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Reluctance Toward Online Teaching

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Reluctance Toward Online Teaching

by

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Abstract

Online education has become a staple in the American higher education system. A shortage of qualified and motivated online instructors exists as online learning demand increases. The purpose of this qualitative study was to identify why faculty members are not motivated to teach online courses. This study sought to answer the following three questions: (1) Why are faculty members not participating in online instruction? (2) What incentives, if any, are likely to motivate non-participating instructors to adopt online instruction? and (3) What are the differences in perceptions regarding online instruction between faculty members who had been asked or had an opportunity to teach online and refused and faculty members who had tried online instruction and no longer teach online? Using a basic qualitative research design, I interviewed 20 unlimited, full-time faculty members of community and technical colleges who had been asked or had the opportunity to teach online and refused or who had tried teaching online and discontinued doing so. Through these interviews, I gained valuable insight into elements that hinder the motivation of community and technical college faculty members for teaching online. I further identified some factors that may motivate faculty members to embrace online instruction.

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Chapter 1: Introduction to the Study

Introduction

Institutions continue to grow their online course offerings and programs. Online learning has become a staple in American higher education and has been a feature for almost 30 years (Osika, Johnson, & Buteau, 2009; Legon & Garrett, 2018). Online learning has "moved from an experimental phase to an established institutional function" and most institutions address online education in their strategic planning processes (Legon & Garrett, 2017, p. 5). Online education provides unique opportunities to increase student access to higher education (Hiltz, Kim, & Shea, 2007). Learning via the internet has grown rapidly due to advances in technology and student demands (Tallent-Runnels et al., 2006). Online enrollment as a percentage of total enrollment at degree granting post-secondary institutions increased from 9.6% in 2002 to 33.5% in 2012 (Allen & Seaman, 2014). In the fall of 2012, 7.1 million students enrolled in at least one online course which was 411,757 more than fall of 2011 (Allen & Seaman, 2014).

Online learning is a significant part of the United States' higher education system (Legon & Garrett, 2017). Each year over one third of students at all institutions enroll in at least one online course (Legon & Garrett, 2017). Online learning plays a vital role in community and technical colleges' missions (Maier, 2012). These demands have resulted in continuous growth in community and technical colleges' offerings of online courses and degree programs.

Despite the continued growth of online education, faculty members are reluctant to embrace online instruction (Ward, Peters, & Shelley, 2010). While students are accepting online courses as valuable and legitimate, an *Inside Higher Ed* study of 4,564 faculty members found that 66% of faculty members felt the learning outcomes for online education as compared to face-to-face instruction were either "inferior" or "somewhat inferior" (Allen, Seaman, Lederman,

& Jaschik, 2012, p. 9). The same survey found that 58% of faculty members said they were more "fearful than excited" about the growth of online education (Allen et al., 2012, p. 5).

Instructors are demotivated to participate in online education for numerous reasons. A huge barrier to online teaching includes the perceived time commitment it requires (Seaman, 2009). Faculty members are often reluctant to adopt technology due to fear of failure, disinterest in new technology, or aversion to change (Friel et al., 2009). Another barrier to accepting online education includes insufficient compensation for the additional time and workload required (Green, Alejandro, & Brown, 2009). Given the current research on faculty skepticism toward online education and the growing need for online instructors, more research is needed to understand why certain faculty members are unmotivated to teach online.

Purpose and Significance of the Study

The main purpose of this study was to identify why faculty members are not participating in online instruction. Another purpose of this study was to locate what incentives, if any, may entice instructors to embrace online instruction. The study was significant because of the lack of research on online instructor motivation from the non-adopters' perspectives and the benefits the study may provide as explained below.

Research on online instructor satisfaction is extremely limited (McLawhon & Cutright, 2012). Little is known about what motivates faculty to teach online courses versus face-to-face courses (Johnson, 2015). This study is significant as previous studies have primarily centered on the student learner in online courses (McLawhon & Cutright, 2012). While a considerable amount of research has studied student engagement in online courses, instructor engagement in online courses has received less attention (Seaton & Schwier, 2014). The previous research that has focused on faculty motivation has only researched instructors who appear to be highly

committed to online instruction (Shea, 2007). The gap in the literature is understanding what inhibits the non-adopter (Zhen, Garthwait, & Pratt, 2008). Hunt, Davies, Richardson, Hammock, Akins, & Russ (2014) ended their research study by asking future researchers to investigate what would motivate faculty members with no experience teaching online to be motivated to do so. The majority of research studies have examined a few motivators and demotivators for online instruction from a small sample of instructors at a single institution (Shea, 2007). More research is needed to explain why online teaching has gained acceptance at many institutions but failed to thrive at others (Hiltz, Kim, & Shea, 2007). Additional research is warranted to examine relationships between demographic characteristics of faculty and their acceptance of online instruction and include faculty members from different disciplines (Gibson, Harris, & Colaric, 2008). Future research should investigate the concerns of faculty members when it comes to technology innovation and how these concerns relate to faculty development efforts (Baltaci-Goktalay & Ocak, 2006).

This study was completed for several reasons. It aimed to benefit higher education by finding out why some faculty members are not embracing online instruction. It also identified what incentives might motivate instructors to adopt online instruction. Answers to these questions can assist in training and retaining motivated online instructors. Institutions need to understand why certain faculty members are not embracing online instruction as faculty satisfaction is an important factor in delivering quality online education. Faculty members must reach and maintain levels of satisfaction while teaching online to provide students with high- quality learning opportunities (Bolliger & Wasilik, 2009). The success of online education relies on having participating faculty who provide quality instruction (Seaton & Schwier, 2014; Tabata & Johnsrud, 2008). When researchers found variations in learning outcomes in online courses

versus face-to-face courses, the differences were most likely related to instructor motivation (Finlay, Desmet, & Evans, 2004). The demand for online community and technical college classes and instructors is expected to increase, so immediate research on faculty and online teaching is needed (Maier, 2012).

Provosts consistently cited the difficulty of finding enough willing and prepared faculty to teach online as the greatest threat to cultivating their institutions' online goals. And, for many administrators, the challenge to find engaged faculty in online teaching is increasing (Mason et al., 2010). Numerous institutions are reaching out to instructors who previously declined to teach online as they have exhausted the list of instructors willing to teach online (Mason et al., 2010). Administrators need to understand faculty members' perceptions of online teaching to gain faculty support of online teaching (Wingo, Ivankova, & Moss, 2017).

Statement of the Problem

Educational institutions continue to offer online education to increase student access, generate additional revenue, and serve a generation of students who grew up with the internet (Bacow, Bowen, Guthrie, Lack, & Long, 2012). The number of faculty members developing and teaching online courses does not match the growth in online education (Lloyd, Byrne, & McCoy, 2012). Accommodating this growth requires cooperation from the majority of faculty members, not just the innovators (Hiltz, Kim, & Shea, 2007). It is not apparent what demotivates community and technical college faculty members from embracing online instruction. More research is needed on faculty members who are not committed to online instruction (Shea, 2007). Faculty motivation in online teaching is an important factor leading to student success and retention. Dedicated faculty members who are enthusiastic about online teaching are vital for successful online programs (Hiltz, Kim, & Shea, 2007).

Conceptual Framework Theories

Three frames were used to structure this research study. The three frames included Rogers' (1995) Diffusion of Innovations Theory, Vroom's (1995) Expectancy Theory of Motivation and Davis' (1986) Technology Acceptance Model. These three frames worked in tandem as this study sought to find out why faculty members are not participating in online instruction and what would motivate them to participate in online instruction. The primary theory upon which this study was based was Rogers' (1995) Theory of Diffusion of Innovations as it is applicable to both motivation and technology.

The other frames structuring this study included Vroom's (1995) Expectancy Theory of Motivation and Davis' (1986) Technology Acceptance Model. Vroom's (1995) Expectancy Theory of Motivation seeks to explore work motivation and incentives. What incentives, if any, would motivate faculty to be willing to teach online? A strong factor inhibiting some instructors from embracing online instruction includes technology acceptance. This inhibitor was investigated through the use of Davis' (1986) Technology Acceptance Model. Would promoting the ease of technology or demonstrating how online instruction can actually improve work performance motivate faculty members to be more open to teaching online?

Rogers' Theory of Diffusion of Innovations

The main theoretical frame scaffolding this study was Rogers' (1995) Diffusion of Innovations Theory. Rogers' theory offers one explanation on social change and is applicable to online education as he stated "the Internet has spread more rapidly than any other technological innovation in the history of humankind" (Rogers, 1995, p. xix). Since administrators are challenged with getting faculty members to adopt online instruction, finding out how to expedite the diffusion of online instruction is often a challenge. Rogers classified five adopter categories

of innovation including innovators, early adopters, early majority, late majority and laggards (Rogers, 1995, p. 281). Rogers also identified five characteristics that impact the diffusion of innovations which are compatibility, trialablity, complexity, observability, and relative advantage (Rogers, 1995, pp. 229-258). Identifying why the late majority are reluctant to adopt the innovation of online instruction and what incentives might expedite the diffusion process will help administrators with their challenge. When someone is faced with new technology, he or she often goes through an adoption decision. Rogers' five stages of the innovation process provides a useful lens to analyze the adoption of online instruction as it is "the process through which an individual (or another decision-making unit) passes from first knowledge of an innovation, to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of the decision" (Rogers, 1995, p. 170). This study included interviewing faculty who had tried online education and decided to no longer teach online.

Rogers called this discontinuance which he defined as "a decision to reject an innovation after it has previously been adopted" (Rogers, 1995, p. 21). Throughout this study, four out of the five expediting characteristics gave valuable insight into why instructors are not adopting online instruction, why instructors are going to discontinuance, and what might motivate faculty members to adopt online instruction.

Vroom's Expectancy Theory of Motivation

Vroom's Expectancy Theory of Motivation (1995) helps explain individual differences in work motivation. Expectancy theory is a cognitive process that is based on the premise that people will be more motivated at work if they believe they are competent and that their hard work will result in desired rewards (Vroom, 1995). Expectancy theory is based on three key elements: expectancy, instrumentality, and valence (Vroom, 1995). Expectancy is defined as

a “momentary belief concerning the likelihood that a particular act will be followed by a particular outcome” (Vroom, 1995, p. 20). Instrumentality is defined as the likelihood that achieving the performance level will actually result in the attainment of the reward. Valence is the employee’s desire for a reward or “affective orientations toward particular outcomes” (Vroom, 1995, p. 18).

Davis’ Technology Acceptance Model

The third theoretical frame structuring this study was Davis’ (1986) Technology Acceptance Model (TAM). In his dissertation research, Davis developed and tested his theoretical model on user acceptance. The main premise behind TAM is the assumption that people are more likely to accept technology when they believe using the technology will improve their work performance and it will be effortless (Venkatsch & Davis, 2000).

Integrated Framework

An integrated framework, which blended Rogers’ (1995) Theory of Diffusion of Innovation, Vroom’s (1995) Expectancy Theory of Motivation, and Davis’ (1986) Technology Acceptance Model, was used in study. The aforementioned theories all seek to study and explain individual motivation. Vroom’s (1995) Expectancy Theory of Motivation seeks to understand very general motivational factors such as expectancy, instrumentality and valence. It seeks to explain job satisfaction and job performance and uncovers the factors that cause people to be satisfied at work and what influences human performance. However, Vroom’s (1995) Theory of Motivation does not specifically address the impact that new technology acceptance has on human motivation and job satisfaction which is what necessitated the use of the other two frames. This study examined how Rogers’ (1995) factors (compatibility, trialablity, complexity, observability, and relative advantage) impacted Davis’ (1986) Technology Acceptance Model

which looks at the intention to teach on line in terms of its ease of use and perceived usefulness. The compilation of these three theories provided a comprehensive theoretical lens to explain faculty members' motivation to teach online.

Research Questions

With online education continuing to grow, further research regarding faculty acceptance of online instruction is critical. This study was guided by the following research questions:

Question One: Why are faculty members not participating in online instruction?

Question Two: What incentives, if any, are likely to motivate non-participating instructors to adopt online instruction?

Question Three: What are the differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online and refused and faculty members who have tried online instruction and no longer teach online?

Summary

Student online enrollment continues to increase and administrators have a vested interest in providing quality online courses. The explosion of online programs and courses requires a highly qualified pool of faculty (Allen & Seaman, 2013). Administrators need to ensure faculty members are motivated to teach online. Because of the importance of motivated faculty members to embrace online education, this study was designed to find out why faculty members are not embracing online instruction and identify what incentives might motivate instructors to adopt online instruction. This study was framed by Rogers' (1995) Diffusion of Innovations Theory, Vroom's (1995) Expectancy Theory of Motivation, and Davis' (1986) Technology Acceptance Model.

Chapter 1 presented an introduction to the research study regarding the motivational levels of community and technical college instructors who do not teach online. The purpose and significance of the study, statement of the problem, conceptual frameworks, and research questions were overviewed. Chapter 2 provides a review of the literature and the theoretical frameworks structuring this research. Chapter 3 outlines the methodology. Chapter 4 presents the findings of this study. Chapter 5 concludes with suggestions for future research and implications of this study for theory and practice.

Chapter 2: Review of the Literature

Chapter 1 presented the purpose and significance of this study, the statement of the problem, conceptual framework theories, and research questions. Chapter 2 presents a review of the literature of online education, history of online education, anticipated growth of online education, acceptance of online education, requirements for effective online instruction and faculty members' perceived inhibitors and motivators to teaching online. Chapter 3nds with arguments addressing why Rogers' (1995) Theory of Diffusion of Innovations, Vroom's (1995) Expectancy Theory of Motivation and Davis' (1986) Technology Acceptance Model were appropriate for structuring this study.

Definitions of Online Education

The definitions of online education vary depending on source and context and have been redefined over the years (Maguire, 2008). The United States Education Department (n.d.) uses online education interchangeably with distance education. The following definitions note that online education involves the separation of teacher and learner and online education is provided through the internet. Schlosser and Simonson (2006) concluded most definitions of distance education "include the separation of teacher and learner, the use of media to unite teacher and learner" (p. 28). Online education was defined as "learning that utilizes the internet as the sole medium of instructional communication between professor and student with no presence of the professor or student in the physical classroom at the same time" (Boston, Ice, & Gibson, 2011, para. 6). Distance education has been defined as "education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously" (IPEDS, 2016). Allen and Seaman (2011) defined an online course as "a course where most or

all of the content is delivered online" (p. 7) and typically has no face-to-face meetings. Technologies used for instruction may include the following: internet, one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices, audio conferencing, video cassettes, DVDs, and CD-ROMs (IPEDS 2016-2017 Data Collection System (2016).

Online education can be defined as "an approach to teaching and learning that utilizes internet technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced" (Blackboard, n.d., p. 1). Distance education is "planned learning that normally occurs in a different place from teaching, requiring special course design and instruction techniques, communication through various technologies, and special organizational and administrative arrangements" (Moore & Kearsley, 2005 p. 2).

For the purpose of this study, I used Moore and Kearley's definition of distance education and Allen and Seaman's definition of an online course. This study was based on instructors' reluctance to teach fully online courses. These definitions worked well for this study as both describe fully online asynchronous courses.

Historical Overview of Online Education

Online education's roots can be traced back to the late 1800s when it was commonly referred to as "correspondence, home, or independent study" (Moore & Kearsley, 2005, p. 24). Distance education has evolved through several generations. Authors Moore and Kearsley (2005) categorized the history of distance education through five generations: correspondence, broadcast radio and television, Open University, teleconferencing, and internet/web.

Generation One: Correspondence

Beginning in the late 1800s with the inventions of the postal service and railway system, people who wanted to study at home could obtain instruction (Moore & Kearsley, 2005). Correspondence courses can be credited also to the 1862 Morril Act which directed universities to expand educational boundaries (Moore & Kearsley, 2005). In 1873, Anna Ticknor, a Harvard professor, spearheaded Ticknor's Society to Encourage Studies at Home (Larreamendy-Joerns & Leinhardt, 2006). Ticknor's Society to Encourage Studies at Home included instruction in six programs through mail correspondence targeting women. In 1900, Cornell University developed a program for women in rural New York and within five years, 20,000 women enrolled (Moore & Kearsley, 2005). The University of Chicago is credited with being one of the first universities to promote teaching via mail (Larreamendy-Joerns & Leinhardt, 2006). In 1878, Bishop John H. Vincent created the Chautaqua Literary and Scientific Circle, which offered a four year correspondence course in reading (Moore & Kearsley, 2005).

Generation Two: Broadcast Radio and Television

Advances in technology provided distant students the ability to learn via new methods. The Latter Day Saints' University of Salt Lake City was issued the first educational radio license by the government in 1921 (Moore & Kearsley, 2005). The State University of Iowa offered its first five for-credit radio courses in 1925 (Moore & Kearsley, 2005). In the 1920s, 176 radio stations were used for instruction at institutions and by the 1930s, television teaching programs were implemented at the State University of Iowa, Purdue University and Kansas State University (Schlosser & Simonson, 2006). College credits were not given for broadcast television until the 1950s (Schlosser & Simonson, 2006). From 1950 onwards, Ford gave millions of dollars in grants for educational broadcasting and in 1962, the Educational Television

Facilities Act funded the construction of educational television stations (Moore & Kearsely, 2005).

Generation Three: Open University

The Open University was founded in 1970 as the United Kingdom's first major distance learning provider and is now Europe's largest university (Tresman, 2002). The Open University is known in the United Kingdom as "the OU" (Moore & Kearsely, 2005, p. 34) and has an annual enrollment of more than 200,000 students which shows that distance is no barrier to delivering high quality education (Moore & Kearsley, 2005). Other open universities include: China TV University System with enrollment at 530,000; Indira Ghandi National Open University with enrollment at 242,000; Universitas Terbuka with enrollment at 353,000; and Anadola University with enrollment at 577,804 (Moore & Kearsely, 2005). Since this generation is using techniques of the previous generations it could be argued it is not a new generation. In the spring of 1999, the OU created the U.S. Open University in Denver, Colorado. The U.S. Open University closed in 2002 due to problems associated with reduced support from the OU, conflicts with the OU's curriculum, challenges entering a new market, lack of accreditation, and poor business planning (Meyer, 2006).

Generation Four: Teleconferencing

The first technology to be used in teleconferencing was audio-conferencing which allowed for a number of sites to be joined together. Satellite communication started in 1965 with the launch of the Early Bird Satellite which enabled the University of Alaska to offer continuing education courses for teachers (Moore & Kearsley, 2005). Satellite technology in the 1980s led to growth in instruction via the television and fiber-optic communications in the 1980s and 1990s resulted in high quality audio and video distant teachings (Schlosser & Simonson, 2006).

Generation Five: Internet/Web

With the proliferation of the World Wide Web in the 1990s, online courses started gaining popularity (Dobbs, Waid, & Carmen, 2009). In 2006, 35% of higher education institutions offered entire programs online (Bolliger & Wasilik, 2009) and by 2013, 70% of higher education institutions offered fully online programs (Johnson, 2015). Undergraduate enrollment in at least one online course is most common at public two-year institutions while undergraduate enrollment in online degree programs is most common at for-profit institutions (United States Department of Education, IPEDS, 2012).

The Growth and Importance of Online Education to Higher Education

The number of students enrolling in at least one online course continues to increase annually. In 2000, 8% of undergraduates enrolled in at least one online course (Radford, 2011). In 2008, 20% of undergraduates enrolled in at least one online course (Radford, 2011). In 2013, 33% of undergraduate students enrolled in at least one online course (Allen & Seaman, 2013). The growth rate for students taking online courses is larger than the growth rate of the overall higher education student population (Allen & Seaman, 2014). In fall of 2012, the annual growth rate of total enrollment was 1.2%, while the annual growth rate of online enrollment was 6.1% (Allen & Seaman, 2014) Online enrollment as a percentage of total enrollment at degree granting post-secondary institutions increased from 9.6% in 2002 to 33.5% in 2012 (Allen & Seaman, 2014). Community and technical colleges started having larger online enrollment numbers than four-year institutions beginning in 2000 and the trend continues (Allen & Seaman, 2008). The following Table One presents total and online enrollment in degree-granting postsecondary institutions from fall 2002 through fall 2012 (Allen & Seaman, 2014).

