A CASE STUDY OF INSTITUTIONAL EFFORTS TO ADDRESS BARRIERS TO
THE SUCCESSFUL DELIVERY OF ONLINE LEARNING: A BUSINESS
FACULTY PERSPECTIVE

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Abstract

This single site, case study explores the barriers to implementing a successful online learning program from a business faculty’s perspective. The online learning community has grown exponentially over the past decade and there is no end in sight to the growth. Identifying the barriers to a successful online learning program in higher education is the first step in developing a roadmap to successful implementation and growth.

Both faculty and administration in the college of business at a large mid-Atlantic university participated in this study, which aimed to answer the following research questions: 1) What is the business faculty perception of their institution’s efforts to overcome barriers of technical knowledge, infrastructure, & support in implementing Online Education (OE)? 2) What is the business faculty perception of the institution’s efforts to overcome barriers of compensation and time spent by faculty on OE? and 3) What is the business faculty perception of the institution’s efforts to overcome barriers to organizational change in relation to OE? This study will be of interest to any university administrators, business school administrators, department heads, faculty, and heads of online programs that wish to gain a better understanding of the factors that assist and inhibit faculty members preparing to teach online.
List of Figures ........................................................................................................ vii

List of Tables .......................................................................................................... viii

Chapter 1 Introduction ............................................................................................ 1
   Historical Perspective ......................................................................................... 5
   The Problem ....................................................................................................... 6
   Significance of the Research ............................................................................ 7
   Research Questions ......................................................................................... 8
   Limitations ....................................................................................................... 9
   Delimitations ................................................................................................... 9
   Definition of Terms ......................................................................................... 9
   Theoretical Framework .................................................................................... 10

Chapter 2 Review of Related Literature ............................................................... 13
   The Need for Online Learning ....................................................................... 13
   Barriers to Online Learning ........................................................................... 16
      Exterior Barriers .......................................................................................... 18
      Interior Barriers ......................................................................................... 19
   Perceptions of Online Learning ...................................................................... 20
      Students’ Perceptions ................................................................................ 21
      Faculty Perceptions ................................................................................... 22
      Administrators’ Perceptions ....................................................................... 24
   Organizational Change Efforts ........................................................................ 24
   Technical Difficulties ...................................................................................... 27
   Chapter Summary ............................................................................................ 29

Chapter 3 Methodology .......................................................................................... 31
   The Problem ................................................................................................... 31
   Research Questions ......................................................................................... 33
   Study Design .................................................................................................. 33
   Single Site, Single Case Study Approach ....................................................... 36
   Procedure ....................................................................................................... 37
   Institutional Review Board ............................................................................ 38
   Instrumentation .............................................................................................. 38
      Validity of Instrumentation ....................................................................... 40
      Data Verification ......................................................................................... 40
   Study Participants .......................................................................................... 40
   Data Source .................................................................................................... 41
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB Approval</td>
<td>112</td>
</tr>
<tr>
<td>Implied consent form</td>
<td>114</td>
</tr>
<tr>
<td><strong>Appendix C.</strong></td>
<td></td>
</tr>
<tr>
<td>Recruitment letter</td>
<td>115</td>
</tr>
<tr>
<td><strong>Appendix D.</strong></td>
<td></td>
</tr>
<tr>
<td>Survey Instrument</td>
<td>116</td>
</tr>
<tr>
<td><strong>Appendix E.</strong></td>
<td></td>
</tr>
<tr>
<td>Transcript, Administrator</td>
<td>118</td>
</tr>
<tr>
<td>Transcript, Faculty 1</td>
<td>132</td>
</tr>
<tr>
<td>Transcript, Faculty 2</td>
<td>142</td>
</tr>
<tr>
<td>Transcript, Faculty 3</td>
<td>154</td>
</tr>
<tr>
<td>Transcript, Faculty 4</td>
<td>167</td>
</tr>
<tr>
<td>Transcript, Faculty 5</td>
<td>178</td>
</tr>
<tr>
<td><strong>Appendix F</strong></td>
<td></td>
</tr>
<tr>
<td>Theme Analysis</td>
<td>188</td>
</tr>
</tbody>
</table>
List of Figures

Figure                                             Page
1. The Socio-Technical Approach and its components  12
2. Qualitative Research Case Study Approach          36
3. Basic Types of Designs for Case Studies.          37
## List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>The Link Between Research Questions and Interview Questions</em></td>
<td>54</td>
</tr>
</tbody>
</table>
Chapter 1

Introduction

“In the era of limitless competition, organizations are struggling with new challenges to remain competitive on a daily basis” (Kim, 2014, p.1). Over the last ten years online learning (OL) has become an increasingly legitimate, effective, and popular format for course delivery in higher education (Allen & Seaman, 2010; Green, 2010; Maguire, 2005). National Association of Colleges and Employers (NACE) (2007) identified college graduates with business degrees in the top three most in demand professions behind engineers and graduates in computer related fields. “As the number of business graduates continues to be in demand, and with the continual increase of online courses and programs being offered, more students are preparing for the business workforce through distance education” (Dryer 2009 p. 1). Collegiate-level business schools in the United States and around the world are quickly converting their traditional curricula into online platforms to answer the demand of thousands of potential new students. Grandzol and Grandzol (2006) state, “the question is not whether a college of business should pursue online education, but rather, how it should strategically respond to this growing challenge” (p.1). Tanner, Noser, and Totaro (2009) stated that “The ever-Increasing popularity of online programs may be due to the rising number of adults who, both for personal or professional reasons wish to earn a college degree, but are unable to relinquish their full-time jobs and attend on campus, daytime classes” (p. 29).
“Recognizing online education’s potential, it is important to identify best practices and establish standards that assure quality, comply with accrediting bodies, support faculty initiatives, and provide business students with a product that leads to a satisfying and wholly worthwhile learning experience” (Grandzol & Grandzol 2006 p.1). This popularity has certainly affected colleges of business, with more people attending them than ever before. This is due in no small part to the emergence of online learning. Now people who thought college had passed them by can get a degree online while working full-time. Tanner et al. (2009) said the demographics of the typical college student have changed over the last twenty years or so, when the typical student was 18-22 years old. Colleges and universities are working to address the needs of the "non-traditional" college student, whose age tends to be 23 years or older, married with children, and employed full-time. Online learning appears to offer the "non-traditional" student a practical alternative to on-campus courses” (Tanner et al. 2009 p. 29).

The acceptance of OL as an effective methodology for facilitating learning in higher education is becoming widespread (Allen & Seaman, 2010). Alexander, Perreault, Zhao, and Waldman (2009) stated that most universities and colleges have adopted online learning as an integral part of their long-term strategies for growth. Similarly, OL within higher education is growing at about 20% per year compared to less than 2% growth in the student population in traditional higher education institutions (Allen & Seaman, 2010). With the growth of OL in most colleges of business and universities as a whole, administrations are realizing that different skills are needed to develop and deliver online courses compared to
traditional classroom delivery. There is an immediate need for an OL initiative, which will represent a substantial change effort within any learning institution. Williams (2007) believed that “university professors are being encouraged to incorporate instructional strategies to support a learner-centered approach through the use of innovative technologies that promote active engagement through Internet applications” (p. ii). Within academia, little is known about the particular role of the educational or academic leader in implementing OL programs at colleges and universities (Beaudoin, 2002). Miller and Schiffman (2006) stressed that when implementing an appropriate change effort within academia, the culture and context of the institution need to be weighed very carefully.

In order to understand the change effort, an understanding of the barriers to change is critical. Every change effort experiences barriers and resistance to change. Many of the barriers to OL are from outside the institution (Green, 2010). Some of these external barriers include: “regulations, laws, policies, practices and professional associations” (Levine & Sun, 2002, p. 1). In contrast, some of the most prominent internal barriers include faculty resistance, budget cuts, lack of resources (Green, 2010) and lack of institutional mission, prioritization of research, limited technology infrastructure, and cost of development of Distance Education (DE) programs (Moloney & Oakley, 2006/2010). Among the internal barriers, Jaffee (1998) narrowed the focus to the real obstacles to implementing any change effort within a collegiate setting. These include the “set of social and human factors and dynamics that are much more difficult to manage and
manipulate” than the “technological feasibility and cost benefit analysis” (p. 23). Gopalakrishnan (2011) argued that it is the “established practices and cultural traditions” (p. 6) of the faculty that are the biggest obstacle to implementing an online learning change effort, or any change effort for that matter. If the successful development of OL courses and programs is viewed through the lens of a change effort meant to transform the business schools and universities from a traditional brick-and-mortar institution into an institution that delivers content both in the classroom and around the world via interactive OL courses, the identification of the barriers that hinder the implementation of such programs should be one of the first steps in completing this effort.

Most Online Education (OE) formats stress learning outcomes and student development rather than traditional physical attendance in a tangible classroom (Georgina & Olson, 2008; Munro, 1998; Phillips & Merisotis, 1999; Schulte, 2010). Schulte (2010) believed that distance educators must conduct learning transactions mindful of the burden of physical separation and technological requirements, as well as the perennial challenge of presenting content to stimulate learning (p. 2). According to Moore (2007), “transactions in distance education is the interplay of teachers and learners in environments that have the special characteristic of their being spatially separate from one another” (p. 91). A shared virtual online environment that offers synchronous and asynchronous learning opportunities ameliorates this separation of physical environments.
Historical Perspective

Hawkins (2010) said that from its beginnings, distance, correspondence, and traditional face-to-face formats have been strong alternatives for the modern learner, especially in businesses and higher education. Totaro, Tanner, Noser, Fitzgerald, and Birch (2005) indicated that over the past few years, distance-learning programs have become very popular, and the number of offerings continues to increase (p. 13). Waits, Lewis, and Greene (2003) reported in the National Center for Education Statistics (NCES) that in 2002, about 78% of all adult learners had received at least some of their education through some type of distance education. In the evolution of online learning, several specific characteristics as well as obstacles have been identified. Totaro, et al. (2005) recognized that there are fundamental differences in online education compared to the classic classroom environment. They went on to state that online courses, including business courses, are much more labor-intensive than the traditional face-to-face methodology, not only for the professor but also the student. Having a clear understanding of roles and responsibilities is a key element. In the traditional business classroom space is finite and limits student enrollment; the solution to this problem requires the acquisition of additional classroom space, which can be a costly endeavor. However, within an online learning environment, class size is not limited by physical space—it is only limited by the technology and teaching capacity of the institution (Totaro et al., 2005).
The Problem

Since so many colleges of business and universities as a whole are venturing into the OL environment with various levels of success and failure, a roadmap to successful transformation is imperative. Leaders of online programs have faced many barriers (Green, 2010; Hawkins, 1999; Moloney & Oakley, 2010). The literature has presented a multitude of issues that are present when developing online courses. A new methodology for overcoming these obstacles is needed when developing OL programs (Moloney & Tello, 2003; Orr, 2008; Otte & Benke, 2006).

This research study was built upon several previous studies that aggregated previously examined barriers into three topics: (A) technical knowledge, infrastructure, & support, (B) compensation and time invested by faculty, and (C) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008). In the first category, Orr’s (2008) research study looked at faculty perceptions of technical knowledge, infrastructure, and support. This included perceptions of pedagogical training and development and the technology necessary for change provided by the institution. In the second category of faculty compensation, the study examined whether concerns about intellectual property, course development, and teaching efforts exist. The third category focused on the perception of the institutions’ efforts in supporting curricular change involved with transitioning to OL and organizational leadership efforts in OL. The three categories were further iterated into nine sub-categories
to determine the extent of institutional efforts to convert traditional learning into OL as a core competency. These nine sub-categories were:

- Curriculum change for online learning
- Development of pedagogical and technical skills
- Availability of a course management system
- Compensation for course development
- Compensation for teaching an online course
- Compensation for intellectual property
- The availability of course development time
- Leadership for online learning
- Online teaching’s impact on scholarship (Orr 2008)

**Significance of the Research**

This research is significant because it can provide institutions with critical information to use in building their implementation plans in relation to OL, with the outcomes being increased buy-in and ease of implementation and ultimately earlier success. Institution leaders see OL as a new revenue stream and an easy way to increase their student population but few leaders in academia see the move to increase the number of online courses as an organizational change effort (Keaster, 2005). By looking at the growth of OL as an institutional change effort and developing a strategy with that change in mind, the transition would be more fluid and successful. Thus, by using a successful transformational technique to bring about the change effort within business programs, a higher level of success could be achieved. As the literature confirms, significant barriers
to a successful OL strategy exist. Approaching this shift from the perspective of organizational change should provide business institutions with a successful roadmap to use in planning and delivering their change initiative. A successful change management strategy must provide an organization with a true understanding of the barriers to the change and the extent or significance of those barriers so that plans can be incorporated appropriately to minimize or eliminate the barriers.

Many institutions have used and continue to use online learning as a tool to increase student enrollment and increase revenues (Boehle, 2000; Bonk, 2001). Williams (2007) added that many other universities have realized that online learning could supplement or even replace written correspondence courses and other forms of distance education. Most research conducted on online learning has been focused on specific parts of the process, like the virtual classroom (Browne & Jenkins, 2003), effective online tests and assessments (Conole & Warburton, 2005), chat rooms and discussion boards (Sorensen & Takle, 2002; Webb, Jones, Barker & van Shaik, 2004) and content management systems (Clegg, Hudson & Mitchell, 2005). A limited number of studies have investigated online learning approaches (Mayes, 2004) and the perceptions of delivering classes online (Song, Singleton, Hill & Koh, 2003).

**Research Questions**

Three questions will be answered during the course of this study.

1. What is the business faculty perception of their institution’s efforts to overcome barriers of technical knowledge, infrastructure, & support in
implementing Online Education (OE)?

2. What is the business faculty perception of the institution’s efforts to overcome barriers of compensation and time spent by faculty on OE?

3. What is the business faculty perception of the institution’s efforts to overcome barriers to organizational change in relation to OE?

Limitations

This study had several limitations. Those are described below.

- Findings cannot be generalized to a larger population because the study utilized qualitative research methods and only involved one institution.
- Faculty participants were located in one specific academic discipline in the School of Business.
- The researcher used a deliberate sampling technique to choose the five faculty participants.
- All data collected was self reported and could be biased by the participants.

Delimitations

Feenstra (2014) stated that, “the use of delimitations might affect outcomes and narrow the presented scope. Delimitation factors may include the loss or eventual unwillingness of some participants or features related to the collection and analysis of data” (p. 12).

Definition of Terms

The following terms are important to this study:

- Asynchronous learning: “Learners accessing their course material
independently of their instructor or other peers. Each learner worked independently and relied on the interface (navigational scheme and online instructions) of the learning event to guide their experience” (Katz, 2010, p. 10).

- Flipped Classroom: A class structure that moves the lecture to an online content delivery system and moves homework, assignments, and exercises inside the classroom via learning activities (Baker 2000).

- Synchronous learning: “The technique the instructor used to deliver course material online in real time. Engagement of learners occurs as if they were present in a traditional brick-and-mortar classroom and the instructor guided navigation throughout the presentation” (Katz, 2010, p. 11).

**Theoretical Framework**

Socio-technical systems theory is an approach to complex organizational work design that recognizes the interaction between people and technology in the workplace. The term socio-technical systems theory was coined in the 1960s by Eric Trist, Ken Bamforth, and Fred Emery, who were working as consultants at the Tavistock Institute in London. Socio-technical theory hypothesizes the presence of two subsystems in every organization or corporate entity; technical and social (Cartelli, 2007). Watson (2004) hypothesized the features of the two sub-systems as follows:

- The technical sub-system is much more than the sum of the equipment in the organization; it can be identified with the process responsible for the
conversion of system inputs into system outputs. The conversion process must be continuously controlled to be sure that system goals can be achieved;

- The social sub-system, on another hand, is much more than the set of technical control tasks to be performed by people. Technical tasks are combined with individual jobs and with responsibilities assigned to groups. Any analysis and redesign of the social sub-system implies a revision of the jobs and of the corresponding social roles, for their implications on the technical sub-system and the extent to which they enhance or reduce the quality of working life for individuals and groups involved in production.

Cartelli (2007) stated that “The cornerstone of the socio-technical approach is that the fit is achieved by a design process aiming at the joint optimization of the subsystems; any organizational system maximizes performance only if the interdependency of the subsystems is explicitly recognized. Hence, any design or redesign must seek out the impact each subsystem has on the other, and planning must aim at the achievement of superior results by ensuring that all the subsystems are working in harmony” (p. 2).
Figure 1. The socio-technical approach and its components (Bostrom & Heinen, 1977).
Chapter 2
Review of Related Literature

This study sought to identify institutional efforts to address the barriers to the successful delivery of online learning from business faculty’s perspective. The three main groups of barriers were defined as: (a) technical knowledge, infrastructure, & support; (b) compensation and time invested by faculty; and (c) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008). To achieve this task a review of related literature was conducted; a description of findings from that review is divided into five main sections. The first section focuses on the need for online learning, establishing the importance of this research study for higher education. In the second section, the barriers to online learning are identified and described, including barrier categories and investigations of those barriers. The third section illuminates the perception of online learning by students, faculty, and administration. The fourth section contains a discussion of the organizational change efforts needed to implement a successful OL program. The final section looks at the difficulties of the technology and adaptation to a new learning environment.

The Need for Online Learning

The perception of online learning has drastically changed over the last decade. Schulte (2010) stated that, “Once a poor and often unwelcome stepchild within the academic community, distance education is becoming increasingly more visible as a part of the higher education family” (p. 3). Additionally Tanner, Noser, and Totaro (2009) noted that, “Technological advances have made the
availability of online learning both economical and practical. The economic advantages of distributing scarce resources, geographically and temporally, to students in remote locations provide a broader market for online education” (p. 31). Maguire (2005) continued: “Distance education is a medium of teaching and learning that has grown significantly in the past 10 years as indicated by the number of higher education institutions that offer courses and/or full degree programs via distance learning” (p. 1).

The overall perception of higher education is changing, too. Once led by Ivy League institutions, private liberal arts colleges, and quality state schools, the choices and popularity of online business degrees has skyrocketed; now, getting a college education online is a real choice for today’s students. Williams (2007) announced that, “Online classrooms are considered the future of education. The increase in the availability of computer technology and the acceptance of online degrees has prompted this attitude” (p. 20). He went on to say that “Perceptions of distance education are changing the face of higher education” (p. 20). Totaro, Tanner, Noser, Fitzgerald, and Birch (2005) agreed, stating that the “growing popularity of this medium for instruction may be due to a combination of several factors. Technological advances have made availability both economical and practical. Additionally, increasing demand from students for courses offered at times convenient to them given their busy schedules and personal commitments makes distance education attractive to working learners” (p. 13). Young and Norgard (2008) stated that “web-based learning is more convenient than face-to-
face, as it offered flexibility and allowed for a certain degree of self-paced study” (p. 108).

Tanner et al. (2009) cited methods for delivering OL: “Online learning may be delivered either synchronously or asynchronously. In the case of synchronous delivery, time boundaries usually are imposed, since the instructor and students must be online simultaneously. An alternative mode to synchronous delivery of online learning is asynchronous delivery, where neither time- nor place-boundaries are of much concern” (p. 30). Further, “interest in developing new online education programs, as well as strengthening existing ones, continues to increase. Still, questions regarding the quality of online courses - particularly as they compare with their in class counterparts - may be of both practical and intellectual interest to academics, practitioners, and students” (Tanner et al., 2009, p. 30).

According to Walker and Fraser (2005), although there is research on the technological aspects of distance education, little research has been conducted on the interpersonal dynamics of OL. Young and Norgard (2008) cited the obvious advantages of an online learning environment, which include saving the student time by limiting travel, fitting better into busy students' schedule, and “enabling students to take more hours than they would if they were only taking face-to-face courses” (p. 108).

Today’s students, who have used technology most of their lives, are eager to accept the possibility of using technology to go to college. According to Young and Norgard (2008), students have found that online learning opens a whole new
world of experiences and information not available in textbooks. Schulte (2010) elaborated, stating that “these new education environments stress learning outcomes rather than the old gauge of physical presence in a classroom and distance educators must conduct learning transactions mindful of the burden of physical separation and technological requirements, as well as the perennial challenge of presenting content to stimulate learning” (p. 2). According to Williams (2007), “In today’s increasingly competitive educational market, the appeal of online education is understandable. Colleges and universities began their venture into online education with the intent of serving students who otherwise would be unable physically to attend classes in traditional brick-and-mortar classrooms” (p. 20). Further, “specific populations of such initiatives included those living in rural areas whose situational circumstances prevented them from relocating, those who found it difficult to manage jobs/family along with conventional classes, and those whose jobs imposed frequent travel requirements or extensive hours” (Williams, 2007, p. 20).

### Barriers to Online Learning

Research journals are filled with comparisons and discussions of traditional brick-and-mortar education to online education (Bernard et al., 2004; Kuriloff, 2001). They are also filled with instructor resource material and lessons for creating online platforms (Conrad & Donaldson, 2004; Finkelstein, 2006; Palloff & Pratt, 2005, 2009). However, there has been little investigation of the barriers to implementing OL programs (Orr, 2008; Sculte, 2010). Tanner, et al. (2009) found that “concerns about the quality of online courses are not without
merit. This may be due to a lack of consensus among online course participants (e.g., students, faculty, and administrators) about how the success (or failure) of online courses might be measured. Moreover, each participant group might conceivably hold differing opinions about, and perceptions of, what constitutes online course quality” (p. 30). Williams (2007) showed that once the class begins, the focus of the learner’s interactions turns toward the instructor. This is very important, particularly because students may tend to attribute difficulties or barriers more so to the instructor in the online environment as opposed to instructors in a traditional environment (p. 45).

Muilenburg and Berge (2005) surveyed 1,000 participants in a pilot study of (what?). Findings led to identification of six factors. This pilot preceded a main study in which 47 barriers led to a list of eight factors: administrative issues, social interactions, academic skills, technical skills, learner motivation, time and support for studies, cost and access to the Internet, and technical problems. The most important barrier to students’ learning online was social interaction. Administrative/instructor issues, time and support, and learner motivation were closely ranked factors. The other factors were ranked relatively low in terms of perceived barriers and considered to have minimal impact on online learners (Muilenburg & Berge, 2005, p. 44). Many of the barriers to OL fall within the areas of administrative and technical support; one barrier reported over and over was the issue of faculty workload (Berge, 1998; Betts, 1998; O'Quinn & Corry, 2002; Orr, 2008; Schifter, 2000). Course development time is considered to be an administrative issue because institutions control the ability to offer release
time to focus on the development and maintenance of online courses. Bonk (2001) stated that 62% of faculty indicated that “the main obstacle to using the web in teaching was the preparation time required” (p. 8). In Betts' (1998) study, administrators indicated that one barrier to faculty participation in online teaching was the lack of release time for development. Faculty feel that their research will suffer if they devote more time to online course development with no release time (Rockwell, Schauer, Fritz, & Marx 1999).

**Exterior Barriers**

According to Berge and Huang (2004), exterior barriers should be categorized into three primary groups, personal variables, institutional variables, and circumstantial variables. Personal variables are attributes such as one’s gender, age, ethnicity, and experience with OL. Institutional variables have to do with the universities' attitude toward OL, how they value OL, and their commitment to OL, and the systems in place for development and learner support. The third category is circumstantial variables, which include attributes such as interaction, course design and elements, and other responsibilities such as work and family. Bernard, Brauer, Abrami, and Sturkes (2003) showed that “supported readiness” was essential in OL (p.31). Bernard et al. (2003) identified four dimensions of readiness: “(a) online skills (computer use, communication, and forums), (b) self-management (time management, organization, and learning strategies), (c) learner beliefs about distance learning (refers to the student’s attitude towards distance learning), and (d) degree of interaction (expectation of and by the student)” (p. 33).
**Interior Barriers**

Several barriers come from within the business school; these are professional development, lack of recognition, lack of grants for software and development, lack of release time, merit pay or stipends for development of online courses, and a lack of technical support. Williams (2007) found one of the primary barriers for faculty was the lack of professional development. Faculty need to integrate the technology into the instructional design and do not always have the training to do so. According to Maguire (2005), “A second administrative deterrent is the lack of recognition for teaching via distance education. Time devoted to teaching or developing online courses is not as highly regarded as is time spent on research or even on time spent teaching “traditional” face-to-face courses” (p. 6). There is also little to no credit towards tenure and promotion for faculty who develop and teach online courses (Betts, 1998; Lee, 2001; Maguire 2005; Orr, 2008; Rockwell et al, 1999; Wilson, 1998). Faculty members also perceive the lack of grants for materials, software expenses, design and development of courses as another barrier (Betts, 1998; Bonk, 2001; Chizmar & Williams, 2001; Dooley & Murphrey, 2000; Schifter, 2000). Finally, faculty have little or no financial incentive to develop or teach courses online (Berge, 1998; Dooley & Murphrey, 2000; Schifter, 2000; O'Quinn & Corry, 2002). Among all of the barriers listed in the research, the most common one cited by faculty was the lack of technical support (Bonk, 2001; Chizmar & Williams, 2001; Jones & Moller, 2002; Lee, 2001; Maguire 2005; Schifter, 2000). “This includes concerns about
the lack of systems reliability and access to the online courseware as well as inadequate infrastructure, hardware, and software” (Maguire 2005 p.6).

