Reset and reimagine. *Educause Review*, 49. Retrieved from

<http://www.educause.edu/ero/article/reset-and-reimagine>

Olivet Nazarene University. (2013). *Vision 2022*. Bourbonnais, IL: Author.

Olivet Nazarene University. (2014). *Program director, getting started guide: How to successfully launch a new program*. Bourbonnais, IL: Author.

Olivet Nazarene University. (2015). *Innovative learning solutions: 2015-2016 strategic plan*. Bourbonnais, IL: Author.

Online Learning Consortium. (2015). *OLC quality framework*. Retrieved from

<http://onlinelearningconsortium.org/5-pillars/>

Oyarzun, B. A., & Morrison, G. R. (2013). Cooperative learning effects on achievement and community of inquiry in online education. *The Quarterly Review of Distance Education*, 14(4), 181-194.

Palmer, M. M., Dankoski, M. E., Smith, J. S., Brutkiewicz, R. R., & Bogdewic, S. P.

(2011). Exploring changes in culture and vitality: The outcomes of faculty development. *Journal of Faculty Development*, 25(1), 21-27.

Paolucci, R., & Gambescia, S. F. (2007). Current administrative structures used for

online degree program offerings in higher education. *Online Journal of Distance Learning Administration*, 10(3). Retrieved from

<http://www.westga.edu/~distance/ojdla>

- Pine, B. J., & Gilmore, J. H. (1998). Welcome to the experience economy. *Harvard Business Review*, 76(4), 97-105.
- Pontes, M. C. F., Hasit, C., Pontes, N. M. H., Lewis, P. A., & Sieftring, K. T. (2010). Variables related to undergraduate students preference for distance education classes. *Online Journal of Distance Learning Administration*, 13(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Poulin, R. (2013). *Managing online education 2013: Practices in ensuring quality*. Retrieved from <http://wcet.wiche.edu>
- Poulin, R., & Davis, V. (2016, September 30). *Interpreting what is required for “regular and substantive interaction.”* Retrieved from <https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>
- Powell, A. (2006). Business models for online offerings benefits students, program. *Distance Education Report*, 10(6), 1-2, 8.
- Price, I. F., Matzdorf, F., Smith, L., & Agahi, H. (2003). The impact of facilities on student choice of university. *Facilities*, 21(10), 212-222.
- Puzziferro, M., & Shelton, K. (2008). A model for developing high-quality online courses: Integrating a systems approach with learning theory. *Journal of Asynchronous Learning Networks*, 12(3-4), 119-136.
- Puzziferro, M., & Shelton, K. (2009). Supporting online faculty – Revisiting the seven principles (a few years later). *Online Journal of Distance Learning Administration*, 12(3). Retrieved from <http://www.westga.edu/~distance/ojdla>

- Raffo, D. M., Brinthaup, T. M., Gardner, J. G., & Fisher L. S. (2015). Balancing online teaching activities: Strategies for optimizing efficiency and effectiveness. *Online Journal of Distance Learning Administration*, 18(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Rauchway, E. (2012, March 11). Why is tuition rising [Web log post]? Retrieved from <http://chronicle.com/blognetwork/edgeofthewest/2012/03/11/why-is-tuition-rising/>
- Reilly, J. R., & Ralston-Berg, P. (2012). Faculty development for e-learning: A multi-campus community of practice (COP) approach. *Journal of Asynchronous Learning Networks*, 16(2), 99-110.
- Rubin, B. (2013). University business models and online practices: A third way. *Online Journal of Distance Learning Administration*, 15(1). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Salkind, N. J. (2012). *Exploring research* (8<sup>th</sup> ed.). Boston, MA: Pearson.
- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics*. Los Angeles, CA: Sage.
- Schauer, J., Rockwell, S. K., Fritz, S. M., & Marx, D. B. (2005). Implementing distance education: Issues impacting administration. *Online Journal of Distance Learning Administration*, 8(3). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Scherer, R. F., Javalgi, R. G., Bryant, M., & Tukul, O. (2005). Challenges of AACSB international accreditation for business schools in the United States and Europe. *Thunderbird International Business Review*, 47(6), 651-669.  
<http://dx.doi.org/10.1002/tie.20074>