Table 1

Total and Online Enrollment in Degree-granting Postsecondary Institutions–Fall 2002 through Fall 2012

Year	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Online Enrollment Increase over Previous Year	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	368,427	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	358,386	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	850,267	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	308,331	9.7%	19.6%
Fall 2007	18,248,133	2.8%	3,938,111	449,730	12.9%	21.6%
Fall 2008	19,102,811	4.7%	4,606,353	668,242	16.9%	24.1%
Fall 2009	20,427,711	6.9%	5,579,022	972,669	21.1%	27.3%
Fall 2010	21,016,126	2.9%	6,142,280	563,258	10.1%	29.2%
Fall 2011	20,994,113	-0.1%	6,714,792	572,512	9.3%	32.0%
Fall 2012	21,253,086	1.2%	7,126,549	411,757	6.1%	33.5%

(Allen & Seaman, 2014).

Policy makers at institutions introduced online education to increase access to learning and training opportunities, provide opportunities for updating skills, improve cost effectiveness, enhance the capacity of the educational system, balance inequalities between age groups, deliver targeted programs, and teach new subject areas (Moore & Kearsley, 2005). Online education is

still in the growth stage and is central to numerous institutions' long-term strategic goals (Allen and Seaman, 2010). The largest demand for online education is predicted for the near future as "digital natives" are now entering higher education (Moloney & Oakley, 2010). Digital natives are people who "have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (Prensky, 2001, p. 1). The continued growth in online enrollments has come from institutions moving from offering only a few online courses to offering fully online degree programs, not from institutions starting brand new online programs (Allen & Seaman, 2013).

The growth in online education will require more faculty members to embrace online instruction. Jaschik andLederman (2014) surveyed 1,054 faculty members and found that one in three professors taught an online course. They found the top reasons for not teaching online include never being asked, not being interested, and not believing online education has value. A study by the Pew Research Center found half of the 1,055 college presidents surveyed agreed online learning will continue to grow and ten years from now the majority of students will be taking online courses (Anderson, Boyles, & Rainie, 2012). That study also reported that 62% of college presidents predicted ten years from now more than half of undergraduate textbooks will be entirely digital (Taylor, Parker, Lenhart, & Patten, 2011). In a Pew Research Survey of 1,021 higher education stakeholders, 60% of respondents agreed that by 2020, higher education will include a mass adoption of online education and learning will take place less frequent on-campus (Anderson, Boyles, & Rainie, 2012). In that same study, 50% of higher education administrators believed that most students at their institutions would be enrolled in at least some online classes by 2020 (Anderson, Boyles, & Rainie, 2012). Many institutions are experimenting with

advanced teleconferencing and distance learning platforms to improve online engagement (Anderson, Boyles, & Rainie, 2012).

Online Education Acceptance

Research on the effectiveness of online education has been mixed (Osborne, Kriese, Tobey, & Johnson, 2009). While researchers have found student learner outcomes in online courses to be comparable to face to face courses (Cavanaugh & Jacquemin, 2015; Johnson, Aragon, Shaik, & Palma-Rivas, 2000; Lim, Morris, & Kupritz, 2007), acceptance of online education varies depending on audience (Taylor, Parker, Lenhart, & Patten, 2011). In a telephone survey of 2,142 adults ages 18 and older, only 29% of American adults viewed an online course as equivalent to a face-to-face course (Taylor, Parker, Lenhart, & Patten, 2011).

Student Acceptance

Community college students are split on whether the quality of online education is comparable to face-to-face education (Public Agenda Foundation, 2013). In a survey of 215 community college students, 42% reported they learned less in online courses while 53% reported they learned about the same (Public Agenda Foundation, 2013). Thirty eight percent of students surveyed reported online was harder to pass than traditional courses, while 39% reported they were the same (Public Agenda Foundation, 2013). Many community college students (41%) wished they took fewer classes online (Public Agenda Foundation, 2013).

Faculty Acceptance

Allen et al. (2012) conducted a survey on the attitudes and practices related to online education. The survey was a nationally representative sample of higher education faculty who taught at least one course during the year. A total of 4,564 faculty responded, including faculty from two-year, four-year, all Carnegie classifications, and public, private nonprofit, and for-

profit institutions. Of the respondents, 75% were full-time, 33% taught online, 50% were female, and o0% had been teaching for 20 plus years. Nearly two-thirds (66%) of faculty said they believed that the learning outcomes for an online course were inferior or somewhat inferior to those for a traditional course. Less than 6% of faculty considered online to be either superior or somewhat superior to face-to-face courses. Of the 1,054 faculty respondents of a quantitative research study, 55% of faculty strongly disagree or disagree that online courses have equivalent student learning outcomes to those of face-to-face courses (derman, 2014). Only 9% of the 1,054 faculty responding strongly agreed that online courses can achieve student learning outcomes that are equivalent to those in face-to-face courses (Jaschik & Lederman, 2014).
Eighty-three percent of faculty reported online courses were of lower quality than face-to-face courses with respect to student interaction (Jaschik & Lederman, 2014).

Maier's 2012 mixed-method study of 328 community college faculty from 12 colleges, found faculty who currently teach online are passionate about the quality of online learning but believed that the quality of online education was often not recognized by those teaching face-to-face and by administration. Less than one quarter of instructors reported their institutions had necessary tools in place to assess online learning (Allen & Seaman, 2012).

Administrator Acceptance

Allen et al. (2012) conducted a second survey of 591 academic administrators of which slightly more were male and 30% had a tenure of 20 plus years. The study's focus was on attitudes and practices related to online education. While in their first survey they found the majority of faculty believed the learning outcomes for an online course were inferior or somewhat inferior to those for a traditional course, only 20.8% of all administrators felt the

learning outcomes in an online course were inferior or somewhat inferior compared to a face-to-face course.

Findings from a web survey of 1,055 college and university presidents nationwide found 51% of four year public college presidents reported online courses provided equal value to that of face-to-face courses (Taylor, Parker, Lenhart, & Patten, 2011). Private college presidents were more skeptical and only 36% believed taking an online course provided the same value as taking a course face-to-face (Taylor, Parker, Lenhart, & Patten, 2011).

Employer Acceptance

Employers are not yet sold on online education and most trust traditional instruction over online instruction (Public Agenda Foundation, 2013). In a survey of 656 companies and organizations (mostly human resource professionals), 42% of employers believed students learned less in online-only degree and certificate programs than in face-to-face programs and 39% believed online only degrees were easier to pass than face-to-face degrees (Public Agenda Foundation, 2013). Most employers (56%) preferred an applicant with a traditional degree from an average school over a candidate with an online degree from a top university (17%), while 21% of employers reported the type of degree did not matter (Public Agenda Foundation, 2013). Graduates who studied exclusively online saw their earnings grow less than graduates who studied partially online and in-person (Straumsheim, 2017).

The acceptance of online education is mixed. Despite the skepticism of faculty respondents, administrators reported more optimism that online education provides equal value to that of face-to-face courses. Most employees preferred an applicant with a traditional degree over a candidate with an online degree.

Requirements of Effective Online Instructors

As colleges continue to transition face-to-face courses into online courses to remain competitive and increase student access, the need for trained faculty willing to develop courses and teach online increases (Keengwe & Kidd, 2010). Research studies have been completed to identify successful online teaching characteristics. The instructor's role in the online learning environment has been coined "guide on the side" (Baran, Correia, & Thompson, 2013, p. 429).

Teaching online requires special skills since many strategies are constrained to a text-based environment (Savery, 2005). Instructors are required to modify their teaching methods and adapt their courses for the online learning environment (Conceicao & Lehman, 2010; Maier 2012). Instructors feel lost and overwhelmed by not understanding all elements of online instruction (Conceicao & Lehman, 2010). Many instructors assumed they will not like teaching online prior to trying an online course based on perceptions of their comfort with technology, personality type, and lack of familiarity with taking an online course (McLawhon & Cutright, 2012).

Palloff and Pratt (2011) identified several characteristics that distinguish excellence in online teaching. The ability to accomplish all of the items on the list through the use of technology without meeting students in person is what sets excellent online instructors apart. The characteristics (several of which are applicable to all instruction regardless of format) include the following:

- Understands the differences between face-to-face and online teaching and can effectively implement them into development and facilitation of online classes
- Committed to this form of teaching and uses the online environment to his or her advantage in delivering an online class

- Able to establish presence early in the course and encourages students to do the same
- Highly motivated and in turn is a good motivator for students
- Understands the importance of community building and devotes time at the start of the class to that function
- Promotes interactivity between students through development of good discussion questions that engage them and encourage them to seek out response material on their own
- Incorporates collaborative work into the design and delivery of an online class
- Respects students as partners in the learning process
- Is active and engaged throughout the course, providing timely, constructive feedback throughout
- Open, flexible, compassionate, responsive and leads by example (Palloff & Pratt, 2011, pp. 13-14)

Savery (2005) distinguished key characteristics of successful online instructors that he termed "VOCAL"– visible, organized, compassionate, analytical and leader-by-example. He contended the instructor who exhibits these traits will induce productive and positive learning experiences with students. He emphasized that being a "VOCAL" instructor does not mean one who talks a lot. Savery (2005) contended it is extremely important to be visible online because the dynamics of an asynchronous class are different. Verbal communication is largely replaced by text and if long periods of time have passed without an instructor's presence, students take on a passive role themselves. Instructor visibility can be accomplished through an instructor sharing personal and professional information, providing timely feedback, broadcasting messages, updating the homepage and calendar frequently, and interacting through videos and audio

messages. Organization is required as students taking an online course most likely have busy schedules. Online learners want to have clear expectations so they can organize their schedules to meet course deadlines.

Baran, Correia, and Thompson (2013) conducted a qualitative multiple-case study examining six different cases of exemplary online educators. They identified seven abilities and characteristics successful online instructors need (several are also applicable to face-to-face instructors): (1) creating course content; (2) designing and structuring online courses; (3) building relationships with students; (4) enhancing those relationships; (5) guiding student learning; (6) evaluating online courses; and (7) maintaining teacher presence. They suggested that when instructors discussed their successes, they "often linked them to their changing roles" (Baran et al., 2013, p. 2).

Yang and Cornelious (2005) provided several recommendations to improve the quality of online instruction. They recommended faculty should not be forced to teach online courses if they do not wish to teach online. They suggested that training must be user friendly and mentors should be readily available. They felt that online courses should have limited enrollment so instructors can focus on communicating and interacting with fewer students and students should be encouraged to provide continuous feedback to improve the learning environment. They noted instructors should take online courses to understand how technology works and instructors must have the support of other instructors, administrators, and technicians. Another suggestion was to have instructors experiment with various types of design methods. Several of these recommendations can also benefit face-to-face instructors.

The need for online trained faculty motivated to teach is increasing (Maier, 2012). Teaching online requires a different set of skills than teaching face-to-face such as the ability to

build presence from a distance, effective use of online technology, and the ability to communicate non-verbally. Some of the recommendations for effective online teaching could be applicable to face-to-face teaching and include the ability to establish presence, being highly motivated, respecting students, being active and engaged, and having compassion.

Training for Online Instructors

The quality of online courses is related to how institutions respond to the needs of online instructors (Baran & Correia, 2014). Faculty members are rarely provided the pedagogical skills training required to teach online (Lackey, 2011; Palloff & Pratt, 2011). There has been little improvement over the past decade in increasing the instructional and technical support institutions should provide faulty members to successfully teach online (Lackey, 2011). Bunk, Li, Smidt, Bidetti, and Malize (2015) suggested that university administrators may find it beneficial to implement practices and policies that instill a level of excitement about online instruction in all faculty members regardless of online teaching experience. This may lead to less resistance and a positive climate for online instruction (Bunk, et al., 2015). Successful online teaching programs should involve the voice of teachers who reflect on their past experiences, assumptions and beliefs toward learning and teaching (Baran et al., 2013). Effective online education training programs provided continuous faculty support in terms of mentoring, shadowing, and workshops (Wolf, 2006). Conceicao and Lehman (2010) surveyed 38 faculty members and found in order to find the work/life balance online teaching required, they needed to identify efficient design, support, teaching, and time allocation strategies. These strategies included anticipating course responsibilities and student learning needs, finding one-on-one support systems with training and instructional design support, and

having the discipline to block out time designated for online teaching (Conceicao & Lehman, 2010).

The TRAIN approach should be used to assist faculty transitioning to online instruction (Ballantyne, Schreiner, & Thacker, 2016). TRAIN stands for training, review, assistance, interaction, and networking. Faculty members who teach online need training to feel comfortable teaching online. Once faculty members start teaching online, they need to be reviewed and the review must be a safe process. Throughout the review process, faculty members must be supported and provided assistance in developing course delivery. Faculty members should be versed in how to create multiple interaction opportunities with students.

Creating strong networking support systems among faculty members is crucial to the success of the training process. It is important for the online instructor to feel he or she is not alone.

Identity Change: Transitioning to Online Instruction

As online education programs and course offerings continue to increase, instructors are required to change the way they teach and modify their teaching methods to fit the online learning environment (Conceicao & Lehman, 2010). Implementing change often necessitates people relinquish attached identities which may have made people feel successful (Morgan, 1986). Some of the challenges instructors face when moving from face-to-face teaching to online teaching include transforming courses to an online format, getting to know students from a distance, managing time when there is 24-hour access, building relationships with distant instructors, and finding excitement teaching in a new fashion (Thormann & Zimmerman, 2012,

p. 164). Teaching online requires a different skill set than teaching face-to-face such as stronger computing skills and course delivery system design skills (Wolf, 2006). Good online teaching increases the instructor's role as a "learning facilitator" (Palloff & Pratt, 2013, p. 28). According

to Keengwe and Kidd (2010), the online instructor has four roles which included pedagogical, social, managerial, and technical. The pedagogical role involves educational facilitation; the social role involves creating a friendly environment; the managerial role involves setting agendas, pacing the course and making decisions; while the technical role involves being comfortable with the technology and ensuring students are comfortable as well.

In a qualitative study conducted by Willment, Baynton, Groen, and Slater (2005) of six full-time faculty members new to online teaching, they found several faculty members struggled with knowing and understanding the dynamics of successful teaching and learning in facilitating an online environment. Quotes such as "I wasn't being me; I wasn't being me as a professor" (p. 77) evidenced their findings. They also heard from instructors who felt they lacked confidence in teaching online and feared "looking stupid" (p. 77).

The transition from traditional face-to-face teaching toward online teaching initiates a role change, and when some instructors had to change teaching styles, they felt a threat to their identities (Redmond, 2011). Redmond's (2011) four-year qualitative study of two instructors as they moved from teaching face-to-face to hybrid teaching to online teaching, found both reported significant changes in pedagogical practice when moving from face-to-face teaching to online instruction. Instructors noted teaching online was a "steep and ongoing learning curve" and their identities changed from content provider to facilitator particularly when moving from blended teaching to fully online teaching (Redmond, 2011, p. 1057).

Maier's (2012) mixed method study consisted of 328 community college faculty members. Maier found one third of the respondents reporting feeling isolated from their colleagues. A sense of isolation was noted numerous times in various interviews with one

faculty member stating, “Teaching online is an isolated task and one feels like there is no one out there who is able to offer help or insight” (Maier, 2012, p. 888).

Roles involved in online teaching have been identified as “process facilitator, adviser-counselor, assessor, researcher, content facilitator, technologist, designer, and manager-administrator” (Goodyear, Salmon, Spector, Steeples, & Tickner, 2001, p. 69). The “process facilitator” facilitates the range of online activities that are supportive of student learning. The “adviser-counselor” role offers advice or counseling to students to keep them engaged. The “assessor” provides grades, feedback and validation of students’ progress. The “researcher” produces new knowledge. The “content-facilitator” facilitates the learners’ understanding of course content. The “technologist” improves technology in the course. The “designer” ensures online assignments are worthwhile. The “manager-administrator” ensures security and record keeping (Goodyear et al., 2001, p. 69). These roles could also be considered important for face-to-face educators.

Baran et al.’s (2013) research study involved ethnographic interviews with six teachers who were nominated as outstanding online teachers by their online program coordinators. The program coordinators defined exemplary online teachers as those who received high student evaluations, were not afraid to try new technology, managed time effectively, cared about students, had excellent communication skills and were motivated to teach online. Two concerns noted by faculty members were no longer being able to physically interact with students and lack of immediate exchange of conversations. The lack of audiovisuals challenged them in terms of identifying individual student needs and being able to immediately address those needs. All teachers felt they needed to repeat the same answer each time they interacted with students. Four of the six teachers said using new technology was

important to guide students' learning. All six said they spent more time teaching online as online students were easier to "fall through the cracks" than their face-to-face peers (p. 27). Three of the six teachers used videos to meet the concern of lack of physical interaction. All six reported it was important to transfer their traditional classroom teaching philosophies, values, and successful teaching strategies to the online classroom. They asserted that while teachers held on to traditional assumptions, they faced challenges that made them revise their teaching strategies.

In Conceicao's (2006) phenomenological study of 10 college faculty members (5 women, 5 men) teaching at four-year institutions, the instructors saw their roles change when teaching online. The participants noted they were instructional designers who designed the online course; facilitators who engaged the learners; and catalysts for instigating conversations and learners' participation in the learning process. A common theme concerned the intense work involved in designing and delivering an online course. One faculty member reported "You're just online nonstop. You can't leave" (p. 38). Another faculty member was concerned as he felt his learners expected him to be present seven days a week, 24 hours a day, since the students completed homework on the weekends. The majority of faculty members reported that teaching online required "intense cognitive effort to stay engaged in conversation and keep the class focused" (p. 39).

Teaching persona is a new emerging concept in online teaching (Baran et al., 2013). In the online education literature, persona is used to define the role that an instructor takes in the online environment. Baran et al.'s (2013) studied six instructors and found instructors had to engage in numerous activities to make themselves more visible online thus creating their teaching persona. The instructors placed a stronger emphasis of getting to know their online students than their face-to-face students. They also believed they

were more inclined to develop teaching strategies with continuous reflection and feedback online versus face-to-face.

Since many instructors struggle to find a new identity while teaching online, administrators need to understand the level of change they are implementing and match it with appropriate strategies such as being proactive, engaging all stakeholders, building on strengths, and creating structures that encourage adaptation (Kezar, 2014). Administrators must also train faculty members and support identity transformation. Kezar (2014) summarized the concepts of organizational change by offering the following insights: (a) "Individuals will have greater resistance to changes that are outside their existing understandings," (b) "Individuals will have greater resistance to changes that are outside their existing values," and (c) "Individuals will have greater resistance to changes that they do not perceive as serving their interests" (p. 47).

Instructing online is fast becoming a role expectation for faculty members (Wolcott, 2003). With this new role, comes changes in faculty members' workloads, instruction and identities. A common identity change theme was online instructors felt more like "learning facilitators" than instructors (Palloff & Pratt, 2013, p. 28). Other identity changes faced by instructors were having to learn to build presence from a distance and not being able to immediately answer students' questions. Other concerns regarding the role of an online instructor were the intense work involved in designing and delivering the course.

Instructor Motivators/De-Motivators–Who is/is not Embracing Online Education

In terms of who is more motivated or de-motivated to teach online, differences have been recognized given a faculty member's gender, age, employment status, and computer expertise. In Shea's 2007 quantitative study of 386 faculty members, females were more motivated to teach online because of the flexibility it offered. Females were more likely than males to develop and

teach online courses (Seaman, 2009). In a survey of 75 faculty members, men reported higher levels of profciency and comfort with technology (Lloyd, Byrne, & McCoy, 2012). Regarding growth of online education, female faculty members were slightly less optimistic than male faculty (Allen et al., 2012). Faculty 45 years and older were more motivated to experiment with new pedagogy, while younger faculty were more motivated to teach online as they believed it would lead to promotions or tenure status (Shea, 2007). Faculty ages 45-60 ranked institutional barriers and inadequate compensation as higher barriers than did younger peers (Lloyd, Byrne, & McCoy, 2012).