**Perceptions of Online Learning**

Tanner et al. (2009) believed that “Insights about attitudes and perceptions of online learning participants may be useful to universities and colleges as they endeavor to design and deploy online courses at their institutions” (p. 30). They went on to say that “The extent to which professor and student are comfortable with online learning is directly impacted by their attitudes toward and perceptions of online learning” (p. 31). “Indeed, if professor or student (or both) perceives little or no benefit from online learning, the result could very well be possession of a negative perception about online learning” (Tanner et al., 2009, p. 31). According to Tanner et al. (2009), “Because the delivery mechanism of online courses is substantially different from traditional in-class courses, common sense might suggest that attitudes and perceptions by participants - students, faculty, staff, and administrators - in online education are integral to the success (or failure) of online courses” (p. 30). Further, “In response to the ever-increasing demand for online courses, traditional universities have responded by offering more courses online” (Tanner et al., 2009, p.30).

The mode of delivery is definitely different for online courses as compared with their brick-and-mortar cousins; however, faculty and student expectations of OL courses often differ. For online programs to flourish, faculty and student expectations of the online learning experience have to be investigated and
understood (Tanner et al., 2009). Okur (2011) found that changes occur in faculty members’ roles when they engage in online learning, because the process differs from that of traditional education. While in these new roles, faculty encounter different problems with online learning processes; to overcome these new problems administrative support is needed (Okur 2011). Schulte (2010) pointed to “a need for more empirical qualitative data about the barriers to online learning

Students’ Perceptions

Totaro et al. (2005) identified a number of student and faculty perceptions of online learning. For example, faculty perceive a high degree of interest among students in distance education courses, despite shortcomings cited by faculty themselves; such as the lack of instructor-student/student-student interactions; no structured classroom environment; students’ tendency to teach themselves the material; challenges associated with teaching quantitative courses online; and, the difficulty of administering exams online (p. 18). Tanner, et al. (2009) found that students want online learning to “engage the student, provide relevant experience, and deliver educational value” (p. 32). Totaro et al. (2005) went to show that the “perceptions of the distance learning experience, particularly with respect to advantages and disadvantages, and possible changes which might be made to improve this type of teaching/learning experience” (p. 13). Researchers using a meta-analysis approach found that student satisfaction was comparable between online classes and the traditional face-to-face approach (Allen, Bourhis, Burrell, & Mabry, 2002). Young and Norgard (2006) stated that “students believed that, for online courses to be effective, those courses need well-
developed online learning communities, the professors must be available to the student, and students must have the right equipment and technology. The authors argued that being aware of students’ perceptions of online course delivery will help faculty tailor courses to meet the needs of the typical student” (p. 108).

**Faculty Perceptions**

Schulte (2010) showed that “Understanding instructors’ perceptions of distance education transactions is becoming increasingly important as the mode of distance learning has become not only accepted, but preferred by many students” (p. 1). Totaro et al. (2005) wondered if “the increasing emphasis on developing a better understanding of the role of the instructor in distance learning is one that continues to draw interest by those in the academic community” (p. 13). Tanner et al. (2009) noted that “faculty perceive online learning as having numerous shortcomings; these include: the lack of interaction between the instructor and the student and the lack of interactions between students; no real classroom situations; students tend to teach themselves; the challenge of teaching quantitative courses online; and the difficulty in administering exams online” (p. 31). Tanner et al. (2009) found that faculty believe that the values in “teaching online learning classes are mostly for purposes of updating their curriculum vitae and for learning new teaching skills” (p. 32). Additionally, “younger and less experienced faculty members are more likely to embrace online learning than their older and more experienced counterparts” (Tanner et al., 2009, p. 32). Interestingly, studies have found that faculty often believe that
intrinsic motivating factors include a personal motivation to use technology (Bonk, 2001; Lee, 2001; Maguire, 2005; Orr, 2008) or perceive teaching via distance learning as an intellectual challenge. Some faculty have stated that teaching via distance learning added to their overall job satisfaction (Maguire, 2005) and that teaching online provided optimal working conditions, as they were able to “teach” at any time and from any place. Faculty also stated feeling self-gratification from teaching online (Maguire, 2005, Orr, 2008).

Maguire (2005) found that one of the perceptions of online learning held by faculty is the “lack of standards for teaching online” as well as the “threat of fewer jobs”, and a decline in the need for full-time faculty (p. 3). Faculty have identified several obstacles to participating in teaching online, including lack of time, lack of institutional support, lack of scholarly respect in the promotion and tenure process, and lack of training in new technologies (Bonk, 2001; Lee, 2001; Maquire, 2005; O'Quinn & Corry, 2002). Tanner et al. (2009) announced that online learning courses are expected by most students but this does not in any way assure a "buy in" by faculty (p. 36). As Palloff and Pratt (1999) stated, online learning is not just about new software packages and putting traditional pedagogies online. It is about faculty creating learning communities online and developing more effective ways to convey the content to maximize the benefits for the learner.

Faculty believe that having some sort of external incentives to teach online, such as positive impact on tenure and promotion, would also increase their level of job satisfaction as well as the amount of support and recognition
they receive from peers (Bonk, 2001; Maguire, 2005). Business faculty look to more experienced faculty members and peers for help developing and using online education technologies, sharing their online experiences, and online peer observations. Chizmar and Williams (2001) found that 63% of their faculty respondents “would like more faculty showcases in instructional technology that demonstrates real-world applications in the classroom” (p. 22).

**Administrators’ Perceptions**

Maguire (2005) noted that “Information regarding attitudes and specific reasons for participation in distance education can provide insight to administrators attempting to build distance education programming while supporting faculty” (p. 1). Totaro et al. (2005) stated that given the exponential growth in online learning, it appears that online education is here to stay. Administrators believe that the focus of universities and colleges, then, is to develop courses that do not compromise the level of institutional quality and, in light of the different delivery modes for online learning, foster a flexible pedagogy and develop methods for continuous improvement based upon student and faculty feedback (Maguire, 2005).

**Organizational Change Efforts**

Due to the ever-increasing demand for online learning, universities must institute a more efficient and effective administrative framework to maintain the high-quality learning experience (Orr, 2008; Scarafiotti & Cleveland-Innes, 2006). Orr, (2008) found that new leadership styles and paradigms were needed during transitions toward online learning. Sometimes power struggles occurred between
faculty members who opposed the change and the entities that supported the move to more online courses. As with most change efforts, confusion and fear about the coming change lead directly to opposition to it. Orr (2008) found several factors that contributed to resistance to the change effort, such as: “faculty did not have ownership of the online learning process” (p. 34). Also, institutions have not provided adequate “preparation time and limited access to support services” (p. 34), and faculty reported difficulties teaching online compared to traditional methods because of a “lessened amount of student interactions” (p.34). Institution-wide change efforts are needed at business schools to remove or at least lessen these perceived barriers so that online learning programs may succeed.

Successful change efforts commonly use a collaborative approach that involves all stakeholders, and is not driven by decisions coming from the top of the organization. It is evident that faculty and students are at the center of online learning, but the change effort must include many others. This includes the technology managers who maintain the content management system, and the administrators who acquire the needed funds. Business institutions must foster a culture of change to successfully implement an online learning program. They need to develop a shared vision and common goals, and support a mission to grow their online learning initiative. Strategic planning has to be at the center of this effort, in a manner that encourages communication, establishes resources, and builds momentum and collaboration. “Given the number of different institutional roles to sustain OL, stakeholders’ efforts at every level of the
institution must be orchestrated to build institutional capacity for online success" (Orr, 2008, p. 34).

For a change effort to maintain traction it must include aspects that address the issues at hand. One of the main topics of concern when instituting an OL change effort is its value to the scholarship of professors who teach online. Do the faculty who choose to teach online receive the same considerations concerning compensation, tenure, and promotion as compared to faculty teaching traditional courses? Orr (2008) said that “to achieve maximum benefit for online learning, institutions must encourage grass-roots development of practices to recognize the contributions of the faculty who teach online” (p. 37). Faculty “buy-in” is a key component to the success of any change effort involving online teaching. The administration must include faculty’s ideas and opinions when developing the change effort (Orr, 2008; Otte & Benke, 2006). At Penn State’s World Campus, one of the main identified barriers to teaching online involves promotion and tenure (Ellis, 2000; Orr, 2008). Faculty, administrators, and untenured instructors all believe that teaching online will negatively affect the tenure process (Ellis, 2000; Orr, 2008).

A majority of business faculty are not opposed to the idea of distance education. According to the National Education Agency, 75% of faculty feel positively about distance education—this is interesting because, according to the same survey, only 63% of these same faculty have received special compensation for this method of delivery (Huett, Moller, & Young, 2004; Orr, 2008). The delivery method should not necessarily be at the center of this
issue—the focus should be on the "students' learning outcomes and the effectiveness of the faculty members in creating learning opportunities for their students" (Orr, 2008, p. 39). The best way to evaluate student learning and instructional effectiveness is to investigate the online teaching methodology. Orr (2008) stated that “institutions must allow faculty to assume their traditional role over curriculum and courses while encouraging these same faculty to eliminate the differences between online and traditional instruction in quality criteria” (p. 40). College departments must have authority in the promotion and tenure process but these decisions must be informed by the importance of student learning outcomes, regardless of delivery method (Turoff, 2006). Miller and Schiffman (2006) thought that the assessment of faculty online instruction should be judged by the same standards as those used to assess courses offered via the face-to-face method. This decision ensures that the delivery method is just that—a tool that can be used in delivering instruction to students.

Technical Difficulties

Problems with technology use are one of the most common issues reported by faculty teaching online (Bower, 2001). Orr (2008) reported that 60% of universities offered training to faculty who deliver online learning courses. Additionally, only 13% of those universities required their faculty to be trained in curriculum development and 17% required some sort of training in online delivery methods (Orr 2008). Harris (2005) found that the two most important factors affecting the successful deployment of online learning were the faculty member’s level of appropriate training in the technology and their level of interest in the
topic taught. Li (2004) reported that the best way to reduce concerns and fears about teaching online was to implement training programs specifically designed to provide faculty with some successful teaching experiences online. Additionally, faculty should be able to access the appropriate infrastructure and tools needed to deliver online learning programs. In the traditional classroom, tools include the dry erase board, overhead projectors, and PowerPoint slides; online, these are replaced with discussion boards, chat rooms, interactive video lessons, and other Web 2.0 technologies. Faculty who deliver their courses online must first master the new technologies before they can be expected to use them with confidence (Liang, 2001; Orr, 2008). Roblyer and Wiencke (2003) suggested that one of the factors having the greatest effect on students’ overall satisfaction was the faculty’s mastery of the pedagogy and technology associated with the online delivery of content: “Student satisfaction was dependent upon the quality of the learning experience, and the quality of the learning materials was dependent upon faculty training and support provided by the institution” (Orr, 2008, p. 46). Orr (2008) suggested that the university must understand the level of technical support needed to effectively deliver content online. Salter, Richards, and Carey (2004) found that for institutional training of faculty in online learning methods to be successful, they should not separate technology training from the teaching application. For the best results in teacher training in online technologies the training must focus on the utilization of the technology not just how to use the technology, the training must incorporate the specific teaching application of each software program used.
Chapter Summary

This chapter looked at the literature on institutional efforts to address barriers to the successful delivery of online learning from business faculty’s perspective. The three main groups of barriers were: (a) technical knowledge, infrastructure, & support; (b) compensation and time invested by faculty; and (c) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008). The review of related literature was meant to show the context in which the research questions for this study may be explored and examined. The literature review also showed the institutional need for growth in online learning. The faculty play the single most important role in the online learning exchange and their perceptions of efforts are obviously critical to the success of any institutional OL program.

Identified barriers to online learning were explored and examined in order to justify and explain the parameters of this study. Both exterior and Interior barriers were examined. Exterior barriers were divided into three main groups: personal variables, institutional variables, and circumstantial variables. The interior barriers were divided into themes as well: lack of professional development, lack of recognition, lack of grants for technology and development, lack of release time, lack of merit pay or stipends for OL development, and lack of technical support.

Literature on the perceptions of online learning was reviewed from three different perspectives: students’ views, faculty views, and administrators’ views. The review of related literature summarized issues with technology. These
technological issues revealed the need for an institutional effort to train faculty better in the newest technology so that they can deliver online content more effectively and ensure greater student understanding and satisfaction.
Chapter 3

Methodology

This chapter focused on the methodology used to analyze the business faculty’s perspective on institutional efforts to overcome three identified barriers to developing and delivering an effective Online Learning (OL) program (Orr, 2008). This methodology was supported by the case study strategy; this type of inquiry is used when a researcher seeks to explore the depth of a program, event, or phenomenon from the perspective of one or more individuals (Creswell, 2009; Stake, 1995). According to Creswell (2009), “Cases are bound by time and activity, and researchers collect detailed information using a variety of data collection procedures” (p. 13). This strategy was very effective because it is the point of this research to “explore the depth of a program from the perspective of one or more individuals” (Creswell, 2009, p. 13)—i.e., institutional efforts to overcome barriers to OL from the perspective of the faculty.

The Problem

Since so many colleges of business and universities as a whole are venturing into the OL environment with various levels of success and failure, a roadmap to successful transformation is imperative. Leaders of online programs have faced many barriers (Green, 2010; Hawkins, 1999; Moloney & Oakley, 2010). The literature has presented a multitude of issues that are present when developing online courses. A new methodology for overcoming these obstacles is needed when developing OL programs (Moloney & Tello, 2003; Orr, 2008; Otte & Benke, 2006).
This research study was built upon several previous studies that aggregated previously examined barriers into three topics: (A) technical knowledge, infrastructure, & support, (B) compensation and time invested by faculty, and (C) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008). In the first category, Orr’s (2008) research study looked at faculty perceptions of technical knowledge, infrastructure, and support. This included perceptions of pedagogical training and development and the technology necessary for change provided by the institution. In the second category of faculty compensation, the study examined whether concerns about intellectual property, course development, and teaching efforts exist. The third category focused on the perception of the institutions’ efforts in supporting curricular change involved with transitioning to OL and organizational leadership efforts in OL. The three categories were further iterated into nine sub-categories to determine the extent of institutional efforts to convert traditional learning into OL as a core competency. These nine sub-categories were:

- Curriculum change for online learning
- Development of pedagogical and technical skills
- Availability of a course management system
- Compensation for course development
- Compensation for teaching an online course
- Compensation for intellectual property
- The availability of course development time
Leadership for online learning

Online teaching's impact on scholarship (Orr 2008)

Research Questions

Three questions will be answered during the course of this study.

1. What is the business faculty perception of their institution’s efforts to overcome barriers of technical knowledge, infrastructure, & support in implementing Online Education (OE)?

2. What is the business faculty perception of the institution’s efforts to overcome barriers of compensation and time spent by faculty on OE?

3. What is the business faculty perception of the institution’s efforts to overcome barriers to organizational change in relation to OE?

Study Design

This research was designed to replicate a study conducted by Dr. Robert Lynn Orr for his 2008 dissertation, titled Faculty perceptions of institutional efforts at addressing barriers to faculty’s success in delivering online learning (Orr, 2008). Orr’s study was conducted via individual interactive video conferencing with a follow-up phone conversation with university faculty members who had at least five years teaching experience in the traditional classroom and at least two years of experience teaching online. Orr (2008) used four primary interview questions with probing follow-up questions for each. The questions were as follows:

1. In thinking of your institution’s efforts at addressing faculty compensation and time, organizational change, and technical expertise, support and
infrastructure for online learning how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional.

1.1 Please explain your reasoning.

2. Does your institution’s compensation for teaching online affect your desire or ability to teach online?

2.1 How does your institution’s compensation as related to course development impact your motivation or effort at teaching online?

Please give an example to illustrate your answer.

2.2 Explain how the institution’s compensation for teaching an online course impacts your desire to teach in this manner.

2.3 Share how you are compensated for your intellectual property as related to online course content?

2.4 Describe how the availability of course development time at your institution promotes or hinders your online learning efforts.

3 How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?

3.1 Talk about your institution’s leadership for online learning and especially your departmental leadership, how does this leadership positively or negatively impact your efforts at teaching online?

3.2 Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities? Please provide insight into your answer.

3.3 Has online learning led to curriculum changes in your department
and do you view these changes positively or negatively? Please explain.

4. Do the pedagogical and technical skills training as well as the course management system provided by your institution hinder or promote your efforts at teaching online?

4.1 Please share how institutional efforts at preparing faculty in both pedagogical and technical skills for online learning either promote or hinder your efforts to teach online.

4.2 How does the institution’s infrastructure consisting of a course management system either positively or negatively impact your efforts to teach online courses?

Orr was contacted via email to obtain his permission to replicate his study and use his instrumentation for this research. During that conversation he shared some thoughts about the research process and his desire to see the results of this current study. A copy of the email with his approval is provided in Appendix A.

The methodology for this research was developed after comparing multiple research methods, as supported by Creswell (2009). A single site, single case study method was selected from other qualitative approaches, including ethnography, grounded theory, case studies, phenomenological research, and narrative research (Creswell, 2009, p. 13). The process followed in this research study is shown in Figure 2.
Figure 2. Qualitative research case study approach and its components, based on Thompson (2005)

**Single Site, Single Case Study Approach**

This research was a single site, single case design. Figure 3 shows the different types of case study design (Yin, 2012, p. 8). Creswell (2013) defined a case study as: “A qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detail, in depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a within-site study)” (p. 97). Fraenkel and Wallen (2003) explained that qualitative research “investigates the quality of relationships, activities,
situations or materials” (p. 430). There is significant consensus among researchers that qualitative research methods are selected when the researcher is seeking a deep understanding of the issues (Creswell, 2009; Fraenkel & Wallen, 2003; Trochim, 2005).


**Procedure**

The steps followed in this study started with a human subjects application to the university Institutional Review Board (IRB). Interview questions were
developed based on those used in the Orr study. The next step was to identify and assemble the participants for the sampling technique. Following the identification of the sample a recruitment letter was sent to the potential pool, and once the faculty agreed to participate, the interviews were scheduled. Followed by the data collection and data analysis procedures. The final step involved triangulation, where other collected data were used in comparing individual responses.

**Institutional Review Board**

The research study was designed to meet or exceed all of the requirements of The Pennsylvania State University’s IRB process. The IRB requires an application be completed that includes the review of all documents that support the research process; these documents include; recruitment documents, implied consent form, and research instrumentation. The IRB application, IRB approval, and the implied consent form are included in Appendix B. Once the IRB approved this research study the potential participants were contacted by email to request their participation, this recruitment email is included in Appendix C.

**Instrumentation**

Seidman (2012) suggested that a three-interview process offers a complete and robust examination of the “event” studied. The majority of the interviews were conducted using online video conferencing software package WebEx. Two of the interviews had to be conducted via the telephone; one participant did not have access to WebEx so a phone call was determined to be the best way of
conducting the interview, another had trouble with internet connectivity so a phone call was the only option with her limited schedule. The research instrument for the first interview is provided in Appendix D. All subsequent interviews were also conducted via WebEx, telephone, or email. A second interview was conducted to clarify and request additional information, and collect any information needed to completely understand the answers to the first interview. A final interview was conducted to finish the data collection strategy. After the interviews with each business faculty member were completed, a transcript was emailed to the participants to clarify and offer them an opportunity to further expound on any questions. The participant’s identities were never associated with their written transcripts to ensure the confidentiality of the research study. In all subsequent aggregation of the data, the participant’s identities were coded so the possibility of researcher bias was limited.

As another phase of triangulation, an administrator was selected and interviewed using the survey instrument. This administrator had a great deal of knowledge of the institution’s efforts in online education. Additionally, to support the triangulation process the researcher sought data on how the university was addressing these barriers from an administrator with responsibilities related to online learning there. This administrator also provided assistance in identifying participants for the study. To further strengthen the triangulation process the researcher collected documents and other resources in the data-gathering process. Publications, websites, and other sources were used to provide “multiple
points of data about the institution and provide insight into the organization” (Orr, 2008, p. 77).

**Validity of Instrumentation**

The instrumentation was used and verified in a previous dissertation study conducted by Orr (2008). As part of Orr’s study the research instrument was reviewed by Subject Matter Experts (SME) and a pilot test was conducted. “To insure validity of the interview questions and determine whether the questions generated appropriate responses and data, both SMEs and pilot testing were used” (Orr, 2008, p. 78). According to Orr (2008), “Similar measures were used to determine the reliability, defined as to the ability to replicate the study results” (p. 78).

**Data Verification**

One of the most critical aspects of qualitative research is the verification of the data (Golafshani, 2003). To ensure the validity of the data collected in this qualitative study, complete written transcripts of interviews were provided to interview subjects so that they could clarify and verify all data. All participants were re-informed of the anonymity of this process and any personal identifying data was removed. The interview subjects made only a few edits to their transcripts, mostly just grammatical corrections. One participant stated “I wish I hadn’t said Um so much”.

**Study Participants**

A criterion sample was used to identify and select the five participants for this study. A large mid-Atlantic comprehensive university was selected and data
were gathered from the faculty of its college of business. The data collection period extended for more than three months during the spring and summer of 2014, to maintain a feasible timetable for data collection. The institution involved in this research study offers both undergraduate and graduate degrees via an online method. Total enrolment was 38,600 students; this university employed 1,900 full-time and 1,500 part-time faculty members in fall 2013. The university is located in an urban setting and is active in online education.

Data Source

The participants were selected from among faculty members who had both traditional and online teaching experiences in higher education. Moreover, the participants were faculty members who had been with this university at least five years and who had at least five years of experience teaching in the traditional face-to-face method and at least one year of experience but less than five years of experience teaching online at this institution. The researcher previously knew no member of the sample and the researcher had no connection to the university, policies, or identified barriers, or had ever attended the university at any time.

The faculty sample was determined using criterion and purposeful sampling to identify participants meeting the above-mentioned criteria for teaching format and experience as well as those willing to participate who were accessible (Creswell, 2009). The sample size was set at five faculty members—enough to complete the interviews in an appropriate time frame given the time restrictions for each interview, yet small enough to dive deep into each research question (Creswell, 2009; Kranthwohl & Smith, 2005).
The faculty population for this study was determined from a criterion and purposeful sample of faculty who met selection criteria for this study. Participants were selected from the qualifying faculty population to build the research sample. An administrator from the institution was interviewed who had extensive knowledge and experience with online course development and delivery and with a technology pedagogy or training. This interview had two focuses: (1) to provide a context for institutional efforts to support online learning; and (2) to supply the names of faculty who met the inclusion criteria for the study. The administrator identified ten faculty members who met these criteria, so the needed five participants were selected from a pool of ten. As selected participants declined to participate another participant was selected from the pool until five were achieved. The provided list of faculty also included workload, area of expertise, faculty position, courses taught both online and traditionally and years with the institution.

The identified faculty were contacted by email and invited to participate in this research study. A copy of the email may be found in Appendix C. Participants’ identities were kept confidential and the sample pool was asked not to discuss their participation in this study with any other faculty members until the interviews were completed. This approach was used to prevent the skewing of any results.

In this study, a total of six interviews were conducted consisting of one administrator and five faculty members, though these interviews the researcher began to observe open code saturation after three well rounded, robust, and information-rich interviews with thick description (Creswell, 1998). “Thick
“description” is what qualitative researchers consider a major criterion for evaluation of qualitative work (Farmer & Rojewski, 2001, p. 101).

**Data Analysis**

The interview questions asked of each participant were divided into three categories: (a) technical knowledge, infrastructure, and support; (b) compensation and time invested by faculty; and (c) organizational change (Orr, 2008). Each question had several sub-questions, which were used to help develop the convergent responses and discover the emergent themes as well as their strength and intensity and internal and external homogeneity (Patton, 2002). The emergent themes were confirmed in follow-up conversations with the appropriate respondent for both internal and external homogeneity purposes.