- Seaman, J. (2009). *Online learning as a strategic asset. Volume II: The paradox of faculty voices--Views and experiences with online learning. Results of a national faculty survey, part of the Online Education Benchmarking Study conducted by the APLU-Sloan National Commission on Online Learning*. Washington, DC: Association of Public and Land-grant Universities.
- Shaker, G. G. (2013). The road taken: A report on the career path of a modern academic workforce for faculty developers. *Journal of Faculty Development*, 27(3), 57-62.
- Shattuck, J., Dubins, B., & Zilberman, D. (2011). MarylandOnline's inter-institutional project to train higher education adjunct faculty to teach online. *International Review of Research in Open and Distance Learning*, 12(2), 40-61.
- Smallwood, S. (2002, August 2). Faculty union issues standards for treatment of adjuncts. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Faculty-Union-Issues-Standards/19140/>
- Soares, L. (2013). *Post-traditional learners and the transformation of postsecondary education: A manifesto for college leaders*. Retrieved from <http://www.acenet.edu/news-room/Pages/Post-traditional-Learners-and-the-Transformation-of-Postsecondary-Ed.aspx>
- Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). *Creating the future of faculty development: Learning from the past, understanding the present*. Boston, MA: Anker.
- Storandt, B. C., Dossin, L. C., & Lacher, A. P. (2012). Toward and understanding of what works in professional development for online instructors: The case of PBS Teacherline. *Journal of Asynchronous Learning Networks*, 16(2), 121-162.

- Thormann, J., & Fidalgo, P. (2014). Guidelines for online course moderation and community building from a student's perspective. *MERLOT Journal of Online Learning and Teaching*, 10(3), 374-388.
- Tipple, R. (2009). Effective leadership of online adjunct faculty. *Online Journal of Distance Learning Administration*, 12(4). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Tucker, J., & Neely, P. (2010). Unbundling faculty roles in online distance education programs. *The International Review of Research in Open and Distance Learning*, 11(2), 20-32.
- United States Department of Education. (2014). *Competency-based education programs – Questions and answers*. Retrieved from: <https://ifap.ed.gov/dpcletters/GEN1423.html>
- United States Department of Education, Office of Planning, Evaluation, and Policy Development. (2009). *Evaluation of evidence-based practices in online learning: A metaanalysis and review of online learning studies*. Washington, DC: Author.
- Vignare, K. (2009). What to expect from a virtual university. *New Direction for Higher Education*, 2009(146), 97-105. <http://dx.doi.org/10.1002/he.350>
- Washington, A. T. (2012). The adjunct carousel: Part-time instructors scramble to patch together jobs, provide quality education. *Diverse: Issues in Higher Education*, 29(23), 34-35.
- Welch, B. L. (1947). The generalization of 'student's' problem when several different population variances are involved. *Biometrika*, 34(1), 28-35.

- Williams, P. E. (2003). Roles and competencies for distance education programs in higher education institutions. *American Journal of Distance Education*, 17(1), 45-57.
- Williams, T., Layne, M., & Ice, P. (2014). Online faculty perceptions on effective faculty mentor: A qualitative study. *Online Journal of Distance Learning Administration*, 17(2). Retrieved from <http://www.westga.edu/~distance/ojdla>
- Windes, D. L., & Lesht, F. L. (2014). The effects of online teaching experience and institution type on faculty perceptions of teaching online. *Online Journal of Distance Learning Administration*, 17(1). Retrieved from <http://www.westga.edu/~distance/ojdl>
- Young, J. R. (1997, October 3). *Rethinking the role of the professor in an age of high-tech tools*. Retrieved from <http://chronicle.com/article/Rethinking-the-Role-of-the/98112/>
- Yockey, R. D. (2011). *SPSS demystified: A step-by-step guide to successful data analytics* (2<sup>nd</sup> ed.). Boston, MA: Prentice Hall.
- Zakon, R. H. (2015). *Hobbes' internet timeline 12*. Retrieved from <http://www.zakon.org/robert/internet/timeline/>

## Appendix A

### PCU Online Faculty Expectation Checklist



The following is a brief checklist of the basic expectations for faculty in teaching online classes in the School of Graduate and Continuing Studies (SGCS). This checklist of expectations is modeled after the *Community of Inquiry* model for learning. Information on the CoI model for learning can be found at <https://coi.athabascau.ca/>. If you can answer “yes” to most all of these questions, then you are one of our “star” faculty members. If you had a few “no’s” then it gives you something more to strive for in the upcoming terms.