Part-time faculty members were more motivated to teach online as they saw it as promoting job security (Shea, 2007). Faculty members teaching the longest were slightly less likely to express "more excitement" than were newer instructors (Allen et al., 2012). Non tenured faculty members were "more excited" than tenured faculty members to teach online (Allen et al., 2012).

Those faculty members who had high computer skills were more motivated to teach online since it presented them with new opportunities to mentor their peers (Shea, 2007). Gautreau (2011) conducted a quantitative research study of 42 tenured and tenure track faculty members and found faculty members who were more proficient with technology were more likely to use technology in instruction. Faculty members who have taught at least one online course were more optimistic about the quality of online education than their peers who have not taught an online course (Jaschik & Lederman, 2014). Seventy-five faculty members surveyed reported instructors that had the least experience with online education felt the barriers to teaching online were greater than experienced online faculty members and any type of online teaching experience seemed to reduce barriers (Lloyd, Byrne, & McCoy, 2012). In an online

questionnaire completed by 121 respondents, most faculty members who had no experience teaching online were less motivated by compensation and were more concerned with their lack of technological abilities, lack of training and not being able to be responsive to students than experienced online faculty (Hunt et al., 2014). Hunt et al., (2014) reported experienced faculty members were less concerned with lack of time to monitor the course, course content, work overload, and not meeting learning outcomes than other faculty members. The three main reasons for not teaching online cited by 675 faculty members surveyed who have never taught an online course, included they never had been asked, they were not interested, and they did not believe online courses offered educational value (Jaschik & Lederman, 2014). Within that group of faculty members who had not taught an online course, 24% (162) said they were not interested in teaching online (Jaschik & Lederman, 2014).

Instructor De-Motivators for Engaging in Online Instruction

Maguire (2008) summarized the literature reviewing the barriers and motivators surrounding faculty participation in online distance education. Maguire reviewed 13 studies, eight of which used both qualitative and quantitative methods, four of which were quantitative, and one study was qualitative. The findings of the review include the following de-motivators for participating in online teaching: lack of standards, threat of fewer jobs, time required, lack of institutional support, lack of tenure and promotion associated with the added responsibility and lack of training and support. Below are summaries of additional studies that confirm these findings.

Instructor De-Motivators–Personal Barriers

An important concern for proponents of online education has been the ongoing resistance among numerous faculty members (Allen & Seaman, 2013). Faculty members have cited

substantial personal barriers and resistance to teaching online (Shea, Pickett, & Li, 2005). One big challenge is instructors' own reluctances to teach online (Horvitz, Beach, Anderson, & Xia, 2015). While students are accepting online courses as valuable and legitimate, less than one- third of faculty members accepted their validity (Allen & Seaman, 2011). Concerns regarding the quality of online education continue to be primary reasons faculty members resist teaching online (Allen et al., 2012). Some instructors are concerned with the image of online education in general. In one research study, almost 70% of the 121 faculty members surveyed answered "No" to the question "Do you think an online degree is as prestigious as a traditional degree?" (Stewart, Bachman, & Johnson, 2010, p. 606). Nearly 65% of 3,423 faculty members surveyed who had not taught online courses feared the online environment (Allen et al., 2012). Faculty members with no online experience were negative regarding online learning outcomes (Seaman, 2009). Haber and Mills (2008) held focus groups with 14 faculty members who reported experiencing dissatisfaction with lack of online training, support, and respect for online courses. In a quantitative study of 110 online instructors, researchers found prior to even teaching online, many instructors assumed they would be dissatisfied based on their perceptions of their technical skills, personality, and unfamiliarity with online learning (McLawhon & Cutright, 2012).

Instructor De-Motivators–Time Commitment

A huge barrier to online teaching includes the perceived time commitment it requires (Conceicao, 2006; Seaman, 2009). Researchers found online courses demand more time and instructors felt teaching online was more challenging than teaching face-to-face (Cavanaugh, 2005; Seaton and Schwier, 2014). Boettcher (2004) found that an instructor needed 10 hours to design one hour of online instruction. Many instructors described the constant students' demands to be online and responsive at all hours of the day to be demotivating factors

(Conceicao & Lehman, 2010; Hiltz, Kim, & Shea, 2007). Bolliger and Wasilik (2009) found, while surveying 102 online instructors, the majority of the instructors (59.4%) agreed or strongly agreed that online teaching required more workload than traditional teaching. A majority (54%) of the 500 online instructor respondents reported their concerns over time commitment might demotivate them from teaching online courses (Green, Alejandro, & Brown, 2009). Haber and Mills (2008) found in their qualitative study of 14 community college faculty members found the majority of faculty members identified time demands as a barrier to online teaching. The faculty members interviewed agreed that online instruction was not a time saver.

Instructor De-Motivators–Technology

Faculty members are often slow to adopt new technology due to fear of failure, disinterest in new technology, or aversion to change (Friel et al., 2009). Inhibitors to online teaching are one's use and comfort level of technology and the time commitment required to feel comfortable using a new pedagogical method. When instructors use new technology in education, they experience physical, emotional, and psychological issues (Palloff & Pratt, 2007). Instructors' beliefs about their competency to learn and master technology affected their behaviors to use or avoid using it (Buchanan, Sainter, & Saunders, 2013). Leaders in higher education agreed that, due to a variety of factors, teachers often fail to take advantage of all that technology affords (Brinkerhoff, 2006). Barriers to technology acceptance have been grouped into four main categories: resources, institutional and administrative support, training and experience, and attitudes and personality (Brinkerhoff, 2006). Maier (2012) and Brinkerhoff (2006) reported an inhibitor to teaching online is one's anxiety towards technology and technology failures. Another frustration with online technology is students' inability to use the

required technology (Gibson, Harris, & Colaric, 2008). Some faculty members believed it was not their responsibility to teach students how to use technology.

Instructor De-Motivators–Compensation

In their survey of 500 distant education faculty members, Green, Alejandro, and Brown (2009) found another barrier to online instruction was insufficient compensation. Forty-nine percent of faculty members surveyed reported the lack of sufficient compensation in comparison to the workload as an inhibitor to embracing online instruction. Shea (2007) also found in his study of 386 faculty members teaching online in 36 colleges the top barrier to online instruction to be inadequate compensation for the additional time commitment it required. Historically, faculty members' use of technology has not been formally rewarded through advancement in rank, tenure status or compensation (Wilson, 2001). Haber and Mills (2008) also found faculty members complained that there was a lack of additional compensation, which they believed was necessary for taking on the new instructional method.

Instructor De-Motivators–Academic Integrity

Another barrier to online teaching was academic integrity. Wright (2014) found in his mixed-method study of 363 surveyed faculty members and 14 interviewed faculty members, cheating and academic dishonesty were cited as major barriers. Haber and Mills (2008) identified that faculty members had serious reservations about their ability to ensure that the students completing the assignments were actually submitting their own work. Faculty members in their study expressed concerns over greater numbers of plagiarism and academic dishonesty in their online courses.

Instructor De-Motivators–Institutional

Deterrents to online teaching are not just personal. Faculty members have reported several deterrents to online teaching within the institution itself (Maguire, 2008). Institutional inhibitors include concerns regarding lack of administrative and technical support (Seaman, 2009). Faculty members have experienced dissatisfaction with lack of online training, support and respect for online courses (Haber & Mills, 2008). Only one quarter of faculty members felt their institutions had proper tools to access online instruction (Allen, Seaman, Lederman, & Jaschik, 2012). Additional inhibitors to online education included lack of online standards (Maguire, 2008). The absence of online policies that train, guide, and reward online faculty members were demotivating factors (Hiltz, Kim, & Shea, 2007). Campus administrators underestimate the time and commitment required for online teaching resulting in low levels of training support and resources (Lackey, 2011).

The top demotivating factors of online teaching acceptance were insufficient compensation, the amount of time required to design and teach online classes, and the lack of institutional support (Conceicao, 2006; Seaman, 2009; & Shea, 2007). Green, Alejandro, and Brown's (2009) and Shea's (2007) studies were the most comprehensive in terms of number of faculty members surveyed. Both studies included faculty members who were currently teaching online. These studies were limited to studying participants who appeared highly committed to online teaching. More research is needed to study faculty members who have rejected or not had the opportunity to teach online (Shea, 2007). This study focused on full-time faculty members who have been asked to teach online and refused and faculty members who have tried online teaching and no longer opt to teach online. This study compared the ratings of motivating and demotivating factors of those who have not taught online with those of more experienced online

instructors. Additional research is needed to know more about the specific factors that lead full-time faculty members to not engage in online teaching (Shea, 2007). The following sections outline the motivating factors that assist faculty in adopting online instruction.

Instructor Motivators for Engaging in Online Instruction

In Maguire's (2008) review of the literature on barriers and motivators to faculty participation in online instruction, intrinsic motivators such as personal motivation to use technology were stronger than extrinsic motivators when it came to faculty participation in online instruction. The following subsections review additional research studies on faculty motivation.

Instructor Motivators–Flexibility

Researchers have identified convenience and flexibility as key motivators for teaching online. One motivator for teaching online is that it allowed for a flexible schedule (Chapman, 2011; Hiltz, Kim, & Shea, 2007). Faculty members reported in a mixed method study that teaching online provided additional job satisfaction as it allowed them to instruct at any time and from any location where an internet connection could be obtained (Hiltz, Kim, & Shea, 2007).

One faculty stated, "The ability to move around if you need to, and the other thing is family balance, which is part of the moving. If you're in another location, you're still accessible (to your students)" while another faculty said, "Flexibility of location and time. I spent one semester in France; I was teaching here distance learning, so that it was real distance learning" (Hiltz, Kim, & Shea, 2007, para. 27). Eighty-two percent of the 500 online instructors surveyed by Green, Alejandro, and Brown (2009) were motivated to teach online courses because it offered them flexibility.

Instructor Motivators–Intrinsic Rewards

Several researchers reported that faculty members are more motivated to teach online due to intrinsic rewards rather than extrinsic rewards (Lorenzetti, 2011). Personal growth and satisfaction have been identified as intrinsic rewards for teaching online in a survey of 500 instructors who taught online (Green, Alejandro, & Brown, 2009). Personal growth included the opportunity share information with others and gain new teaching experiences.

Instructor Motivators–Opportunity to Learn

Researchers noted online instruction provided faculty with new opportunities. These opportunities included the ability to experiment with new pedagogy, to learn new technology, and to share knowledge (Chapman 2011; Hiltz, Kim, & Shea, 2007). These opportunities led to professional growth and career development.

Instructor Motivators–Student Related

Motivators to teaching online courses was that online provided the ability to meet students' needs. This included its ability to reach underrepresented students, to access new students and to offer diverse programs (Hiltz, Kim, & Shea, 2007; Maguire, 2008). Hiltz, Kim, and Shea (2007) found that participants in their study said an increased diversity of students added more value to online learning. One faculty member said, "One of them was pregnant and she was telling me that she had three other kids. That was the only way that she could attend the classes" (Hiltz, Kim, & Shea, 2007).

Instructor Motivators–Institutional Support

Institutions that demonstrate a strong commitment to online education increase faculty members' motivation to teach online. Institutional training, development efforts and technical support have correlated with faculty satisfaction in online teaching (Shea, Pickett, & Li, 2005).

Feldman and Paulsen (1999, pp. 71- 73) listed eight criterion that campuses need to improve upon to increase faculty motivation (1) a high level of administrative support and commitment; (2) faculty involvement, shared values and a sense of ownership; (3) a broader definition of scholarship; (4) a teaching demonstration as part of the hiring process; (5) frequent interaction, collaboration, and community among faculty; (6) a faculty development program or campus teaching center; (7) supportive department chairs; and (8) connecting evaluation of teaching to tenure and promotion decisions. These forms of support also benefit face-to-face teaching.

Green, Alejandro, and Brown (2009) found in their survey of 500 faculty members, respondents would be more inclined to teach online if their institutions provided more training, compensated fairly given the increased time it takes to develop online courses, increased institutional support, and provided mentoring opportunities from experienced online educators. Kim (2008) found in a quantitative study of 178 faculty members, faculty members who had trust in their institutions' support of online technology were more likely to find online technology easier to use.

Universities that encouraged voluntary participation in online education and valued employees with extrinsic rewards and support saw better instructor retention rates and ongoing distance education participation (Cook & Ley, 2004).

The literature on online teaching motivating factors tells us that instructors are motivated to teach online due to the flexibility it offers and the intrinsic benefits it provides. It further suggests that stronger institutional support may encourage more faculty members to try online instruction. Instructor motivation to participate is the key to the promise of online education.

While Green, Alejandro, and Brown's (2009) and Shea's (2007) studies were comprehensive in terms of number of faculty members studied, these studies focused only on faculty members who already taught online. The voices of those who have not taught online or taught online once and

refused to teach online were not included. Identifying non-participating faculty members' attitudes toward online instruction and identifying different incentives may narrow the gap in motivated online faculty members. Previous studies have been conducted primarily at large, public four-year institutions. The results of these studies may not be applicable to community and technical colleges where researchers are finding students have a greater likelihood of failing or withdrawing from an online course than a face-to-face course (Jaggars & Xu, 2010; Xu & Jaggars, 2011). This study added to the literature by interviewing faculty members who refused to teach online courses at community and technical colleges or no longer teach online courses by exploring motivating factors in online education.

How can we study employee motivation when it comes to understanding faculty members' acceptance or rejection of online instruction? What would encourage faculty members to be more motivated to teach online? Three theoretical frames assisted in answering these questions and are discussed in the following sections.

Theoretical Framework Structuring this Study

Three theoretical frames structured this study to analyze instructor motivation to either adopt or reject online instruction. A lens commonly used in studies on online teaching motivation has been Rogers' (1995) Diffusion of Innovations Theory. It was used in this study to explore why the innovation of online education has been rejected by full-time faculty members. Vroom's (1995) Expectancy Theory of Motivation helps explain individual differences in work motivation. While the theory has not been used heavily in studies on online instructor motivation, it provided guidance to understand what might motivate unwilling faculty members to try online instruction. Finally, Davis' Technology Acceptance Model (1986) was

applied to understand instructors' attitudes toward the perceived usefulness and perceived ease of use of online instruction.

Theoretical Framework–Rogers' Theory of Diffusion of Innovations

The primary theory upon which this study was based was Rogers' (1995) Theory of Diffusion of Innovations. If faculty members are vital to the success of online education, it is necessary to understand why faculty members are not adopting the innovation and explore factors that encourage faculty members to teach online (Wright, 2014). For the successful adoption of new learning technologies to occur, institutions must develop strategies to focus on achieving a critical mass of instructors who are competent to teach online (Wilson & Stacey, 2004).

Rogers (1995) defined innovation as "an idea, practice, or object that is perceived as new by an individual or other unit of adoption" (p. 12) and used the words "innovation" and "technology" as synonyms (p. 13). The diffusion of the internet has been the fastest technological innovation to spread (Rogers, 1995). Generally, when someone is faced with the decision to adopt new technology, he or she goes through an adoption process in which information is gathered, technology is tested, and an assessment is made about whether the new technology offers a substantial enough improvement to warrant the time and energy required to learn the new technology (Rogers, 1995).

Rogers (1995) outlined five adopter categories of adopters as shown in Figure 1: innovators, early adopters, early majority, late majority and laggards. *Innovators* are the 2.5% of the population that are first to adopt innovations. Innovators are able to cope with a high degree of uncertainty (Rogers, 1995). *Early adopters* are the next 13.5% of the population to adopt innovations. The early adopter is often viewed as "the individual to check with" before using a

new idea (Rogers, 1995, p. 283). The *early majority* are the next 34% of the population to adopt the innovation. The early majority adopt new ideas right before average citizens do (Rogers, 1995, p. 283). The *late majority* are the next 34% of the population to adopt the innovation. The late majority adopt the idea right after average citizens (Rogers, 1995, p. 284). *Laggards* are the last to adopt an idea and make up 16% of society. Laggards are skeptical of innovations and change (Rogers, 1995, p. 284).

Adopter Categories on the Basis of Innovativeness

Figure 1. Adopter Categories on the Basis of Innovativeness. (Rogers, 1995).

Rogers (1995) identified five key characteristics that expedite the adoption of an innovation. Those characteristics are (1) *relative advantage* ("the degree to which an innovation is perceived as better than the idea it supersedes"); (2) *compatibility* ("the degree to which an innovation is perceived as being consistent with existing values, past experiences and needs of potential adopters"); (3) *complexity* ("degree to which an innovation is perceived as difficult to understand and use"); (4) *trialability* ("degree to which an innovation may be experimented on a limited basis"); and (5) *observability* ("the degree to which the results of the innovation are visible to others") (Rogers, 1995, pp. 15–16). Relative advantage is found to be one of the best predictors of the adoption of an innovation (Lee, Hsieh, & Hsu, 2011).

Roger's (1995) categories of adopters is helpful for deans or department chairs because it helps understand whom to support first in online teaching and how to treat different categories of adopters (Ballantyne et al., 2016). Intrinsic motivators are most likely to appeal to innovators and early adopters, who make up 16% of faculty members. Deans should listen to their experiences and make necessary changes to fulfill their needs. Additional motivators for these faculty members include recognition, autonomy and professional growth (Ballantyne et al., 2016). The early majority comprise the next 34% of faculty members and are motivated by both intrinsic and extrinsic factors. Extrinsic motivators include providing mentors, technical support, additional compensation, and or work release. The next 34% of faculty members are the late majority who will require additional extrinsic motivators and well- defined policies and procedures. The last 16% of faculty members are the laggards who watch the change before "extending personal energy in the change" (Ballantyne et al., 2016, p. 12). The department chair or dean should offer respect for their opinions but gently persuade them their expertise is needed online (Ballantyne et al., 2016).

The diffusion of innovations perspective is prevalent in much of the literature that addresses professional development for academic staff in the move to online instruction (Wilson & Stacey, 2004). Online education fits Rogers' definition of innovation as it is a new practice that faculty members need to adopt (Hixon, Buckenmeyer, Barczyk, Feldman, & Zamojski, 2012).

Generally, when someone is faced with new technology, he or she goes through an adoption decision. Rogers' five stages of the innovation process provided a useful lens to analyze the adoption of online instruction as it is "the process through which an individual (or another decision-making unit) passes from first knowledge of an innovation, to forming an

attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of the decision" (Rogers, 1995, p. 170). The five stages of the innovation-adoption process as shown in Figure 2 include: knowledge, persuasion, decision, implementation, and confirmation (Rogers, 1995, p. 170).

Model of Five Stages in the Innovation Decision Process

Figure 2. Model of Five Stages in the Innovation Decision Process. (Rogers, 1995).

The knowledge stage starts when the instructor is first exposed to an innovation's existence and gains an understanding of how it works. Questions typically asked during this stage include (1) What is the innovation? (2) How does it work? and (3) Why does it work?" (Rogers, 1995, p. 172). During the persuasion stage, the individual forms a favorable or unfavorable attitude toward the innovation. A question asked during this stage is "What are the innovation's advantages and disadvantages in my situation?" (Rogers, 1995, p. 175). The decision stage takes place when an individual engages in a choice to adopt or reject the innovation. Most people do not adopt an innovation without first trying it which is an important

part of the adoption process. The implementation stage occurs when an individual uses the innovation. Questions asked during this stage include (1) Where can I obtain the innovation? (2) How do I use it? (3) What operational problems am I likely to encounter? and (4) How do I solve them? (Rogers, 1995, p. 179). At the confirmation stage, the individual seeks reinforcement for the decision to adopt the innovation to reduce any dissonance. Rejection of the innovation can occur at any stage in the process. Discontinuance is defined "as a decision to reject an innovation after having previously adopted" (Rogers, 1995, p. 178).