An in-depth interviewing technique was utilized and free of any pre-opinions or bias as part of the data collation stage in order to gather a rich data set. Great detail and care were taken in the faculty interview process to assure accuracy in data reporting (Patton, 2002). Once the transcripts of the interviews were created they were sent to the three thematic readers. The thematic readers were Dr. R.W. Clark, Dr. D.C. Feenstra, and this researcher. Dr. R.W. Clark is the Executive Director of the Center for Professional Development in Career & Technical Education and an Associate Professor of Education at Temple University. Prior to his appointment at Temple University, Dr. Clark was an assistant professor of education, and sat on the graduate faculty in the department of Learning and Performance Systems within the College of Education, at The Pennsylvania State University. Dr. D.C. Feenstra graciously
agreed to be a coder. Dr. Feenstra earned her Ph.D. from Pennsylvania State University in Workforce Education and Development. Dr. Feenstra successfully defended her dissertation titled “Perceptions of Executive Coaching as Shared by Four Executives In Central Pennsylvania” in February 2014, and earned above average general scholarly attainment at oral defense. She is currently employed by Bloomsburg University of Pennsylvania, where she works as a professor in the Management and Marketing department. Using the Yoder Welch Advanced Inter-Ocular Assessment Technique, themes emerged when three or more faculty participants mentioned the topic. If two or fewer faculty participants mentioned a topic it did not rise to the level of a theme. Additionally, in collating the data if two or more of the thematic readers identified the same trend, it became a theme. If only one of the thematic readers identified a trend, it did not rise to the level of a theme.

Chapter Summary

This research focused on the in-depth interviewing of qualifying faculty to answer the research question: What is the faculty’s perception of their institution’s efforts at addressing the barriers to online learning? The research further delved into three aspects of the barriers: (a) technical knowledge, infrastructure, & support; (b) compensation and time invested by faculty; and (c) organizational change. One administrator and five faculty members within the college of business at a large mid-Atlantic university were interviewed. Investing in a robust review of relevant literature, expert reviews, and a tested and reliable survey instrument, the author worked to make this research a reliable and valid study
(Patton, 2002). During analysis of the data, themes emerged and potential themes were tested to evaluate their strength and intensity toward offering further understanding. The timeframe of this research was spring and summer 2014, which allowed time to collect data and investigate the topic thoroughly. The researcher had access to the administrator and faculty to complete the research and faculty and administrators to help facilitate the study.
Chapter 4  
Data Analysis

The purpose of this exploratory study was to investigate and analyze the business faculty’s perspective of institutional efforts at addressing barriers to delivering online learning programs. The barriers were divided into three major categories: (A) technical knowledge, infrastructure, & support, (B) compensation and time invested by faculty, and (C) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008). Within each major category themes emerged, these themes will be discussed later in this chapter.

An exploratory holistic single site, single case study approach was selected for this research study. The researcher was interested in exploring and investigating issues around online learning at a business school that offers both traditional and online undergraduate and graduate business degrees. The researcher also gathered evidence and data with the intent of assisting in the improvement of developing and delivering online business classes. This research is very relevant considering Dryer (2009) stated “As the number of business graduates continues to be in demand, and with the continual increase of online courses and programs being offered, more students are preparing for the business workforce through distance education” (p. 1).

Institution Profile

A large mid-Atlantic comprehensive university was selected and data was gathered from the faculty of its college of business. The data collection period extended for more than three months during the spring and summer of 2014, to
maintain a feasible timetable for data collection. This institution offers both undergraduate and graduate business degrees, both via traditional and an online method. Total enrolment during the fall 2013 term for the chosen university was 38,600 students; this institution employed 1,900 full-time and 1,500 part-time faculty members during this time period. The university is located in an urban setting and is active in online education (Business school institution website 2014).

Program Profile

The business school at [institution name removed to protect institution confidentiality] was established in the early 1900’s and has grown into one of the largest and most comprehensive business schools in the world, with over 6,500 current students, 180 full-time faculty, (Size and scope institution website 2014). Within the business school there are thirteen undergraduate majors, ten specialized masters programs, five MBA programs and two PhD concentrations (institution website 2014). The institution is Accredited by the AACSB international (Association to Advance Collegiate Schools of Business), the chosen business school [institution name removed to protect institution confidentiality] offers BBA, MBA, Executive MBA, MBA/MS, MS, and PhD programs on campus, throughout the region, and around the world through online options (size and scope institution website 2014).

The business school’s website provides an overview of all undergraduate business degrees and lists thirteen majors including: (Business school institution website 2014).
• Accounting
• Actuarial Science
• Business Management
• Economics
• Entrepreneurship
• Finance
• Human Resource Management
• International Business Administration
• Legal Studies in Business
• Management Information Systems
• Marketing
• Real Estate
• Risk, Insurance and Healthcare Management

The business school’s website provides an overview of all graduate business degrees and lists ten specializations including: (Business school institution website 2014).

• Accountancy
• Actuarial Science
• Finance
• Financial Analysis and Risk Management
• Financial Engineering
• Human Resource Management
- Innovation Management and Entrepreneurship
- Investment Management
- IT Auditing and Cyber Security
- Marketing

The variety and specialization of the degrees offered reflects the breadth and depth of the expertise and backgrounds of professors teaching in the business school.

**Faculty Profile**

With 180 full-time faculty members, the professors at the chosen institution are consistently producing highly innovative scholarly work. During the 2010-11 academic year the business school’s faculty published more than 120 articles in top-tier refereed journals. Professors at the chosen institution provide cutting-edge knowledge in their classrooms and utilize current technology and high quality teaching methods (Faculty overview website 2014). The faculty has various specialties and is aggregated into several “tracts” including: research tract (very limited teaching responsibilities), tenure tract (both teaching and research responsibilities), teaching/Instructor tract (limited research responsibilities), and practice tract (only teaching responsibilities) (Faculty overview website 2014). These tracks allow the faculty to specialize in and be responsible for their own strengths within the academic arena. The chosen institution can hire specialist in the business field and not a “jacks of all trades”, providing faculty with a way to work within their strengths and comfort. This way the institution is able to hire people to do what they want to do, not what they
must do. Faculty members who have a passion for teaching, but dislike the research aspect, has the ability to go into the teaching/instructor or practice tracts. Those scholars, who feel that teaching takes them away from their research, are able to go into the research tract. This method provides a way you have the faculty focus on what they do best, and limits their distractions.

Three Major Thematic Categories

Three questions will be answered during the course of this study.

1. What is the business faculty perception of their institution’s efforts to overcome barriers of technical knowledge, infrastructure, & support in implementing Online Education (OE)?

2. What is the business faculty perception of the institution’s efforts to overcome barriers of compensation and time spent by faculty on OE?

3. What is the business faculty perception of the institution’s efforts to overcome barriers to organizational change in relation to OE?
The following interview questions were used to answer the above research questions:

1. In thinking of your institution’s efforts at addressing faculty compensation and time, organizational change, and technical expertise, support and infrastructure for online learning how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional.
   1.1 Please explain your reasoning.

2. Does your institution’s compensation for teaching online affect your desire or ability to teach online?
   2.1 How does your institution’s compensation as related to course development impact your motivation or effort at teaching online?
      Please give an example to illustrate your answer.
   2.2 Explain how the institution’s compensation for teaching an online course impacts your desire to teach in this manner.
   2.3 Share how you are compensated for your intellectual property as related to online course content?
   2.4 Describe how the availability of course development time at your institution promotes or hinders your online learning efforts.

3. How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?
   3.1 Talk about your institution’s leadership for online learning and especially your departmental leadership, how does this leadership
positively or negatively impact your efforts at teaching online?

3.2 Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities? Please provide insight into your answer.

3.3 Has online learning led to curriculum changes in your department and do you view these changes positively or negatively? Please explain.

4. Do the pedagogical and technical skills training as well as the course management system provided by your institution hinder or promote your efforts at teaching online?

4.1 Please share how institutional efforts at preparing faculty in both pedagogical and technical skills for online learning either promote or hinder your efforts to teach online.

4.2 How does the institution’s infrastructure consisting of a course management system either positively or negatively impact your efforts to teach online courses?

Each participant was asked a set of four questions and 10 follow up questions during their interviews. The interview questions are provided above. The interview questions were designed to assist in a deeper understanding of the qualitative aspect of each question, providing a total of 14 questions to be asked to each participant. Each of the fourteen interview questions is connected to the three research questions in the following manner: Research Question 1 was answered through interview questions 1, 4, 4.1, and 4.2. Research Question 2
was answered through Interview Questions 1, 2, 2.1, 2.2, 2.2, and 2.4. Research Question 3 was answered through Interview Questions 1, 3, 3.1, 3.2, and 3.3. See table 1 below for a link between each research question and the given interview questions.

Table 1

The Link Between Research Questions and Interview Questions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the business faculty perception of their institution’s efforts to overcome the barrier of technical knowledge, infrastructure, &amp; support in implementing OE?</td>
<td>Q1 Q4 Q4.1 Q4.2</td>
</tr>
<tr>
<td>2. What is the business faculty perception of the institution’s efforts to overcome the barrier of compensation and time spent by faculty on OE?</td>
<td>Q1 Q2 Q2.1 Q2.2 Q2.3 Q2.4</td>
</tr>
<tr>
<td>3. What is the business faculty perception of the institution’s efforts to overcome the barriers to organizational change in relation to OE?</td>
<td>Q1 Q3 Q3.1 Q3.2 Q3.3</td>
</tr>
</tbody>
</table>

Study Findings

The results of the research indicated that the institution was addressing faculty barriers well in all areas, but have opportunities to improve in specific areas. Those areas were (A) technical knowledge, infrastructure, and support, (B) compensation and time invested by faculty, and (C) organizational change. Faculty participants were pleased with the current level of the institution’s efforts in the area of technical knowledge, infrastructure, and support. The faculty participants were generally pleased with the compensation and time investment provided by the institution. In the area of course development compensation all
faculty were pleased with the compensation given to develop an online course offering. Faculty participants were not concerned with intellectual property issues, and felt course development time was fair. In the area of organizational change the responses from the faculty participants were more varied. The responses ranged from “it hasn't changed organizationally at all” to “Organizational ly we now have an entire team of administrators that works solely on the online programs and are offered up to us as constant help”.

An examination of the results of the investigation into the chosen research categories: (A) technical knowledge, infrastructure, and support, (B) compensation and time invested by faculty, and (C) organizational change, and their related sub categories is described in the following section. The thematic information along with illustrative comments will be included to provide better understanding of the faculty member’s individual perceptions.

**Rating of Institutional Efforts**

The faculty participants were asked to rate the institution’s efforts at addressing barriers to faculty technical knowledge, infrastructure and support, compensation and time invested by faculty, and organizational change. The faculty were asked the question: “how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional?” The faculty was also asked to please give an example to help explain their reasoning. The institution received a mean rating of 4.1 \((SD = .55)\) concerning their efforts at addressing barriers relating to technical knowledge, infrastructure, and support, as well as compensation and time, and organizational change. The range of ratings was
3.5 to 5 (median = 4) on a scale of 1 to 5. An overwhelming eighty percent of the faculty rated the institution at 4 or above. The following comments are an example of the thoughts shared by the faculty participants. “I would give the University a four and especially it's business school. The business school has been exceptional, I mean, they've done a terrific job in supporting the online programs, the technical expertise is terrific.”

For more clarity another faculty participant explained that the reason he/she gave such a high rating in this category was because of the way the institution is designing for the future.

I think we are exceptional. It has everything to do from the basic infrastructure in order to do synchronous online, I think, the way it should be done. Also, we have the issue of the dean's office putting resources behind online because he understands that this is basically from a business and educational standpoint where the world is going so they've invested a lot of money both in terms of developing the courses, training the faculty, creating the facilities to produce the online videos and providing support to manage the course as it is in progress as well as preparing the course.

Another faculty participant assessed his/her rating based on the improvement over the last several years and how the administration reacted to the needs of the faculty.
I would probably give it a four. I think because we’ve now been doing the online for a few years, it's not necessarily new to us anymore. Early on, I would not have given it a four but I think the staff we have in place has been very good about kind of listening to those of us that are teaching online and really trying to make it better for us and meet our needs so I think in that sense, it's, you know, been good.

One faculty participant rated the institution highly because the administrator of the program has invested heavily in the technical aspect of the course delivery.

We have our (online MBA) OMBA, that's the program that's [name withheld] baby. He’s been in charge of that since the beginning and they’re the support, the training, has been a five plus. They couldn’t do more. When I started teaching for [institution name withheld] in the OMBA Program, literally he had his tech guy sitting next to me for the first semester so that if I got in a jam, this kid was right there to sort of make things all good and perfect.

Another faculty participant commented that his decision to lower the rating from a 5 to a 4 was based only on some organizational issues.

There's some things that, you know, in terms of compensation, technical expertise, support, infrastructure, I give all of that a five. There are some organizational issues that I might have an issue with. Let me give it -- let me back off and give it a four.
Almost all of the comments provided by the faculty participants were positive and supportive of the institution, although one faculty participant commented on the lack of support within the online bachelors of business administration online program.

The other side of it is the (online Bachelors of Business Admin) OBBA Program, the Undergraduate Program, and I'd say there it's about a two. They just assume that everybody could just do it and if you had technical problems, it's because you didn't know how to use your computer and so it was completely different in terms of support.

This faculty participant went on to explain that since he/she rated the OMBA program a 5 and the OBBA program a 2 his overall rating of the department would be a 3.5.

**Theme 1: Technical Knowledge, Infrastructure, and Support**

The first broad category of interview questions addressed the issue of pedagogical and technical training and support offered for faculty teaching online. Within this category, questions were also asked to the participants regarding institutional infrastructure in the form of a course management system to support online teaching. In the area of technical knowledge, infrastructure and support, the majority of faculty interviewed shared their gratitude and appreciation for the support and training provided to them in the technical aspect of teaching online. Comments like “no question they help tremendously” and “they train us in the technology, they train us in how to teach online” very universally echoed by the
faculty participants. Two of the veteran faculty participants mentioned that when
the institution first started offering classes online, the technical support was very
minimal, one mentioned that in the beginning it was a sink or swim mentality
“that's the way the Navy teaches swimming. That's the way [institution name
withheld] teaches technology to faculty.” However, the faculty participants all
agreed that currently they have a very helpful, innovative, and involved
technology support team, which is strongly supported by the administration.

One of the faculty participants believed that the training offered is a long
term process, not just a one time training but to take advantage frequently as
he/she becomes more comfortable with the technology.

Yes, as I had mentioned already -- we have a tremendous group, a
support group, that works with the online courses but also has technical
expertise in all of these areas so if there's a question or a need, they're
there to help and it's been really terrific. There's some things that I think
maybe I still can do with the course in terms of pedagogy and I know that
can be done but just like for trying to get the course out and run it the first
time, that I didn't pursue. Things like having the students online work in
groups and that's helpful in the class. It's not necessary but has perhaps
as I get more comfortable with the technology, I will ask for that
assistance because I know it's there.

Another faculty participant thought that the course management system
training had little use, until later when he/she found that both the need and the
training were useful.
The Blackboard (course management system) training has -- it’s interesting because what has happened is frequently get -- not frequently but I’ve experienced being exposed to things and not really thinking they’re valuable but then going back a semester or a year later and thinking oh, I can, you know, I can use this now and I see how I can use this and then getting more or less one-on-one help from, again, some of the support staff in [name withheld] or the university in general, the tech center and that has been a big help, yes.

One of the faculty participants mentioned that the training is not just training in the technology, but also training on how to use the technology to teach online.

Well as I mentioned, that they train us in the technology, they train us in how to teach online. They support all of the technology infrastructure, any issues you have with something like integrating the videos and Blackboard or whatever, they do all that for you.

One of the more veteran faculty participants mentioned that the available training has improved over the years, and now he/she now helps the newer faculty when they need it.

I started teaching online pretty early here and there wasn’t really training. Now there’s a lot more that I think is very helpful and I am actually one of those people that when someone new is teaching online, always kind of volunteers to help train and so for people who are just starting now, I think it’s really helping them.
Pedagogical and technical training

The chosen institution seems to support their faculty in not just training in the technology, but also in how to apply the technology to their classes; how to apply these technologies to assist in developing their individual pedagogical style. The institution has varied training techniques, it offers a seminar on a technology for all interested faculty participants, and also offers one-on-one trainings to ensure the complete understanding of the technology. This is supported by one of the faculty participants, who stated:

A lot of the efforts that I've participated in have been very individual and directed towards the course that I was developing and running online and so it's nice to have that individual attention. The group also has periodic sessions during the school year about teaching online or, you know, using WebEx. I've attended one or two of those but where I really taken advantage of and really benefited from was kind of an individual attention and individual assistance.

Another faculty participant mentioned the various workshops offered, and that the administrator of the program is the gatekeeper who makes a point to provide an orientation before faculty can teach online.

Right so they have a number of workshops where they talk about, you know, various ways that successfully -- best practices, really, online and before anybody teaches online, they have to go through [name withheld] so they actually have like an -- they have to have an orientation. You
don't just call somebody up and say oh by the way you wanted to teach online.

The administrator of the online business program echoed this notion, “We're actually formalizing it now on our teaching academy” and goes on to say “everyone, all new faculty, they're going to have to go through this teaching academy for the technical training”.

One of the more senior faculty participants mentioned how the training has changed over the years.

I was kind of thrown into this in the early stages. I would say it's a lot better now though. A lot of times, you know, we're doing stuff too really, you know, one-on-one training sessions with different faculty and things like that, always having people that they can rely on. It's definitely a lot better now and I would say it's an environment now that would say it promotes people's efforts to teach online. When I first did it, I would say it was almost nonexistent.

Overall, this institution has successfully addressed the barrier of pedagogical and technical training. The faculty participants all stated that training is offered to new faculty as well as re-training for current faculty participants on new available technologies. From the interviews, we can see that the technical support team at this institution is available and is always willing to assist faculty participants with any technology need they may have.
Training in the Course Management System

The chosen institution, like many other large universities, utilizes Blackboard as their course management system. The administrator of the program offers both training in Blackboard and the Blackboard tools, and also has a staff that is available to assist the faculty in putting their lessons onto the CMS platform. This is done because the administrator wants the professors to focus on their teaching. The administrator stated:

The technical training, we do that but we take care of a lot of that for the faculty, if they want to build a quiz or a test or something like that in blackboard, they don't have to. They just give us the quiz or the test and we'll do it for them. All of our stuff that we do here is so the faculty can concentrate on the things they should be concentrating on.

Regarding the course management system, one of the faculty participants stated that “the tech center and that has been a big help” and goes on to state, “I see how I can use this and then getting more or less one-on-one help”. another stated’ “I can say hey I need this quiz put up on Blackboard and they'll actually do it for me.” Another faculty participant likes the completeness of the Blackboard package, and that the students have access to training in the Blackboard software as well. He/she stated:

Blackboard, for example, that you could use separate software packages for like discussion boards and emailing and document transfer and grading and so forth but the Blackboard package is sufficient so it's nice
having it all in one place and all of the students are trained on Blackboard so it makes life a little bit easier.

One of the faculty participants mentioned that the training is integrated into each of the different technologies and software applications, he/she reported the following: “They support all of the technology infrastructure, any issues you have with something like integrating the videos and Blackboard or whatever, they do all that for you.”

Theme 2: Compensation and Time Invested by Faculty

The theme of compensation and time invested by the faculty was one of the most polarizing topics to emerge from this research. Some of the faculty participants, who participated in this study, felt that teaching is a calling and they are not there to get rich. However, other faculty participants felt that they would not teach online if they were not compensated well. One faculty participant stated: “I would not do it if I were not paid well” while another said: “It really does affect my desire to teach in the program.” Another faculty participant said: “The first time in teaching it was rather generous” supported this feeling of being paid well. In contrast, one faculty participant mentioned that “Sometimes the amount of time that it takes is not necessarily worth the extra money.”

Most faculty participants stated that they were paid fairly, but it was not a motivator for them to teach online. In these cases, there seems to be an internal motivation. One participant said:

You are still given a premium for doing online but I think the motivation for many of the faculty is they understand that they need to know how to do
these kinds of online synchronous as contrasted to these simple asynchronous programs where you just throw things up on the web so they know that this is where the future is.

Another faculty participant stated that his motivation to teach online came from the connections he/she can have with each student, he/she felt that teaching online made for a more personal one-on-one experience with each student. This is opposite to teaching in a large lecture hall, where a professor is teaching to a mass audience of students. He/she mentioned that “I like teaching online because it gives me an intimacy with the students that I wouldn't normally have because every time I talk to a student (online), their name is underneath their face so I get to know them.” This was a bit of a revelation, since one would think that online learning is a more impersonal experience; however, the technology has given some faculty participants a closer relationship with their students; a virtual nametag every time you communicate with them. This faculty participant goes on to say: “I can engage them and when I'm teaching an online class, I tell the students I'm yours until the course is over, call me at anytime”

**Compensation for Course Development**

All faculty participants were financially compensated (by the institution) to develop their online courses; this compensation was seen, by most (participants), to be a motivator to their effort to teach online. One faculty participant felt he/she was treated very fairly in relation to compensation given to develop the course, this faculty participant stated:
It was quite generous, I thought, in kind of providing developed funds or compensation for course development and, you know, so that made it easier and it was given time -- the time and effort it took to put everything together and pull it together to record the videos, you know, the compensation seemed to be appropriate.

Another faculty participant thought the compensation was very fair, he/she stated “Certainly for the course I did it, again, it was enough to provide me with the impetuous to do it, so yes, it was certainly adequate.” This was echoed by another faculty participant who said, “Yes, it is generous.” However, in contrast, some felt that the money was too generous and stated: “I thought the compensation was an impediment because it was generous enough to get people who shouldn't be teaching to want to teach.” This was an interesting idea because it implies that some people would be getting into teaching for the money. This statement was eye opening, as educators do not too often share such overt thoughts regarding this topic. Other participants felt their motivation laid somewhere else, one stated, “I didn't do it because of the money”. And another said, referring to the financial compensation, “No, I don’t care about that.”

**Compensation for Teaching Online**

This university seems to have a unique way to compensate and schedule faculty to teach online. All online courses offered in this business school (graduate or undergraduate), are taught off-load. This means traditional face-to-face courses are taught on-load, which is the set number of courses faculty is
required to teach every semester. Courses taught in addition to a faculty participant’s required “load” are off-load or over-load, those courses can be taught online with a premium payment to teach off-load. This means all online courses are taught in addition to a faculty’s typical load of courses that are delivered face-to-face. This was explained by one of the faculty participants when he/she said: “for us what’s a little bit different still is that when we teach a fully online course, we are only allowed to teach it as an over-load.” The compensation to teach an off load online course is more than to teach an off load face-to-face course. This was stated by one of the faculty participants who stated that “Yes, they teach offload and they give you roughly, I would say at least 25% premium over what you would be paid for a regular offload course.” This scheduling technique has a varied effect on the motivation of the faculty. Some faculty participants find the mentioned technique to be motivational, while others do not. One faculty participant, when considering the motivation of the compensation stated: “It doesn't, not really. I'd just a soon them put it on load and then just be done with it.” Another echoed the same feelings when he/she stated: “I think the pay for the online courses is more but the fact that it's off load, it makes it less desirable to teach.”

Most faculty participants will only teach one online course per semester, this was mention by one of the study’s participants in the following statement:

Yes, the compensation was important and necessary to get me to teach in addition to my regular load. I'm doing one online course a year and the compensation is enough to get me to do one online course a year. To get
me to do more than one, let me just say the cost would be -- my opportunity cost, my reservation price would go up considerably.

Another faculty participant felt the same way, and stated: “So with the same compensation would not get me to do a second course.” However, in contrast, one faculty participant was looking at the course development and delivery as a long term project, he/she said: “The flip side is, is that it is in terms of faculty time, once a course has been developed, I think once you've taught in it before, it's much easier and less time consuming to teach them again.”

**Compensation for Intellectual Property**

This section was expected by (the researcher), to be one of the more controversial sections because of the topic of ownership in regards to intellectual property rights. Even the administrator of the program expected to have faculty complaint, and stated in his interview that he “thought there was going to be a huge push back because, you know, intellectual property is a huge issue about who owns what.” However, the opposite seems to be true. One faculty participant stated: “I think that anything I develop for the university or while employed by the university falls under the concept of work for hire so I consider it theirs.” Another participant agreed when he/she said: “the university or the business school can use that any way it sees fit.” and “the school owns the intellectual property.”

The main reason found for the agreement about the intellectual property rights (as mentioned above), is the generous course development compensation that is offered to faculty participants. Faculty participants are paid several
thousand dollars to develop each course and go into a “state of the art,” on campus recording studio to record their lectures. The technology team provided by the University then edits the content and uploads it to the CMS. Faculty have very little to do with the technical aspect of the lessons. The administrator explained in more detail that they “make sure all of our things are ADA compliant … with the transcription and all the other stuff, you know, which, again, they would have to pay for if they’re doing it on their own so we haven’t really heard too much (pushback). The institution is not concerned with the smaller items of intellectual property like the syllabus; the administrator stated “if they created a syllabus, they (can) take that to another institution, we don’t have any issue. That's not a big deal.”