**Cognitive Presence:** The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry operationalized through the iterative phases of the Practical Inquiry model (from <https://coi.athabascau.ca/>)

1. Are you authoring approximately 20% of all posts throughout the week in each discussion forum (not all on one day)?
2. Are you providing a variety of posts in your discussion forums? For example:
  - a. Orienting: providing guidelines on what you expect for the posts at the beginning of each week (“primer” post).
  - b. Summarizing: summarizing the discussion and providing themes you noticed in the discussion at the end of each week (“summary” post).
  - c. Supplementing: providing additional helpful information based on your own research and experiences.
  - d. Redirecting: guiding the discussion back to the main points if they are missing an aspect of the question (“corrective” posts).
  - e. Extending: pointing out critical thinking or a particular good response from an individual student that may provoke more food for thought.
3. Are you responding to the group as a whole as well as to a few individual students?
4. Are you providing additional informative emails or announcements to help students to succeed in their assignments?
5. Are you providing good quality feedback as you grade the assignments so that students know exactly where they have succeeded and where they need to improve?
6. Are you using in text commentary to insert comments within the paper itself?
7. Are you providing a summary of your feedback either on the paper or on the comment block in Joule?

8. Are you providing positive feedback as well as pointing out errors?
9. Are you providing students feedback so they will know how to they may improve in their discussion forums? (This would be on the student feedback or quick comments section in the Grade Center, or through email.)
10. Are you following the grading rubric for each assignment?
11. Are you pasting or attaching the grading rubric with you score and feedback for major assignments?
12. Are you grading for content, including critical thinking, good research, and professional writing skills?
13. Are you ensuring students are following the current APA format relative to academic level on written assignments?

**Social Presence:** The ability of participants to identify with the group or course of study, communicate purposefully in a trusting environment, and develop personal and affective relationships progressively (from <https://coi.athabascau.ca/>).

1. Have you prepared your course with your bio information? Including your contact information as well as what the students can expect from you during the course.
2. Seek to help the struggling students by reaching out to them if they have not participated in a discussion forum or if they have missed an assignment (You can obtain their phone number from the Faculty Helpline -- [SGCSFaculty@olivet.edu](mailto:SGCSFaculty@olivet.edu))
3. Take time to respond individually to each student in the “introduction forum” to provide a “personal” touch.
4. Take time to help struggling students to learn. Work with them when they run into complications that are out of their control.
5. Take time to pray for your struggling students and send an email of encouragement if you know they are going through a difficult time in their life.

**Teaching Presence:** The design, facilitation, and direction of collaborative inquiry (both cognitive and social presence) for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (from <https://coi.athabascau.ca/>).

1. Are you providing a weekly announcement at the beginning of each week? Are your announcements personalized, concise, and cover the basic requirements for the week? Are they written in a professional manner?
2. Are you thorough in your replies to student questions? Are you using the instructor forum?
3. Provide an additional folder (Professor Helpful Resources?) on Joule, with additional helps on APA formatting, links to helpful sites, additional documents that supplement the class materials, etc...
4. Email or provide a document at the beginning of the course that outlines your basic expectations as well as what the students can expect from you throughout the course in terms of communication, turn-around in grading, interaction in discussion forums, etc...

### Institutional Presence

1. Are you visible in the course at least 5 of the 7 days?
2. Are you responding to student emails or phone calls within 24 hours?
3. Are you providing a short devotional/encouraging note or verse along with the weekly announcements?
4. Are you grading all assignments within 5 days of their due date?
5. Are you following academic level grading guidelines, do you have a reasonable grade distribution across the class? (It is very unusual for an entire class to receive all A's; if this is happening on a regular basis you may want to ask yourself and your mentor if you are grading too easy. It is also unusual at the graduate level to have a high number of C's, D's, and F's. If this is happening on a regular basis you may want to ask yourself and your mentor if you are grading too hard or if there is a problem with the class itself.)
6. Do you have a high number of students withdrawing from the class? (10%-15%) If so, are you doing all you can to retain students and help them to succeed?

Appendix B

Survey Instrument

## Survey: Prioritizing Online Instructional Behaviors

### Informed Consent

The following is to help you to decide whether you will participate in a research study about online teaching. Should you choose to participate in the study you are free to stop at any time. The research study will be conducted as an online survey and will take under 15 minutes to complete.

The purpose of the study is to identify and compare what different groups of people think is required for good online teaching. The survey data will help Olivet Nazarene University (ONU) to improve support and training for its online instructors. The survey will ask questions about your role and background as it relates to the ONU online programs. You will be asked about your experience in other online programs as well as ONU's online programs. The survey will also ask questions about what instructional behaviors you think are most important for successful online teaching.

The risks of the study include those risks encountered in daily life and in the use of computers.