Numerous studies have used Rogers' theory to explore the acceptance of online education (Hixon et al., 2012). Tabata and Johnsrud (2008) applied Rogers' Theory of Diffusion to their quantitative research study involving 2,048 full- and part-time faculty members, lecturers, and graduate assistants to examine faculty members' participation in relation to their technology use, attitudes toward online education, and adoption of innovations. They found five variables to be significantly associated with faculty's participation in distance education. Those factors variables were "distance education is compatible with my work style;" "my self-image is enhanced by using technological innovations;" "distance education instruction is difficult;" "I am able to see the results of distance education delivery;" and "I am able to try-out distance education before deciding to use it" (Tabata & Johnsrud, 2008, p. 636). The third variable is interesting and suggested even though faculty members felt online instruction was difficult, those in the survey were persistent to finish the semester (Tabata & Johnsrud, 2008).

Shea, Pickett, and Li (2005) also applied Rogers' Diffusion of Innovation Model to their quantitative research study of 913 college faculty members on faculty satisfaction with online teaching. They found part of the hesitation with adopting online instruction was due to its incompatibility with instructors' current pedagogical styles. They also found the levels of

interaction with faculty and students and among students were keys in influencing a faculty member's decision to either adopt, reject, or continue teaching online. Faculty members' satisfaction with technical support (which assisted in overcoming complexity challenges) increased satisfaction. Faculty members who felt teaching online was a personal learning experience, reported higher levels of satisfaction.

Zhen, Garthwait, and Pratt (2008) applied Rogers' theory in their study to identify important factors influencing instructors' decisions to use or not use a course management application in their online courses. They randomly surveyed 400 faculty members and found that faculty members who believed using online tools would be useful and provided an advantage to students were more motivated to implement a course management system in their online courses than faculty members who disbelieved the effectiveness. Zhen, Garthwait, and Pratt (2008) also found faculty members who had strong beliefs about self-efficacy using online tools, were more apt to use a course management system. One of the primary factors of resistance to teaching online was frustration with technology.

Gautreau (2011) used Rogers' theory in her quantitative research study of 42 faculty members on the adoption of a learning management system. She found the level of technology experience influenced a faculty member's decision to adopt a learning management system. Faculty members who were innovators or early adopters of technologies were among those most likely to adopt a learning management system.

Wright (2014) conducted a mixed-method study which included surveying 363 faculty members and interviewing 14 faculty members. Of the surveyed faculty members, 39% taught online while 61% had not taught online. He used Rogers' Diffusion of Innovations Theory to investigate the factors that either impeded or motivated faculty members to embrace online

teaching. His findings showed the primary motivators for teaching online were flexibility and convenience as well as the faculty member's own decision to teach online. The leading impeding factor was the large amount of time and effort needed to teach online. Another motivating factor to teach online included its ability to meet the needs of diverse students. The university where the faculty members were employed implemented a financial incentive to teach online and one faculty stated, "If the extra financial compensation was taken away, watch out. You would have a rebellion on your hands" (Wright, 2014, para. 36). Wright's research suggested that teaching online was more frustrating than teaching face-to-face as some faculty members expressed in the interviews the dread of needing to be accessible 24 hours a day, seven days a week. Another impeding factor was the issue of academic integrity. One professor stated, "It is easier, it does seem easier to cheat online. I don't see how you can know that the person on the other hand is who they say they are" (Wright, 2014, para. 44). Wright did not find technical support to be a barrier to adoption.

Diffusion and Change

The Diffusion of Innovations Theory helps explain social change (Rogers, 1995). Change often necessitates people having to let go of attached identities (Morgan, 1986). How potential adopters see a change agent influences their adoption behavior (Rogers, 1995). A change agent is defined as "an individual who influences clients' innovation-decisions in a direction deemed desirable by a change agency" (Rogers, 1995, p. 27). Change agents have more success with adopters when they show empathy towards the adopters, spend time communicating the activities required for change, and ensure they show how the innovation is compatible with the adopters' needs (Rogers, 1995). Since people invest their identities in the way the organization is currently working, change might imply people are performing sub

optimally (Kezar, 2014). Teaching online presents instructors with a shift in identity since the physical classroom where their identity had been tied to is gone (Kezar, 2014).

From a theoretical perspective, faculty members' acceptance of online instruction can be viewed through the lens of an adoption of innovation framework (Shea, McCall, & Ozdogru, 2006). As the literature shows, several researchers have implemented Rogers' Diffusion of Innovation Theory in their studies of faculty members' acceptance of teaching online in higher education. Researchers found the level of technical support, a positive online teaching experience, experience with online teaching, attitudes toward online learning, and levels of student interaction affected faculty members' attitudes about teaching online. One of the primary factors of resistance to teaching online was frustration with technology. These studies provided much attention to faculty members' attitudes toward online teaching; however, there is a gap in the literature regarding the motivational levels of the non-adopters' motivation (Zhen, Garthwait, & Pratt, 2008). This study focused primarily on the non-adopter or the adopter who decided to discontinue teaching online to gain a better understanding of their inhibiting behaviors.

Theoretical Framework–Vroom's Expectancy Theory of Motivation

Vroom's (1995) Expectancy Theory of Motivation outlines the rationale and motives behind worker and workplace motivation. Vroom's theory helps explain individual differences in work motivation (Vroom, 1995). Expectancy theory is a cognitive process that is based on the premise that people will be more motivated at work if they believe their hard work will result in desired rewards (Vroom, 1995). Expectancy theory is based on three key elements: expectancy, instrumentality, and valence (Vroom, 1995). Expectancy is a person's estimate that a certain effort on his or her part will lead to a specific level of performance. Expectancy defined by

Vroom (1995, p. 20) is “a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome.” Instrumentality is an individual’s estimate that a given level of performance will lead to work outcomes. Valence is the employee’s desire for a reward or “attractive orientations toward particular outcomes” (Vroom, 1995, p. 18).

Research on instructor satisfaction is limited in higher education while most of the literature is on student motivation (McLawhon & Cutright, 2012). McLawhon and Cutright (2012) applied Vroom’s Expectancy Theory of Motivation to their study on online faculty members’ satisfaction. The study was based on the premise that prior to teaching online, many instructors predicted they would dislike teaching online based on their perceptions of their technical skills and personality types. They interviewed 110 instructors and found roughly 69% of respondents stated they were very satisfied with the authority they had to make decisions about online course content and approximately 56% of respondents reported they were very satisfied with their institution’s support of online instruction. Approximately 26% of respondents noted they were very satisfied with their salary while approximately 46% reported they were somewhat satisfied. Less than 28% reported any level of dissatisfaction with compensation.

Wozney, Venkatesh, and Abrami’s (2006) study investigated teachers’ attitudes and computer usage among 764 elementary and secondary teachers from both private and public school sectors. They found that (a) expectancy of success and perceived value were the most important factors in determining computer usage among teachers; (b) personal use of computers outside of work was the most significant predictor of use of technology in the classroom; and (c) teachers' use of computer technologies was predominantly for “informative” and “expressive” purposes (p. 173).

The literature on the application of Vroom's Expectancy Theory of Motivation to the motivation to teach online is extremely limited. This study added to the literature by analyzing expectancy, valence, and instrumentality as it pertains to online teaching. The results are noted in Chapter 4.

Theoretical Framework–Davis' Technology Acceptance Model (TAM)

Faculty members' resistance to technology may be one of the key obstacles to the future success of online education (Huang, Deggs, Jabor, & Machtmes, 2011). Teaching online necessitates a greater reliance on technology than face-to-face teaching (Kearns, 2016). Organizational change is difficult to achieve and is often met with fear of the unknown (Gibson, Harris, & Colaric, 2008). Resistance to new uses of technology by instructors remains high (Kim, 2008).

The Technology Acceptance Model (TAM) theorizes that one's attitudes toward using a system is assumed to be major determinate of whether or not one will actually use the system (Davis, 1986). Attitude toward using the system is a function of two major beliefs perceived usefulness and perceived ease of use as shown in Figure 3 (Davis, 1986). Davis (1986, p. 24) defines *perceived usefulness* as "the degree to which an individual believes that using a particular system would enhance his or her job performance" and *perceived ease of use* as "the degree to which an individual believes that using a particular system would be free of physical and mental effort." This model was used for this study as it included factors regarding users' technical experiences and attitudes toward using technology (Wingo, Ivankova, & Moss, 2017).

Technology Acceptance Model

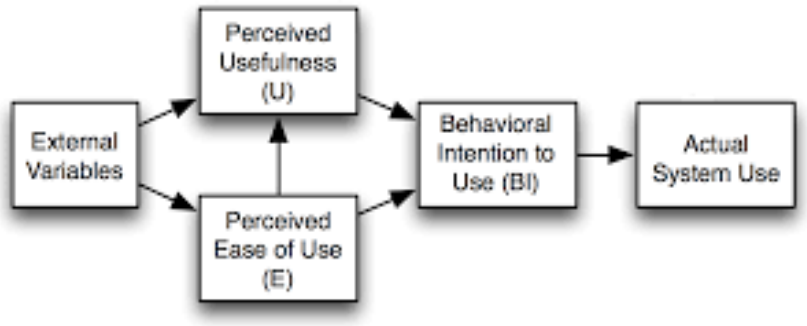

Figure 3. Technology Acceptance Model. (Davis & Venkatesh, 1996).

The research on the application of TAM to the acceptance of online education is limited (Stewart, Bachman, & Johnson, 2010; Wingo, Ivankova, & Moss, 2017). In Kim's (2008) research study which surveyed 178 faculty members to determine intentions to teach online classes, the perceived ease of use and usefulness of the technology attributed to 80% of the variance. In the early process of adopting online technology, perceived difficulty of use can be a major inhibitor of online teaching acceptance (Kim, 2008).

Gibson, Harris, and Colaric (2008) surveyed 110 faculty members from a college of business and a college of education regarding their attitudes toward online instruction. They found significant variance regarding predictions of the intent to teach online classes to be related to perceived usefulness; however, perceived ease of use did not play a significant role in predicting technology acceptance. Gibson, Harris, and Colaric (2008) recommended perceived usefulness should be emphasized early on in the adoption process.

Buchanan, Sainter, and Saunders (2013) conducted an online survey with 114 faculty member respondents to examine factors associated with the use of learning technologies by faculty members. They found low perceived usefulness was associated with lower reported use and faculty members high in internet self-efficacy reported more use of technology than those

faculty members lower in internet self-efficacy. Buchanan, Sainter, and Saunders (2013) findings suggested that resources and technical support must be addressed for the adoption of learning technologies.

Huang, Deggs, Jabor, and Machtmes (2011) applied the Technology Acceptance Model to their quantitative research study of 169 faculty members to understand the key factors that influenced faculty members' intentions to adopt online technology. They found instructors' perceptions and awareness of ease of use toward online technology played the most important role in influencing instructors' decisions to teach online.

In a quantitative study of 26 faculty, Alsofyani, Aris, Eynon, and Majid (2012) used the Technology Acceptance Model to explore the evaluation of online training. The highest items in the evaluation were related to the training usefulness and ease of use. Instant technical training and the quality of the training led to the higher acceptance.

The literature on the use of Davis' (1986) Technology Acceptance Model to the motivation to teach online showed that the perceived ease of use and usefulness of the technology are contributing factors to some faculty members' intentions to teach online. In the early adoption phase, perceived difficulty can be a major inhibitor of online teaching acceptance. The results of the application of this frame to this study are identified in Chapter 4.

Theoretical Framework Summary

This study involved the use of three frames: Rogers' (1995) Diffusion of Innovations Theory, Vroom's (1995) Expectancy Theory of Motivation, and Davis' (1986) Technology Acceptance Model. It sought to understand why the non-adopter of online teaching or the adopter who discontinued teaching online was unmotivated to teach online. Understanding and

identifying the motivation factors that influence faculty members is relevant to faculty development (Gautreau, 2011).

The aforementioned three frames worked to structure this study as they all sought to explain elements of human motivation. The Diffusion of Innovations Theory sought to explore the motivation to either adopt or reject an innovation. It classified the different categories of adopters, it identified the characteristics that expedite the adoption process, and overviewed the stages of the adoption process. Another basic paradigm to examine instructors' motivation to adopt or reject online instruction is Vroom's (1995) Expectancy Theory of Motivation. This frame analyzed the factors that caused instructors to be satisfied with their work and influenced their work performance; however, it was not specific to the adoption of an innovation. The final frame, Davis' (1986) Technology Acceptance Model, linked the two frames by combining both motivation and innovation and held that the motivation toward using the innovation is a function of two major beliefs including perceived usefulness and perceived ease of use (Davis, 1986).

Vroom's (1995) Expectancy Theory of Motivation identifies factors that affect motivation and job satisfaction, however, it does not specifically address technology adoption. The theory also negates the possibility that instructors may be motivated by other factors as many instructors may be motivated to teach online regardless of the reward. By combining Rogers' (1995) Theory of Diffusion of Innovation and Davis' (1986) Technology Acceptance Model, this study attempted to add to the TAM literature by examining the relationship of the five expediting factors: relative advantage, compatibility, trialability, and observability to the determinants of perceived usefulness, perceived ease of use and intention to use. This study was useful for understanding strategies to design online courses and promote online teaching as I found instructors wanted more than technical training, they wanted pedagogical training as well.

Theoretically, the Theory of Diffusion of Innovation does not have any explicit relation with the TAM. Some similarities existed such as the relative advantage construct which is similar to perceived usefulness. Both theories asserted that the formation of users' intentions is partially determined by how difficult the innovation is to use or understand (Lee, Hsieh, & Hsu, 2011). Few studies have attempted to examine all five expediting factors with the integration of the TAM (Lee, Hseih, & Hsu, 2011).

Summary

The purpose of this chapter was to review the literature on online instruction. Specifically, it overviewed the definitions of online education, history of online education, online education acceptance, requirements of effective online instructors and training for online instructors. It summarized the research regarding the motivators and inhibitors to online instruction and justified the theoretical frameworks structuring this research study. Chapter 3 presents the research methods and participants used for this study.

Chapter 3: Methodology

The purpose of this study was to identify why faculty members are not participating in online instruction and what incentives, if any, may entice instructors to embrace online instruction. This research is significant because online education continues to grow; however, the number of motivated and trained faculty members required to develop and teach online courses is not matching the growth rate (Lloyd, Byrne, & McCoy, 2012). The literature review showed a lack of research specifically on those faculty members who are unmotivated to teach online courses (Shea, 2007). This study was guided by the following research questions:

Question One: Why are faculty members not participating in online instruction?

Question Two: What incentives, if any, are more likely to motivate non-participating instructors to adopt online instruction?

Question Three: What are the differences in perceptions regarding online instruction between the faculty members who have been asked or had the opportunity to teach online and refused and the faculty members who tried online teaching and no longer teach online?

This chapter presents an overview of the research design. Specifically, this chapter provides an overview of the population. It explains data sources and collection methods used. It describes instruments, trustworthiness, coding and analysis, delimitations, and the role of the researcher.

Research Design

The research design for this study was a basic qualitative research. Qualitative research was best suited for this study as I was addressing research problems in which I did not know the specific variables. I did not know specifically what inhibits non-adopters of online teaching and

those who discontinued online teaching from teaching online and I needed to further explore those variables. I wanted to learn about the views of certain individuals, and I wanted to obtain detailed information about a few people at a few research sites (Creswell, 2015). Exploring a problem is an element of qualitative research (Creswell, 2015). The literature yields little information on those faculty members who are reluctant to embrace online instruction and those who discontinued online teaching so a study was needed to explore the problem and identify themes among these two groups. Qualitative research relies more on the views of the participants in the study and this study detailed several views of the participants (Creswell, 2015). Qualitative research is applicable to a study which aims to improve practice and the results of this study aimed to improve online teaching by identifying incentives that would motivate faculty to teach online (Merriam & Simpson, 1984). The design was used to discover elements that hinder the motivational levels of community and technical college faculty members for teaching online. This study sought to establish why some community and technical college instructors are reluctant to teach online. A basic qualitative research design was selected for this study because the primary goal of the study was to "uncover and interpret how people make sense of their experiences" (Merriam & Tisdell, 2016, p. 25).

Population/Sample

This study was conducted using a purposeful sample and a snowball sample. The purposeful sample was appropriate as I wanted to "discover, understand and gain insight" into what themes exist among faculty members who are not teaching online (Merriam & Tisdell, 2016, p. 96). A major advantage of using purposeful sampling is researchers can learn a great deal about the topics in question (Merriam, 2001). The participants of this study included faculty members of community and technical colleges who had either been asked or had the opportunity

to teach online and had opted not to or faculty members who had previously taught online but no longer choose to teach fully online. I chose the second group (faculty members who had previously taught online but no longer choose to teach fully online) as part of my research study because researchers have noted that any type of online teaching experience generally leads to a reduction in perceived barriers (Lloyd, Byrne, & McCoy, 2012). I was curious to identify why after trying online teaching, these individuals are no longer interested in teaching online. The criteria for the second group was that they had tried online teaching (either hybrid or fully online) at least one semester. The faculty members interviewed were unlimited full-time status, which is defined as "a faculty member with a full-time assignment for an academic year that carries the assumption that such employment will continue on a full-time basis in subsequent years" (Master Agreement between the Minnesota State Colleges and Universities Board of Trustees and the Minnesota State College Faculty, 2009 – 2011, p. 21). No other criteria such as gender, age, race or discipline taught was considered in the sampling process. The faculty members were employed at one of 23 Minnesota community and technical college campuses.

All but two of these campuses offer degree programs entirely online. These institutions were selected as they provided a manageable setting, were close to my home, and offered similar settings to the setting in which I am employed.

Snowball sampling also occurred during this study as I had a hard time receiving responses from the initial participation emails that were sent to over 2,000 faculty members. Snowball sampling involves "locating a few key participants who easily meet the criteria you have established for participation in the study. As you interview these early key participants, you ask each one to refer you to other participants" (Merriam & Tisdell, 2016, p. 98). Through the email purposeful sampling process, I located ten participants. After asking the initial

participants for referrals, I interviewed ten participants as a result of the snowball sampling method.

Faculty members were contacted via email and asked to voluntarily participate in the study. I interviewed 20 faculty members seeking saturation within each group. One group was faculty members who had been asked or had the opportunity to teach online and refused. The second group included faculty members who tried teaching online and discontinued teaching online. Of the 20 participants, eight had been asked or had the opportunity to teach online and refused and 12 had tried online teaching and chose to no longer do so. Their years of teaching experience ranged from three to 40 years. The disciplines taught included speech communications, nursing, dental hygiene, business management, farm management, mathematics, information technology, accounting, social justice, English, philosophy, biology, health, and advertising. All procedures were conducted in accordance with and approved by the Institutional Review Board at St. Cloud State University. The interviews were completed in the school year ending 2018. Table Two highlights participants' background information.