One of the big advantages of creating the video lessons for the online courses is that if a faculty participant wants to support their traditional classes with these video lessons they are welcomed to do so. Some faculty found that having their lectures recorded could be a help when they can not be in the classroom to teach. One such faculty participant stated: “When I miss a class, for example if I have to miss a class due to a religious observance, they are allowing me to take one of these videos and use it for my class.”

Course Development Time

This institution does not offer release time (compensation time) to professors for developing online courses. The institution pays their faculty participant several thousand dollars to develop a course, but that payment is considered payment for the time to develop it and payment for the content as
well. One faculty participant stated: “We don't really have course development time” another participant said: “They're paying you more, you have to work more” and a third agreed when he said: “It's strictly pay for play” yet another echoed by stating: “they pay a pretty stipend up front” and the fifth faculty participant agreed when she said “It was more of the, you know, this compensation that was there for course development.” The faculty in this study, do not seem to consider course development time do be an issue because the university has bundled the payment to develop the online course with the time required to develop that course. The entire course is developed and put online before the start of the semester so everything is already laid out for the faculty participant. The program administrator acknowledged that “when an online course is in a program, it's tied to course development and the course structure and everything is very well organized and thought out and, you know, everything's got to be built two weeks before the course goes live, everything in the course is done two weeks before.”

**Theme 3: Organizational Change**

The chosen university offered only traditional face-to-face business classes up until 2005. In 2005 this institution started offering business classes online with just one administrator championing the program and a handful of faculty offering classes, when interviewed he said: “We didn't have much I basically acted as the tech support and the instructional design, program management and all that stuff.” After several years of progress, the Dean of the business school offered real support. The administrator explained:
The Dean, a few years ago, started getting me support in instructional designers, we have tech support specialists, you know, a studio for faculty to record (lessons) so we changed organizationally, absolutely. I have 10 people that, you know, report to me right now for online learning efforts for the business school.”

Most of faculty participants felt there was a significant organizational change.

This organizational transformation was explained by one of the faculty participants in the following statement: “Organizationally we now have an entire team of administrators that works solely on the online programs and are offered up to us as constant help, which has been really incredible.” One faculty participant said: “With the online undergraduate program, they added that responsibility to one of the associate deans” this explains the support from leadership. Another faculty participant explains how the organization has changed to support the online learning efforts, “Yes, they're devoted to the online, the group I've worked with for the online is devoted to the online program”. Yet another faculty participant who stated: “People that are very helpful and very good and I think that helps the organization as a whole because it’s the whole teaching and learning group”, supports the idea of organizational change within this business school. The feeling of organizational change toward the support of the online programs was also echoed by another faculty participant who, when interviewed, stated:

Even with the money, I'm not sure I would be willing to do this without the significant support that they provide and that relates to staffing, that
relates to clearly the value they place on the work that the support staff
does so this is a big, big factor and I've gone and consulted these people
about any number of things, you know, related to my online teaching but
also related to just online aspects of my regular classes.

Two of the faculty participants felt that there was little or no organizational
change within the business school. One faculty participant stated;

(If) there is a scheduling issue where you have faculty that are teaching
both the traditional courses as well as hybrids and purely online courses
so it presents some scheduling challenges. Apart from that, my
department is my department. It hasn't changed. It's just that the course
offerings have changed.

The other dissenting faculty participant simply stated “hasn't changed
organizationally at all”.

**Department Leadership**

Within the college of business at the chosen institution, there is an
initiative to get each department to offer more classes online and as also hybrid
class classes. Within each department there are leaders who work with the
faculty to move this initiative forward. This idea was explained by one of the
faculty participants who stated: “Every department has somebody who has been
engaged in this in the past and they're really the so-called thought leaders and
they work with the other faculty”. The administrator from the college of business
whom was interviewed in this study explains this concept in the following
statement:
We have several faculty participants engaged in the online learning space and it's, you know, continuing to grow and there's been a great push from our Dean, you know, to push faculty more to be online in the hybrid states, I mean, everything is really going to be, I think, hybrid eventually.

The idea of moving all courses to some sort of online format is supported by a faculty participants who started: “They're doing away with the unique online undergraduate program and trying to get all the undergraduate courses available online at some level”, and goes on to say “we have a separate group focusing on online teaching”.

The institution is supporting the initiative of providing content online, while simultaneously supporting the college of business in their efforts to deliver the developed content through an online course format. One faculty participant said: “They're wonderful” and went on to say “the leadership is competent, is enthusiastic”. Another participant stated that he/she “feel(s) very positively about teaching online”, while another faculty participant said:

Staff have been absolutely incredible so he's got administrators that are really at our disposal to help us with, you know, any kind of thing in terms of developing the course and being successful with it and having their help has been absolutely amazing especially because we only do it as overload, it's really nice to have those people to rely on.
Scholarly Activity

In most large universities, the faculty has to balance their time between teaching, service, and scholarly research. Unfortunately, as faculty is required to balance teaching, service, and scholarly research, and increase in demand and expectations in one area tends to lead to neglect or lower productivity in one or both of the remaining tasks. This statement was reinforced by one of the faculty participants so said: “last summer when I was developing the course, I probably was doing a lot less research for the time in recording, redoing my notes, but yes so it did take away some time that I would usually just do my research”. Another faculty participant who was interviewed stated, “Like any teaching, it takes away from time spent on research”. Others seem to link their online teaching efforts to the research that they conduct. One faculty participant that was interviewed said; “I think there have been definite synergies”. Another study participant agrees that the teaching format has a positive effect on his research when he/she stated, “all of my research is about computers and education” he goes on to confess “and all of my research, I've got three papers, I mean, so I don't mean to imply that I’m the great scholar of online education, that's not the case but I've studied online homework managers, online testing packages, that's what interests me”. Yet another faculty participants simply stated, “I view my online teaching as basically orthogonal to my research activity.” One faculty participant in this study was a practice tract professor with no research responsibilities simply said “No impact I am not a researcher so that would not really apply to me”.
Curriculum Change

At the chosen institution, the online business courses have been delivered in a flipped classroom style of learning, where the students watch a video lesson and read the required material before logging onto a synchronous virtual classroom. This learning technique has been so successfully utilized in the online environment that the school of business is starting to apply. The flipped classroom style of teaching can and is also utilized by many in traditional face-to-face classrooms. The administrator that was interviewed for this study shared the following comment:

You know, they've taken these strategies what they've done on the online and brought that down to the traditional class too so we're like flipping our curriculum not flipping our classroom, we're flipping our curriculum. We're in the process of doing that right now, beginning the process stages. I think it's going to take several years to get it across everything but we have probably about maybe 10% to 20% of our courses right now are truly flipped, like flipped well...

These ideas of taking what has been learned teaching online and adapting it to improve the traditional classroom, was a common theme among the faculty participants. One faculty participant stated “I'm using the videos, I'm using the quizzes, and some other things I've picked up online and I'm using it in my traditional course”. Another faculty participant supported the idea of teaching online and using online tools in the traditional classroom, he/she stated, “I'm kind of taking the spirit of that and then doing something on my own but using online
techniques very significantly in a traditional face-to-face class”. Yet another faculty participant stated, “It's given me more ideas, mostly, in the form of activities that I can implement that I have started to kind of cross them over into my face to face classes”. One faculty participant that teaches in the Executive MBA (EMBA) program simply states “It would not be possible without the access to the online lectures, the recorded lectures that I've made so my online teaching has hugely affected and in a very, very positive way my teaching in the EMBA program”.

Chapter Summary

The single site, single case study method was used to investigate the perceived barriers to developing and delivering online learning programs in the college of business at a large mid-Atlantic university. One administrator and 5 faculty participants were interviewed to investigate the perceived importance of the identified barriers to online learning. The barriers were divided into three major categories: (A) technical knowledge, infrastructure, and support, (B) compensation and time invested by faculty, and (C) organizational change. How these categories relate to the research questions and the recommendations for future research will be discusses the next chapter. Each participant was asked a set of four questions and 10 follow up questions during their interviews. The interview questions were designed to assist in a deeper understanding of the qualitative aspect of each question, providing a total of 14 questions to be asked to each participant.
The faculty participants were asked the question: “how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional. The institution received a mean rating of 4.1 ($SD = .55$) concerning their efforts at addressing barriers relating to technical knowledge, infrastructure, and support, as well as compensation and time, and organizational change.
Chapter 5
Summary, Conclusions, and Recommendations

Summary

The single site, single case study research was built upon several previous studies that aggregated previously examined barriers into three topics: (A) technical knowledge, infrastructure, and support, (B) compensation and time invested by faculty, and (C) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008; Porter, 2003). In the first category, this research study looked at faculty perceptions of technical knowledge, infrastructure, and support. This included perceptions of pedagogical training and development and the technology necessary for change provided by the institution. In the second category of faculty compensation, this study examined whether concerns about intellectual property, course development, and teaching efforts exist. The third category focused on the perception of the institution’s efforts in supporting curricular change involved with transitioning to online learning (OL) and organizational leadership efforts in OL. The three categories were further iterated into nine sub-categories to determine the extent of institutional efforts to convert traditional learning into OL as a core competency. These nine sub-categories were:

- Curriculum change for online learning
- Development of pedagogical and technical skills
- Availability of a course management system
• Compensation for course development
• Compensation for teaching an online course
• Compensation for intellectual property
• The availability of course development time
• Leadership for online learning
• Online teaching's impact on scholarship

A large mid-Atlantic comprehensive university was selected for this study and data was gathered from the faculty of its college of business. The data collection period extended for more than three months during the spring and summer of 2014, to maintain a feasible timetable for data collection. This institution offers both undergraduate and graduate business degrees, both via traditional and an online methods.

The college of business at the chosen institution was established in the early 1900’s and has grown into one of the largest and most comprehensive business schools in the world, with over 6,500 current students, 180 full-time faculty, (Size and scope institution website 2014). Within the business school there are thirteen undergraduate majors, ten specialized masters programs, five MBA programs and two PhD concentrations (institution website 2014). The institution is Accredited by the AACSB international (Association to Advance Collegiate Schools of Business), the chosen business school] [institution name removed to protect institution confidentiality] offers BBA, MBA, Executive MBA, MBA/MS, MS, and PhD programs on campus, throughout the region, and around the world through online options (size and scope institution website 2014).
Conclusions

Research Question 1

What is the business faculty perception of their institution’s efforts to
overcome the barriers of technical knowledge, infrastructure, & support in
implementing online education?

The participants of this study overwhelmingly stated that the institution and
the administration had successfully put considerable time and resource into the
introduction of technology, training the staff, and providing continual support and
technical expertise. In this study, it was noted that initially some faculty was
hesitant to welcome a new teaching environment; however, the efforts placed on
technical support by the institution and administration calmed those fears, and
created a welcoming and non-intimidating environment. The efforts by the
institution and administration in regards to setting up a comprehensive technical
support team were proved in this study, to be the solution to overcoming the
barrier of technical knowledge, infrastructure, and support in implementing online
education programs.

Research Question 2

What is the business faculty perception of the institution’s efforts to overcome
the barriers of compensation and time spent by faculty in online education?

Two main areas were addressed by the participants of this study, in
regards to barriers of compensation. First, participants conveyed that the
institution had compensated them through a one-time payment for the
development of online courses. The payment, given to faculty who designed and
taught online courses, was described by the participants of this study as being “appropriate”, “fair”, and “rather generous”. From the results of this study, we can conclude that providing a payment to faculty, for developing online courses and materials that is at a minimum, (and preferably above) market value, to be imperative to generating both interest from faculty as well as providing a good product as a result. One faculty participant in this study summed this point up by stating, “I would not do it, if I was not paid well”.

Providing faculty with an appropriate compensation package, also addressed the issue of intellectual property. In this study, participants were asked to “share how you were compensated for your intellectual property as related to your online course content”. Results from this study, showed that the participating faculty participants felt that due to the fact that they perceived the compensation to be a fair and generous, they do not have an issue with the university using the content of the developed online course as they see fit. In regards to compensation and intellectual property, one of the faculty participants in this study stated “I think that anything I develop for the university while employed by the university, falls under the concept of work for hire, so I consider it theirs” and “the university or the college of business can use that anyway it seems fit”.

Concerns were brought up by some of the faculty participants in this study regarding the assignment of online course development as being offload versus onload. In this study, we were able to see mix feelings amongst the faculty participants regarding this issue. Some faculty participants expressed that
teaching courses offload mean that they had extra work and expectations, and therefore they needed to be compensated accordingly. One faculty participant took this concept even further by stating, “yes, the compensation was important and necessary to get me to teach in addition to my regular load. I’m doing one online course per year and the compensation is enough to get me to do one online course a year. To get me to do more than one, let me say the cost would be, my opportunity cost, my reservation price would go up considerably.” Based upon the findings, we can conclude two things: 1) faculty wants to be compensated for doing extra work, and 2) there is a point at which extra work is not worth it for faculty and the options are to consider not overwhelming the faculty, or to make the price even higher to raise interest.

This study also identified an internal interest by faculty to enter and succeed in the online environment. The perception of online learning has drastically changed over the last decade; Shulte (2010) stated that, “once a poor and often unwelcomed step child within the academic community, distance education is becoming increasingly more visible as a part of the higher education family” (p.3). Additionally, Tenner, Nosser, and Totaro (2009) noted “technological advances have made the availability of online learning both economical and practical. The economic advantage of distributing scared resources geographically and temporally to students in remote locations provide a broader market for online education” (p.31). The increase in both the acceptance of online education, as well as the shift in the demand for online courses is making faculty aware of the fact that they need to keep up with
technology and gain online teaching experience in order to be competitive in the workplace. Furthermore, we can see that the demand of online course offerings by students has, and will continue, to increase. Easy and inexpensive access to technology, as well as high demands on the time of students (work and personal) has created a shift towards online education that is expected to continue to rise. “Distance education is a medium of teaching and learning that has grown significantly in the past 10 years, as indicated by the number of higher education institutions that offer courses and/or full degree programs via distance learning” (Maguire 2005 p.1). Remaining competitive as an educator includes learning and becoming familiar with online tools. In this study we learned that faculty participants look at online teaching opportunities as an investment in their own careers. One participating faculty participant stated, “personally, I am doing it as an investment in myself for the future.”

**Research Question 3**

What is the business faculty perception of the institution’s efforts to overcome barriers to organizational change in relation to OE?

The main organizational change identified in this study is the overwhelming need by the institution to enter the online teaching market and continue to grow in the areas of 1) course offerings, 2) providing good and consistent quality to students through their online offerings, and 3) making sure that professors are familiar, comfortable, and have support in online teaching. The environmental reality of higher education is that “Increasing demand from students for courses offered at times convenient to them, given their busy
schedules and personal commitments makes distance education attractive to working learners” (Totaro, et al, 2005 p.13). This means that it is imperative for higher learning institutions to both enter and succeed in their online offerings in order to remain competitive and grow. In this study, the administrator mentioned that entering the online environment has been both a necessity as well as their last main organizational challenge. It is important to note, that the institution in this study was strategic by making a point to come up with a plan to increase online course offerings, which included: market research, faculty training, compensation, and support. Social changes, such as the ones mentioned above by Totaro, et al. give us an understanding of the fact that students (consumers) are searching for and expecting education institutions to accommodate to their busy schedules and lives. Therefore, institutions (providers), such as the one studied, need to adapt to the online environment and offer flexible online learning to their consumers.

Institutions that want to succeed in the online environment need to be customer focused and friendly. In this study, we were able to identify that faculty participants considered online access to students to be a tool that they can use to have closer and more meaningful relationships with their customers. One faculty participant mentioned “I like teaching online because it gives me an intimacy with the student that I wouldn’t normally have because every time I talk to a student, their name is underneath their face, so I get to know them”. Online tools can therefore be a key to delivering a customer friendly service. Successful organizational change requires the change strive to consider all the stakeholders
as well as all parties that will be involved or affected by the chosen change. In this case, the administration spent time researching the market as well as the target market (students) both in areas of needs and behavior.

Online education can also be a tool to provide consistency amongst classes. It is important to identify the need and importance of academic freedom; however, online delivery is able to provide a platform or structure for online offerings; therefore, creating consistency in delivery and content. In this study, faculty participants stated that since they were being compensated to create content, they did not have an issue with intellectual property and therefore the university can use the content as often and in a manner that they see fit. This means that courses that are developed by faculty can be offered later on by other faculty participants and to many students, creating consistency in content and delivery. This is a major organizational change, because it is transforming class offering into a cookie cutter approach, that decreases diversity in delivery style, which is now present through academic freedom.

The last area of organizational change, which has had to be addressed by the participating organization, is that of making sure that professors are familiar, comfortable, and have support in online teaching. All the participants of this study, including the administration, mentioned this organizational change. In this study, we learned, that having faculty participant “buy in” to change increases the probability of success with the change effort. One faculty participant said “Staff have been absolutely incredible, so he’s got administrators that are really at our disposal to help us with, you know, any kind of thing in term of developing the
course and being successful with it, and having their help has been absolutely amazing”. Providing faculty with the appropriate resources, this institution, created a team effort approach, where faculty are happy, non intimidated, and supported in their efforts. In this study, participants rated the administration’s over all efforts 4.1 out of 5 (SD = .55) this is based on the faculty’s perception of how the institution is addressing the barriers of: technical knowledge, infrastructure and support, compensating and time invested by faculty, and organizational change.

**Recommendations**

The results from this study may be important to persons interested in barriers regarding online learning. Moreover, the results of this particular study have important implications both for practitioners and researchers. The researcher has identified some recommendations for both future researchers and practitioners.

**For Future Research**

This study looked at the barriers to implementing a successful online learning program from a business faculty’s perspective. This research study was built upon previous studies that aggregated the previously researched barriers into three topics; (A) technical knowledge, infrastructure, & support, (B) compensation and time invested by faculty, and (C) organizational change (Berge & Muilenburg, 2001; Muilenburg & Berge, 2001; Orr, 2008; Porter, 2003). It is recommended that future research be conducted in the following areas as a continuation to this study, and as a way to contribute to the body of literature:
It will be beneficial to the literature to have research conducted from the students’ point of view. While this study focused on the institution and the faculty of a selective business school, it would be interesting and advantageous to conduct research that focuses on students’ perceptions of effectiveness of online learning efforts. The literature would also benefit from advances in the area or administrators’ perceptions of effectives of faculty efforts in online learning. After conducting this study, the researcher has recommended some possible research opportunities and divided them into two main target audiences: practitioners and researchers.

**For Practitioners**

Practitioners as such, may include many different users, including, but not limited to: educators and administrators. This study offers valuable information to administrators who may be facing the challenge of setting up an online structure as their institutions grows into the online spectrum. Based on the findings of this study, administrators may want to consider the following:

1. Understanding how compensation for course development and delivery is conducted. In this study, the chosen institution generously compensated their professors for the development of an online course. As a result, many of the faculty participants of this study did not feel as though they “owned” the material that they created for the online courses they developed.

When dealing with the issue of compensation, faculty often considers whether online classes will be counted as part of their regular teaching
loads or offloads. This is important for administrators to take under consideration, since some of the faculty participants in this study, raised the question of whether or not professors who are paid extra (offload) would teach online to get extra money and not necessarily deliver a good quality service to students.

The results of this study provide an insight into how faculty participants feel and view the issue of compensation in relation to online course development and delivery. It is important that administrators look at how other institutions have handled the issue of compensation for online courses.

2. This study provides information about the importance of supporting the development of faculty skills both in pedagogy training as well as training in the technical knowledge required to deliver online courses. Providing faculty with the right training and support may indeed empower faculty as they enter a new teaching environment: online.

Faculty access to a knowledgeable and customer focused technical support team is key to the successful implementation of online courses. Participants in this study overwhelmingly praised the institution for providing them with a user-friendly team that was able to help with both course development, and everyday issues that may need technical assistance.

3. The transition process as an institution changes between traditional and online offerings, should be an area of focus to administrators. Based on
this study, it is important that if faculty is involved in the development of
the change strategy, ownership of the changes can be accomplished and
therefore support for the changes and new systems can be attained.
Faculty involvement can be achieve by both asking for input into the
development stages of an online teaching environment course content,
and course development.

Based on the findings of this study, educators may want to consider the
following:

1. A recommendation to educators to research different online delivery
   systems and strategies in order to find one that will meet both their style
   and the institutions expectations.

2. Educators who are customer focused, may want to develop a deeper
   understanding of their target market (students) in order to understand their
   capabilities and expectations when participating in online courses. This
   understanding would provide educators with useful information that can be
   utilized in both the development and delivery of online classes.

For Researchers

Based on the findings of this study, researchers may want to consider the
following:

1. One of the themes that was identified in this study is the need for
   educators to remain competitive in a market that is changing to an online
   structure. With this said, it would be interesting and important for
   researchers to look at how educators can become marketable in an online
environment. How can they achieve differentiation in this field and what kind of skills will they need to maintain an employable status?

2. This study mentioned that educators utilize some of the online content they develop in their traditional classrooms. An area of possible research for educators is looking at best practices that can be used in both the traditional and online environment in order to capitalize on work that is developed for one or the other systems of content delivery.

3. Educators may also benefit from additional research that focuses on identifying and reducing opportunities students may have in cheating on an online course. How do we know who is taking the test? Are we measuring the learning and development of a student, or is there an online community that is working together on behalf of one student? Perhaps an interesting area of research for both administration and educators is possible collective efforts to ensure that cheating in an online environment is reduced through policy, in person final testing, or using non test methods of assigning scores.

4. Research could also be conducted in identifying ways to benchmark faculty efficiency in delivery methods of online courses. It may be very beneficial to administrators to have guidelines or ideas on how to structure a compensation package based on individual performance, or have guidelines for faculty assessments.
5. Researchers may also continue this study by using it as a base for further similar studies in different geographical areas in the United States, to see if other faculty and institutions has had similar results.
References


Faculty Overview Website 2014. Retrieved July 23, from [website removed for Institution confidentiality]


http://horizon.unc.edu/TS/default.asp?show=article&id=899


Appendix A

Permission to duplicate study:
By all means feel free to use, Steve. Good luck with your research and I hope you enjoy talking with your research subjects. That part of the dissertation was very enjoyable for me and I was able to build some good relationships. Let me know how things turn out and if I can assist please let me know.

Please allow this email to reflect my permission to replicate my dissertation study.
Best regards,
Bob

Robert Orr
Chief Information Officer
Georgia College & State University
Campus box 50
Milledgeville, GA 31061
478-445-1196
Appendix B

IRB Application

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Steven Welch</th>
</tr>
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<td>IRB#:</td>
<td>45739</td>
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<td>PI:</td>
<td>Steven Michael Welch</td>
</tr>
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**Study Title**

1>Study Title
A Case Study of Institutional Efforts to Address Barriers to the Successful Delivery of Online Learning: A Business Faculty Perspective

2> Type of eSubmission
New

**Home Department for Study**

3>Department where research is being conducted or if a student study, the department overseeing this research study.
Learning and Performance Systems (UNIVERSITY PARK)

**Review Level**

4>What level of review do you expect this research to need? NOTE: The final determination of the review level will be determined by the IRB Administrative Office.
Choose from one of the following:
Exemption

5>Exempt Review Categories:

Choose one or more of the following categories that apply to your research. You may choose more than one category but your research must meet one of the
following categories to be considered for exempt review.

Information about the review categories can also be found in the Code of Federal Regulations Title 45 Part 46 Subpart A Section 101:
Information that is bolded below is additional clarification provided by Penn State, as allowed by federal law.

[X] Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observations of public behavior unless:

Basic Information: Association with Other Studies

6> Is this research study associated with other IRB-approved studies, e.g., this study is an extension study of an ongoing study or this study will use data or tissue from another ongoing study?
No

7> Where will this research study take place? Choose all that apply.
[X] University Park

8> Specify the building, and room at University Park where this research study will take place. If not yet known, indicate as such.
409 Keller building, University park PA

9> Does this research study involve any of the following Penn State Research Centers?
[X] None of these centers are involved in this study

10> Describe the facilities available to conduct the research for the duration of the study.
Locking desk in a office with locking doors.