While you will not benefit directly from the study, your participation in the survey will help ONU to improve its online programs and the learning experience of future students. You are not required to participate. If you do choose to participate, your responses will be kept anonymous, meaning that your name will not be associated with any of your survey answers. Survey data will be encrypted and kept on a secure network.

If you would like additional information concerning this study before or after it is completed, please contact me by phone or email. Thank you very much for your time.

Chad Maxson

cmaxson2@olivet.edu  
(815) 939-5299

Statement of Consent: I have read the above information and have received answers to any questions I asked. I consent to take part in the study. I agree to take the survey by Chad Maxson in connection to the project entitled, "A study of administrator, adjunct faculty, and student priorities for online instruction." This project is done to fulfill an academic requirement at Olivet Nazarene University. I understand that I am being surveyed to gain my perspective on this topic. I understand that I may refuse to answer any question, and I may stop the survey at any time, with no consequences to me. I understand that there is no foreseeable risk to me to participate in this project.

- ☐ I agree to participate in the above described research study.
- ☐ I decline to participate in the above described research study.

For the purpose of this study, an online course includes any course in which 80% or more of the course was delivered online.

## Demographics

What is your gender?

- ☐ Male  
☐ Female

What is your age?

--Click Here-- ▼

- 0-15
- 16-24
- 25-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70 or older

Please indicate your primary role at ONU. Your primary role is that which consumes 51% or more of your time at ONU. Include overload time as part of this time.

- ☐ Administrator  
☐ Residential Faculty (full-time professor, associate professor, or assistant professor)  
☐ Face-to-face Adjunct Instructor (part-time instructor teaching in a classroom)  
☐ Online Adjunct Instructor (part-time instructor teaching online)  
☐ Online Student  
☐ Other

If you indicated your primary role was "other," please specify.

## For Administrators

What is your administrative role? Choose one of the following.

- ☐ Academic Administrator - vice president, dean, associate dean, etc.
- ☐ Academic Program Director - business, nursing, education, etc.
- ☐ Operational Administrator - director, instructional designer, librarian, assessment, etc.
- ☐ Student Services Administrator - student advising, student enrollment counseling, financial aid, etc.
- ☐ Other

If other, please specify.

How many years have you worked administratively with the Olivet online programs (not counting teaching or learning)?

How many years have you worked administratively with online, distance delivery, or eLearning programs from any institution or organization (not counting teaching or learning)?

## For Residential Faculty, Adjunct Faculty, or Online Adjunct Faculty

What programs do you currently teach in at ONU? Select all that apply.

- ☐ Residential campus programs
- ☐ Online Bachelor of Science in Criminal Justice
- ☐ Online Master of Arts in Pastoral Leadership
- ☐ Online Bachelor of Science in Nursing (RN to BSN)
- ☐ Online Master of Engineering Management
- ☐ Online Master of Science in Nursing
- ☐ Online Master of Science in Nursing: Family Nurse Practitioner
- ☐ Online Master of Arts: Curriculum and Instruction
- ☐ Online Reading Specialist
- ☐ Online Teacher Leader Endorsement
- ☐ Online Middle School Endorsement
- ☐ Online English as a Second Language Endorsement and/or Bilingual Endorsement
- ☐ Online Master of Organizational Leadership
- ☐ Online Master of Business Administration
- ☐ Online Bachelor of Business Administration
- ☐ Other SGCS online courses (e.g. general education or electives)
- ☐ Other SGCS on-ground programs
- ☐ Other

If other, please specify.

How many total online courses have you taught (include each discrete time you have taught a course) for ONU over the past 12 months?

How many years have you taught online classes at ONU?

--Click Here-- ▼
Not applicable
0-1
2-3
4-5
6-9
10-14
15-19
20 or more



How many years have you taught in online, distance delivery, or eLearning programs from any institution or organization (including online classes at ONU)?

--Click Here-- ▼
Not applicable
0-1
2-3
4-5
6-9
10-14
15-19
20 or more

How many years have you taught face-to-face classes at ONU?

--Click Here-- ▼
Not applicable
0-1
2-3
4-5
6-9
10-14
15-19
20 or more

How many years have you taught face-to-face classes at any institution or organization (including ONU)?

--Click Here-- ▼
Not applicable
0-1
2-3
4-5
6-9
10-14
15-19
20 or more

## For Online Students

In what online degree program are you currently enrolled?