Table 2

Participants' Background Information

Participant	Years taught	Discipline Taught	Gender	Computer Comfortability	Online instruction R = asked or had opportunity to teach online but refused OR= tried online but no longer teach online
P1	24	English	Female	Fair	OR
P2	33	Speech	Male	Fearful	R
P3	17	English	Male	Fearful	R
P4	22	Accounting	Male	Fair	R
P5	15	Biology	Male	Good	OR
P6	15	Biology	Male	Good	OR
P7	3	Health	Female	Fair	OR
P8	10	Biology	Female	Fair	OR
P9	28	English	Female	Excellent	OR
P10	19	Business	Male	Fair	OR
P11	22	Social Justice/ Diversity	Male	Comfortable	OR
P12	5	Nursing	Female	Comfortable	OR
P13	23	Philosophy/ Humanities	Male	Fair	R
P14	18	Advertising	Male	Fearful	R
P15	40	Mathematics	Male	Fair	R
P16	19	Accounting	Male	Comfortable	R
P17	37	Farm Management	Male	Fair	R
P18	9	Information Technology	Female	Excellent	OR
P19	20	Nursing	Female	Fair	OR
P20	19	Dental Hygiene	Female	Limited	OR

Data Sources, Collection Methods and Instruments

The data was collected through face-to-face semi-structured interviews. This was appropriate for this study as "interviewing is necessary when we cannot observe feelings" (Merriam & Tisdale, 2016, p. 108). The semi-structured interview process allowed participants

to offer information above and beyond the responses I expected and it allowed for new ideas on the topic to emerge. Interviews were necessary to discover the reason behind the motivation or lack of motivation to teach online and what incentives will work to change the motivation. An unstructured interview was used for "assessment of facts, attitudes, or opinions from participants in research that requires data to be elicited through self-initiation" (Merriam & Simpson, 1995, p. 164). This type of interview structure "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam & Tisdell, 2016, p. 111). Advantages of the unstructured interview include its ability to gather responses initiated by the research participants which adds to greater authenticity, to allow the researcher to probe for the full meaning of responses and to illicit results "richer" in data (Merriam & Simpson, 1995, p. 164). Unstructured interviews allow the interviewer to focus on topics that emerge as most important (Tracy, 2013). The disadvantages of using the unstructured interview are the researcher has less control over the interview; data is more difficult to record, code, and analyze; and it is more time consuming than a structured interview (Merriam & Simpson, 1995). I wrote a semi-structured interview guide which includes questions about online learning, hesitations with online instruction, technology comfortability, and motivating factors needed to teach online (See interview guide, Appendix B).

The interviews took place on the campuses where the participants were employed and at locations they suggested such as restaurants, coffee shops, and in their homes. The interviews were tape recorded and transcribed if the participants consented. All participants consented. The advantages of digitally recording interviews include the ability to preserve everything that is said for analysis and the ability of the interviewer to listen to and improve interviewing techniques (Merriam & Tisdale, 2016) and engage in a more conversation-like exchange. The

disadvantages of digitally recording interviews are issues with equipment failure (Merriam & Tisdale, 2016). The transcriptions took place immediately following each interview and were done through a professional transcriptionist (see confidentiality agreement, Appendix E). Advantages of using a professional transcriptionist include more time for the researcher to analyze data while the disadvantage includes cost (Merriam & Tisdale, 2016). Verbatim transcription was completed as verbatim transcription is best for data analysis (Merriam & Tisdale, 2016).

Analysis/Coding

The research questions presented in Chapter 1 and Chapter 3 guided the interview process. The transcripts were read thoroughly at least twice and the tape recordings were played at least two times to verify the content of each transcript. After reading the transcripts in their entirety, the data collected from the interviews was coded. Coding allowed me to get intimate with details in the data and gave an overview of the large data sets that were helpful (Brinkmann & Kvale, 2015, p. 228). Data was also analyzed using the constant comparative method of data collection. This involved "comparing one segment of data with another to determine similarities and differences" (Merriam & Tisdale, 2016, p. 32).

The data was analyzed for themes following Braun and Clarke's (2006) six-step process which includes (1) becoming familiar with the data; (2) generating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) selecting themes for inclusion in the final report. The first step of the Braun and Clarke (2006) six-step process, becoming familiar with the data, was accomplished through "repeated reading of the data" (p. 16) and writing a summary of each interview. The summaries included descriptive information such as participants' perceptions of online versus face-to-face teaching, views of student learning

outcomes in both environments, experience with technology, and apprehensions regarding online instruction.

The second step of the process, generating initial codes, was accomplished through careful readings of the transcripts to initially code interesting quotes and stories. At this stage, I organized data into meaningful groups. The participants were identified with codes based on whether they had been asked or had an opportunity to teach online and refused (Coded = R for refused) or had participated in online instruction previously and no longer taught online courses (Coded = OR for online experience and refused). The data was segmented and labeled to form broad themes based on key phrases and terms of participants' meanings.

Step three, searching for themes, began after I initially coded and collated and had a long list of different codes. This phase focused on sorting different codes into related themes. In step four, I reviewed and refined the themes. I reviewed each theme and considered whether each theme appeared to form patterns. I selected specific data to use and eliminated data that was not relevant to this research study. I reviewed each text fragment within each code and compared and evaluated the text itself, not the codes.

During step five, I defined and named the themes by identifying the "story" that each theme told in relation to the research questions (p. 22). Sub-themes were identified during this stage. A test was completed to see if I had clearly defined the themes by seeing if I could clearly describe the theme in a couple of sentences. Names were given to the themes that would "immediately give the reader a sense of what the theme is about" (p. 23). The final step was to "tell the story of the data in a concise, coherent, logical, non-repetitive and interesting account" (p.23). This was accomplished through numerous quotations from the interview transcripts which included vivid examples, compelling illustrations, and analytical narratives.

Trustworthiness

A pilot study was conducted at one Minnesota community and technical college prior to the actual research study. The purpose of the pilot study was to check the wording of the questions and improve my interviewing techniques. Three participants were interviewed in the pilot study. Two participants had been asked to teach online and refused while one participant previously taught online and no longer chose to do so. The participants were asked to comment on the interview questions. I added three research questions to the interview guide at the suggestion of one participant. My audio recording devices were tested as was the transcription service.

Throughout the interview process, I was member checking by actively listening and questioning the responses for clear understanding. Member checking involves taking the preliminary analysis back to some of the participants to make sure the interpretation "rings true" (Merriam & Tisdale, 2016, p. 246). After the transcriptions were summarized, member checking was completed to validate the results by asking all participants of the study to check the interpretations of the findings. Participants of the study were asked if they preferred to be contacted via the telephone or via email to have an opportunity to comment on the findings.

Triangulation took place throughout this study. Triangulation occurs when the researcher "triangulates among different data sources to enhance the accuracy of a study" (Creswell, 2015, p. 259). I completed this process by reviewing and confirming findings from different participants and my field notes. My field notes consisted of personal notes and comments taken based on the participants' responses to the interview questions.

I also memoed to myself throughout the process to ensure the research questions were being answered and the correct participants in the study were interviewed. Memoing "provides a

mechanism by which the perspective of the researcher can be recorded for later critical review of confirmation" (Birks, Chapman, & Francis, 2008, p. 71). The functions of memoing can be described as "MEMO" which consists of "mapping research activities, extracting meaning from the data, maintaining momentum, and opening communication" (Birks et al., 2008, p. 70). Throughout my research study I memoed through the use of pen and paper, my computer, and a voice recorder. I used definitional statements during the coding process to summarize what the data was saying. Memoing was used from the beginning of my research to form the basis for the final report.

Delimitations of the Study

There were four main delimitations to this study. The first delimitation was the study was limited to community and technical college instructors. It did not include faculty members from four year institutions. The second delimitation to this study was it included faculty members from only one state. The third delimitation to this study was it only included faculty members from public not private colleges. The fourth delimitation to this study was it only included unlimited full-time faculty members. Faculty members who were adjuncts or on probationary status were excluded. The importance of these delimitations is that the results of this study may not be applicable to four year institutions and part-time or adjunct faculty members. Readers should be aware that this study was conducted in one state involving the experiences of 20 community and technical college faculty members.

Role of the Researcher

My beliefs towards online education have been formed through my teaching experiences, educational background, lack of comfort with new technology, and lack of motivation to learn

new technology. I was cognizant of my strong biases and preconceived notions towards online teaching and face-to-face teaching throughout this study.

As a community and technical college faculty member who is more motivated to teach face-to-face courses rather than online courses, I kept an open mind during the research. I further acknowledged that I personally believe students learn more in face-to-face courses than online courses. I am motivated to teach online courses as I recognize the significance online education plays in today's higher education system, and it is a requirement of my teaching position. Prior to completing an online master's degree program in teaching, I was not instructed online. I am a late majority when it comes to technology acceptance and am not very familiar with most technology available for online instruction. I am unmotivated to learn about new technology, but am willing to learn new technology when I believe it will be helpful in my profession and the technology is easy to use. I have taught online courses for the past four years and usually teach one course per semester online and four courses face-to-face. I would not be a candidate for this study as I will continue to teach online and feel more comfortable teaching online after each course taught online.

Summary

Chapter 3 outlined the research design used in this study. A basic qualitative research design was completed through person-to-person, semi-structured interviews. This research study was conducted to identify what factors inhibit instructors from teaching online and what would motivate faculty members to embrace online instruction. The purposeful and snowball sample population consisted of 20 faculty members at a Minnesota community and technical college. These faculty members were full-time instructors who had been asked or had the opportunity to teach online and had refused or had taught online and discontinued. The

trustworthiness of this study was enhanced through a pilot study, member checking, and triangulation. There were four delimitations to this study. I kept an open mind throughout the study.

Chapter 4: Results

Chapter 4 identifies the themes generated from analyzing the transcripts. The purposes of this study were to identify why faculty members were not participating in online instruction and what incentives, if any, may entice instructors to embrace online instruction. Three research questions were examined in an effort to learn why faculty members are unmotivated to teach online and what incentives might motivate faculty to embrace online instruction. The primary research question that guided this study was (a) why are faculty members not participating in online instruction? The other two questions directing the study were (b) what incentives, if any, are likely to motivate non-participating instructors to adopt online instruction? and (c) what are the differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online and refused and faculty members who have tried online instruction and no longer teach online? Using a basic qualitative research design, I interviewed 20 unlimited, full-time faculty members from nine community and technical colleges in Minnesota.

This chapter presents the findings from the 20 interviews and the themes that emerged during the interview process. These themes and subthemes are summarized below in Table 3, Table 4, and Table 5. A thick description of the participants' experiences is detailed throughout Chapter 4.

Results of Primary Research Question

Why are faculty members not participating in online instruction?

Several themes emerged from repeated readings of the transcripts, listening twice to each audio recording, and coding. Data was analyzed using the constant comparative method of data analysis. A summary of themes and sub-themes is presented below in Table 3. The section

following table three discusses the findings related to the first research question, "Why are faculty members not participating in online instruction?"

Table 3

Summary of Themes Research Question 1

Theme	Sub-Theme
Incompatibility	Incompatibility with teaching style (personality, inability to read nonverbal cues, lack of excitement, impersonal)
	Incompatibility with students (learning style, maturity, retention)
	Incompatibility with discipline
	Incompatibility with institution's mission
	Incompatibility with quality instruction
Time commitment	24/7
	Lack of adequate preparation time
Academic integrity	Cheating
	Anonymity of students
Technology	Personal issues
	Student issues

Incompatibility

The primary frame structuring this research study was Rogers' (1995) Theory of Diffusion of Innovations. In his theory, Rogers identified five characteristics that impact the diffusion of innovations which include compatibility, trialablity, complexity, observability, and

relative advantage (Rogers, 1995). The most common factor that was discovered in this research study about why faculty members are not participating in online instruction was that faculty members perceived online instruction to be incompatible in several different aspects. Rogers (1995) defined compatibility as the "degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of potential adopters" (p. 240). Several participants noted that online teaching was incompatible with their teaching preference and style, the learning styles of community and technical college students, their discipline, the mission of a community and technical college, and quality instruction. The following paragraphs include instructors' quotes regarding their opinions that online teaching is incompatible.

Incompatibility with Teaching Preference–Personality

The number one theme identified in this study regarding why faculty members are not teaching online was the perception that it was not compatible with instructors' teaching personalities. Numerous faculty members felt that online teaching was not the reason they decided to become educators. Faculty members felt they were more passionate about teaching face-to-face because they were able to interact in-person in real time with students and react and respond to non-verbal cues. Several faculty members felt they would miss the personal interactions with students and the ability to read non-verbal cues and adjust as necessary while teaching online. Most faculty members mentioned they believed they were more effective as educators teaching face-to-face. An instructor teaching social justice and diversity courses put it this way, "I just know, with my personality, because I need to build a sense of community, I found it difficult to have that same connection with students when it's online." A biology instructor stated,

> The biggest thing for me was just, I like face-to-face. I like the in-person interaction with students. That's what drives me. For me, anyway, there's just no way I can replace that online. I feel like it's (education) best done in a face-to-face setting. Part of that, too, is I had great teachers all the way from high school through college. That's why I teach, is because I had great teachers who inspired me. It was that same kind of personal interaction. If it was working one-on-one with a professor on a project, or even just being in a great lecture, there's something about the live setting that I don't think can be replaced. There's something different about doing things in person, than just giving them the material online.

Another biology instructor stated it similarly,

> I like teaching face. I would rather teach face, because I'm a people person. I like connecting with my students. I like building those relationships. I try to build those relationships with the online, but it's really tough. Really get to know you at the beginning, that kind of thing, but there's not really interaction.

An instructor in health sciences stated,

> I'm a people person. I like to speak to and see my students. I like that connection. I'm not a post online. I feel as though my students can connect with me better face-to-face. I just think I connect better if I can look at you and see you and see facial expressions. Okay are you really understanding what I'm trying to say? I just think that forms relationships better than online.

The above quotes all involve the word "person" or "personality." A few referenced "I am a people person" and thought that the human connection they loved about teaching could not be

formed online. These quotes illustrated faculty members' frustrations with not being able to connect at a personal level with online students.

Incompatibility with Teaching Preference–Inability to React to Non-Verbal Cues

The inability to react to non-verbal cues in an online course was mentioned as a de-motivator for faculty members to teach online. Faculty members noted part of their effectiveness as a teacher was their ability to monitor facial cues and adjust accordingly. A mathematics instructor remarked,

> I'm a very social person. I take cues from my students' posture, from their facial expressions. When I see the deer in the headlights look I know that I haven't gotten through to them yet. And when the light comes on, it's very rewarding, and I know I've accomplished what I need to accomplish and can move on. Because of my reliance on those verbal cues, I would see online teaching as a huge challenge, for me to be effective. Again, with the visual cues and stuff, I know if they're understanding the material. I know when to ask a question, if that brow is furrowed I can ask a clarifying... 'What don't you understand?' You know, and the first thing is, they're shocked that you know that they don't understand. I think in order to be as effective in an online situation, it would take an ungodly amount of effort and a skill set that isn't a strength of mine at this point. I don't know that I have the skill set to do that, or the energy, willingness to develop the skill set. I'd like to think I'm pretty effective as a face-to-face mathematics instructor, and maybe that's part of it, my little ego won't allow me to not be as effective. You know, starting over. I'm very opinionated, stuck in my ways. I think I'm very comfortable with what I do. I think I'm effective in how I do it, and trying to change that, old dog new tricks, is probably more of a function of where I'm at.

The above quote also addressed the concern that some faculty members do not want to learn new pedagogical methods. This instructor was comfortable with his face-to-face teaching preferences and admitted to being reluctant to starting over. In his opinion, he would not be as effective online as he would not be able to react to students' non-verbal cues.

Incompatibility with Teaching Preference–Lack of Energy

Another concern with teaching online and incompatibility with teaching preference centered on the energy and excitement instructors received when teaching face-to-face. Faculty members expressed concerns that the energy they generated and received from teaching face-to- face courses could not be found in an online classroom or they were unsure and untrained in how to create it. They expressed frustration with the lack of excitement they felt when teaching online versus teaching face-to-face. An information technology instructor put it this way,

> You have to be able to handle not having that fire or excitement of the classroom. For me it was really disappointing to not have those fun interactions with my students. A lot of learning happens in a casual or a tangential way. A student asks a question, or two students are talking about something; they come up with a creative idea, and we take that and run with it for a few minutes in the classroom. It's very hard to do that online. Everything feels canned, you can't deviate like you can in a normal classroom.

A business management faculty member stated,

> I find the most interesting things happen with the interaction with the other people in the room, and I can look over and go, 'What you are thinking, Sally? Really?' And all of a sudden, we're having a discussion that enlivens both my life and theirs, and then, as instructor, I can guide it how I want. If we're talking about asynchronous instruction, that's even worse. Just because I think you lose 80% and the threads, you can have

> discussion threads, snore. There's no aliveness there. I am an intuitive feeler. Online doesn't work for me. There's no way that I can pick up intuitively what's going on, what's going out. There's no way I can feel the topic. It's all gone.

An information technology faculty member stated,

> The online environment is dry and it's silted. It's not exciting to students, and consequently, it's not exciting to the instructor. We want to be energized and then bring that energy over to our students and get them fired up so that they can persevere on the topic.

These instructors felt that online teaching was incompatible for them as they needed to feel energetic when teaching. The online learning environment did not work for their teaching preferences as it felt "dry" and "not exciting." Teaching online did not provide them the energy and excitement of real time, in-person interaction that they experienced teaching face-to-face classes.

Incompatibility with Teaching Preference–Impersonal

Another de-motivating factor for online teaching was the impersonal nature of the medium. The sub-theme "impersonal" emerged in several interviews. There was a strong sense that education is a "human activity" and teaching online is not the way they preferred to teach their students as they could not effectively reach their students this way. A biology instructor who taught online said, "It's a very impersonal medium. I've never seen a lot of these peoples' faces." An accounting instructor said he felt online looked like the following,

> Impersonal. It looks like me sitting in my office, looking things up, making sure they're logging in, making sure that they're looking. I can't tell if they're doing the homework,

> but they're looking at it. And them answering some emails and then putting some tests out there and getting feedback on the tests and plopping some grades in.

An English instructor noted,

> I had trouble telling what they are thinking, what they are feeling. I'm not like a person to them. I don't think students, when they take an online class, are really imagining that a person is talking to them when I send an email or when I comment on a draft or something. Once I even had somebody say to me, 'Well don't you just put our papers through one of those machines to get comments?' And I'm like 'one of those machines? No, it's actually me. I'm actually writing to you.' They don't have me, they just have my words, and they're not great readers, right? So I'm trying to communicate love and care and safety to them but I don't think they see it. I think I'm much more the enemy and I'm the person who's making this hard for them and I'm the person who just gave them the bad grade and I'm mean and all this. Where in the classroom I can give you a paper that has a low grade on it and smile at you and say, 'This one didn't go as well as I know you wanted it to but that's okay. We can revise it or the next assignment will be worth more, put your focus on that.' I can reassure, especially if I see the face, the tears or whatever, I can talk the student through it. Online they're just like, 'She hates me. She doesn't like me. This is a stupid class, whatever.' You know? And I can't fix that. At least not very easily. I can't even see it half the time. But for me, the most important thing to me is that education is a human activity and it needs to stay as human as it can.

A philosophy instructor who refused to teach online summed it up by stating he felt teaching online would be "very sterile and soul-sucking."

The repeated theme emerging from this study as to why faculty members are not teaching online was the view that it is not compatible with their teaching preference or style. Several faculty members mentioned they loved teaching because they are "people" persons. Teaching online to these faculty members lacked any element of human interaction which led them to miss the fire and excitement of teaching when teaching online.

Incompatibility with Students–Learning Styles

A second incompatibility noted with online teaching was the thought that online instruction is not best for the majority of community and technical college students. Sub-themes emerged such as online education was incompatible with students' learning styles and maturity levels. Another concern mentioned was the view that community and technical college students lack discipline and are not prepared for learning without the presence of an instructor. The instructors' experiences of high dropout rates of online students was seen as a de-motivator for instructors.

Faculty members argued that online teaching is not conducive to all learning styles. An accounting instructor voiced his reluctance to teaching online this way,

> No one will disagree that there are a lot of different learning styles. If I have students in my face-to-face class, I have 25 students and there's five or six different learning styles and I will cater to all those learning styles by talking with them and going up to them a second or third way, or giving them a different way of looking at it. I can't do any of that online. First off, I don't even know their learning style. I don't have a clue because I haven't met them. I have no thought to how they learn.

A business management instructor noted his concern as follows,

> I don't think we understand our students well enough, and how they learn. The rate at which our learning styles are changing is incredibly fast and I don't think we've caught up to them.