11> Is this study being conducted as part of a class requirement? For additional information regarding the difference between a research study and a class requirement, see IRB Policy I – “Student Class Assignments/Projects” located at http://www.research.psu.edu/policies/research-protections/irb/irb-policy-1.
No

Personnel

12> Personnel List
PSU User ID
Name
Department Affiliation
Role in this study
Added
smw348
Welch, Steven Michael
Learning and Performance Systems (UNIVERSITY PARK)
Principal Investigator
125685
05/12/2014
eif1
Farmer, PhD Isadore
Learning and Performance Systems (UNIVERSITY PARK)
Advisor
125685
05/12/2014

Welch, Steven Michael, MS (Principal Investigator)
  PSU User ID: smw348
  Phone: 814 574 3726
  Email: smw348@psu.edu
  Alt:
  Email Notifications: Yes
  Pager:
  PSU Person Type: Graduate Student
  Fax:
  Dept: Learning and Performance Systems (UNIVERSITY PARK)
  Address 1: 315 Keller Building
  Address 2:
  Mail Stop:
  City, State, Zip: University Park, PA 16802
  Procedures: Steve will be the Primary investigator, and administer the study.
  Experience: Steve has conducted many research studies in the past 5 years.

Farmer, PhD Isadore, PhD (Advisor)
  PSU User ID: eif1
  Phone: 814 863 3858
  Email: eif1@psu.edu
  Alt:
  Email Notifications: Yes
  Pager:
  PSU Person Type: Faculty
  Fax:
  Dept: Learning and Performance Systems (UNIVERSITY PARK)
  Address 1: 406 Keller Building
  Address 2:
  Mail Stop:
  City, State, Zip: University Park, PA 16802
  Procedures: Dr Farmer will be an advisor to the research study
  Experience: Dr Farmer had conducted dozens of studies.
**Funding Source**

13> Is this research study funded? Funding could include the sponsor providing drugs or devices for the study.
No

NOTE: If the study is funded or funding is pending, submit a copy of the grant proposal or statement of work for review.

14> Does this research study involve prospectively providing treatment or therapy to participants?
No

**Conflict of Interest**

15> Do any of the investigator(s), key personnel, and/or their spouses or dependent children have a financial or business interest(s) as defined by PSU Policy RA20, “Individual Conflict of Interest,” associated with this research? NOTE: There is no de minimus in human participant research studies (i.e., all amount must be reported).
No

**Exemption Prescreening Questions (Prisoners)**

16> Does this research study involve prisoners?
No

17> Does this research study involve the use of deception?
No

18> Does this research study involve any FDA regulated drug, biologic or medical device?
No

19> Does this research study involve the use of protected health information covered under the Health Insurance Portability & Accountability Act (HIPAA)?
No

20> Does this study involve any foreseeable risks and/or discomforts (i.e., physical, psychological, social, legal or other) to participants?
No
21>Will information collected from participants during the research study be recorded in such a manner that participants can be identified directly or indirectly through identifiers linked to the participants?
No

Exemption Questions: Objectives

22>Summarize the research study’s key objectives, aims or goals.
This study explores the barriers to implementing a successful online learning program from a business faculty’s perspective.

23>Provide the background information and rationale for performing the research study.
The online learning community has grown exponentially over the past decade and there is no end in sight to the growth. It seems like every college and university is venturing into the online learning market and each with a different level of success or failure. Identifying the barriers to a successful online learning program in higher education is the first step in developing a roadmap to a successful implementation and growth in online education.

24>Summarize the research study’s procedures by providing a step-by-step process of what each group of participants will be asked to do after informed consent has been obtained.
After the informed consent is given each interviewee will be asked 4 questions, depending on the thoroughness of their answers there are a few followup questions for each interview question. once the interview is complete I will have the interview transcribed and sent back to each interviewee to confirm the accuracy of their answers and clarify any ambiguity.

25>List the data collection measures/instruments that will be used in this study. Upload all instruments, measures, interview questions, and/or focus group topics/questions for review. Data collection instruments are a required element of the review process.
Interview questions

26>Provide the age range of the research participants. Check all that apply.
[X] 26 - 40 years
[X] 41 - 65 years
[X] 65 + years

27>Provide a brief description of the participant population.
Faculty members in the college of business at [Institution name withheld] that teach online undergraduate or graduate courses.
28>Does this research exclude any particular gender, ethnic or racial group, and/or a person based on sexual identity?
No

29>Describe the steps that will be used to identify and/or contact prospective participants. If applicable, explain how you have access to lists or records of potential participants. During this process, participants must be informed of the following information:

• The researcher identifies him/herself as a Penn State researcher; and
• The study is being conducted for research purposes.

An administrator at the college of business at [Institution name withheld] will be selected to assist in identifying participants of this research study. All people involved will understand that I am a Penn State Researcher and this study is being conducted for research purposes.

PLEASE NOTE: Submission of recruitment materials is not required for review, but may be requested on a case-by-case basis.

30>Explain how permission to take part in this research study will be obtained from potential participants (and parents, if minors are participants). During the consent process, participants must be informed of the following basic ethical principles of human participant research:

• The researcher identifies him/herself as a Penn State researcher;
• The study is being conducted for research;
• A description of the procedures that the participant will undergo as part of the study;
  • The individual’s participation is voluntary;
  • They may end their participation at any time; and
  • Participants may choose not to answer specific questions.

PLEASE NOTE: Submission of consent/assent forms is not required for review, but may be requested on a case-by-case basis.

In the initial contact phase of the interview process I will provide, via email, an informed consent form. The form will have the following information:
The researcher identifies him/herself as a Penn State researcher;
The study is being conducted for research;
A description of the procedures that the participant will undergo as part of the study;
The individual’s participation is voluntary;
They may end their participation at any time; and
Participants may choose not to answer specific questions. (see attached consent form)
31>Will any type of recordings (e.g., audio, video, digital or photographs) be made during the conduct of this research study?
Yes

PLEASE NOTE: If audio or video recordings with audio are made, Pennsylvania state law requires agreement from all parties.

32>Describe how recordings will be utilized in your research study (e.g., what parts of the study will be recorded/photographed, etc.).
The interview portion of the study will be recorded. I will be using online video conferencing software and utilize a recording of both the audio and video portion of each interview.

33>Is compensation being offered (e.g., money, extra/course credit, gift certificates, etc.)?
No

34>Are student records (e.g., coursework, grades, test scores, etc.) being collected as part of this research study?
No

35>Please check the "I Agree" box below to confirm that all data (and recordings if applicable) are stored securely (e.g., locked cabinet, password protected computer, etc.) and accessible only to the research personnel listed on this application.
[X] I agree

36>Please describe how data confidentiality (including recordings/photographs, if applicable) will be maintained AND how data will be reported when writing the results (use of code numbers, pseudonyms, without names attached, etc.). All data is to be stored in a confidential manner (even if identifiers are not connected to the responses), in locked locations, on password protected computers. All participants will be assigned a code number and all responses will be associated to that code number. The de-code sheet will be kept in a password protected computer and a hard copy (paper copy) will be kept in a locked file cabinet. All recordings of the interviews will be kept in a password protected computer and any transcripts of the interview will be kept on the password protected computer and paper copies will be locked in a file cabinet.

Document Upload
CONSENT FORMS
Document 1001 Received 05/12/2014 13:16:23 - Consent Form
IRB Approval

Date: May 12, 2014

From: The Office for Research Protections - FWA#: FWA00001534
Joyel D. Moeller, Compliance Coordinator

To: Steven M. Welch

Re: Determination of Exemption

IRB Protocol ID: 45739

Follow-up Date: May 11, 2019

Title of Protocol: A Case Study of Institutional Efforts to Address Barriers to the Successful Delivery of Online Learning: A Business Faculty Perspective

The Office for Research Protections (ORP) has received and reviewed the above referenced eSubmission application. It has been determined that your research is exempt from IRB initial and ongoing review, as currently described in the application. You may begin your research. The category within the federal regulations under which your research is exempt is:

45 CFR 46.101(b)(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

COMMENT: --Since this research will be conducted with [institution name withheld] employees, please be sure to check with their institutions IRB office to inquire if submission will be required. This research study is not to begin at this institution until proper documentation has been obtained. This documentation does NOT need to be submitted to our office; however, it is to be kept in your research records as for a copy could be requested at any time. In addition to this, please be sure when consenting participants you ask for their permission to audio/video record as you indicated in your application.

Given that the IRB is not involved in the initial and ongoing review of this research, it is the investigator's responsibility to review IRB Policy III “Exempt Review Process and Determination” which outlines:

- What it means to be exempt and how determinations are made
- What changes to the research protocol are and are not required to be reported to the ORP
- Ongoing actions post-exemption determination including addressing problems and complaints,
reporting closed research to the ORP and research audits

What occurs at the time of follow-up

Please do not hesitate to contact the Office for Research Protections (ORP) if you have any questions or concerns. Thank you for your continued efforts in protecting human participants in research.

This correspondence should be maintained with your research records.
Title of Project: A Case Study of Institutional Efforts to Address Barriers to the Successful Delivery of Online Learning: A Business Faculty Perspective

Principal Investigator: Steven Welch, Graduate Student
Workforce Education & Development
Penn State University
University Park, PA 16802
(814) 547-3726; smw348@psu.edu

Advisor:
Edgar I. Farmer
Professor of Education
Learning and Performance Systems
Penn State University
(814) 863-3858; eif1@psu.edu

1. Purpose of the Research Study: The purpose of this research study is to identify barriers to online learning initiatives.

2. Procedures to be followed: A three step case study interview process

3. Duration: It will take about 1 hour to complete the first step of the interview process (the interview). The second step will be verifying the transcripts for accuracy. The third step will be any follow up questions & closing out the interview process.

4. Statement of Confidentiality: Your participation in this research is confidential. The survey does not ask for any information that would identify who the respondents are. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

5. Right to Ask Questions: Please contact the Principal investigator listed above or either of the advisors listed above with questions or concerns about this study.

6. Voluntary Participation: Your decision to be in this research study is completely voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer.

You must be 18 years of age or older to take part in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to take part in the research. Please keep this form for your records or future reference.
Appendix C

Recruitment email from Administrator

Colleagues,

I trust your summer is going well! I’ve been working with Steve Welch on a project and would like to ask you to donate about 45-minutes of your time.

Steve is doing an online learning study to identify barriers to implementing successful collegiate level online business programs. Today more than ever the need to create effective business programs is necessary and your participation in this study will provide a valuable contribution to the profession.

A three-phase case study interview approach will be used to investigate this topic over the next several weeks.

Phase 1: A 4-question interview via Skype with only the audio portion being recorded for transcript generation.

Phase 2: a transcript of the interview will be sent to you via email for you to verify your answers are correct and complete.

Round 3: A final phone call to touch base, clarify any ambiguity, and close out the interview process.

Because only a small number of experts have been selected to participate, your involvement is vital for identifying of accurate barriers to online business programs. If you chose to participate, your involvement through the entire 3-phase process is critical to the validity of the results.

All information you provide will be held in the strictest of confidence. Responses will be reported only in terms of anonymous response

Thank you for your consideration. Please contact Steve directly to participate in the study, his contact information is below and he is cc’d on this email.

Steve Welch  
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Best,  
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Appendix D

Interview Questions

1. In thinking of your institution’s efforts at addressing faculty compensation and time, organizational change, and technical expertise, support and infrastructure for online learning how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional.

   1.1 Please explain your reasoning.

2. Does your institution’s compensation for teaching online affect your desire or ability to teach online?

   2.1 How does your institution’s compensation as related to course development impact your motivation or effort at teaching online?

      Please give an example to illustrate your answer.

   2.2 Explain how the institution’s compensation for teaching an online course impacts your desire to teach in this manner.

   2.3 Share how you are compensated for your intellectual property as related to online course content?

   2.4 Describe how the availability of course development time at your institution promotes or hinders your online learning efforts.

3. How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?

   3.1 Talk about your institution’s leadership for online learning and especially your departmental leadership, how does this leadership
positively or negatively impact your efforts at teaching online?

3.2 Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities? Please provide insight into your answer.

3.3 Has online learning led to curriculum changes in your department and do you view these changes positively or negatively? Please explain.

4. Do the pedagogical and technical skills training as well as the course management system provided by your institution hinder or promote your efforts at teaching online?

4.1 Please share how institutional efforts at preparing faculty in both pedagogical and technical skills for online learning either promote or hinder your efforts to teach online.

4.2 How does the institution’s infrastructure consisting of a course management system either positively or negatively impact your efforts to teach online courses?
Appendix E

Transcript of interview with Administrator

Q So I think -- I think we're doing okay.
A Yes.

Q Okay, did you get the questions I emailed you?
A Yes, yes, yes, yep. I didn't, you know, type up any answers but I...

Q No.
A ...you know, you can -- we can go through them or how do you want to do this?

Q Yes, I'll just ask you the questions and you answer them, you know, to the best of your ability I guess.
A Do you have -- you're recording this too?

Q I'm recording this...
A (Inaudible).

Q ...through Audio Hijack where I'll just have an audio recording and then I'll just have a transcript created and then send you the transcript and you can verify that your answers are in fact your answers and we'll go from there.
A Sounds great.

Q Okay, so question one, in thinking of your institution's efforts at addressing faculties, compensation, and time, organizational change and technical expertise, support and infrastructure for online learning how do you rate these efforts on a scale of one to five, one being poor and five being exceptional?
A I would put it at a five for all the categories. Now by institution, I mean (inaudible) business not (inaudible).
Q  Right, just within your department and our program.
A  Yes. Faculty are paid pretty well. We do -- most of the stuff we do off
do load rate so, you know, it doesn't count against their, you know, if they're
dispersed each four classes in spring and four in the fall or whatever, you know,
it's above and beyond and it's a nice chunk of change and we also have great
technical support here and instructional design support. It's a very supportive
environment right now, I mean, you know, it wasn't like that four years ago but
that's the way it is now. We have great support with being recognized --
recognizes that, you know, we need to be in the online space and the faculty are
content experts and they need the support around that to build, I think, you know,
a great quality online -- consistent quality online experience, you know, there's
some faculty that they're going to be rock stars no matter what...

Q  Right.
A  ...but it's pulling that middle of the road -- the lower quality faculty and
rating them (inaudible) and, you know, the support staff does that really well.

Q  Tremendous and does your institution's compensation for teaching online
affect your desire or the faculty's desire or ability to teach online?
A  I would say yes. Yes, I mean, yes and no, I mean, some people are just
naturally going to go, you know, to online because they love the technology and
the convenience and the flexibility but, you know, I mean, compensation's key
too, I mean, people aren't going to do it for free so but does it affect my desire or
ability to teach online, no not really, you know, it's not like there are many
(inaudible) or people going to go run and do it, you know, I'm not paying pennies
for it so I think it's good -- it's at a pretty good place I think so you're not getting
people that are money hungry and aren't good teachers and, you know, I mean,
but at the same time there's still a fair compensation model in place.
Q  Does your institution compensate for course development for online learning?
A  We have. We have. We have been kind of moving away from that so our course development was mainly basically, you know we -- so I head up this department. I'm the managing director of everything online the business schooling, you know, we developed this model and we paid faculty to basically say hey put yourself in this model which is, you know, have your -- a really good syllabus. We talk to faculty before -- or I've talked to faculty before and I say, you know, you have to have x, y, and z in the syllabus and, you know, make sure it's organized blah, blah, blah and they're like oh yeah, yeah, yeah I do that and you look at their syllabus and it's clearly not so, you know, basically, you know, we tend to fall in line with our model and a lot of it had to do with recording time in the studio because we do all of our courses -- we do like a -- Shuster's (phonetic) a virtual flip class and it's all electric style stuff. We don't do, you know, high quality video. We are basically paying them to come in and do the videos but now that it's gotten so popular, we don't need to, I mean, we have the support there so they just, you know, they come running because they want the support. They want the videos. They want their blackboard courses organized well so we did it in the beginning to give people (inaudible) but now it's part of the culture and we don't pay for development anymore.

Q  Great. Can you explain your institution's compensation for teaching online courses?
A  The compensation?

Q  Is it the same as traditional or is there a different...
A  So it depends, I mean, you know we have -- so it's -- we have some auxiliary programs, I mean, the revenue models are very, you know, convoluted and we're actually switching revenue models shortly but basically most faculty that teach online teach it as an overload...
Q  Okay.
A  ...and, again, not counting any normal load but some like have the option to count it, you know, in their load too so, you know, if they count it in load it's -- counts towards a load and if they wanted to overload it, the higher overload rate then -- a traditional overload rate...

Q  Oh, okay.
A  ...it's slightly higher so it benefits the faculty to do the overload but then they're taking on, you know, an extra course, so...

Q  So if they're teaching four courses, traditionally, and one online, the online will default to the overload?
A  Yes.

Q  Okay. Can you describe how the availability of course development time at your institution promotes or hinders online learning efforts?
A  So when a course is in a program, you know, we have an online MBA program, we have a business management program coming up, we have an online undergraduate program so when a course is -- when an online course is in a program, it's varied to course development and the course structure and everything is very well organized and thought out and, you know, everything's got to be built two weeks before the course goes live, everything in the course is done two weeks before...

Q  Yes.
A  ...a course is started but for some courses that are online (inaudible) hey this is a foreign online section outside of the original line or we didn't have too much oversight then, you know, not so much and the quality isn't as good but they have, you know, they have plenty of time to do it but sometimes, you know, we have some last minute courses and last minute changes that you can't fix too well.
Q Now what can you tell me about how they're -- the -- they're compensated for intellectual property as related to online course development? Do they retain the property rights or is it the university now has the intellectual property?
A The school, the school so the main thing is the videos (inaudible) tried to so we're having the faculty enter the video...

Q Right.
A ...the biggest, you know, thing with intellectual property, we basically, you know, in the contract, we have, you know, verbiage in there that's it's basically like work for hire so the school owns the contents so if the faculty member would leave, we could still use their, you know, video and our courses, and they can't take it with them.

Q And do you have -- have had any pushback on that from the faculty?
A No, not really, you know, I thought there was going to be a huge push back because, you know, intellectual property is a huge issue about who owns what but, you know, at the end of the day, they don't have a video recording studio at their...

Q Right.
A ...like (inaudible). If they would go to do it on their own, they'd have to pay $50,000 which we're paying them to do...

Q Right.
A ...so, I mean, if they want to own it and they want to go to an independent, you know, video contractor and then just use it to supplement courses, go ahead, you know, but they're going to be paying a lot out of pocket to do that, you know, we make sure all of our things are ADA compliant too now you know with the transcription and all the...
Q  Yes.
A  ...other stuff, you know, which, again, they would have to pay for if they're
doing it, you know, on their own so we haven't really -- we haven't heard too
much. Now, we had some people who say well I want to use some of my videos.
I work with a publishing company and I want to put them on, you know, their
website and we're like absolutely not...

Q  Right.
A  ...so...

Q  What about the...
A  ...and we've had some...

Q  ...like the syllabus, if they created a syllabus, could they take that to
another institution?
A  Sure, yes, we don't...

Q  So it...
A  ...have any issue. That's not a big deal.

Q  You're concerned about the videos that are being created and the lessons
from the videos?
A  Right.

Q  Okay, that sounds real fair.
A  I mean, we don't have oversight on the syllabus stuff but it's not even a
thought, you know, and I -- to be honest I don't know that it should be, I mean,
you know syllabus and it's going to change from semester to semester so, you
know...
Q  Do you brand the videos so it has your ***** logo or the *** so that if they ever use it anywhere it's like clearly that's a ***** video?
A  Yes.

Q  Okay.
A  Yes.

Q  Good.
A  I can share the website with you. We have -- we built a website where we house all of these.

Q  So can you -- we'll switch to question number three now. We only have 15 more minutes. How does your institution...
A  Yes, it's in the chat window exhibit if you have -- if you see the chat you could go -- and you can't view the videos but you can see what the branding and...

Q  Okay.
A  ...and what all is a common look and feel looks like.

Q  Great, thank you. Has your institution changed organizationally due to online learning efforts? You mentioned in the last four years things have changed and is it a different place since you've moved to...
A  No.

Q  ...online learning?
A  Yes, so we've been doing online since about 2005/2006, doing online well since 2005/2006, you know, there were a rise in the internet and electronic correspondence courses and, you know, people like put English classes online because they said, read this regurgitate that.
Q    Right.
A    But, you know what I mean, you know, I think we put on quality stuff since about 2005. We started using Web X (inaudible) in 2005, nine years ago and we were not the first to be using web conferencing to teach but, you know, we were on the cutting edge and, you know, we didn't have much -- where I basically acted as the tech support and the instructions and design, (inaudible) management and all that stuff and then the Dean a few years ago started getting me support in (inaudible) instructional designers, we have tech support specialists, you know, a studio for faculty to commit board so we changed organizationally, absolutely. I have 10 people that, you know, report to me right now for the -- for online learning efforts for the business school, so...

Q    Wow.
A    ...we didn’t have that a couple years ago.

Q    Now do you think that -- it's kind of a stretched question but the department's leadership, i.e. you, has a positive effect on...
A    We talk along great, yes.

Q    I know.
A    Yes, fabulous. You're going to have to see it and you're going to have to (inaudible) about that. I think so because we've seen a lot more, you know, adoption. If you go to that website that I sent you, you're going to see that we have several faculty members engaged in the online learning space and it's, you know, continuing to grow and there's been a great push from our Dean, you know, to push faculty more to be online in the hybrid states, I mean, everything is really going to be, I think, hybrid eventually.

Q    Right.
A: I think we have any -- it depends on your definition of online and hybrid, you know, I guess you could recall every course now hybrid because everyone uses an LMS and they have to go...

Q: Right.
A: ...online to access stuff but to me that's not...

Q: No.
A: ...I mean, to me online and they're a hybrid it's like replacing class time...

Q: Yes.
A: ...with other...

Q: Yes.
A: ...you know, online learning activities, not accessing the syllabus.

Q: So, has teaching online affected the traditional faculties, scholarship activities where the online faculty, can they still be involved in -- are they as involved in the scholarship activities?
A: You'd have to ask them, I mean, you know I -- I mean, anything can take away from your scholarship activities, right, and I guess because we're teaching it -- asking them to teach overload, you know, above and beyond their traditional but, you know, that would take away from the scholarship fund but people are still going to publish, you know, and find ways to -- find ways to publish, so, the ones that have the desire to, I mean, I think we either have a desire to publish or, you know, you don't. I don't know if teaching online is going to affect that, you know, or not so I'm not sure if that...

Q: Okay. Now you talked about your flipped classroom online. Do you think that the online learning has led to curriculum changes in your department as a whole or are there more flipped classrooms traditionally now? Are they taking
things they've learned from online and bringing them into the traditional classroom?
A They have. They have a lot and that's really been what's been a strong push for (inaudible) online (inaudible) because people -- so they recorded these videos, you know, very professional videos are very engaging and they have like post video activities to do and it's essentially they watch the video just like you have somebody read a book, you know...

Q Right.
A ...you don't tie any kind of assessment or any kind of metric behind it. It's kind of a, you know, a moot point so, you know, they've taken these strategies what they've done on the online and brought that down to the -- into their traditional class too so we're like flipping our curriculum not flipping our classroom, we're flipping our curriculum. We're in the process of doing that right now, beginning the process stages. I think it's going to take several years to get it across everything but we have probably about maybe 10% to 20% of our courses right now are truly flipped, like flipped well...

Q Right.
A Right, you know, Mickey Mouse (inaudible).

Q Right.
A It's really, really good stuff that we're doing.

Q Okay, and our last question has to do with the pedagogical and technical skill training for the course management systems. Has that been in place to support your faculty? Is there an in-depth -- on the pedagogical how to teach, the technical skill -- how to use the technology as well as the CMS, how to actually deal with the online course management systems?
A Okay, we do all of that. We have -- we're actually formalizing it now on our teaching academy that, you know, everyone -- all new faculty -- all faculty are
then -- they're going to have to go through this, you know, teaching academy and as far as, you know, the technical training, I mean, you know we do that but we take care a lot of that for the faculty, all right so if they want to build a quiz or a test or something like that in blackboard, they don't have to. They just give us the quiz or the test and I said well we'll do it for them. All of our stuff that we do here is so the faculty can concentrate on the things they should be concentrating on.

Q Just teaching?
A You know, trying to figure out how to use a blackboard, tools, you know, exams. They don't need six hours to figure out how to do that (inaudible) stuff, you know, give it to us. We know how to do it. We'll do it in 30, you know, 30 seconds so...

Q That's tremendous.
A I'm sorry, (inaudible) something here (inaudible) infrastructure enforcement -- oh yes so yes we do the teaching, we do regular maintenance and we also, you know, do a lot of the things for them so they don't have to worry about it.

Q So you really gear it so the teachers just have to teach. They just have to convey the information and engage the student. The technical aspect...
A Yes.

Q ...is almost taken away?
A Yes, we're -- and, you know, the teaching part we already doing that through the videos so it's really coming up with the activity, that's where I (inaudible), activities and tying it to, you know, assessment and assessment metrics so, you know, coming up with engaging activities all the time for the students of their own class so the idea is, you know, they watch the video, they did this quiz, they did all their other stuff and when they come to class, they have
a good understanding of the concept already, you know, let's, you know, like dive
deepener and, you know, work together to take things to the next level so now our
teaching is really focused on facilitating and building...