- ☐ Residential campus programs
- ☐ Online Bachelor of Science in Criminal Justice
- ☐ Online Master of Arts in Pastoral Leadership
- ☐ Online Bachelor of Science in Nursing (RN to BSN)
- ☐ Online Master of Engineering Management
- ☐ Online Master of Science in Nursing
- ☐ Online Master of Science in Nursing: Family Nurse Practitioner
- ☐ Online Master of Arts: Curriculum and Instruction
- ☐ Online Reading Specialist
- ☐ Online Teacher Leader Endorsement
- ☐ Online Middle School Endorsement
- ☐ Online English as a Second Language Endorsement and/or Bilingual Endorsement
- ☐ Online Master of Organizational Leadership
- ☐ Online Master of Business Administration
- ☐ Online Bachelor of Business Administration
- ☐ Online Bachelor of Applied Science in Management
- ☐ Other SGCS on-ground programs
- ☐ Other

If other, please specify.

How many online courses have you taken at ONU so far?

--Click Here-- ▼
0
1
2-3
4-5
6-9
10-14
15-19
20 or more

How many years have you been a student in the ONU online programs?

--Click Here-- ▼

- less than 1
- 1
- 2
- 3
- 4
- 5
- 6 or more

How many years have you been a student in online, distance delivery, or eLearning programs from any institution or organization (including ONU)?

--Click Here-- ▼

- less than 1
- 1
- 2
- 3
- 4
- 5
- 6 or more

## For All Participants

How many online courses have you taken as a student in any online program, including ONU?

How many online courses have you taught as an instructor in any online program, including ONU?

How many online courses have you written or helped to write in any online program, including ONU?

--Click Here-- ▼
Not applicable
1
2-3
4-5
6-9
10-14
15-19
20 or more

How many other institutions have you worked with in the role of an online instructor, online curriculum writer, or online administrator?

--Click Here-- ▼
Not applicable
1
2-3
4-5
6-7
8 or more

Earlier, you were asked your primary role, which is where 51% or more of your time is dedicated at Olivet. Please indicate any roles you fill, at ONU or elsewhere, beyond your primary role at ONU. **Do not select your primary role.** For instance, if your primary role is an administrator but you are also an online adjunct instructor, you would select online adjunct faculty at this point. You would leave administrator unselected. Select all non-primary roles that apply.

- ☐ No additional roles
- ☐ Administrator
- ☐ Residential Full-Time Faculty
- ☐ Face-to-Face Adjunct Faculty
- ☐ Online Adjunct Faculty
- ☐ Online Student
- ☐ Other

If other, please specify.

# Instructional Behaviors of Online Instructors

## For Administrators, Faculty, and Students

Indicate how important to you the following instructional behaviors are.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide a summarizing post at the end of each week that summarizes themes from that week's forum discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should author approximately 20% of all discussion forum posts in a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide feedback on student work that is positive while pointing out errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide in-line comments on student papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return a scored rubric with each student assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important to you the following instructional behaviors are.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should grade for adherence to a writing style guide (e.g. APA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should grade for writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should post their professional biography and contact information in the online classroom before the course begins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to each student in the introductory forum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to struggling students by phone and email by the second week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to students who do not submit class work by day 3 of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should encourage struggling students with personal notes and communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should post an announcement to the class at the beginning of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should personalize announcements by mentioning student names and/or course conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are formative (indicating how to make improvements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide thorough replies to student communications (phone/email).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide additional resources when addressing student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important to you the following instructional behaviors are

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return graded assignments within 5 days of the assignment submission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to student communications within 24 hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure a reasonable grade distribution across the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should have no student withdraw from the class without a documented attempt to intervene by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## For Online Adjunct Faculty

You will be asked the same question two different times. The first time, answer how important the instructional behavior is to you personally. The second time, answer how important you perceive the instructional behavior to be to the Olivet administration.

### How important are the following instructional behaviors *to you*?

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide a summarizing post at the end of each week that summarizes themes from that week's forum discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should author approximately 20% of all discussion forum posts in a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide feedback on student work that is positive while pointing out errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide in-line comments on student papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return a scored rubric with each student assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should grade for writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should grade for adherence to a writing style guide (e.g. APA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important **to you** the following instructional behaviors are.

Continued: Indicate how important to you the following instructional behaviors are.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should post their professional biography and contact information in the online classroom before the course begins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to each student in the introductory forum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to struggling students by phone and email by the second week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to students who do not submit class work by day 3 of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should encourage struggling students with personal notes and communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should post an announcement to the class at the beginning of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should personalize announcements by mentioning student names and/or course conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are formative (indicating how to make improvements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide thorough replies to student communications (phone/email).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide additional resources when addressing student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important **to you** the following instructional behaviors are.