The above quotes illustrate a perception that in face-to-face courses, instructors are able to understand the various learning styles of their students. After determining the various learning styles in a face-to-face course, they felt they were better able to adjust their teaching methods and reach students more effectively than they can online. Some faculty members were concerned that online teaching is not effective in reaching all learning styles. The real issue is that faculty members cannot really determine individual learning styles when teaching online.

Incompatibility with Students–Maturity and Preparation

An additional concern was that a many community and technical college students are not prepared to take an online course. An English instructor expressed her frustration with online instruction with community and technical college students this way,

> It's not ideal for community college students who are under prepared and lack maturity. They don't have the skills to know how to learn things or the maturity. Students get the skills to get to proficiency through human interaction, not through interaction with a machine.

Another thought regarding incompatibility with online learning styles came from a social justice and diversity faculty member. His view was,

> Some people are not online learners. I think in order for students to be online, they have to be motivated. They have to be tech savvy. And they have to be organized, because it's easier, I think, and I've taken online courses, myself, so I think it's easier to put

> things off when you're online than when you are face-to-face. I don't think all students are good candidates for online learning.

Incompatibility with Students–Retention

Given the perceptions that online education is not compatible with community and technical college students due to various learning styles and maturity and preparation levels, several faculty members felt that retention rates for online learners were lower than face-to-face learners. This was a significant demotivating factor to teaching online. An English instructor noted she was "spending so much time on the online classes for so little results for my students." She felt her online students were dropping courses more than her face-to-face students.

While there was a strong opinion that online learning was incompatible with community and technical college students and not all students are good candidates for online learning, there were differences in what was noted as being incompatible. Half of the instructors interviewed felt online instruction was not conducive to various students' learning styles. Other instructors felt community and technical college students were not prepared or not technologically savvy to effectively navigate and communicate online.

Incompatibility with Discipline

Another incompatibility noted with online teaching had to do with subject matter. Several instructors felt their discipline was one that could not effectively be taught online due to the hands-on nature of the learning. They were in agreement that online education could work for numerous disciplines, just not the ones they taught. An accounting instructor mentioned,

> I think a lot of generals are okay for being online. But an accounting class, where you have journal entries and you have to look at account balances and you have to talk about what does this mean and all that, I think it's very hard to do that online. I think

plumbing, any of those trades, any hands on learning that goes on, is very difficult to do online.

A mathematics instructor did not feel math could be instructed online. He noted,

> Mathematics is really language and symbolisms. Interpreting that information in an online setting, where you're using the written mode to already explain something that's written, I don't see as a real efficient way to do that. For me to stand up in front of the class and say, 'Look at this notation, here's what it's telling you to do, it's like this.' Imagine the amount of writing I would have to do to communicate the information. In a 50 minute class period, we probably do 15 minutes of work, you know. 'Here you do this one.' And the rest of it is all, 'Okay, what happened? Where did you get stuck, here's why, here's the misperception, here's what you've been doing in the past,' and that kind of back and forth discourse isn't as accessible, isn't as readily available in an online class. Maybe it's philosophically how I look at mathematics and what the role of a math degree plays in a person's employment, future career path. I think it's a different skill set than what you get from a history course. And you know, not to trivialize what they do in history. But in history you're accessing historical records and synthesizing information. It's probably not as technical, not as procedural as mathematics instruction.

Two biology instructors were very concerned about the quality of online labs. One biology instructor noted,

> How do you do the labs online? Labs have been challenging. I have to send out labs, dissectible materials in the mail. It works okay, it's not great. They have to photograph their dissections and label them, and send them back to me. Some labs like microscopy, we just really can't do. I have to use pictures for that, so there are certain things I can't

do. For A & P, it's not as bad, but there's no real bone models, there's no real muscle models. We have to go to simulations. I know a lot of the simulations that are out there are garbage. Not a fan of most of the simulations that are out there.

A second biology instructor added,

> If I was going to teach online, I'm more worried about the lab component. I'm not crazy about virtual labs. I'm not keen on the virtual, because I think they need to have the hands on. I worked in the industry and I think you need to have that hands on experience.

An informational technology instructor was also concerned about the quality of the labs. She stated,

> I teach classes generally that involve a lot of hands on labs for software development and other types of computing classes. There's a lot of hands on lab work. I found when I'm teaching it online, students are working alone primarily. I've never had a synchronous online class, they've always been designated as asynchronous. There isn't any way for me to lead the lab per se. I can give them the lab instructions, I can give them videos, I can record my videos, but if they get stuck in the middle of the lab, their only choice is to email me, or call me for help, or ask another student.

An English instructor stated,

> When you're teaching writing it takes a lot of words online to improve a little bit. When you're in a classroom, somebody can read a paragraph out loud and in two seconds you can name the element. It's so much more efficient face-to-face with writing. In an analytical writing class where you're teaching documentation, which is so easy to point to and so difficult to help people if they're not getting the right idea online. It takes so many words to get that correct, where I can just point in face-to-face.

A farm management instructor put it this way,

> I think the farm management students are kind of unique in what their expectations are from the program. Ninety percent of the teaching is delivered one-on-one. They're getting this one-on-one attention with me and so trading one-on-one with me for an online, I don't think would meet their interests. That would probably be one reason (for not teaching online). My subject doesn't work online. You need to be hands-on, one-on-one. The farm is the textbook.

The majority of participants felt that online teaching was incompatible with their disciplines. Faculty members who taught labs were particularly concerned that the quality of a face-to-face lab could not be found in the online environment. Some faculty members mentioned the time it took in an online class to correct writing or accounting errors was substantially more than in a face-to-face course. While some faculty members teaching in a program felt online instruction would work for general education classes, a few liberal arts faculty members mentioned it would not work for their discipline, but could work for other programs.

Incompatibility with the Institution's Mission

Another incompatibility noted was the perception that online instruction does not fit with the mission of a community and technical college. The mission being defined as providing "high-quality, hands-on instruction." A philosophy instructor teaching for 23 years stated his reason for not teaching online was his belief in the mission of a community college. As he stated,

> I like the idea of combining access with excellence. I think that with online courses, you diminish excellence. I have a hard time putting an inferior product out there, because I believe that is what inevitably results when you move to the online platform.

An accounting instructor justified his reluctance by stating,

> I think online goes completely against what we stand for at this institution. We're a hands on, technical college, and online does not allow for that, or makes is incredibly hard to have hands on instructor contact with high quality instruction. If we want to be a high quality institution, we better be putting out a high quality product. If we go to online, we're losing that.

Faculty members dedicated to the hands-on mission of a community and technical college voiced a concern that online learning was not compatible with the mission. They refused to teach online as they felt the quality of hands-on learning was eliminated when courses were placed online. The belief was quality diminished as courses were placed online.

Incompatibility with Quality Instruction

Another theme tied closely with the incompatibility of online education and a community and technical college mission, was the opinion that online education does not equate to quality education. Several instructors felt students were not receiving the same quality in an online classroom as they were receiving in a face-to-face classroom. A philosophy instructor felt online teaching was,

> Teaching that's done at a minimum. You provide the content and you provide the organization, and then students respond accordingly. It doesn't have that extra dynamic element to it, so it's kind of a bare-bones type of experience. It's very limited in what you can do, so the word I keep coming to is 'minimal.'

An accounting instructor stated,

> Because if we want to be a high quality institution, we better be putting out a high quality product. We're not the crap, we're a reasonably priced, very high quality institution and I think as we go online, we are losing that, a little bit.

The instructors voiced concern that online teaching does not equate to quality teaching. A dynamic that was noted as missing from the online courses was the "real time question and answer" sessions that occurred in the classroom. Instructors felt that students were not getting the full benefit of higher education when taking online courses.

The role and influence of identity in organizational change was pervasive throughout these incompatibility comments. Numerous comments surfaced that spoke to participants' identities and how they did not want to engage in a type of teaching that was not compatible with their individual identity and their perceptions of the identities of their institutions and students.

These study participants did not know how to translate what worked for them in face-to-face teaching to online instruction. Institutions cannot ignore the change processes that occur in one's identity and organization when transitioning a face-to-face course or program to an online course or program. These changes present challenges and even threats to some educators. If an organizational change also requires an identity change, this adds a layer of complication to the change process. It will discourage those who are comfortable with their current identity and role, while it can also encourage those who are open to a new form or identity for themselves.

Instructors need to be aware of the fact their online teaching identities will change and they need opportunities to create different online identities.

Time

Following incompatibility as a reason for not teaching online was time. Two sub-themes emerged around time. The two themes included the time commitment required to teach the course and the lack of time given to adequately prepare for the course. Instructors who taught online noted a de-motivating factor was the need to be present 24 hours a day, seven days a week. Those who refused to teach online noted they had heard from online faculty members that online teaching required more time than teaching face-to-face, especially before the course started. Another concern was the fact that teaching online required a great deal of time to set up and often instructors were given an online course with little notice.

Time–Hours Required

Several faculty members reported teaching online required more time than teaching face-to-face. An English instructor stated,

> Online is much more labor intensive. It's much slower, it's more awkward. You have to be willing to be online a lot, really a lot. Because you have to respond really quickly to their questions. If you wait too long, and 24 hours is too long usually, then everything goes bad from there. So you have to be willing to be online a lot. I would describe online teaching as twice as much work and half as much fun as face-to-face teaching. And fun is important to me in a profession.

A biology instructor noted,

> I did a hybrid and then I did my online class. I spent more time with my online class than I did with my hybrid class because of the written communication. Whereas, in my hybrid class, I could sit there, give them the information, do the lecture, they could ask questions, go back and forth, and it was just during that time. Whereas, with the online

> class, I had more conversations, discussion, developing stuff that would connect with them.

An English instructor expressed her lack of wanting to go back to online teaching like this,

> I felt like I was spending so much time on the online classes for so little result for my students. And maybe that's bad for me too because I'd look at the discussion board and there's 180 messages to read and I would think, 'I don't want to read those messages.' That's awful. And then when the papers would come in, it was worse because they've got long papers and it takes forever to scroll through them and make sure you're reading them carefully and sending back comments.

An information technology instructor also commented on the tremendous amount of time it takes providing feedback online,

> You also have to spend a lot more time on feedback, because instead of talking to the whole class, if it's asynchronous, you have to give feedback individually to every single person. For me, that took hours of time because I have to re-grab their software application, read all the codes, mark it up, make some comments, and send it back. That might take, for each student 15 to 20 minutes on each assignment, multiply that by 20, 50, how many students you have online, it's many hours per week.

These instructors felt the time required to teach an online course was substantially more than teaching a face-to-face course as it involved more written individual communication responses. The need to respond to each individual student's question took time. The time to read and respond to discussion posts was deemed daunting and not exciting to some instructors.

Time–24/7 Availability

Another theme that emerged was the perception that students expected instructors to be present 24 hours a day, seven days a week in an online course. An information technology instructor expressed her concerns,

> You have to be available 24/7. People tend to email you in the middle of the night. If they do email you it's usually at odd hours because they usually are probably working adults and that's why they chose the online class and they'd like a response in a timely manner. For me, at the time I was teaching online I was also teaching normal, face-to-face classes at eight in the morning, so when people asked a question at midnight they wouldn't get a response until after the end of my normal teaching day, which might be two o'clock or something. I felt like they weren't happy with that, it wasn't ideal for my students, but there wasn't, short of me getting up extremely early in the morning or staying up extremely late, any good way to manage that.

Students' expected timeframes for instructors to be online was deemed a de-motivator to teaching online. Instructors were passionate about student success and recognized the need to respond to students' questions. They were unable and unwilling to manage and accommodate the "24/7" expectations.

Time–Lack of Preparation Time

Another frustration with teaching online was the concern that instructors were given an online class with little time to prepare and the perception that it takes more time to prepare or convert a class to the online platform. A communication instructor said he refused to teach his online class because he was only give three weeks to prepare. He stated he would have been

more likely to teach the course if he would have been given more time "to get amped up to be ready to pull this off."

Time emerged as an online de-motivating factor for faculty members to teach online. The huge time commitment required to teach online emerged as a common theme in this study. Faculty members commented that online teaching required much more work at the beginning of the course and then it became ongoing maintenance. There were concerns that reading the individual discussion posts and responding to each student took generous amounts of time. Other concerns were the amount of time it took to correct errors in writing online versus having the ability to vocalize and point to errors in a face-to-face course. Other themes surrounding time were the views that instructors felt they needed to be present "24/7" in an online course and instructors were not given adequate notice to prepare to teach an online course.

Academic Integrity

Another de-motivator to the adoption of online teaching was concern over academic integrity. The main issues regarding academic integrity were the potential for cheating and the inability to know if the student enrolled in the course was the student doing the actual work. Faculty members expressed concerns that they had heard from students who had admitted to cheating online or having another student complete the work for them. Faculty members were disappointed in administration's unwillingness to provide proctoring for exams or to purchase some type of anti-plagiarism software. There was a theme concerning lack of support from institutions and the frustration that institutions were not listening to instructors' requests for help with ensuring integrity in online learning.

Academic Integrity–Cheating

A big concern regarding the academic integrity of online learning surfaced around the view that online students were cheating more so than in face-to-face courses. A biology instructor noted,

> It just kills me when I hear students saying it, but they were kind of mocking when they were online, about 'oh, they don't even know how we sit there and we cheat next to each other.' That's one of my big hesitancies.

An accounting instructor said, "One of the big things that I think online proposes is an ease of cheating on exams and how do you prevent that? How do you monitor that?" Another accounting instructor who refused to teach online mentioned, "I don't think there is any way that anybody will ever convince me that there is enough integrity in it. Oh, I know people cheat on their online courses all the time."

Instructors were not willing to teach online as they felt students were cheating online and they were disappointed that their institutions were not addressing this concern. As one English instructor stated, "we need to get Turn-It-In (anti-plagiarism software) back so bad, but it got eliminated - They (administration) said it was a budget move, but I think it was purely to demoralize us." A biology instructor voiced his frustration by stating, "I alerted the dean that this (cheating online) was happening, and she ignored it. She just said, 'Big deal.'" Instructors also heard from students who admitted to cheating online. The concern that online education lacked integrity was voiced repeatedly.

Academic Integrity–Anonymity of Students

Another sub-theme of online academic integrity concerns was the lack of knowing whether or not the student enrolled in the course was actually completing the work or taking the test. A mathematics instructor stated,

> There's some credibility issues. Is it that student's work? What resources did they access while they were getting the work? Did they know it or did they just know how to find the resources? How did they then access those resources to get those answers? I would like to see the institution have a policy that guarantees the credibility of the work, the credibility of the degree, the grade the student gets.

An accounting instructor who refused to teach online stated,

> I haven't found anybody that I've talked with that can tell me how they guarantee the students are actually taking the tests themselves, and doing the work themselves and that there's any integrity at all in the grade they've given.

An advertising instructor asked, "How do you know it's them taking the test?" An English instructor stated, "I know the one thing that bothered me about writing is that the person on the other end was actually writing the papers." A biology instructor stated,

> I have to trust that the person that is taking the test is the person. I had students brag to me that they would cheat on their online tests, or have somebody else take them. It was just not regulated at all.

Another biology stated, "I just know that someone is completing the work, might not be them."

Issues surrounding academic integrity were found to be de-motivators to teaching online. Instructors were adamant that institutions needed to address their concerns and issues regarding online academic integrity. They voiced concerns regarding who is taking the tests online which

could be addressed with proctoring exams at remote locations and cheating which could be addressed in English courses through plagiarism software. There was a strong sense that institutions are not supporting their requests to improve the academic integrity of online instruction.

Technology

Following incompatibility, time, and academic integrity concerns, technology was mentioned as a de-motivator to teaching online. While Davis' (1986) Technology Acceptance Model was used in this study, the majority of faculty members did not express personal concerns with the perceived ease of use of technology. Most admitted they were comfortable with technology and technology was not a de-motivating factor to teaching online. However, they would appreciate training on technology that addressed their concerns of not being able to connect personally with students online. Only three faculty members who refused to teach online admitted being somewhat fearful of technology. A bigger concern discovered in these interviews was faculty members' frustrations with students' inability to use the technology or not having the appropriate technology.

Technology–Instructor Concerns

A few faculty members admitted to having concerns with navigating a learning management system and converting a face-to-face course to an online course. An advertising instructor stated his comfort level with technology was a part of why he refused to teach online. He admitted the technology and advertising software were available but he does not know where or how to begin to use them. His reluctance was his own comfort level. He stated, "It took me a lot to get into D2L years ago. I'm sure I could walk before I run using D2L. How do you lecture on the computer?"

Technology–Student Concerns

A bigger concern regarding technology found in this study focused on student concerns. Concerns regarding students' inability to use technology and possessing the adequate technology tools were themes that surfaced during the interviews. A biology instructor stated he felt he was spending more time in his online class teaching students about how to use the technology medium rather than the course content. He stated,

> I was constantly bombarded with emails. I was checking my email all the time. Usually they are asking about where something is, or something about the medium, rather than content.

Faculty addressed concerns with all student age groups when it came to technology comfort levels. A health science instructor noted,

> I had a lot of adult learners who were either laid off at their positions and were looking for something new and technology did get in the way with their online. Because we have D2L and so they didn't know how to maneuver through that. I felt like I had a lot of the students, the adult students come to me like, 'I've never done this. I'm used to turning a paper in. I'm not used to submitting it in the drop box.' I guess the navigation for the older students is a little tougher.

While an English instructor stated,

> These were students who were under-prepared for college, younger for the most part, not technologically savvy at all. So there were lots of barriers like, how do you use a website? I always get all these questions all the time. So I felt like when I started teaching online classes, I was doing more teaching them to be online students than I was teaching them the subject matter.

Another English teacher was frustrated with students' lack of basic typing skills. She stated,

> They don't know how to type, and they take an online class. So they're like sitting and pecking, which one does not make one's deadline that way. And lots of them didn't grow up with technology in their house nor their schools, so that makes a huge difference.

Students' lack of computer equipment and high speed internet connection were reasons an information technology instructor preferred face-to-face teaching over online teaching. She stated,

> We do not have a requirement for students to buy any specific laptop or equipment at our school. I don't know if they will actually have a wireless connection. Some of my students live in rural areas, they only have DSL, so it will be insufficient for doing things like Adobe Connect or Skype. What we're finding is sometimes students are actually driving to an open technical college and sitting in our library to do an online class because they don't have wireless internet access at home. Because we are in a rural area, a lot of our students drive in from areas that are 30-45 miles away.

Technology surfaced as a reason for not wanting to teach online due more to student concerns than faculty members' personal concerns. Many faculty members were concerned that their time should not be spent teaching students how to use the technology or learning management system. Other concerns centered on students not having proper technology tools such as laptops or internet connections.

The primary research question guiding this study was "Why are faculty members not teaching online?" The findings from this study mirror the barriers that have been previously identified in the literature review. The results of this study indicated faculty members are unmotivated to teach online because they find it incompatible with their teaching preferences,

student learning style, discipline, mission of a technical and community college, and quality education. They are also unmotivated to teach online due to the tremendous time commitment it requires, academic integrity issues, and the frustration they have with students who do not know how to use the technology.

Results of Research Question Two

The second research question guiding this study was "What incentives, if any, are likely to motivate non-participating instructors to adopt online instruction?" The themes and subthemes that surfaced are presented in Table Four. Most faculty members mentioned the need for better training. Training was needed to make sure faculty felt self-confident to successfully navigate the online environment and effectively use the learning management system. Several faculty members felt they were unprepared to teach online and the current training offered was minimal, at best. Training should be offered to enhance pedagogy and educate instructors on innovative ways to create online presence. Another motivating factor noted during these interviews was for institutions to address academic integrity and ensure procedures were in place to reduce cheating such as anti-plagiarism software and proctored exams. Several faculty members mentioned they felt the hybrid model or synchronous courses were more effective for community and technical college students than were fully asynchronous online courses. Other themes to motivate faculty members to teach online included having adequate time to prepare, threatening to take away courses if refusing to teach online or be fired, reaching more students, reducing online class sizes, setting online standards, and being compensated in some way. While these themes were common in the literature, the request to vet online students was identified as something new that would motivate those who discontinued teaching online to go back to teaching online. These instructors were those who mentioned that online learning is not for

every student and if institutions could ensure those students who take online are ready to succeed online, faculty members would be willing to give online instruction another chance.