Q  Yes.
A  ...quality collaborative activities.

Q  This is tremendous. This is the kind of online program I was hoping to
find. You've...
A  I think we're doing it pretty well.

Q  Yes.
A  But and, you know, we've been doing it for a while, involved a lot. It was
funny, you know, the flipped classroom, I never even heard of a flipped
classroom when I started doing it. I started doing it back in like 2009, you know,
and I
-- we had our online (inaudible) just launched and, you know, recorded all
of my lecture stuff through video. It was like one long video, (inaudible).

Q  Yes.
A  It was one long like hour and a half video. I was going through three
chapters (inaudible) with statistical data, analytics, blah, blah, blah, blah, blah
and then, you know, at my first class we had a (inaudible) classes (inaudible),
you know the class was on Thursday night and all week I'm like what the heck
am I going to do in class? I already taught them everything. I was like whacking,
you know...

Q  Yes.
A  ...my head against the wall like what am I going to do, what am I going to
do and then, you know, I was like oh I'll just, you know, come up with problems
so then like to work on...
Q: Right.
A: ...and, you know, and it was basically, you know, did the flip classroom before, I mean, I know it was popular before then but not really -- really started getting popular in the last two...

Q: Yes.
A: ...three years but yes we've been doing it for over -- doing it well for five years now.

Q: That's tremendous.
A: Yes.

Q: Well, those were all of my questions *****. I think we got this done in record time.
A: Yes, no it was good. It was good, so yes, I got your message. I'm going to identify some faculty and send that out next week and I'll CC you on all the messages so you'll have their emails and then you probably want to reach out to them individually...

Q: Yes.
A: ...after that. That would be great, so, yes I'm excited to, you know, read your final thing too so...

Q: Yes, I'll definitely share all of this with you and keep you completely in the loop. I'm very lucky to have found you guys. This really sounds like it's a place where you've worked out a lot of the kinks and you're really focused on learning.
A: That's what we're trying to do. That's what we're trying to do so all right ***** well you enjoy your Fourth of July weekend...

Q: You do the same.
A ...and I'll connect with you next week.

Q Great thank you ***** have a great day.
A All right thank you. All right take care.

Q Bye bye.

I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

[Signature]

Jennifer E. Snyder, Transcriber
July 13, 2014
Transcript of interview with Faculty Participant 1

Q  Did you get the questions I emailed you?

A  I did let me bring them up on my other laptop here so I can look at them while we're chatting. Okay, got them.

Q  I have some demographic questions I will ask at the end of the interview

A  Well you might want to get those out of the way first because you may decide that you don't actually want me as an participant.

Q  ha, ha, I'm sure you are more than qualified.

A  Okay. If your standards are low enough to accept me then that's just fine.

Q  In thinking of your institution’s efforts at addressing faculty compensation and time, organizational change, and technical expertise, support and infrastructure for online learning how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional.

A  Okay. Well one of the things you have to realize here Steve, is we have two online initiatives so I have to separate them because they're completely different. We have our (online MBA) OMBA, that's the program that's ****** baby. He's been in charge of that since the beginning and they're the support, the training, has been a five plus. They couldn't do more. When I started teaching for ***** in the OMBA Program, literally he had his tech guy sitting next to me for the first semester so that if I got in a jam, this kid was right there to sort of make things all good and perfect. The other side of it is the (online Bachelors of Business Admin) OBBA Program, the Undergraduate Program, and I'd say
there it's about a two. They just assume that everybody could just do it and if you had technical problems, it's because you didn't know how to use your computer and so it was completely different in terms of support. In terms of compensation, neither -- they're both offload, which I think is stupid. I think they should be on load and count against your teaching load. The money's fine. I'm not highly motivated by money. I had two businesses. I had an accounting practice and a photography studio, both of which I sold so I'm teaching because I really love it so I did that, you know, the compensation is irrelevant to me. I'm not quite sure -- I don't know what the undergraduate compensation is anymore. It used to be that they would teach you -- they would pay you to record the video and then you would get paid the standard summer school rate I think it was for teaching during the semester. I think that's the way it worked. I really don't remember. We can check with ***** on that. The OMBA is a flat rate, three times a year. They just pay us a flat rate for teaching and it's the generous rate.

Q Does your institution's compensation for teaching online affect your desire or ability to teach online?

A The department really didn't get involved at all. The Chairman was involved for one or two semesters and then he and ***** had some falling out and then he just was not interested in it anymore. The Undergraduate OBBA program, I think it lacked vision. I think the Dean found -- took one of the Associate Deans that are in charge of it and she's a great lady and she works really really hard but where ***** is a trained educator and his PhD is in Educational Psychology, this lady's, she's really good at it and she's a wonderful Associate Dean of Students but I don't think they quite picked the right person to run the program and I think the program paid for it. I think the biggest challenge facing online education is the traditional educators like most deans and presidents and provosts and all the rest of the pinheads who run institutions like ours, think they know what they're doing and think whatever works in regular education will work in online education and I think that's probably the biggest
impediment, you know, I learned a long time ago there's three things you can't do, you know, you can't kiss a girl if she's leaning away from you, you can't climb a bench that's leaning towards you and you can't convince somebody of something they think they already know and I think that's the biggest problem facing education. Most of the folks who run things think they know what's best with online education and they don't, you know, we're on the cutting edge of education with online education and you have to throw out everything to figure out how we're going to get this done. You can't have some preconceived thoughts, I mean, the defective Russian Space Program back in the 60's we sent over $10 million developing it (inaudible) and the Russian (inaudible) because they worked. We have to take that (inaudible). Maybe we have to go back to doing some things the old way. Maybe we have to look at it through completely new ways. I like teaching online because it gives me an intimacy with the students that I wouldn't normally have because every time I talk to a student, their name is underneath their face so I get to know them. I can engage them and when I'm teaching an online class, I tell the students I'm yours until the course is over, call me at anytime. I'll send you a web-ex meeting and it's pretty comforting for a student to be able to have the professor face to face in their dorm room at 11:00 on a Thursday night helping them work a homework problem. I give students total access. Every student has my cell phone number. Every student, you know, I will send them a web-ex meeting. I will tell them, there's only three times I won't answer the phone, if I'm asleep, if I'm drunk or if I'm hunting. Other than that, I'll take your call and we'll work.

Q does your institution's compensation as related to course development impact your motivation or effort at teaching online? Please give an example to illustrate your answer.

A No, no I don't care about that. I like teaching. And as a matter of fact when -- no, no doesn't at all. As a matter of fact, when ***** was working on
getting together the Undergraduate Program, I taught -- I did the first couple courses in the accounting department and both times I told him I thought the compensation was an impediment because it was generous enough to get people who shouldn't be teaching to want to teach.

Q Oh so people were teaching for the money, not because they wanted to teach…..

A Yes, I think it -- a lot of the problems could be eliminated if they would just put the online courses on load and count the course development as service like they do everything else and that way the people who want to do it will do it, I mean, I'm spending the summer working with ***** and his video crew to produce a video, an interactive video, on cash flows called Cash flow Academy and we're doing it because it needs to be done, I want to do it, and they're willing -- and they're supporting me on it so that we'll have a tutorial for teaching cash flows which -- I don't know if you teach accounting or not but if you do, you know that the cash -- students and cash flows go together like a fish and a bicycle. They're just completely off.

Q Explain how the institution's compensation for teaching an online course impacts your desire to teach in this manner.

A It doesn't, not really. I'd just a soon them put it on load and then just be done with it.

Q Share how you are compensated for your intellectual property as related to online course content?

A Well see there's another thing, *****. I think that anything I develop for the university or while employed by the university falls under the concept of work for hire so I consider it theirs, you know, plus (inaudible) I'm an accounting
professor, I mean, debit means less. How much intellectual property is there involved in teaching accounting that's been around since 1452.

Q so if they said you couldn't take your syllabus to a new job at another university you would be ok with that?

A Well, if they tried to say I couldn't use that syllabus, I would say you would have to try to stop me.

Q what about your other materials?

A Yes. If I go somewhere and I decide I want to use something, if I want to, you know, use the slides that I developed for Cash Flow Academy or the -- I think they would be hard pressed to stop me but I figure most of what it is theirs anyhow. I don't really care and I'm 65. I'm not going anywhere. I got a couple more years and then I'm going to retire. My wife and I just bought half a mountain up in Mountain Springs, Pennsylvania. We're building a log cabin. I'm going to spend the rest of my days hunting and fishing.

Q Describe how the availability of course development time at your institution promotes or hinders your online learning efforts.

A Well in the OMBA, you get paid a rate to develop the course. I forget what it is, a couple thousand bucks and that's it so I mean, because it's completely offline, offload, it doesn't count towards your -- anything else. The OBBA, the Undergraduate, they used to pay pretty stipend up front. I don't know if they still do. I'm not part of that program anymore and, again, you're expected to develop the course for that so and again, I think it's about keeping -- trying to keep the online activities strictly offload. I think if they put them on-load, because I know when I was trying to recruit some people to teach (inaudible) program some of the older guys -- of course I'm the oldest guy in the department but some of the
other guys who are my age that are close to said, you know, you want to develop a course, no. I had two people tell me, you know, have them put it on load and do it. As long as it's off load, I don't want it. I don't want the extra money. I don't want the extra aggravation. I don't want the extra time. Put it on load so it's part of my job and I'll do it and I think that's a problem. Unfortunately, institutions don't realize that. They tend to think that all professors are money whores and that we'll just do whatever as long as there's money involved and I don't think that's the case.

Q  How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?

Talk about your institution’s leadership for online learning and especially your departmental leadership, how does this leadership positively or negatively impact your efforts at teaching online?

A  As far as I know, ****** hasn't changed organizationally at all. With the online undergraduate program, they added that responsibility to one of the associate deans and then they just added -- I heard just last week, week before, that they're doing away with the unique online undergraduate program and trying to get all the undergraduate courses available online at some level and the problem with that is that the Dean believes in asynchronous online in education. He took one course or one seminar, went to one meeting and that's what they talked about and nothing is more dangerous than a small minded man with one tool. Well that's his tool and I think that synchronous online education works a lot better because it gives you that intimacy. It gives you that esprit de corps. It gives you that camaraderie, where you're working with a cohort of people who get to know each other. I think the people who don't teach online but make all of the decisions about online teaching and I think the problem is that they think they know what they're doing, you know, I worked for many years on the water.
(Inaudible) going back to the 60’s, and it always amazed me when a navigator would say to the pilot the chart says the water’s deep enough. I don't care what the chart says, this son of a bitch ends up in the mud, it's my license hanging on the bulkhead. I don't care if the chart says I'm in 600 feet of water. My depth finder is telling me I'm in 12 feet. I need 16, you know, and I think that's what happens because a lot of administrators who are busy people, I mean, running an institution is a lot of work. They say well, this seminar or the bane of my existence, the AACSV says and, you know, no job's impossible for the man who doesn't have to do it and that's kind of where a lot of them are. Not (inaudible) people it's just they've never done it and if you haven't done it, you don't know how to regulate it and I would like to see them (inaudible) online and in real life classes. I see no reason why you couldn't have students, online participants in a regular in person class (inaudible), you know everybody teaches to the computer. My God between when I walk in the class, I now walk in with two laptops. I walk in with a smart phone. I have the podium computer. I mean, it's not for lack of technology. Why couldn't a student login and take the course online while other students are taking it in real life? They just show up for the exam so I think a lot of the problems will be solved when we stop talking about online education and just continue to talk about education. We need to ignore the technology. The technology has to become totally transparent. We have to be as aware of the technology as a fish is of water. They're in it, they just don't think about it. We're a few years away from that. I probably won't be around by the time that happens.

Q Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities? Please provide insight into your answer.

A Well all of my research is about computers and education and all of my research, I've got three papers, I mean, so I don't mean to imply that I'm the great scholar of online education (inaudible) that's not the case but I've studied
online homework managers, online testing packages, that's what interests me. My (inaudible) was on how laptop computers have impacted university honors programs so, I mean, that's kind of the stuff that interests me so I can't say that they've changed anything. That's the only thing I've been interested in. I don't do market research. I don't do market capitalization research. I could care less what the FCC says. It just doesn't interest me anymore.

Q Has online learning led to curriculum changes in your department and do you view these changes positively or negatively? Please explain.

A Well, my department, the only change is that we now have some online learning courses because we were told we had to and when we had -- we were trying to get an online OBBA in accounting, the chairman was a lot more interested in it but then when the OBBA program started to morph into something else, he lost interest all together so now he's just sort of patching together whoever he can to throw the course to finish them up so I don't know that it was changed much but I don't think that it's been for the better.

Q Do the pedagogical and technical skills training as well as the course management system provided by your institution hinder or promote your efforts at teaching online? Please share how institutional efforts at preparing faculty in both pedagogical and technical skills for online learning either promote or hinder your efforts to teach online. How does the institution's infrastructure consisting of a course management system either positively or negatively impact your efforts to teach online courses?
A: Yes, the institutions infrastructuring system course management, I assume you mean blackboard. I don't know. Did you serve in the Navy? Well if you had served in the Navy, one morning around 0500, you would have been awakened from your bunk up in the Great Lakes Naval Training Center, they would have taken you and everybody else in your skivvies out to a pool and (inaudible) mate would stand (inaudible) and you would say swim sailor. It didn't matter what your answer was. He'd push you in, you'd flail around for a few minutes and you either swam to the other side or they pulled you out and you got back in line. That's the way the Navy teaches swimming. That's the way ***** teaches technology to faculty.

I have a couple demographic questions to close out the interview, these are voluntary and you do not have to answer any questions you do not want to. Do you mind answering them?

A: Not at all.

A. How long have you been teaching at the [name withheld]?
   16 yrs
B. How many years have you taught online college courses at [name withheld]?
   Five or six, check with ***** when the OMBA started. That's when I started teaching online so whenever that was. I think it's five or six years now but I'm not sure
C. How many years have you taught traditional college courses at [name withheld]?
   16 yrs
D. Can I ask you your age?
   65 yrs old
E. Can I ask you your education level? And what your degrees are in?
I have a Masters Degree in Taxation. I have an MBA and a PhD in Educational Psychology. Psychometrics is my specialty.

F. Can you tell me the % of your teaching that is undergraduate vs graduate level?
   About a third of my courses are graduate.
I will have a transcript to you soon and you can edit correct and clarify your responses.

Thanks

A  Glad to help.

A  You too, see you.

A  Bye bye.

I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

Jennifer E. Snyder, Transcriber
July 21, 2014
Transcript of interview with Faculty Participant 2

Q  Okay. Okay thank you very much, first of all, for agreeing to meet. It's tremendous and it helps me out and I appreciate you going along with ***** and letting me do this. It should only be only 20 to 25 minutes. I know we had accounted for 45. I think it should be less from the other...

A  Okay.

Q  ...ones I've conducted.

A  Okay, sure.

Q  Did you get the interview questions I sent you?

A  I did. I did. I had a chance to look over those.

Q  Okay, there's a few demographic questions at the end I want to ask you just about how many years you've taught there, education level, etcetera...

A  Okay.

Q  ...we'll get to those at the end. First of all, let's start off with question number one, thinking of your institution's efforts at addressing faculty, compensation, and time, organizational exchange and a technical expertise, i.e. support and infrastructure for online learning how would you rate your -- these efforts on a scale of one to five, one being very poor and five being exceptional?

A  I would give the University a four and especially it's the business school. The business school has been exceptional, I mean, they've done a terrific job in supporting the online programs, the technical expertise is terrific. The support, the infrastructure. It's great and they make it very easy to develop the course and to teach in the program. The resources that the people involved are knowledgeable and helpful.
Q: Great.
A: You know, and even when I talk to people at other universities about what we're doing here, they're very impressed with how it's coordinated at the school level.

Q: That is tremendous. I'm (inaudible) so I'm just trying to turn my down a little.
A: Okay.

Q: Okay, question number two, does your institution compensation for teaching online learning affect your desire or ability for you to teach online?

A: Yes it does. I think this compensation is good but as a tenure track research faculty, it's off load and the fact that the teaching is off load, it's an auxiliary program, really does affect my desire to teach in the program. I agreed to do -- in a course I do the advanced accounting course because I'm the primary faculty who does it here at the university and I was really quite curious about an online course, what's involved, how it's structured and how to put it together, you know, so I decided to go ahead and develop the course and offered to teach in it but I -- it would make it a lot easier if it were on load.

Q: I understand completely. Can you tell me about your institution's compensation as it relates to course development and how that impacts your motivation so when you're actually trying to develop the course for online teaching, how does that effect your motivation?

A: Yes, it was the business goes quite generous, I thought, in kind of providing developed funds or compensation for course development and, you know, so that made it easier and it was given time -- the time and effort it took to put everything together and pull it together to record the videos, you know, the compensation seemed to be appropriate.
Q Okay, great. Can you explain how your institution's compensation for teaching the online courses impacts your desire to teach in that manner?

A Yes, and thereto, I think the pay for the online courses is more but the fact that it's off load, it makes it less desirable to teach. The flip side is, is that it is in terms of faculty time, once a course has been developed, I think once you've taught in it before, it's much easier and less time consuming to teach them again.

Q I completely understand. (Inaudible) sure how you're compensated for intellectual properly (inaudible) online course (inaudible) course content?

A That's a good question and I'm -- hadn't thought about this as intellectual properly as much although I probably should, right? It's the development time and I believe there is a payment every time the course is taught using the materials that were developed for the course like using the videos and the lecture material that were developed so each time it's taught in the future, I'll receive compensation for that.

Q Each time you teach it?
A No, each time anyone teaches it is my understanding but it hasn't happened yet so I want to kind of see how that works. I think that's part of -- that's almost like a royalty. They don't use that word but it's kind of how I'm viewing it, right?

Q Okay, interesting.
A Yes.

Q Can you describe how the availability of course development time at your institution promotes or hinders your online learning efforts?
A    Yes, we don't really have course development time per say or maybe I haven't asked for it. It was more of the, you know, this compensation that was there for course development.

Q    Okay so if you're developing several courses for online, they're not reducing your course load that semester in compensation for developing future courses?
A    Right. I haven't had that experience, yes.

Q    Okay. Great, now we're already halfway through. We're going to question three now.
A    Okay.

Q    How has your institution changed organizationally due to the online learning efforts and do these changes promote or hinder your efforts to teach online?

A    A couple of thoughts here. One is, you know, part of it is the -- in the administrative side of the online program is the -- as I mentioned, people that are very helpful and very good and I think that helps the organization as a whole because it's the whole teaching and learning group. Yes, they're devoted to the online -- the group I've worked with for the online is devoted to the online program. I think overall that an emphasis on promoting high quality education and teaching kind of flows through to the other areas into the other kinds of teaching, not only online. For my personal experience in developing the advanced accounting course online, it really helped me look at what I'm doing in the classroom from -- refreshed -- in refresh to what I was doing in the classroom helped me kind of think about well how -- what pieces am I teaching? What, you know, for each of those, you know, it's not only what chapters am I teaching, how am I providing the chapters, how am I chunking those chapters, what's the goal of each of those small chunks, right, you know, so thinking more like a module
which is in line with the online lectures which are much shorter and a piece of the chapter and so that's really kind of helped me think about how I structure my...

Q I just lost your audio *****. I don't know if it's on my side. Can you hear me?
A Yes, can you hear me now?

Q Okay, now I can.
A Okay.

Q Yes.
A Great, yes I re-logged into it.

Q Okay.
A But (inaudible) developing the online courses helped my on campus course and (inaudible) try to focus that, made it smoother, to chunk the material, I think, in ways the students could better understand and digest, I mean, I wasn't actually expecting that benefit but it's made, you know, teaching the course even easier and I tried it for a long time but it was nice to take that fresh look at it.

Q Sure. Can you talk about your institution's leadership for online learning and especially your department leadership? How does that leadership positively or negatively affect your online teaching?

A It's all positive. As I said we have a separate group focusing on online teaching. It seems to be very well supported by the administration within the business school and in developing an online bachelors program for the account - - for accounting program has been very important in the department and kind of the incentives there, the compensation, being able to teach online and trying to do that and made it kind of easier and within the department, you know, it depends on the faculty you talk to. Of course, this is something that ***** is
promoting and it has, you know, worked with people to redevelop all of these courses, to develop a program, to offer a degree online but depending on whether you're research faculty or teaching faculty, the participation is kind of -- has varied.

Q Okay. I got that, perfect. Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities so any of your research that you conduct, or what you -- is what you're doing online affecting your research -- your scholarship activities, presenting, writing is that affected by teaching online?
A Not really, no, no, it's more affected my teaching than my scholarship so it wouldn't be...

Q But does...
A ...positive or negative.

Q So since teaching online, your scholarship activities have remained the same whether it's publishing, presenting, doing your conferences, that has not been affected in anyway...
A Oh I -- okay.

Q ...since taking on online courses?
A Okay, I was thinking about like any synergies or using the...

Q Just, for instance, your time. You have a certain amount...
A Your time, yes.

Q Have you had more or less conferences? Have you presented more? Have you published more or less? Has that been affected by you doing online teaching?
A It hasn't actually. It think part of that is -- well, actually, last summer when I was developing the course, I probably was doing a lot less research for the time in recording, redoing my notes, but yes so it did take away some time that I would usually just do my research but I think it could have been a lot more time and so the support here is tremendous and amazing. I was surprised that kind of -- a lot of the rough material I'd hand in and how it would come back looked very polished and everything kind of just -- it would just -- it came together so well but I was interested in teaching online just because I think it's something that is so important in education today and so while I think in my -- affected my scholarship of sum -- can you hear me? Yes.

Q Yes.
A In my (inaudible) my scholarship sum.

Q Okay.
A I think the overall benefits to my career are positive.

Q Okay.
A Yes.

Q Tremendous. So has online learning led to curriculum changes in your department and do you view those changes positively or negatively?
A Yes, it's like not big changes yet. One thing that happened this summer which was interesting, is as I developed all these lectures and the course last academic year. This year we had somebody who was going to teach in our summer program, in the second summer session, and who couldn't teach at the last minute and it was a traditional on campus course and so my department's chair suggested we do it as an online course. We had all this material developed, and we could use that material and convert what had been a traditional online course to -- or have a traditional on campus course to an online course because he was really desperate to find somebody to teach it at the last
minute and so having the flexibility to do that has allowed the students, you
know, to take the course and the department to run it and I think that's been very
positive and, you know, I was happy that we're able to serve the students and
make sure they could take the class but I was also happy not to be teaching, you
know, six hours a week.

Q Right, great.
A Yes.

Q Okay last question, number four, do the pedagogical and technical skills
trainings as well as the course management systems, which would be
Blackboard, provided by your institution hinder or promote your efforts to teach
online, i.e. do they really support your technical education and the pedagogical
approach you need to take with (inaudible). Do they give you that kind of
training?

A Yes. Yes, as I had mentioned already the -- we have a tremendous
group, a support group, that works with the online courses but also has technical
expertise in all of these areas so if there's a question or a need, they're there to
help and it's been really terrific. There's some things that I think maybe I still can
do with the course in terms of pedagogy and I know that can be done but just like
for trying to get the course out and run it the first time, that I didn't pursue.
Things like having the students online work in groups and that's helpful in the
class. It's not necessary but has perhaps as I get more comfortable with the
technology, I will ask for that assistance because I know it's there.

Q Could you please share how institutional efforts as preparing faculties in
both pedagogical and technical skills on online learning either promote or hinder
your efforts of teaching online so it's just an example.
A A lot of the efforts that I've participated in have been very individual and
directed towards the course that I was developing and running online and so it's
nice to have that individual attention. The group also has periodic sessions during the school year about teaching online or, you know, using WebEx. I've attended one or two of those but where I really taken advantage of and really benefited from was kind of an individual attention and individual assistance.

Q Great and the last part of this question, how does your institution's infrastructure assist in the course management system, i.e. Blackboard, either positively or negatively impact your efforts of teaching online?
A Yes, I think it's positive. It's something we have to have. Part of it is getting the material to the students. They aren't on the Blackboard website everything is posted, right. We have the lectures. In this course I have pre-class quizzes and homework, homework solutions, my power points that we go over that accompany the online lectures as well as that accompany the time I spend with the class on WebEx and what's nice about Blackboard is you know that you can time activate when the material is available.

Q Right.
A You know, so this summer, because it's a short session, a lot of the material was available all at once, right, over a school year, we make it available, you know, at certain times to help pace the student and make sure that they're kind of still engaged.

Q Sure.
A Yes.

Q Okay, now I got a few demographic questions. How long have you been teaching at the *** "***** " "*****"?
A Seven years.