Continued: Indicate how important to you the following instructional behaviors are.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return graded assignments within 5 days of the assignment submission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to student communications within 24 hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure a reasonable grade distribution across the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should have no student withdraw from the class without a documented attempt to intervene by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How important are the following instructional behaviors *to Olivet administrators*?**

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide a summarizing post at the end of each week that summarizes themes from that week's forum discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should author approximately 20% of all discussion forum posts in a week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide feedback on student work that is positive while pointing out errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide in-line comments on student papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return a scored rubric with each student assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should grade for writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should grade for adherence to a writing style guide (e.g. APA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important the following instructional behaviors are **to Olivet administrators**.

Continued: Indicate how important the following instructional behaviors are **to Olivet administrators**.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should post their professional biography and contact information in the online classroom before the course begins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to each student in the introductory forum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to struggling students by phone and email by the second week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should reach out to students who do not submit class work by day 3 of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should encourage struggling students with personal notes and communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should post an announcement to the class at the beginning of each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should personalize announcements by mentioning student names and/or course conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure that announcements are formative (indicating how to make improvements).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide thorough replies to student communications (phone/email).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should provide additional resources when addressing student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued: Indicate how important the following instructional behaviors are to Olivet administrators.

Continued: Indicate how important the following instructional behaviors are **to Olivet administrators**.

	Extremely unimportant	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Extremely important
Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should return graded assignments within 5 days of the assignment submission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should respond to student communications within 24 hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should ensure a reasonable grade distribution across the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online instructors should have no student withdraw from the class without a documented attempt to intervene by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank You

Thank you for considering to participate in this research study. Should you change your mind and wish to participate in the future, please simply click on the url in the email and indicate your agreement to participate. At that point, you will be redirected to the research survey.

Thank You!

That's it! You're done. Please click on "submit" below. Thank you very much for taking the time to complete this survey.

## Appendix C

### Survey Distribution Email

To administrators, faculty members, and adjunct faculty members.

Dear Olivet Colleagues,

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? Please complete the survey even if you do not currently work direction with any online courses or programs. While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:

<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

The survey will close at midnight, November 16, 2015.

Thank you in advance for your participation.

To students.

Dear Olivet Online Students,

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? Please complete the survey even if you do not currently work direction with any online courses or programs. While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:

<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

The survey will close at midnight, November 16, 2015.

Thank you in advance for your participation.

Reminder Distribution Email

To administrators, faculty members, and adjunct faculty members.

Dear Olivet Colleagues,



Last week we sent you a survey request. Thank you very much for those of you have generously provided your time to answer it. To date, we have a little over a 10% response rate. We would like to exceed 30%. For those who have not yet taken the opportunity, please take this as a friendly reminder/request to complete the survey if at all possible.

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? **Please complete the survey even if you do not currently work direction with any online courses or programs.** While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:  
<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

***The survey will close at midnight, November 16, 2015.***

Thank you in advance for your participation.

To students.

Last week we sent you a survey request. Thank you very much for those of you have generously provided your time to answer it. To date, we have a little over a 10% response rate. We would like to exceed 30%. For those who have not yet taken the opportunity, please take this as a friendly reminder/request to complete the survey if at all possible.

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? **Please complete the survey even if you do not currently work directly with any online courses or programs.** While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:  
<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

***The survey will close at midnight, November 16, 2015.***

Thank you in advance for your participation.

## Final Reminder Distribution Email

To administrators, faculty members, and adjunct faculty members.

Dear Olivet Colleagues,

Thank you very much for those of you have generously provided your time to answer the survey below. To date, we have a little over a 17% response rate, up from 10% the week before. We would like to exceed 30%. For those who have not yet taken the opportunity, please take this as a friendly and final reminder/request to complete the survey if at all possible.

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? **Please complete the survey even if you do not currently work directly with any online courses or programs.** While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:  
<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

*The survey will close tonight at midnight.*

Thank you in advance for your participation.

To students.

Dear Olivet Students,

Thank you very much for those of you have generously provided your time to answer the survey below. To date, we have a little over a 17% response rate. We would like to exceed 30%. For those who have not yet taken the opportunity, please take this as a friendly and final request to complete the survey, if at all possible.