Three faculty members openly admitted there would be no incentive that would work for them to teach online. An accounting faculty member who refused to teach online stated, “No, zero, simply because I have such a strong belief against it.” When I asked a biology instructor who taught online and no longer teaches online if there was anything that might motivate him to teach online again, he simply replied, “Probably not.”

Table 4

Summary of Themes Research Question 2

Theme	Sub-theme
Training/support	Mentoring, observing, trying, credentialing classes, instructional designer, standards
Academic integrity	Proctor, anti-plagiarism software
Student vetting	Online assessment, student readiness
Hybrid	Meet students in person, synchronous
Time	More time to prepare
Threats	Threat of being fired, losing courses
Accessibility	Student needs
Smaller class sizes	Assist with time required to teach online
Compensation	Money, credit release

Training/Support

The number one theme noted as an incentive to teach online was better training. Instructors mentioned the need for more institutional support in terms of training and preparing

instructors for online teaching. A speech communications faculty member stated, “So the advice I would give (administration) would be to help us along a little bit.” A biology instructor stated, “I wouldn’t say I was poorly trained. I would say I was not trained at all.” Specific recommendations included providing mentors who are experts in online teaching and teach the same discipline, offering the opportunity for instructors to take sample online courses, giving instructors open access to online courses, and requiring a credentialing class in online teaching. A couple of faculty members recommended instructors take Quality Matter courses and follow Quality Matter standards. A health instructor stated, “I would change the training. I would recommend Quality Matters, those courses really opened my eyes.”

Training/Support-Mentor

A sub-theme that specified what training and support would motivate faculty members to teach online was having access to a strong online mentor. The mentor should be an online faculty member who has years of online teaching experience. The mentor should be someone in the same discipline as the reluctant faculty member. Many mentioned that the mentor should not be someone from administration or information technology.

A speech communication instructor said he would be more enticed to teach online with a mentor. He noted,

> I think I would put number one (motivator to teach online) to have an expert that’s been there, done that. A faculty member, not an administrator going through some scripted thing they learned from somebody else. And I don’t mean to talk them down, but…If I’m going to go out to war, I want to talk to a soldier that’s been out there on the front line and knows what life is really like. So I want a fellow teacher to tell me ‘this is how

> you do it. This is how you don't do it.' So a primary factor would have been a mentor that I could trust, that I could work with.

A mathematics instructor stated he would be more willing to try online teaching with a network of mentors. He stated, "Probably the biggest factor would be a network of colleagues in the same (course), you know not just math colleagues, but math colleagues teaching the course that I'm teaching online at this point." A biology instructor provided recommendations for training by stating,

> In house training, here's the thing I would look at. Who's doing a great job out there objectively? How do you say who's doing a great job? Student surveys or what do you do? Then say okay, what's that person doing to do a great job in their class? Maybe that's a thing that you could adopt and maybe doing those things during workshops.

Faculty mentors were mentioned throughout this study as a key motivator to entice faculty members to teach online. The ability to have a support system in place was mentioned as a motivating factor. The mentor should be vetted as one who demonstrates strong success teaching online and has years of online teaching knowledge to openly share.

Training/Support–Trialability and Observability

Another motivating factor for faculty to try online teaching included Rogers' (1995) expediting factors of trialability and observability. Rogers (1995) defined trialability as "the degree to which an innovation may be experimented with on a limited basis" (p. 258) and observability as "the degree to which the results of an innovation are visible to others" (p. 258). An advertising instructor stated he would be more willing to teach online after taking an online course. He stated, "Taking a sample class, yeah, and seeing how they do what they do." The ability to see an online classroom would motivate an English instructor. She stated,

> I think letting each other hang out in each other's classrooms, I think that would be a really cool thing. Let people shadow, I really think that would be a big deal. I think some people who are resistant, if they spend a semester just hanging out in somebody else's classroom, I think they would see that there's a lot of things that might suit them better than they thought it would.

The above quotations reinforce the use of Rogers' (1995) factors of trialability and observability. As Rogers noted, "a personal trial can dispel uncertainty about a new idea" (p. 258). If faculty members were able to try online learning or teaching prior to online teaching, they may be more willing to teach online as some doubts or misconceptions may be addressed.

Training/Support–Credentialing course

Another training suggestion was to require faculty members to take a credentialing course in online teaching. Prior to achieving tenure status, community and technical college instructors in Minnesota are required to take credentialing courses in curriculum planning and design, assessment and evaluation of student learning, and instructional strategies. A health sciences instructor said she learned a great deal through her required credentialing coursework and highly recommended a credentialing course be designed specifically for online teaching. She stated,

> I think if they would have something like that, with online training, I think they would find that more instructors would go the online route. Just because I learned so much about curriculum, assessment, rubrics. I think that's the biggest thing is the new instructors coming in are going to be more apt to put their courses online but there's not enough training to allow them as to what is sufficient for an online class. What should an online class contain? I think if there would be that credentialing with the online component, I think they would draw more. I don't think instructors really understand the work that

> really needs to go into an online course to make it successful, the content, what it should look like. I think the online tutorial that they have just isn't enough.

Because credentialing courses are required and were of benefit to this instructor, she recommended a credentialing course be required on online teaching. Since the instructors who take these courses are new to teaching, they would be trained in online teaching and gain basic knowledge on teaching online. These classes may entice reluctant faculty to try online teaching.

Training/Support–Instructional Designer

The recommendation arose in this study for more instructional and design support for online educators. A concern for an information technology instructor was that her institution offered very little online teaching training and no instructional design support. She felt the few training sessions were minimal at best. She said of online training,

> We do have occasional, when we have our faculty development days, we do breakout sessions. We don't have an instructional designer or someone that's strongly qualified to do that for us. I know other schools in the Minnesota state system that have a person that assists faculty in building out the D2L core shell. I think that would help a lot. I would be much more willing if I had a little bit of help on building it out.

An instructional designer on staff would be a motivator to teach online for a few faculty members. An instructional designer would reduce the time it takes to initially set up an online course which was noted as a de-motivator to teaching online. A person who is qualified in online course design would provide the support faculty members need in setting up their online course.

Training/Support–Time

Faculty members also voiced concerns regarding when institutions should offer online training and the amount of time allocated to the training. A nursing instructor stated, "Training before the semester starts, when you don't have all the stress of like, 'Oh, my gosh, I'm starting this' and 'What's going on next?'" A speech communications faculty member talked about the type of training that did not meet his needs and actually scared him away from teaching online. He stated,

> I'll tell you the teaching things they offered that I did not respond to very well. In-service day, with a break out session. Learn everything you want to know about how to teach online and go for it in 20 minutes or less. So that was a major turn off. It's almost scarier when you find out a little bit of the story and you realize how much you don't know. As opposed to just having been completely naïve about it. So when we've had these little break-out sessions, they'd say, 'Oh this is how you put your tests here. It's not really called a midterm exam, or a final exam or a test. It's actually called a quiz. So just know that quizzes are actually tests. And then if you want to put in a handout, then you go to this drop down menu here.' The training started to speed up real quick and I was like, 'holy cow.' And they tried to do so much in 20 minutes that it was beyond overwhelming. Then going out on a scary limb with no direction, not that I need handholding, but no professional mentorship to go with. It was just like, 'go for it. See you.' So then I said, 'No, I'm not going to teach online.'

This comment supports that idea that online training needs to be strategically implemented. Online teaching training sessions should not be implemented during short in-service sessions which appeared to be currently the case at some institutions. This current

training led some faculty members to comment that institutions do not understand the complexity that online teaching required. The current practice of offering training one day a year trivialized the importance of online teaching and gave instructors the impression that administration does not support or understand online instruction.

Training/Support–Standards

Another motivating factor to teaching online included the implementation of online standards. This correlates to the demotivating factor that online education does not equate to quality education. There was a concern that online courses were not regulated and if administration set online standards, online courses would be more credible. A specific suggestion tying back to providing quality online education was for institutions to follow standards such as those set forth in Quality Matters. A dental hygiene faculty member stated,

> I think they should have some kind of training or some kind of rubric that a faculty member could utilize. You can't just jump in there and navigate it (D2L). You need some training. I think that if they're going to require you teach online, they should provide some training. I also think that courses should be vetted through Quality Matters, because I think that they have some pretty good structure.

A nursing instructor added,

> I think it would be better to have curriculum specialists that go over and to standardize things. You can't have three different people teaching the same subject in five different states and have everything totally different.

A biology instructor noted,

> Who's making the standards? What is the criteria for putting one thing online, and not putting another thing online? It just seems to be a free for all. There doesn't seem to be a

> whole lot of thought…I don't think it needs to be overly regulated, but there doesn't seem to be any oversight in it. It's just whatever you feel like doing, you can do. There's certain courses, I would say that can work (online)…but there's no judgement. Here's the bottom line that I find odd. It's not like they ask the instructors to find out if they thought it was a good class to put online, they just put it online. From the scientific community or the college community, they never asked us if we thought it was a good idea.

Some participants' viewed online education as not quality education. Improving the quality of online education may enhance some faculty members' motivation to teach online. Ways to improve the quality of online education found in this study included setting online standards and regulating what courses are to be placed online.

The need to feel adequately trained prior to teaching online was voiced numerous times in this study. Several faculty members felt institutions did not provide the necessary staff, support, and time to prepare them to feel confident teaching online. Mentors were often mentioned as a motivating factor to teach online. The ability to observe or try out an online class was referenced as was the need for a credentialing course in online teaching and online standards such as requiring faculty members to follow Quality Matters.

Academic Integrity

Following training as a motivating factor to teach online, was the need for administration to do something regarding the academic integrity issues online. Several faculty members felt students were cheating online more than in face-to-face classes. There was also a strong request for institutions to ensure the person taking the course was indeed the person logging in and taking the examinations.

Academic Integrity–Cheating

Instructors were adamant institutions needed to eliminate online cheating. An accounting instructor recommended, "Make everything proctored, have a proctor center and proctor the exams." A mathematics instructor stated, "Turn-It-In anti-plagiarism software. Those kinds of structures." An English instructor stated,

> If I could change one thing, we should have Turn-It-In.com built in. Not having that has cost the students. I have had papers handed in to me that I know for a fact that I've read before but there's no way I can prove it. I had one here last week, that I'm like I read this before, I know I read this before, and instead of being able to submit it to Turn-It-In and getting an answer in a minute, I went through every portfolio I have at home over the last year. That's three sections a semester, 25 per section, I was two and a half hours going through every paper I had and discovered that in fact it was not last year, but it was probably a year or two before, and I don't keep those papers because my house would collapse if I kept everything. I've seen the impact when we used to have it. I've seen the effect it had on the students when they would just go, 'Okay, no shenanigans. I got to do this straight up. I actually have to do the paper, now.' And that's probably 10% of my job, is doing plagiarism checks, looking for sources, finding sources, doing Google searches, going through the databases looking for stuff that I know. I'm not getting paid to be a detective. We need Turn-It-In. We need that back so bad, and I know so many instructors would use it if it was back.

Instructors in this study would be more motivated to teach online if their institutions were addressing cheating. There was a common theme that online students were cheating more than

face-to-face students. Some instructors felt their time should not be spent investigating whether or not students were cheating online.

Academic Integrity–Anonymity of Students

A second concern regarding online education was ensuring the student taking the course was also doing the work. An a**c**counting instructor noted, “Even with Turn-It-In, that site and stuff that still doesn’t mean the person wrote it.” While a math instructor stated, “Security- guarantee the student’s identity. I think anything that guarantees the credibility of the work, the credibility of the degree.”

If institutions were addressing academic integrity issues in the online learning environment, more faculty members in this study would be willing to try online teaching. A number of faculty members felt they could not teach an online course as they did not feel academic integrity could be found online. The use of proctors and anti-plagiarism software was voiced repeatedly.

Student Vetting

A theme found in this study that is not pervasively present in the current literature that would entice more instructors to teach online was ensuring only the “right” students are taking online courses. Faculty members spoke about the need for institutions to recognize that not all students are a match for online instruction and not all students will succeed online. Several faculty members felt that the retention rate for online learners was lower than face-to-face learners and that bothered a great deal of faculty members who no longer teach online. The advice from an English instructor who was an early innovator of online teaching and suffered from burnout was,

> I would get rid of online only classes except for students who meet certain criteria, like if they're over 25 and they work full-time. Carefully vetted students for age, technical skills, maturity, reading level, that's a big deal.

A biology instructor stated his concern, "There's not really an application process to take an online class. There's no screening process." A mathematics instructor with 40 years of face-to- face teaching experience said he might be more motivated to teach online if there was some kind of online assessment and preparatory online workshop. He stated,

> If there was some kind of an assessment that would actually check the students' readiness for that mode of learning, if you could again, check their motivations for why they want to do online, what constraints are there that makes this a more viable option. But maybe we could offer a little workshop, a pre-online instruction workshop. You know, obviously you need to have the access to technology, you need to be able to do some fundamentals of communication, asynchronous communication. Do you want to have the availability of real time face-to-face communication? Those are the questions you could ask students and then respond to them, saying, 'the instructor you're signing up for doesn't typically follow those kinds of practices, you might want to consider a different instructor or different mode of enrollment in the course.' A pre-online enrollment questionnaire that would actually get at the motivation behind the course online and answer the question 'Are you a good candidate?' Whether or not we can deny them is one thing, but if we could advise them.

A dental hygiene instructor who no longer teaches online stated,

> I think that students should have to take some kind of a quiz or Accuplacer type test to evaluate them for candidacy to be in an online course, because, as I've said before, not all students are good online learners.

A de-motivating factor to teaching online noted by several faculty members was the fact that some students do not succeed online and online courses are not for every student. This did not sit well with instructors who did not want to witness their students failing. They wanted their students to succeed in an online course. Faculty members stated they would be more willing to teach online if students were given a pre-online assessment for readiness and motivation. Instructors mentioned if they knew their online students were vetted for online readiness, they would be more successful. Student readiness and success were viewed as motivating factors to teaching online courses.

Hybrid/Synchronous

Several faculty members mentioned they would be more motivated to teach online if they could see their students a little more often than an asynchronous class allows. This ties back to compatibility with teaching preference as numerous instructors loved the face-to-face human interaction found in a physical classroom. Recommendations to change fully online courses to either hybrid or synchronous courses were noted from those faculty members who taught online and now prefer not to teach online. A biology instructor stated,

> I don't think (fully online) students are getting the full benefit. That's why I would advocate for the hybrid to show them what they're potentially missing. Then maybe help fill in gaps, even it if was once a month I could get them to come in. I think I can communicate with them better if they're here a little bit.

Another biology instructor stated he would be more willing to teach online if he could require his students to use Skype and have synchronous chats to simulate a face-to-face classroom. He mentioned it would only need to be an hour each week. An English instructor stated,

> Hybrid courses have good numbers across the board, here and nationally. So if you want to do a hybrid course that makes sense. But online only… I think they should just come in.

A computer instructor lamented,

> If they would allow me to do some synchronous sessions so I could actually speak with the students and help them with questions and lab work. That would make a big difference. I think if we had support and training on Adobe Connect, and we knew that students also had support and training so they could get in there and use it, that would make a big difference.

Another English teacher stated,

> I like hybrid very much. It gives me just enough that I can change if I see they're not getting this. Students like the security of knowing the teacher. Being able to read them intuitively. This is an approachable person. And they can quickly ask questions on that day and yet they don't have to be in class all the time.

The request for changing fully online courses to either hybrid courses or synchronous online courses was mentioned numerous times. This was mentioned by those instructors who were "people" persons and wanted to be able to see and interact in-person with their students. A few faculty members mentioned the face-to-face meetings did not have to be held very often. Only seeing students a few times a semester seemed to interest faculty members who were reluctant to teach fully online courses.

Time

Another de-motivator to online teaching was the opinion that online teaching required more time than teaching face-to-face. Some instructors felt like they were not given enough time to adequately prepare to teach an online course. A speech communication instructor stated one of his challenges was, "Having time to get amped up to be ready to pull this off." A computer instructor noted,

> I think it takes a lot more time to produce a great quality online course. It's not something that you can hand to the instructor one week before the class starts and then expect a good outcome because they need a lot of time to invest to create unique activities that are different from what you do in the classroom. They need to be able to record lectures and intro videos.

When asked what would motivate a biology instructor who tried online teaching to try it again, she stated,

> It's just I need to invest the time to do it. If I knew he (the dean) wanted me to teach an online course in the fall, I'd want the summer to get it together. And then I'd be ready. Then I'd want to do it for a couple of semesters.

Time played a role in demotivating faculty members from teaching online. In order to be motivated to teach online, instructors felt they needed to be assigned the online course well in advance. They also suggested once they were assigned an online course, they should be able to teach it several times.

Threats

Three instructors who have refused to teach online admitted the only way to get them to teach online would be through threats. The threat of losing their positions and losing their prized

courses would be the only motivators for a few participants in this study. Said a philosophy instructor,

> I'd be hard-pressed to find anything that would motivate me. I would say there would be disincentives that would motivate me, like, 'If you don't teach the online class, then you're not going to get a full load.' I'm not motivated to teach it at all.

When asked if money or credit release may entice him to teach online, he went on to say,

> Not really, no, because for me, my heart is just not in it, and again, this is the way I teach, and I am very much a passionate, enthusiastic educator in the classroom, and I like to have the interaction with the students. I can't imagine someone saying, 'This online class changed me. Your passion was infectious.' You don't develop the rapport.

A speech communication instructor said, "If I was going to lose my job and I had to learn, I would've done it." An accounting faculty member concurred stating, "Well, to keep my job, I suppose, I would do it."

It was apparent during interviews with these three faculty members that online teaching is not for every instructor. These three instructors would only teach online if threatened. While being threatened to lose one's job or prized courses would work to motivate these instructors, the online courses being required would most likely be taught with animosity and disgust.

Accessibility

Faculty members who have refused to teach online mentioned they would be incentivized to teach online courses if they believed these courses would improve student access. A farm management instructor stated,

> I am all about meeting the student's need. One thing that I have talked with my supervisor a bit, we don't have any programs or classes for traditional students, coming

> out of high school, that want to get an AA or an AAS in agriculture. We've had some discussion about what we could offer online here for those students that don't want to drive to the few community and technical colleges that offer our program. I guess I'd be motivated (to teach online) by something like that if it can serve students that just don't go onto school because of some barrier.

An accounting instructor added,

> If that (an online course) is the only option to give our students the class that they need to graduate, I would do it. I'll do whatever it takes to provide our students with what they need to graduate. I wouldn't be happy about it.

If administration could show faculty members that online classes reach a portion of students that face-to-face courses do not reach, a few faculty members in this study would be more willing to teach online. A reluctant English instructor stated that service to students would be an important motivating factor for teaching online. Student success was mentioned over and over by the participants. Online education's ability to reach a wider range of students should be stressed to increase the motivation to teach online.

Smaller class sizes

Two English instructors were concerned with the class size of an online course compared to a face-to-face course. Both believed teaching online required more time and both would be more willing to consider teaching online if the online course class size was reduced. The English instructor who taught online for years and now teaches only face-to-face stated, "Smaller classes would be an incentive for me to teach online. Way smaller classes. If it's a writing class." Similarly, the English teacher who refused to teach online stated,

> The class size should be smaller. For a number of years it was 20 students maximum per section for analytical writing, and they raised that class size to 25 without consulting any faculty. It's (online teaching) more work per student, I think that class size should be smaller.