Q How many years have you taught online college courses at ***?
A One, I mean, it just -- yes, one.
Q Okay and how many years have you taught traditional college courses, the classroom type courses, for the full seven?
A Yes, no, no, no, no, no, seven, seven, three -- has it been 17 years already? Yes, 17 years.

Q Okay, here's the tough question, do you mind if I ask you your age?
A Do you have to tell anyone? I turned 50 this year. No, that's fine, I mean...

Q Congratulations.
A Yes, thank you I made it.

Q It's a half a century, that's a landmark.
A Yes.

Q Can I ask your educational level and what your degrees are in?
A All my degrees? Well (inaudible).

Q Bachelors, Masters and PhD.
A Okay.

Q Or...
A Yes, Bachelors in Science...

Q ...Doctorate.
A ...in Accounting from Indiana University, MBA from Yale University, Masters of Philosophy from Columbia University, and my PhD is from Columbia University.

Q And what is your PhD in?
A Accounting.

Q Okay, in a traditional year, so like in the last academic year, what percentage of your courses do you think you taught undergraduate versus graduate level?
A Oh 100% undergraduate, although that seems to be changing. Every other year I teach a PhD course and this summer I'm actually teaching a one credit course to our masters students in accounting.

Q Okay.
A Masters in Accounting but usually it's mostly undergraduate.

Q ***** that's all the questions I have for you. Do you have any questions for me?
A No, no thank you. You made it so easy.

Q I'm going to be sending this to my transcriptionist tonight, hopefully in the next two days I'll get the transcript back and then email it to you and you can go through, you can change, edit, correct, completely change your answers however you want just to make sure that they're what you want to say and you get it back to me and I will go from there.
A That sounds great. Great, thank you I appreciate knowing all of that. Okay.

Q Yes, you have a great day.
A Okay, you too. Bye bye.

Q Thank you. Bye bye.
I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

[Signature]

Jennifer E. Snyder, Transcriber

July 22, 2014
Transcript of interview with Faculty Participant 3

Q  So, I have a set of four questions with a couple of follow-ups for each and then I have a few demographic questions at the end.
A  Okay.

Q  This shouldn't take more than twenty minutes or so.
A  Very good.

Q  So the first question, number one, in thinking of your institution's efforts at addressing faculty compensation and time, organizational change and technical expertise, i.e. the support and infrastructure for learning how to teach online, how would you rate the efforts on a scale of one to five, one being poor and five being exceptional?

A  Okay, now just to be sure, I'm doing this overall for all of these things or do you want me to do each one individually?

Q  No, I'm going to go into each one individually in depth but as a whole, the institution's efforts that -- and I'm not looking at the whole ********, I think I'm probably looking at just your department or just your program, teaching the business administration, so...
A  Okay, so, yes so in fact...

Q  So those three things.
A  ...so let me just make sure I get the -- I'm clear where I'm speaking from. I'm speaking -- my involvement is through the business school, through -- so it's not through the department.

Q  Okay.
A: It's through the MBA so that's what I'm speaking in terms of the OMBA department, not the economics department.

Q: Okay.
A: And I would rate it -- I would give it a five.

Q: So just full on everything, the compensations that are associated with -- go ahead...
A: Yes, I have no complaints.

Q: Okay, great. I'm going to go into each one individually just to delve a little deeper so (inaudible).
A: Let me say four -- let me just say four.

Q: Okay.
A: Let me back off. There's some things that, you know, in terms of compensation, technical expertise, support, infrastructure, I give all of that a five. There's some organizational issues that I might have an issue with. Let me give it -- let me back off and give it a four.

Q: Okay, great and just so you know, this is research for my dissertation. I'm not sharing any of the raw data with anyone at *****.
A: Okay.

Q: This is all completely anonymous and in the dissertation it will be interview number three mentioned this, interviewee number five mentioned that so in no way will you be tied to any of these responses so no one...
A: Okay.

Q: ...will know what you said.
A: Okay, fair enough.
Q  Okay so now, question number two.
A  Okay.

Q  Does your institution's compensation for teaching online affect your desire or ability to teach online?
A  Yes, it does.

Q  And how does it do that?
A  Let me put it this way, I would not do it if I were not paid well.

Q  Okay, so do you feel...
A  This is in addition -- because this is in addition to my normal teaching load so I -- my time is valuable and the compensation is what makes it worthwhile.

Q  So you have a normal teaching load but then on top of that you teach online?
A  Yes.

Q  And the compensation you feel is more than fair?
A  Let me say it's fair.

Q  You wouldn't mind a little bit more, sure.
A  That's right. It's certainly enough to induce me to do it.

Q  Okay, now how does your institution's compensation as related to course development impact your motivation or effort at teaching online? So when you have to develop a course for online, is there compensation?
A  Certainly for the course I did it, again, it was enough to provide me with the impetuous to do it, so yes, it was certainly adequate.
Q Okay and can you give me an example to illustrate your answer when you didn't do that course load?
A I received $5000 to prepare and record a semester's worth of lectures in a studio in the late summer, early fall of 2014 -- 2013.

Q And that was in addition to the compensation you get for teaching the class?
A Right, right.

Q Can you explain how your institution's compensation for teaching an online course impacts your desire to teach in this manner?
A Well, again, I thought I answered that earlier. Yes, the compensation was important and necessary to get me to teach in addition to my regular load -- excuse me -- my other phone is ringing, hold on just a second please.

Q Okay.
A Sorry about that. My wife and I are doing some research together and she called me about that.

Q That's great.
A Yes, oh it's wonderful work.

Q (Inaudible) teamwork. What I mean by this is the on-load and offload teaching...
A Right.

Q ...are you comfortable with having all of your online courses be the off load aspect.
A I -- at my current level, yes.

Q (Inaudible).
A  In other words, like I'm doing one online course a year and the compensation is enough to get me to do one online course a year. To get me to do more than one, let me just say the cost would be -- my opportunity cost -- my reservation price would go up considerably.

Q  I understand completely.
A  So with the same compensation would not get me to do a second course.

Q  Okay, good. Now, can you share how you are compensated for your intellectual property as related to online course content? That -- maybe that $5000 you had talked about.
A  That is -- that -- the university or the business school can use that any way it sees fit. Fortunately though so can I. They're letting me use it as well.

Q  Now, what are they letting you use, the videos?
A  The videos. So in other words...

Q  (Inaudible).
A  When I miss a class, for example if I have to miss a class due to a religious observance, I can -- they are allowing me to take one of these videos and use it to -- for my class...

Q  To supplement the class.
A  ...to supplement the class so that I, you know, so that the students aren't completely missing a class. I can use, you know, it lines up with the class that I'm teaching live. They're also allowing me to use it for other EMBA classes that I teach.

Q  At ******?
A  At ******, through *** so in that case, you know, it's all within the family...
Q  Right.
A  ...so to speak but still, I have access to these things.

Q  Now, what about your syllabi, the syllabus, when you -- if you were to leave ***** and go, you know, anywhere else, would you think they would own the right to the syllabus or do you still own that?
A  My syllabus is so generic that...

Q  Okay.
A  ...it's -- even if they claim they have the syllabus it would, you know, it would not affect me or anyone else in the least.

Q  Great.
A  So I don't see any problem with that.

Q  Okay.  Describe how the availability of course development time at your institution promotes or hinders your online learning effort and what I mean by that is do they allow you -- I guess they still provide you this $5000 for shooting the video, but do they allow you time to develop the course and possibly to give you time off from your other courses or let you get away with not doing -- conducting research or is this -- the course development...
A  No.

Q  ...is just put into everything else and you just get compensated for it?
A  That's right.  It's strictly pay for play.

Q  And it's -- does it affect your desire...
A  Well yes, it obviously -- if they had said take a course off and spend time thinking about how to do this, I might spend more time being creative about things, you know, what I'm doing is a fairly straight ahead version of my class.  Now, I have to say in my personal case, things are a little bit complicated
because technically I am teaching a course for the business school but I am not in the business school and so that makes my relationship with them -- they cannot offer me teaching reduction or they would have to buy it off from the College of Liberal Arts, and they're not about to do that.

Q  I see. I see. Okay.
A  So, in my case it is strictly, again, pay for play.

Q  Okay so next -- we're halfway through the interview.
A  Okay.

Q  So we're flying right through.
A  Good.

Q  Okay, question number three, how has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your effort to teach online?
A  Organizationally, I'm going to take that as relating to things like staffing...

Q  Um-hum and changing from a traditional teaching perspective to an online teaching -- is it the way that the steps are held or are they making this big change effort and making it an equal partner learning?
A  I would have to say in the case of the *** ******, certainly relative to the rest of the university they are way ahead of the curve.

Q  Okay.
A  And, again, even with the money, I'm not sure I would be willing to do this without the significant support that they provide and that relates to staffing, that relates to clearly the value they place on the work that the support staff does so this is a big, big factor and I've gone and consulted these people about any
number of things, you know, related to my online teaching but also related to just online aspects of my regular classes.

Q  Okay.
A  So this is -- they fill a major role and so this is -- I would especially -- maybe I would have been willing to do it the first time but I'm not sure I would have been willing to do it the second time without them.

Q  Okay. (Inaudible).
A  Knowing the huge role they play.

Q  And they're continually there? It's not the first semester we're going to help you out and now you're on your own?
A  No, they are there whenever I need them. They're wonderful. They're there. The *** ***** has done an excellent job of creating a support team.

Q  Great now this next part talks to the department leadership and you're talking about the *** *****. Do you feel that the *** ***** and the department leadership are the same i.e., the institutions leadership for online learning and especially your department leadership. How does that use...
A  Well (inaudible) department leadership, I would think kind of the online -- there is a hierarchy, an online hierarchy, then *** and that's what I would refer to I guess.

Q  Okay, so the department leadership has affected your feelings about online learning positively.
A  Yes, that, you know, the leadership is competent, is enthusiastic, again, they've -- seen from my perspective (?) from the outside, to value the boots on the ground, the people that are actually doing the work so I -- yes, I think they've done a wonderful job.
Q  Great, okay, has your online teaching efforts been positively or negatively reflected in your traditional faculty scholarship activities, so has that put a hindrance on your scholarship activities or helped?
A  Well, it has not significantly helped. I view my online teaching as basically orthogonal to my research activity. I think it has helped my teaching in other areas so I think there have been definite synergies in my strictly online -- between my strictly online teaching and my more traditional, if not completely traditional, teaching so I think there have been huge synergies there but in terms of my research, no, there's nothing because it's -- like any teaching, it takes away from time spent on research.

Q  Sure, great. Has online learning led to curriculum changes in your department and do you view these changes positively or negatively and I've heard about the flipped classroom so that may be an example of the changes (inaudible).
A  Well, again, in terms of teaching that I've done elsewhere in the *** *******, and I teach not just OMBA classes, I also teach some EMBA classes, and that has had a -- use the online lectures, have -- My teaching the EMBA, in its current form, which is two consecutive weekends, would not be possible without the access to the online lectures, the recorded lectures that I've made so my online teaching has hugely affected and in a very, very positive way my teaching in the EMBA program.

Q  Tremendous.
A  I don't think I would be able to do it without having done this online teaching so that's had a huge impact and less directly but also significantly and this is something that I'm -- it's kind of in process and is -- I'm actually going to be doing this fall so I can't really say how well it's going to work but it is significantly affecting something I'm doing in a normal undergraduate class where I am, as you said, flipping the classroom to a degree and I'm borrowing techniques from the online class so it's not, you know, the EMBA, in which I'm literally taking the
online lectures. In the other class I'm teaching this fall, the undergraduate class. I'm kind of taking the spirit of that and then doing something on my own but using online techniques very significantly in a traditional face-to-face class.

Q  Tremendous and this runs right into our next question about the pedagogical techniques you're learning, as well as the technical skill training, and your course management system, i.e. Blackboard, do these things that the institution provides, the pedagogical training, the technical training, and the Blackboard training, hinder or promote your efforts to teach online?
A  Oh, no question they help tremendously.

Q  So within the pedagogical and technical skills, they've continued to help and upgrade your skills to do this job?
A  I think so.

Q  Now, what about the Blackboard training, have they (inaudible).
A  The Blackboard training has -- it's interesting because what has happened is I frequently get -- not frequently but I've experienced being exposed to things and not really thinking they're valuable but then going back a semester or a year later and thinking oh, I can, you know, I can use this now and I see how I can use this and then getting more or less one-on-one help from, again, some of the support staff in *** ***** or the university in general, the tech center and that has been a big help, yes.

Q  Great, that's the end of the interview. I have a few demographic questions.
A  Okay.

Q  You do not have to answer any of them if you don't want. This is to kind of round out my study.
A  Sure.
Q  How long have you been teaching at the *** ****** ** ********?
A  Well, again, I guess you'd have to say I've been teaching with *** if not directly employed by *** for about 32 years.

Q  32 years?
A  Yes, since 1982.

Q  Okay, how long have you been teaching online courses at ***?
A  When did I start? I would guess about four or five years. I can't...

Q  Okay.
A  ...be sure. About four or five years.

Q  And then the years you've taught traditionally and you're still teaching traditionally...
A  Yes.

Q  ...would be about 32 years?
A  Yes.

Q  Do you mind if I ask your age?
A  I am 58.

Q  Can I ask what your education level and what your degrees are in?
A  I have a PhD in Economics, that's my highest degree anyway.

Q  Okay. Do you have a Masters?
A  Yes, but that just came along the way, you know, you passed your exams, you gave somebody $25, and you have a Masters.
Q  And your Bachelors?
A  I have a BA from Haverford College.

Q  All right, now looking at the last year of teaching, what percentage would you say would be undergraduate and what percentage would be graduate level in an academic year?
A  In terms of just the number of courses?

Q  Yes, if you had taught five courses or four courses -- you said three and three typically with one overload?
A  My case is confused partly because I get a reduction due to being research active and partly because I'm Director of Graduate Studies but I taught three undergraduate courses, I taught, I guess, in terms of -- let me back up because I don't think I -- and I apologize for being a little bit of a problem.

Q  No problem.
A  At *****, I taught three undergraduate courses and three MBA courses this past year.

Q  So you would say it's 50/50 split undergraduate and graduate?
A  I would -- right. I also taught this summer as a visitor a class at ***** ********** in *****. I don't know if you want to count that at all.

Q  And...
A  If you do, that it's four undergraduate and three graduate but at ***** three and three.

Q  Okay, perfect. I'm going to send this off to my transcriptionist and hopefully in the next couple of days I'll have this back to you. You can edit, change, correct, clarify any of your answers or leave them just as they are and I'll get back in touch with you shortly after that.
A  Great.

Q  **** I really appreciate your time.
A  My pleasure. Good luck with your dissertation.

Q  Thank you very much.
A  Okay. You're welcome.

Q  Bye bye.

I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

Jennifer E. Snyder, Transcriber
July 24, 2014
Transcript of interview with Faculty Participant 4

Well then real quickly, I'm a PhD student at Penn State. I'm a professor at Bloomsburg University. This is my thesis research so this has very little to do with ***** other than it's the place that I'm conducting my research because a past professor of mine works from the college of education and he got me in contact with someone in the college of business so this has very little to do with ***** more to do with my thesis research.

A  Okay.

Q  So, thinking of your institution's efforts at addressing faculty compensation and time, organizational change, and the technology expertise, i.e. the training to teach online, how would you rate your institution on a scale of one to five, one being poor and five being exceptional?

A  I think we're exceptional.

Q  And that's for being compensated, for the change of going from traditional to online as well as training you to use the technology?

A  Exactly, so it has everything to do from the basic infrastructure in order to do synchronous online, I think, the way it should be done. Also, we have the issue of the dean's office putting resources behind online because he understands that this is basically from a business and educational standpoint where the world is going so they've invested a lot of money both in terms of developing the courses, training the faculty, creating the facilities to produce the online videos and providing support to manage the course as it is in progress as well as preparing the course.

Q  Okay.
A  So they hold your hand all the way.
Q The next three questions are just to delve a little bit deeper in those three sections so you’re going to be repeating yourself a little bit but I just want to go a little bit more in depth to each of those.
A Okay.

Q So has your institution’s compensation for teaching online courses affect your desire or ability to teach online, so just the compensation they give you for teaching.
A The compensation for developing the course -- the first time in teaching it was rather generous. As far as subsequent teaching of the course, this is done offload. The -- you are still given a premium for doing online but I think the motivation for many of the faculty is they understand that they need to know how to do these kinds of online synchronous is contrasted to these simple asynchronous programs where you just throw things up on the web so they know that this is where the future is.

Q Great.
A So that’s another motivating factor, it’s not just the money.

Q Okay so now we’re going to go into the compensation for development. How does your institution compensate as related to course development impact your motivation? You said it seemed to be generous when you were...
A Yes, it is generous. They gave us several thousand dollars to develop the course and also they provided us with technical and pedagogical or antigogical support in actually developing the course so, for example, we would put the content in and we would use, for example, power points slides and then they would go in there and reformat all the slides so that they were consistent across all of the other courses and then of course you have the ADA compliance so...

Q Right.
A ...so that requires a lot of work and resources so they did all that.
Q: Great.
A: All you had to do as a faculty member was come up with the content in terms of the development and they did everything else.

Q: Great, thank you. Explain how your institution's compensation for teaching -- just the teaching online courses impact your desire. You said it was offload. Is the teaching (inaudible)...
A: Yes, they teach offload and they give you roughly, I would say at least 25% premium over what you would be paid for a regular offload course.

Q: And do you think that's fair? Does that positively affect your desire?
A: You know that personally, not really.

Q: Okay.
A: Personally, I'm doing it as an investment in myself for the future, so...

Q: Internal motivation, great.
A: Yes, well the point is, is that, you know, the money is kind of nice but after taxes, really, so it really boils down to looking ahead and understanding what I am going to have to tool up for.

Q: Yes, I don't think anybody becomes a professor to get rich.
A: Nope, but...

Q: (Inaudible).
A: ...in time these extra courses help because they're not paying you to get rich but of course...

Q: Right.
A ...this only applies to a certain (inaudible) of faculty, you know, the new research faculty, you know, are coming in with lower teaching loads and, you know, the 150, 180 plus salaries for brand new assistants, no they don't get engaged in any of this.

Q Right (inaudible).
A So it's really more for the people who have been around for a while and for the non tenured faculty.

Q Right. Could you share how the compensation for your intellectual property as related to online courses...
A We don't get -- no it belongs to the school.

Q And you're comfortable with that?
A Yes.

Q So it's work for hire and that's not an issue?
A No, because it's -- I can change at any time.

Q Okay.
A It's no big deal so that's, you know, I'm putting a personal touch on it but it's not like I'm saying anything the world doesn't know and I can repack it with it and add on to it and make it nicer or whatever any time I want to so it's like -- it's an old story as far as I'm concerned.

Q Great, so can you describe how the availability of course development time at your institution promotes or hinders your online learning efforts?
A Oh, no, like I said, they're great in helping us out from soup to nuts.

Q Now, other than the compensation, the financial compensation, when you're developing a course, do they let you work -- not expect as much of you in
scholarship or teaching load where they just were paying you more or do you have to work more?
A Yes, they're paying you more, you have to work more.

Q So there's no other -- they don't take something else away from you it's just here's more money, work harder spend more time.
A Yes. That's right.

Q Great, already halfway through the interview. How does your institution's change -- how has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts of teaching online?
A Okay, so we have an online MBA program, an online VBA program and then of course we have a hybrid models. We have several different models so those programs are targeted towards different student needs so we're doing a segmentation, basically, is what it boils down to so in that sense, there is a scheduling issue where you have faculty that are teaching both the traditional courses as well as hybrids and pure play online courses so it presents some scheduling challenges.

Q Okay.
A Apart from that, my department is my department. It hasn't changed. It's just that the course offerings have changed.

Q Can you talk about your institution's leadership for online learning and especially your department -- departmental leadership?
A The key leadership is ***** so he's the one that's behind all of this and he also works with the computer and information technology committee so he's the one that's the driving force and then within the departments, every department has somebody who has been engaged in this in the past and they're really the so
called thought leaders and they work with the other faculty as well as ****** people.

Q  And does his leadership affect you positively or negatively in your efforts to teach online?
A  Well, because of his leadership, I think I feel very positively about teaching online.

Q  Great.
A  Yes, but that's one of the reasons why it doesn't work in those places it's where it's basically some sort of a bastard synchronous and more likely asynchronous and you don't have the dean and the resources behind it to the same extent and the faculty are not trained to do it.

Q  Yes.
A  So they just throw things up there and tell people to read something, throw quizzes at them, ask them if they got any questions and call it a day.

Q  I certainly understand. Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities?
A  No impact.

Q  So you're still publishing and researching and presenting and going to conferences. The time you spend online doesn't affect that?
A  No.

Q  Do you do any research to publications based on your online teaching?
A  No.

Q  Okay. Has online learning led to curriculum changes in your department and do you view these changes positively or negatively?
A  Well as I said, the course offerings have changed and it's positive in the sense that the students are given more degrees of freedom to be able to get the education where it fits them. A lot of our students work.

Q  Now, I was interested in other people, they talked about the flipped classroom.
A  Right.

Q  Has doing that online affected how you teach other courses...
A  Yes.

Q  ...or is it something different?
A  No, I'm using a lot of the online -- I'm using the videos, I'm using the quizzes, and some other things I've picked up online and I'm using it in my traditional course.

Q  Okay.
A  So the traditional course is much richer.

Q  So you're been enriched?
A  Yes.

Q  So your curriculum has changed a little based on what you've done online?
A  Yes.

Q  Tremendous. Okay and last question this goes to the pedagogical and technical skills you had mentioned earlier. Do the pedagogical and technical skills training as well as the course management system, i.e. Blackboard, provide -- provided by your institution hinder or promote your efforts to teach online so
this training they give you to use the technology and the training to teach online, does that...

A Well as I mentioned, that they train us in the technology, they train us in how to teach online. They support all of the technology infrastructure, any issues you have with something like integrating the videos and Blackboard or whatever, they do all that for you.

Q When you talk about the pedagogical training, have they taught you how to teach online versus (inaudible) provisionally?

A Right so they have a number of workshops where they talk about, you know, various ways that successfully -- best practices, really, online and before anybody teaches online, they have to go through ***** so they actually have like an -- they have to have an orientation. You don't just call somebody up and say oh by the way you wanted to teach online.

Q And do you feel that that training to teach online should be different and is different than how you teach traditionally?

A Oh yes.

Q Okay. Last question, does your institution's infrastructure consisting of a course management system, i.e., Blackboard...

A Right.

Q ...either positively or negatively impact your efforts to teach online?

A It's positive.

Q And it's because of the training and that's -- and that would...

A There's a number of neat things...

Q ...affect...
A...you can do in Blackboard, for example, that you could use separate software packages for like discussion boards and emailing and document transfer and grading and so forth but the Blackboard package is sufficient so it's nice having it all in one place and all of the students are trained on Blackboard so it makes life a little bit easier. I mean, I could use eight different, you know, software apps, every one of them does a better job than Blackboard does for that particular app but no thank you.

Q There's a whole integration...
A Yes, the whole Blackboard is fine.

Q Yes. I've got a couple of demographic questions. You do not have to answer any of them if you don't want to but it will really help me out to understand you a little bit better.

Q How long have you been teaching at the ***?  
A Over 30 years.

Q How long have you been teaching online at ***?
A A year.

Q How many years have you taught traditional college courses at ***? Would that be the 30 years?
A Yes.

Q Do you mind if I ask how old you are?
A 60's.

Q Okay.
A (Inaudible) great years.
Q: Can I ask what your level -- I'm sorry?
A: Go ahead.

Q: Can I ask what your level of education is and what your degrees are in?
A: PhD in Marketing, Marketing, Marketing.

Q: So you have an MBA in Marketing?
A: Yes.

Q: And then a Bachelors in Marketing?
A: Yes.

Q: Now in the last academic year what percentage of courses do you think you've taught undergraduate versus graduate?
A: Undergrad, all of them.

Q: So 100% undergrad?
A: Yes.

Q: Okay **** that's it. I am all set. I really appreciate your time. I'm really sorry for the technology issues but I think we finally got it worked out.
A: All righty.

Q: You have a great day.
A: You too.

Q: And I'm going to get this transcribed and I'll send you in an email and you can look through this, correct, change, edit anything you want.
A: Okay.

Q: Thank you ****. Have a great day.
A Have a good one.

Q Bye bye.

A Bye bye.

I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

Jennifer E. Snyder, Transcriber

July 24, 2014
Transcript of interview with Faculty Participant 5

Q Okay, real quickly, I'm a PhD student at Penn State. This is for my dissertation. Also, I'm an assistant professor at Bloomsburg University.
A Okay.

Q So this is -- has very little to do with ***** other than the fact that that's where I'm conducting my research.
A Okay.