A doctoral student in Olivet's Ed.D. program is conducting a survey for his dissertation. He is asking for your help by completing a short survey. The survey is on how we prioritize the instructional behaviors of online adjunct faculty. When you get 15 minutes, would you please consider completing the survey? **Please complete the survey even if you do not currently work directly with any online courses or programs.** While the data will benefit the doctoral student, it will also be helpful for Olivet as we work to strengthen our online programs. Your perspective and perceptions are important and appreciated.

Please use this link to access the survey:  
<http://surveys.olivet.edu/snapwebhost/s.asp?k=144648233887>.

***The survey will close tonight at midnight***

Thank you in advance for your participation.

## Appendix D

### Survey Items

Item	Group	<i>N</i>	<i>M</i>	<i>SD</i>
1	Administrator	25	5.00	1.00
Online instructors should provide a variety of posts (e.g. orienting, summarizing, redirecting, extending) in the discussion forum each week for students.	Full-time Faculty	71	4.49	1.21
	Adjunct Faculty	69	4.72	1.39
	Student	320	4.94	1.05
	Total	485	4.85	1.13
2	Administrator	25	5.48	.823
Online instructors should provide an orienting post at the beginning of each week that provides guidelines on what the instructor expects from students' forum posts that week.	Full-time Faculty	71	4.65	1.29
	Adjunct Faculty	69	4.80	1.53
	Student	320	5.33	1.05
	Total	485	5.16	1.18
3	Administrator	25	4.72	1.02
Online instructors should provide a summarizing post at the end of each week that summarizes themes from the week's forum discussions.	Full-time Faculty	71	3.94	1.35
	Adjunct Faculty	69	4.20	1.44
	Student	318	4.41	1.34
	Total	483	4.33	1.36
4	Administrator	25	5.16	.987
Online instructors should provide redirecting posts, as needed, that guide the student discussion back to the main points and/or that correct misunderstandings.	Full-time Faculty	71	4.49	1.21
	Adjunct Faculty	69	4.65	1.50
	Student	318	4.95	1.06
	Total	483	4.85	1.17

5	Administrator	25	4.96	.978
Online instructors should provide at least one extending post each week that deepens the students' critical engagement with course topics.	Full-time Faculty	70	4.20	1.19
	Adjunct Faculty	69	4.41	1.417
	Student	320	4.52	1.19
	Total	484	4.48	1.22
6	Administrator	25	4.84	1.14
In responding to student forum posts, online instructors should intentionally draw the whole class into the conversation.	Full-time Faculty	69	4.07	1.13
	Adjunct Faculty	69	4.16	1.38
	Student	316	4.24	1.29
	Total	479	4.24	1.28
7	Administrator	24	4.13	1.48
Online instructors should author approximately 20% of all discussion forum posts in a week.	Full-time Faculty	70	3.51	1.13
	Adjunct Faculty	69	3.74	1.50
	Student	318	3.92	1.26
	Total	481	3.85	1.30
8	Administrator	24	5.42	.881
Online instructors should provide feedback on student work that is positive while pointing out errors.	Full-time Faculty	70	4.66	1.38
	Adjunct Faculty	69	5.06	1.50
	Student	319	5.27	1.01
	Total	482	5.16	1.16
9	Administrator	24	5.21	.977
Online instructors should provide in-line comments on student papers.	Full-time Faculty	71	4.56	1.28
	Adjunct Faculty	69	4.87	1.55
	Student	319	5.14	1.06
	Total	483	5.02	1.19
10	Administrator	24	5.25	.944
Online instructors should return a scored rubric with each student assignment.	Full-time Faculty	71	4.32	1.42
	Adjunct Faculty	69	4.54	1.61
	Student	320	5.17	1.10
	Total	484	4.96	1.27