Q All of your answers will be confidential and only be shown as interviewee three mentioned this...
A Okay.

Q ...one of the respondents mentioned that so it will never say ***** said this so...
A Okay.

Q ...no matter what you say, it's all anonymous.
A Okay, great.

Q Okay, so, thinking of your institution's efforts at addressing faculty compensation and time, organizational change, and the technical expertise, support and infrastructure for online learning, how would you rate these efforts on a scale of one to five, one being very poor and five being exceptional?
A Am I supposed to rate them separately or all as one?

Q As a whole (inaudible)...
A Oh as a whole, okay.
Q Each question -- question two will talk about the compensation, question three will talk about the organizational change...
A Okay.

Q ...in question four we'll go into detail about the technical expertise so overall, looking at all three, how would you rate your school?
A I would probably give it a four.

Q Four, okay, could you explain some of the reasoning?
A I think because we've now been doing the online for a few years, it's not necessarily new to us anymore. Early on, I would not have given it a four but I think the staff we have in place has been very good about kind of listening to those of us that are teaching online and really trying to make it better for us and meet our needs so I think in that sense, it's, you know, been good.

Q Tremendous. Okay, now we're going to go into each one individually. Does your institution's compensation for teaching online affect your desire and ability to teach online?
A I would say yes and no. It's nice but I teach a writing intensive course so, to be honest, for me sometimes the amount of time that it takes is not necessarily worth the extra money.

Q Okay, does your institution's compensation as related to course development impact your motivation or effort at teaching online?
A For me the answer was really a no. I didn't do it because of the money. I did it at that point -- the course development I did because I was the only one in my department that had done anything online so there was no one else to go to.

Q Okay. Could you explain how your institution's compensation for teaching an online course impacts your desire to teach in this manner?
The money -- the extra money is definitely nice, however, I would say for us what's a little bit different still is that when we teach a fully online course, we are only allowed to teach it as an overload so that is where my desire starts to dwindle because it's really taking on an entire extra section over my regular load.

So you would prefer this -- you would be more motivated if they would let you teach that as part of your typical load?

Yes.

Okay, I understand that. Share how you're compensated for each intellectual property as related to course development.

Intellectual property, we were -- I was -- I actually ended up pulling one of my colleagues in on this and the two of us created a bunch of videos. I ended up really doing most of the work on creating the course but still had to split it with someone and we were awarded together a lump sum of $15,000.

So you were awarded just to develop the course?

Um-hum.

Now, was it just one course?

Just one course.

That's -- and you felt that was fair that they gave you that much to create the course and to, I guess, own your intellectual property for that course?

Well, the school owns the intellectual property.

And you felt that was fair?

Yes, I felt it was okay. I felt a little bit differently about the person I worked with but the way the school treated it, I felt was fair.

So from what I'm understanding is the school has the right to your videos now...
A  Um-hum.

Q  ...if you were to leave and go somewhere else you don't...
A  I don't.

Q  ...are you allowed to use those videos in your traditional, typical courses there at *****?
A  I could if I wanted to, however, I really don't.

Q  Okay. Okay, describe how the availability of course development time at your institution promotes or hinders your online learning efforts.
A  For me, I would say it hinders it because, again, the online can only be done as an overload and so developing that course then also becomes part of the overload.

Q  I see. Okay, now we're going to go into the organizational change aspect. How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?
A  I would say -- for the most part I would say they promote my efforts. Organizationally we now have an entire team of administrators that works solely on the online programs and are offered up to us as constant help, which has been really incredible.

Q  Can you talk about the institution's leadership in online learning and especially your department leadership and does that leadership a positively or negatively impact your efforts of teaching online?
A  Okay, I'm going to tackle those separately because they're...

Q  Okay.
A  ...very different for me. The leadership for online learning, you know, you've been in touch with *****. ***** and his staff have been absolutely
incredible so he's got administrators that are really at our disposal to help us with, you know, any kind of thing in terms of developing the course and being successful with it and having their help has been absolutely amazing especially because we only do it as overload, it's really nice to have those people to rely on. In terms of departmental leadership, I will say there is none for me. I have a department -- she's actually not even a chair. It's a -- she's a course coordinator who knows nothing about teaching online and I don't think she would ever do it herself so I don't really get leadership there.

Q  Okay.
A  So, in that sense, she stays out of my hair which is kind of nice but she also doesn't really understand my needs which can be hard. She's the type of course coordinator that likes to send things out very last minute which, as you know with online, not the way to go. You like to have everything up front at the beginning of the semester so it's been a little bit difficult on that end.

Q  Okay, I understand. How are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities?
A  I am not a researcher so that would not really apply to me.

Q  Okay. Has online learning led to curriculum changes in your department and do you view these changes positively or negatively?
A  It has not led to changes in my department, again, because I think that my course coordinator doesn't fully understand what is going on online. I would say personally for me, it has led to changes. It's given me more ideas, mostly, in the form of activities that I can implement that I have started to kind of cross them over into my face to face classes.

Q  So what you've personally learned online -- teaching online curriculum, you've kind of adjusted your pedagogy a little bit to -- of your traditional...
A  Yes.
Q  ...class?
A  Yes.

Q  Tremendous and that's going to go right into our next question. Do the pedagogical and technical skills training as well as the course management system, I think that's Blackboard, provide -- provided by your institution hinder or promote your efforts of teaching online?
A  Well, there weren't -- I will say, again, I started teaching online pretty early here and there wasn't really training. Now there's a lot more that I think is very helpful and I am actually one of those people that when someone new is teaching online, always kind of volunteers to help train and so for people who are just starting now, I think it's really helping them. Blackboard, however, I would say it depends on where I am and which computer I'm using. If I would say I find Blackboard helpful or not.

Q  Wow.
A  I do a lot of work from home and at home I work on a Mac and the last iteration of blackboard was not very Mac friendly and drove me insane but it's -- in that sense, I guess, it's been a good portal system and a way to kind of manage all of the documents that I think online students need that stuff to be better organized and Blackboard does allow me to do that.

Q  Great, thank you. Please share how your institution's efforts at preparing faculty for both pedagogical and technical skills for online learning either promote or hinder your efforts of teaching online.
A  Well, as I said, I was kind of thrown into this in the early stages. I would say it's a lot better now though. A lot of times, you know, we're doing stuff too really, you know, one-on-one training sessions with different faculty and things like that, always having people that they can rely on. It's definitely a lot better
now and I would say it's an environment now that would say it promotes people's efforts to teach online. When I first did it, I would say it was almost nonexistent.

Q  Okay. How does your institution's infrastructure consisting of the course management system, either positively or negatively impact your efforts to teaching online? Now you had already mentioned that Blackboard didn't seem to be very Mac friendly.
A  Yes, which really...

Q  Beyond that...
A  I would say, I mean, it was fine otherwise. I'm not sure...

Q  With the training?
A  I'm sorry.

Q  Is there help for you when you're, say, putting a quiz on Blackboard, is there a little tutorial video or can you call tech support? Are there people there to help you or is it, you know, kind of sink or swim?
A  No, there are people there to help us. In fact, if I -- especially because we teach these as overloads, we even have people where I can say hey I need this quiz put up on Blackboard and they'll actually do it for me.

Q  Wow.
A  Yes, we, I mean, only if you get to them in advance because they're very busy...

Q  Right.
A  ...and...

Q  Surely.
A  ...that's the kind of thing that I know how to do so I try not to bother them unless I really need to but for some of those faculty that we have that are maybe not as technological savvy, we have people that will totally do anything they can to help.

Q  And that is also for the Blackboard, the basis for that as well?
A  They do assist with that as well, in fact, what they do before the semester even starts is they build our initial site, our Blackboard site, and then we add to it but they upload all the videos for us and get that -- get kind of the initial part of the Blackboard site set up for us.

Q  Wow.
A  Yes.

Q  Great. That's the -- all of the questions I have. I have a few demographic questions if you don't mind me asking.
A  No, not at all.

Q  And you can -- you don't have to answer any of them if you don't want...
A  Okay.

Q  ...but this just helps me kind of get a picture of who the -- who I'm interviewing. How long have you been teaching at the *** ***** ** *****?
A  Well, I started as a part-timer so do you want all and all or just as a full timer?

Q  From your -- well give me both.
A  Okay, I started teaching as an adjunct in the fall of 2004. I started teaching fulltime in the spring of 2010.
Q  Okay, how many years have you taught online courses at ***?
A  I -- my first online course was -- I think it was spring of 2012 so over two years at this point.

Q  Okay and traditionally, the way you taught courses would be both the 2004 when you first started as an adjunct...
A  Um-hum, right.

Q  ...four years ago as a -- those are all your traditional courses back then?
A  Yes, face-to-face.

Q  Okay, do you mind if I ask you your age or your age range?
A  Not at all, I'm 37.

Q  Okay, can I ask your education level, what degrees you have and what they're in?
A  I have an MBA in E Business.

Q  And what's your Bachelors?
A  I have an -- my Bachelors was in marketing, BBA in marketing.

Q  I'm sorry a DBA?
A  Yes, BBA Bachelors of Business Administration in marketing.

Q  Okay and if you look at your course -- your load over the last year, two semesters, what percentage would you say you taught undergraduate and what percentage would you have taught graduate?
A  I teach 100% undergraduate.

Q  Okay, that's it. Those are all my questions.
A  Okay.
Q    *****, I really, really appreciate your -- all of this. I will be getting a transcript of this ready.
A    Okay.

Q    And I will email you the transcript and you can make any corrections, changes, clarifications, anything you need.
A    Okay, great.

Q    Thank you very much. Have a wonderful day.
A    You too.

Q    Thanks bye bye.
A    Bye bye.

I hereby certify that, to the best of my ability, the foregoing is an accurate transcript.

Jennifer E. Snyder, Transcriber
July 30, 2014
Appendix F

Theme Analysis (ALL)

**Initial Questions:**

Q 1: In thinking of your institution’s efforts at addressing faculty compensation and time, organizational change, and technical expertise, support and infrastructure for online learning how would you rate these efforts on a scale of 1 to 5 with 1 being very poor and 5 being exceptional. Please explain your reasoning.

- 5+ graduate because of support and training
- 2-undergraduate because they just assume that everybody could just do it and if you had technical problems, it’s because you didn’t know how to use your computer
- 4-especially it’s the business school. The business school has been exceptional, the technical expertise is terrific.
- 4-because there are some organizational issues.
- 5-I think we are exceptional
- 4-I would probably give it a 4

Q 2: Does your institution’s compensation for teaching online affect your desire or ability to teach online?

- I like teaching online because it gives me an intimacy with the students that I wouldn’t normally have because every time I talk to a student, their name is underneath their face so I get to know them
- I can engage them and when I’m teaching an online class, I tell the students I’m yours until the course is over, call me at anytime.
- I think this compensation is good but as a tenure track research faculty,
- It's off load and the fact that the teaching is off load, it's an auxiliary program,
- Really does affect my desire to teach in the program.
- Yes it does
- I would not do it if I were not paid well
- The first time in teaching it was rather generous.
- As far as subsequent teaching of the course, this is done offload.
- The -- you are still given a premium for doing online but I think the motivation for many of the faculty is they understand that they need to know how to do these kinds of online synchronous is contrasted to these simple asynchronous programs where you just throw things up on the web so they know that this is where the future is.
Sometimes the amount of time that it takes is not necessarily worth the extra money.

Q 2.1: How does your institution’s compensation as related to course development impact your motivation or effort at teaching online? Please give an example to illustrate your answer.

- No, I don’t care about that
- I thought the compensation was an impediment because it was generous enough to get people who shouldn't be teaching to want to teach.
- Quite generous, I thought, in kind of providing developed funds or compensation for course development and, you know, so that made it easier and it was given time -- the time and effort it took to put everything together and pull it together to record the videos, you know, the compensation seemed to be appropriate.
- Certainly for the course I did it, again, it was enough to provide me with the impetuous to do it, so yes, it was certainly adequate.
- I received $5000 to prepare and record a semester’s worth of lectures in a studio in the late summer
- Yes, it is generous.
- They gave us several thousand dollars to develop the course and also they provided us with technical and pedagogical or antigogical support in actually developing the course so, for example, we would put the content in and we would use, for example, power points slides and then they would go in there and reformat all the slides so that they were consistent across all of the other courses and then of course you have the ADA compliance so that requires a lot of work and resources so they did all that
- I didn't do it because of the money.

Q 2.2: Explain how the institution’s compensation for teaching an online course impacts your desire to teach in this manner.

- It doesn't, not really. I'd just a soon them put it on load and then just be done with it.
- I think the pay for the online courses is more but the fact that it's off load, it makes it less desirable to teach. The flip side is, is that it is in terms of faculty time, once a course has been developed, I think once you've taught in it before, it's much easier and less time consuming to teach them again.
- Yes, the compensation was important and necessary to get me to teach in addition to my regular load. I'm doing one online course a year and the
compensation is enough to get me to do one online course a year. To get me to do more than one, let me just say the cost would be -- my opportunity cost -- my reservation price would go up considerably.

- So with the same compensation would not get me to do a second course.
- Yes, they teach offload and they give you roughly, I would say at least 25% premium over what you would be paid for a regular offload course.
- Personally, I'm doing it as an investment in myself for the future
- The money -- the extra money is definitely nice
- for us what's a little bit different still is that when we teach a fully online course, we are only allowed to teach it as an overload

Q 2.3: Share how you are compensated for your intellectual property as related to online course content?

- I think that anything I develop for the university or while employed by the university falls under the concept of work for hire so I consider it theirs.
- Well, if they tried to say I couldn't use that syllabus, I would say you would have to try to stop me.
- I think they would be hard pressed to stop me but I figure most of what it is theirs anyhow.
- It's the development time and I believe there is a payment every time the course is taught using the materials that were developed for the course like using the videos and the lecture material that were developed so each time it's taught in the future, I'll receive compensation for that.
- That's almost like a royalty.
- the university or the business school can use that any way it sees fit.
- Fortunately though so can I
- When I miss a class, for example if I have to miss a class due to a religious observance, I can -- they are allowing me to take one of these videos and use it to -- for my class...
- no it belongs to the school.
- It's no big deal so that's, you know, I'm putting a personal touch on it but it's not like I'm saying anything the world doesn't know
- the school owns the intellectual property.
- I felt was fair.

Q 2.4: Describe how the availability of course development time at your institution promotes or hinders your online learning efforts.

- in the OMBA, you get paid a rate to develop the course.
- I forget what it is, a couple thousand bucks and that's it so I mean, because it's completely offline, offload, it doesn't count towards your -- anything else
- The OBBA, the Undergraduate, they used to pay a pretty stipend up front.
- Put it on load so it's part of my job and I'll do it and I think that's a problem
• Yes, we don't really have course development time per say or maybe I haven't asked for it. It was more of the, you know, this compensation that was there for course development.
• It's strictly pay for play.
• I might spend more time being creative about things, you know, what I'm doing is a fairly straight ahead version of my class.
• Yes, they're paying you more, you have to work more
• I would say it hinders it because, again, the online can only be done as an overload and so developing that course then also becomes part of the overload.

Q 3:  How has your institution changed organizationally due to online learning efforts and do these changes promote or hinder your efforts to teach online?
• hasn't changed organizationally at all.
• With the online undergraduate program, they added that responsibility to one of the associate deans.
• people that are very helpful and very good and I think that helps the organization as a whole because it's the whole teaching and learning group.
• Yes, they're devoted to the online -- the group I've worked with for the online is devoted to the online program.
• even with the money, I'm not sure I would be willing to do this without the significant support that they provide and that relates to staffing, that relates to clearly the value they place on the work that the support staff does so this is a big, big factor and I've gone and consulted these people about any number of things, you know, related to my online teaching but also related to just online aspects of my regular classes.
• there is a scheduling issue where you have faculty that are teaching both the traditional courses as well as hybrids and pure play online courses so it presents some scheduling challenges. Apart from that, my department is my department. It hasn't changed. It's just that the course offerings have changed.
• Organizationally we now have an entire team of administrators that works solely on the online programs and are offered up to us as constant help, which has been really incredible

Q 3.1:  Talk about your institution’s leadership for online learning and especially your departmental leadership, how does this leadership positively or negatively impact your efforts at teaching online?
they're doing away with the unique online undergraduate program and trying to get all the undergraduate courses available online at some level and the problem with that is that the Dean believes in asynchronous online in education.

we have a separate group focusing on online teaching

It seems to be very well supported by the administration within the business school and in developing an online bachelors program for the account

They're wonderful.

the leadership is competent, is enthusiastic

He the leadership also works with the computer and information technology committee so he's the one that's the driving force…

Every department has somebody who has been engaged in this in the past and they're really the so-called thought leaders and they work with the other faculty as well as ***** people.

I feel very positively about teaching online.

staff have been absolutely incredible so he's got administrators that are really at our disposal to help us with, you know, any kind of thing in terms of developing the course and being successful with it and having their help has been absolutely amazing especially because we only do it as overload, it's really nice to have those people to rely on

Q 3.2: Are your online teaching efforts being positively or negatively reflected in your traditional faculty scholarship activities? Please provide insight into your answer.

all of my research is about computers and education and all of my research, I've got three papers, I mean, so I don't mean to imply that I'm the great scholar of online education (inaudible) that's not the case but I've studied online homework managers, online testing packages, that's what interests me.

Not really, no, no, it's more affected my teaching than my scholarship so it wouldn't be

…last summer when I was developing the course, I probably was doing a lot less research for the time in recording, redoing my notes, but yes so it did take away some time that I would usually just do my research…

I think the overall benefits to my career are positive.

…it has not significantly helped.

I view my online teaching as basically orthogonal to my research activity.

…it has helped my teaching in other areas so I think there have been definite synergies in my strictly online …

…terms of my research, no, there's nothing because it's -- like any teaching, it takes away from time spent on research.

No impact

I am not a researcher so that would not really apply to me.
Q 3.3: Has online learning led to curriculum changes in your department and do you view these changes positively or negatively? Please explain.

- the only change is that we now have some online learning courses because we were told we had to
- we were trying to get an online OBBA in accounting, the chairman was a lot more interested in it but then when the OBBA program started to morph into something else, he lost interest all together
- Yes, it's like not big changes yet.
- …we had somebody who was going to teach in our summer program, in the second summer session, and who couldn't teach at the last minute and it was a traditional on campus course and so my department's chair suggested we do it as an online course. We had all this material developed, and we could use that material and convert what had been a traditional online course…
- …would not be possible without the access to the online lectures, the recorded lectures that I've made so my online teaching has hugely affected and in a very, very positive way my teaching in the EMBA program.
- …the undergraduate class. I'm kind of taking the spirit of that and then doing something on my own but using online techniques very significantly in a traditional face-to-face class.
- I'm using a lot of the online -- I'm using the videos, I'm using the quizzes, and some other things I've picked up online and I'm using it in my traditional course.
- It has not led to changes in my department
- It's given me more ideas, mostly, in the form of activities that I can implement that I have started to kind of cross them over into my face to face classes.

Q 4: Do the pedagogical and technical skills training as well as the course management system provided by your institution hinder or promote your efforts at teaching online?

- Well if you had served in the Navy, one morning around 0500, you would have been awakened from your bunk up in the Great Lakes Naval Training Center, they would have taken you and everybody else in your
skivvies out to a pool and (inaudible) mate would stand (inaudible) and you would say swim sailor. It didn't matter what your answer was. He'd push you in, you'd flail around for a few minutes and you either swam to the other side or they pulled you out and you got back in line. That's the way the Navy teaches swimming. That's the way ***** teaches technology to faculty.

- we have a tremendous group, a support group, that works with the online courses but also has technical expertise in all of these areas so if there's a question or a need, they're there to help and it's been really terrific.
- no question they help tremendously.
- they train us in the technology, they train us in how to teach online.
- They support all of the technology infrastructure, any issues you have with something like integrating the videos and Blackboard or whatever, they do all that for you
- Now there's a lot more (than it used to be) that I think is very helpful

Q 4.1: Please share how institutional efforts at preparing faculty in both pedagogical and technical skills for online learning either promote or hinder your efforts to teach online.

- A lot of the efforts that I've participated in have been very individual and directed towards the course that I was developing and running online and so it's nice to have that individual attention.
- The group also has periodic sessions during the school year about teaching online or, you know, using WebEx.
- The Blackboard training has -- it's interesting because what has happened is I frequently get -- not frequently but I've experienced being exposed to things and not really thinking they're valuable but then going back a semester or a year later and thinking oh, I can, you know, I can use this now and I see how I can use this and then getting more or less one-on-one help from, again, some of the support staff in *** ***** or the university in general, the tech center and that has been a big help, yes.
- they have a number of workshops where they talk about, you know, various ways that successfully -- best practices, really, online and before anybody teaches online, they have to go through ***** so they actually have like an -- they have to have an orientation. You don't just call somebody up and say oh by the way you wanted to teach online.
- A lot of times, you know, we're doing stuff too really, you know, one-on-one training sessions with different faculty and things like that, always having people that they can rely on. It's definitely a lot better now and I would say it's an environment now that would say it promotes people's efforts to teach online. When I first did it, I would say it was almost nonexistent.
Q 4.2: How does the institution’s infrastructure consisting of a course management system either positively or negatively impact your efforts to teach online courses?

- I think it is positive
- It is something we have to have
- The Blackboard training has -- it's interesting because what has happened is I frequently get -- not frequently but I've experienced being exposed to things and not really thinking they're valuable but then going back a semester or a year later and thinking oh, I can, you know, I can use this now
- the whole Blackboard is fine.
- …the Blackboard package is sufficient so it's nice having it all in one place and all of the students are trained on Blackboard so it makes life a little bit easier.
- there are people there to help us. In fact, if I -- especially because we teach these as overloads, we even have people where I can say hey I need this quiz put up on Blackboard and they'll actually do it for me. We have people that will totally do anything they can to help.

**Demographic Questions:**

Q A: How long have you been teaching at the Fox school of business?

- **T- 1:** 16 years
- **T- 2:** 7 years.
- **T- 3:** 32 years
- **T- 4:** 30+ years
- **T-5:** 10 years

Q B: How many years have you taught online college courses at Fox?

- **T- 1:** 5-6
- **T- 2:** 1
- **T- 3:** 4-5
Q C: How many years have you taught traditional college courses at Fox?

- 1: 16 years
- 2: 17 years
- 3: 32 years
- 4: 30 years
- 5: 10 years

Q D: Can I ask you your age?

- 1: 65 years old
- 2: 50 years old
- 3: 58 years old
- 4: 60s
- 5: 37 years old

Q E: Can I ask you your education level? And what your degrees are in?

- 1:
  - PhD in Educational Psychology. Psychometrics is my specialty.
  - Masters Degree in Taxation.
  - MBA
- 2:
  - PhD Accounting
• Masters of Philosophy
• BA in Accounting

**T-3:**

• PhD in Economics
• Masters
• BA

**T-4:**

• PhD in Marketing
• Masters in Marketing
• BS in Marketing

**T-5:**

• MBA in E Business
• BBA in Marketing

Q F: Can you tell me the % of your teaching that is undergraduate vs graduate level?

**T-1:** 33% graduate.

**T-2:** 100% undergraduate

**T-3:** 50/50 split

**T-4:** 100% undergraduate

**T-5:** 100% undergraduate
S. Welch – Curriculum Vita

Education
1983 – 1989 Penn State University
2008 – 2010 Penn State University
2010 – 2014 Penn State University

Academic Experience
Bloomsburg University of PA - Fall 2014 - Current
Assistant Professor in the Department of Management
Bloomsburg, PA

Academic Experience
Bloomsburg University of PA - Fall 2013 – Fall 2014
Adjunct Professor in the Department of Marketing
Bloomsburg, PA

Academic Experience
Penn College of Technology - Fall 2012 – Fall 2014
Adjunct Professor in the School of Business and Computer Technologies
Williamsport, PA

Academic Experience
Penn College of Technology - Internship - Spring 2010
Williamsport, PA

Academic Experience
Juniata College - Fall 2012 – Fall 2014
Adjunct Professor in the Department of Accounting, Business and Economics
Huntingdon, PA

Academic Experience
Penn State University - 2009 - 2013
University Park, PA
Penn State University Course Development Workforce Education & Development:

Academic Experience
Penn State University - 2008 - 2012
University Park, PA
Penn State University Graduate Assistant Workforce Education & Development:

Academic Experience
World Campus Penn State – Internship - Summer 2012
University Park, PA
Penn College of Technology – Internship - Spring 2010
Williamsport, PA

Scholarly/Professional Presentations

Scholarly/Professional Presentations

Scholarly/Professional Presentations

Scholarly/Professional Presentations

Scholarly/Professional Presentations

Scholarly/Professional Presentations

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