11	Administrator	25	4.96	.978
Online instructors should grade for adherence to a writing style guide (e.g., APA).	Full-time Faculty	70	4.53	1.31
	Adjunct Faculty	69	4.78	1.42
	Student	320	4.25	1.23
	Total	484	4.40	1.30
12	Administrator	25	5.00	.957
Online instructors should grade for writing skills.	Full-time Faculty	70	4.87	1.17
	Adjunct Faculty	69	4.72	1.58
	Student	317	4.55	.975
	Total	481	4.64	1.11
13	Administrator	25	5.20	.957
Online instructors should post their professional biography and contact information in the online classroom before the course begins.	Full-time Faculty	70	4.86	1.22
	Adjunct Faculty	69	4.96	1.54
	Student	317	5.11	1.01
	Total	481	5.05	1.132
14	Administrator	25	4.84	1.34
Online instructors should respond to each student in the introductory forum.	Full-time Faculty	70	4.36	1.30
	Adjunct Faculty	69	4.74	1.50
	Student	319	4.18	1.34
	Total	483	4.32	1.37
15	Administrator	25	4.88	1.01
Online instructors should reach out to struggling students by phone and email by the second week.	Full-time Faculty	69	4.32	1.12
	Adjunct Faculty	69	4.83	1.43
	Student	319	4.87	1.08
	Total	482	4.78	1.15
16	Administrator	25	4.44	1.23
Online instructors should reach out to students who do not submit class work by day three of each week.	Full-time Faculty	70	4.03	1.23
	Adjunct Faculty	69	4.45	1.48
	Student	320	4.18	1.33
	Total	484	4.21	1.33

17	Administrator	25	4.72	1.10
Online instructors should encourage struggling students with personal notes and communication.	Full-time Faculty	70	4.50	1.10
	Adjunct Faculty	68	4.78	1.37
	Student	319	4.75	1.09
	Total	482	4.72	1.14
18	Administrator	25	5.04	1.06
Online instructors should post an announcement to the class at the beginning of each week.	Full-time Faculty	70	4.19	1.21
	Adjunct Faculty	68	4.50	1.60
	Student	319	4.73	1.17
	Total	482	4.64	1.25
19	Administrator	25	4.04	1.43
Online instructors should personalize announcements by mentioning student names and/or course conversations.	Full-time Faculty	69	3.61	1.29
	Adjunct Faculty	69	3.64	1.65
	Student	320	3.33	1.40
	Total	483	3.45	1.43
20	Administrator	25	5.04	1.02
Online instructors should ensure that announcements are concise.	Full-time Faculty	70	4.54	1.15
	Adjunct Faculty	69	4.74	1.43
	Student	316	5.01	1.03
	Total	480	4.90	1.12
21	Administrator	25	5.08	1.04
Online instructors should ensure that announcements are formative (indicating how to make improvements).	Full-time Faculty	70	4.33	1.18
	Adjunct Faculty	69	4.68	1.49
	Student	319	5.19	.907
	Total	483	4.99	1.10
22	Administrator	25	5.32	.988
Online instructors should provide thorough replies to student communications (phone/email).	Full-time Faculty	70	4.76	1.12
	Adjunct Faculty	67	5.00	1.49
	Student	318	5.35	.899
	Total	480	5.21	1.06



23	Administrator	25	4.68	1.11
Online instructors should provide additional resources when addressing student questions.	Full-time Faculty	70	4.37	1.07
	Adjunct Faculty	69	4.67	1.33
	Student	320	4.82	1.09
	Total	484	4.72	1.13
24	Administrator	25	4.40	1.32
Because online courses are often written by someone who is not the instructor, online instructors should provide additional instructional resources related to course content.	Full-time Faculty	71	4.13	1.04
	Adjunct Faculty	69	4.35	1.39
	Student	320	4.89	1.03
	Total	485	4.67	1.14
25	Administrator	25	4.76	1.30
Online instructors should be visible in the online classroom on at least five out of seven days each week through forum posts and announcements.	Full-time Faculty	71	4.03	1.25
	Adjunct Faculty	69	4.30	1.59
	Student	318	4.26	1.25
	Total	483	4.26	1.31
26	Administrator	25	5.04	1.21
Online instructors should return graded assignments within five days of the assignment submission.	Full-time Faculty	71	4.44	1.02
	Adjunct Faculty	68	4.69	1.49
	Student	320	5.19	.975
	Total	484	5.00	1.12
27	Administrator	25	5.16	.987
Online instructors should respond to student communications within 24 hours.	Full-time Faculty	71	4.59	1.24
	Adjunct Faculty	69	4.93	1.43
	Student	320	5.42	.906
	Total	485	5.22	1.09
28	Administrator	25	4.52	1.23
Online instructors should ensure a reasonable grade distribution across the class.	Full-time Faculty	71	3.24	1.36
	Adjunct Faculty	69	3.97	1.53
	Student	319	4.71	1.34
	Total	484	4.38	1.47

29	Administrator	25	4.72	1.14
Online instructors should have no student withdraw from a class without a documented attempt to intervene by the instructor.	Full-time Faculty	71	3.86	1.32
	Adjunct Faculty	69	4.12	1.63
	Student	320	4.66	1.34
	Total	485	4.47	1.40