This motivating factor ties back to the demotivating factor of time required to teach an online course. While these particular comments came from English faculty, other faculty members who complained about the time required to teach online may also be more motivated to teach online if their online class sizes were reduced. Reducing class size, thus reducing time spent reading and responding to individual students, may improve online teaching motivation.

Compensation

While some faculty members mentioned money was not an incentive to teach online, four faculty members admitted financial incentives might entice them to teach online. A biology instructor stated, "Yeah. I'll be honest. It's hard to say no to money. Money is always the issue." An English instructor stated,

> I can say that money, safely, would be partially a motivating factor, but I would never take on a class just for that.

A reluctant speech communications instructor mentioned,

> On a secondary, not as high (as a mentor), but a secondary motivating factor would've been some monetary recompense. Some reward and saying 'We realize you're going to go out there on a limb and try something you've never done before. We'll give you a few extra dollars to make sure that you're ready to go into battle when you're ready.' Maybe it's only a release credit or whatever. But that would've been a huge motivating factor.

Financial incentives may work as a motivator to teach online for a few faculty members reluctant to teach online. While it was not a dominant theme in this study, it was mentioned by a few faculty members as a possible motivating factor. One faculty member mentioned if he had an unexpected expense such as a furnace or plumbing repair, he may be open to teaching an online course.

Summary

Several themes were identified in this study as motivators for faculty members to teach online. The top themes addressed were better training, elimination of or at least addressing academic integrity, incorporating an online student vetting process, using a hybrid or synchronous model, giving more time to faculty members to prepare for online courses, threatening to be fired or losing full course loads, and reaching more remote students. Other themes identified but mentioned less frequently included reducing online class size, producing online standards, and providing better compensation. A top motivator found in the literature but not found in this study was convenience and flexibility. An English faculty member commented, "I'd rather have to be here (on campus) more than teach online."

If implemented, many of these motivators represent steps to reduce the de-motivators presented in research question one. For example, better training in terms of how to reach online students in a personal fashion may assist with the de-motivator of incompatibility with teaching style. Elimination of or at least addressing academic integrity may address the cheating concern. Incorporating an online student vetting process may help overcome the perception that online courses are incompatible with students' learning styles. Reducing online class size may reduce the time commitment needed to respond to individual students. Producing online standards may help overcome the perception that online instruction is incompatible with quality instruction.

The notion that administrators are not providing support and resources needed for a move to online instruction was evident throughout several de-motivators. This was evident in de- motivators such as the lack of time for preparation, the lack of training and instructional design support, the lack of release time or compensation, and the unwillingness to acknowledge or address integrity issues. If institutions provide more support for online planning and training, more faculty members may be willing to teach online.

Results of Research Question Three

The final research question addressed in this study was "What are the differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online and refused and faculty members who have tried online instruction and no longer teach online?" Table Five presents the main themes noted which include identity changes, visions of online teaching, positive role of online education, reasons for not teaching online, and advice to institutions regarding online education.

Table 5

Summary of Themes Research Question 3

Theme	Sub-theme
Identity change	OR= Try harder to create teaching persona
	R= Speculation
Visions of online teaching	OR= Negative
	R= Speculations of being negative
Positive role of online education	OR= Has its merits
	R= Has its merits
Reasons for not teaching online	OR= Numerous reasons
	R= Fixated on one reason
Advice for institutions	OR= Training
	R= Training

Note. OR = Online and Refused, this represents faculty members who have tried and discontinued teaching online. R= Refused, this represents faculty members who have been asked or had the opportunity to teach online and refused.

Identity Changes

Several faculty members talked about their teaching identity changing when instructing online versus teaching face-to-face. While faculty members who had not attempted online instruction could only speculate as to how their identities may change, faculty members who tried online teaching could definitely identify how they felt their identities changed while teaching online. Faculty members who refused to teach online felt it would be hard to express their personalities online and some were honest and were unsure how they would experience identity change. Faculty members who tried online teaching stated they felt their identities were

not known to their students. They had to try harder to create an online teaching persona and make connections with their students.

The following quotes are from faculty members who refused to teach online and were contemplating how their role and identity may change when teaching online. An advertising instructor said,

> I think the role of face-to-face, you're more than just a teacher. I think you talk to them about all kinds of issues, their life issues, why they're not coming to class. You're almost a counselor in some sort for students in a face-to-face, not that you couldn't do that online, but seeing them every day and talking to them, asking them, sometimes presents those kids of opportunities for you to be more in depth with them than if they were just sitting behind the computer doing that.

A philosophy instructor who refused to teach online but does use D2L for his face-to-face class with a mandatory online book club, noted some differences in his teaching role while being online. He said the following,

> My role a lot of times is continually reminding students to get their posts in. So I feel like I'm doing a lot more of this kind of caretaker, sort of babysitter stuff when I'm online and less of the interaction. I'll jump in there too. I'll make feedback. Comment sometimes on what they say, because I want to try to help to foment that discussion, but the responses I get are largely just sort of the bare minimum. They just try to do the canned responses and then get their two responses off to the other students. My role seems minimal, I guess.

A speech communications instructor who refused to teach online feared students would not get to know him or his voice. He stated,

> They just hear my writing. My writing would become my identity of who I am. So word choices and adjectives and verbs and specifically, 'I think you can do it attitude' in writing would be huge for my students. Because they don't have tone of voice. They don't have non-verbals. They don't have the face-to-face and all the other stuff you pick up. So if it's compassion, more compassion. If it's sternness, more sternness. If it's, 'Hey you're doing a great job,' more of that.

The following quotes and comments are from faculty members who have taught online and discussed how their identities did change from face-to-face instructors to online instructors. The theme of "impersonal" emerged again. An English instructor summed up her thoughts by stating, "I felt more distant." A business management instructor stated about his online identity,

> I felt different. When I do a face-to-face, very often I come out of it high. It feels good, I know I made a difference, I know I got to Fred and Sally and Jose, and I just got to them. They know what they're doing. I sat there and watched them do the worksheets and they know what the chart of accounts means, what order it's in. And when I teach online, it feels like a slog. It isn't why I got into this job.

A biology instructor said of his online identity,

> I tried to do some cheerleading through messaging about getting their stuff done, but there's only so much of that you can do. It's just the dynamic that's different, we don't get the Q & A. There's something that gets missed conceptually I think.
>
> Communication is tough online. When I see people, I can tell them when things are due. I can explain something. It's just a lot harder to do that online, to get the message out to everybody if they're not checking their email, if they're not checking D2L messages. Some people only log into D2L biweekly. I can't control that. You don't know if a

student's gone AWOL and what's going on with them. That's, I guess, the role I would see is the communication and the extra level of comprehension that I would offer to the student if they came. I don't think it's as good online.

A computer instructor said of her online role,

> Although I sent a lot of reminders, post a lot of positive messages, use the Quality Matters framework for the online classes, I just did not have students letting me know when they had a question. The attrition was higher in the online class. I would see it in the online evaluations. Students would complain that they got stuck and couldn't complete their labs, but the number of actual questions or students who came to office hours was minimal. Sometimes I would beg students, 'Would it be ok if I call you?' because I would see in the D2L shell that they were not making progress, but I wasn't hearing from them that they needed help. Face-to-face and hybrid, students can have a real rapport and see you as a person. In the online environment, I will try to put little jokes into my lecture modes and some funny graphics. I do videos where they can actually see my face as part of the online environment, but it is definitely more formal and every interaction is recorded. I can tell that students' interactions are more stilted with one another and in the way they interact with me. It seems like they never get comfortable the way they do in a classroom. In my classroom classes, I get to know their career goals, and their direction, and what they want to get out of the class. In the online environment, that's very hard to do. Some students don't even post a picture of themselves so I don't know who they are really.

A biology instructor noted her challenge online,

> I do have to say that I have a harder time being able to get them to be respectful, I think, you know how people say stuff, and people can be taken wrong, because they don't see your facial expressions. And so it's really hard. If they start going back and forth on an online discussion, I have no control.

The identity changes felt by face-to-face instructors when going online ranged from "cheerleader" to "reminder" to "different" to "slog." One faculty member felt she was more distant. The online identities were not mentioned with any enthusiasm or positive connotations. Several instructors felt they had to try harder online to reach and get to know their students than when teaching face-to-face.

The biggest difference found in this study regarding research question three was identity. Those who had tried online teaching and discontinued had encountered many scenarios that challenged and changed their teaching personas. Those who had not taught online could only speculate how their identity may change and some said they did not know but the faculty members who had taught online seemed to confirm the speculations of those who had not. In this study, I listened to faculty members struggle to clearly articulate who they thought they were and wanted to be as online instructors. The inability to express teacher presence in the online classroom and create the excitement and energy they felt as face-to-face instructors seemed to be the hardest and most frustrating identity transition. Since instructor presence has such a positive impact on instructor satisfaction and student learning and success, this area of concern seemed to be the hardest for instructors to overcome.

Visions of Online/Words to Describe Online Teaching

Faculty members in both groups used mostly negative words to describe what online teaching looked like to them. Faculty members who had not taught online could only speculate what it would look like to teach online from what they heard from online instructors or from taking online courses themselves. Faculty members who taught online could quickly describe in a few words what it felt like to teach online.

A philosophy instructor with 23 years of face-to-face teaching experience had not embraced online instruction because he believed it "robs education of its heart and soul." He was adamant that,

> There is something essential to the learning experience that teachers bring, actual human beings bring, and I think that online is kind of the first step towards eliminating that. To me it's not a joyous experience. I think it's teaching that's done at a minimum. You provide the content and you provide the organization, and then the students respond accordingly, and then you're done. It doesn't have the extra dynamic element to it, it's a bare-bones type of experience.

A mathematics instructor who refused to teach online stated,

> It completely changes the relationship between the instructor and the student. And it's not a…is it even a class anymore, or is it one-on-one? I mean that's one of the thoughts that comes to my mind, you're almost doing one-on-one instruction. And when I say it that way, then, Oh my God, no wonder they're on the computer 24/7, because in my class I can make a statement, and I impact 25 students. In an online scenario, a student asks a questions, it's a private question, it's a private response. I can have 24 more students ask

> that same question, I could cut and paste the response, but I still have to cut and paste the response.

Instructors who tried online teaching and refused to teach online also described it in a negative fashion. An English instructor who was an early adopter of online instruction stated she burned out because she felt online teaching was "twice as much work and half as much fun as face-to-face teaching." A social justice and diversity instructor described online teaching as "tedious, because it's there and it's always there." A biology instructor who taught online one semester and will not teach an online course again called it, "too much screen time." A computer science instructor who was an early adopter described her online teaching experiences as,

> Dry. It's boring. The environment looks very outdated. When you look at D2L, Blackboard, Moodle, they use technology that's about, it's almost 20 years old I think, and it's just really posting things for students to read, doing canned quizzes. It's just very, very boring.

Terms used to describe online teaching were generally negative by both groups of faculty members. De-motivating factors for teaching online such as time commitment and lack of human interaction were brought up. The excitement generated from face-to-face teaching was missing while teaching online. Again, those who had taught online seemed to be confirming the negative speculations of those who had not taught online.

Positive Role of Online Education

The majority of faculty members interviewed in this study from both groups felt online instruction for the right students and the right instructors did have merit. Of the eight faculty members who refused to teach online, six agreed that online education had value, while only two

faculty members were vehemently opposed to online education. One accounting instructor stated, "I think there's definitely a place for it because there's a market for it." A reluctant math instructor felt it would work for the right student noting, "I think for the motivated learner it can be very effective." An advertising instructor concurred stating,

> I think there's value in it. I think it takes a certain kind of student who is very disciplined to take an online class. I think it's hard for a certain percentage of people who take an online class to be successful, but I think there's a lot of value in it.

A farm management instructor stated, "I think it has a place and can provide real benefits to students depending on their needs and situations." A philosophy instructor hoping he can retire without having to teach an online course was adamant that online education has no merit stating, "It robs education of its heart and soul." An accounting instructor stated, "I think online students are getting cheated for the most part."

The majority of faculty members who refused to teach online did agree that online education has its place in education. They felt it worked well for motivated students and students who could not attend on-campus classes. Only two faculty members felt online education did not belong in higher education.

Of the 12 instructors who discontinued teaching online, only one was opposed to offering online courses and programs. Most faculty members found value in online education but felt it only worked for select students. They also commented on its ability to reach larger audiences. A health instructor noted,

> Overall I think it's great, I think it's a great way to connect with students. With an online program, you can teach somebody from North Carolina or California. It's a way to get students in.

An English instructor felt online education only worked for a few students stating,

> I think it's a wonderful thing for a very small percentage of students. It meets an important need for students who otherwise could not get an education. But it's being over used, over hyped.

A dental hygiene faculty member agreed stating,

> I think it is a great thing for some students. I think in order for students to be online, they have to be motivated. They have to be tech savvy. And they have to be organized. But I don't think all students are good candidates for online learning.

The business management instructor who opposed online education stated,

> For me, personally, I'm not a fan of it. I don't like it. I find the most interesting thing happens with the interaction with the other people in the room. If we're talking about asynchronous online instruction, that's even worse. There's no aliveness there.

The consensus from this study was that faculty members from both groups did find merit in online education and most did not vehemently oppose it. When asked about how they personally felt about online education, faculty members commented that it had merit but only for select students. Online education's ability to reach a larger student body and provide access was also viewed as positive. Again, for the most part, the online instructors and the instructors who never taught online reinforced each other's comments.

Reasons for Not Teaching Online

The difference in perception regarding reasons for not teaching online between the two groups could be summarized by noting that those who refused to teach online tended to be fixated on one particular issue. For example, the faculty members who refused to teach online kept referring to one major issue such as academic integrity, incompatibility with the mission of

a technical and community college, incompatibility with the instructor's discipline, or the time commitment they heard it requires. The faculty members who had tried online teaching and now refused usually gave multiple reasons.

Of the eight participants in this study who refused to teach online, two mentioned they were not given enough time to adequately prepare to teach the course, one mentioned his fear of technology, two stated it went against the mission of a community and technical college, one stated he felt he would not be able to read non-verbal cues online, one stated he loved his teaching "stage presence," and one was adamant that online students cheat. They were steadfast in their beliefs. They were fixated on their one particular reason, which was continuously brought up in the interviews.

The 12 participants who had tried online teaching and now refuse to teach online, typically mentioned more than one particular reason. While they brought up one main issue for not teaching online, other issues arose throughout the interviews as additional reasons for not teaching online. For example, a biology instructor discussed his concerns with online cheating, lack of online standards, minimal training, student retention concerns, lack of online quality, and time commitment required to teach online.

Advice for Institutions Regarding Training Online Instructors

When asked about what type of advice they would offer their institutions regarding online education, both groups mentioned the need for reviewing the current training processes and providing more support and training. A philosophy instructor who refused to teach online noted,

> They're going to have to start looking at how to train teachers in online teaching and right now my impression is that that's not going on at all. So if we're going to be moving more

> in that direction and interested in trying to provide as high a quality of an experience as we can online, I think our institutions are going to have to be more proactive in providing that training to the potential teachers. Let the places where they're (newly hired teachers) getting their education know that this is going to be a necessary part of the hiring process, that they better have the skills to do that. I would make sure that online classes do not replace seated classes. That's what I would say, which means, yes, you can have more than one section of a class, and those sections can include online classes, but I think they should maintain at least one seated class section in that particular class because there are students who will not want to take an online class. They don't like the online experience. They want to have the higher-quality experience, and they do better in a seated environment, and I think that we are doing a disservice to them.

A speech communication faculty member who refused to teach online offered a vague request for training stating,

> So the advice I would give, would be help us along a little bit. But for those faculty that do want to do it right, like me. I'm a bit of a perfectionist and you can't tell a perfectionist, 'oh, just go wing it,' which is literally their words.

A business management faculty who discontinued teaching online talked about institutions moving faster and providing more support such as online packaged classes. He stated, "There's got to be an online package." He went on to talk about having a course shell designed in advance and ready for instructors to input their course information. A dental hygiene instructor stated, "Training, training, training."

The overall advice for institutions regarding online education coming from both groups of faculty members was an emphasis on training and support. While some recommendations

were a little vague, some participants offered more specific recommendations such as providing pre-designed online course shells. Again, it was obvious the lack of training and support were reasons faculty members in this study were reluctant to teach online.

Several themes and sub-themes emerged from research question three. The differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online and refused and faculty members who have tried online teaching and no longer teach online included identity change, visions of online teaching, personal views of online education, reasons for not teaching online, and advice for institutions on online education. While experienced online educators could clearly articulate how their identity changed when teaching online, unexperienced online educators could only speculate given what they heard from other online instructors. While teaching online was viewed negatively by both groups, both groups agreed online education had merit. Instructors with no online teaching experience tended to be fixated on one issue for not teaching online, while those with experience listed numerous reasons. Both groups concurred that institutions need to provide more support and training. When I originally posed this question, I expected to find more differences between the two groups. The differences were less than I expected. It was evident much of the perceptions of those who had not tried online teaching were informed by listening to those who had.

Application to Theoretical Frameworks

The three conceptual frameworks used in this study included Rogers' (1995) Diffusion of Innovations, Davis' (1986) Technology Acceptance Model, and Vroom's (1995) Expectancy Theory of Motivation. The frame most applicable to this study was Rogers' (1995) Diffusion of Innovations. Rogers identified five characteristics that affect the diffusion of innovations which

include incompatibility, trialability, complexity, observability, and relative advantage (Rogers, 1995, pp. 229 – 258). The factors most commonly cited in this study regarding what inhibited faculty members from adopting online instruction included incompatibility on a number of dimensions and the inability to provide a relative advantage over the status quo. Faculty members expressed that online teaching was not consistent with past teaching experiences.

Rogers defined relative advantage as "the degree to which an innovation is perceived as being better than the idea it supersedes" (Rogers, 1995, p. 229). Faculty members did not view online education as superior to face-to-face instruction, in fact, most felt it was inferior. The item of complexity was a minor theme in this study as many faculty members did not know how to use a learning management system in a manner that might address their concerns of taking an online course beyond a present text and quiz format and adding instructor presence to the online class. Rogers (1995) defined complexity as "the degree to which an innovation is perceived as relatively difficult to understand and use" (p. 257). Ease of use was mentioned by a biology instructor who noted that institutions needed to make the online set up easier by stating, "the simpler the better. You need it simple and clear." The factors of observability and trialability were mentioned as potential motivating factors to teaching online as instructors wanted the chance to view an online course prior to teaching online and to have colleague mentors who had successfully taught online.

The second frame used in this study was Vroom's (1995) Expectancy Theory of Motivation. This theory helps explain individual differences in work motivation (Vroom, 1995). Expectancy was applicable to this study as many instructors noted that their work performance online was not as effective as their work performance face-to-face. Those faculty members who had not taught online assumed they would not be as effective online as they feared they would

not be able to interact personally with their students. Valence is the employee's desire for a reward or "attractive orientations toward particular outcomes" (Vroom, 1995, p. 18). The desired outcomes of teaching as mentioned by the participants in this study were student success, excitement generated from interacting with students, and delivering high quality education. Online instruction did not provide the valence instructors needed to feel successful.

A third frame structuring this study was Davis' (1986) Technology Acceptance Model. The main premise behind TAM is the assumption that people are more likely to accept technology when they believe using the technology will improve their work performance and it will be effortless (Venkatsch & Davis, 2000). It also assumes that one's attitudes toward using a particular technology will be a major determinate of whether or not one will use the technology. This frame was also found to be applicable to this study. Faculty members' attitudes toward online teaching were a major determinate as to why they were not teaching online. While the majority of faculty members thought they were competent to use computers for teaching, they felt online teaching would be less effective and more time consuming. The overall consensus was online teaching was not likely to improve their job performance. Comments were made that online teaching required more time and effort than teaching face-to-face. Most admitted they were comfortable with technology and technology was not a de-motivating factor to teaching online. Only a few who refused to teach online admitted to being somewhat fearful of technology. This model showed that faculty members in this study were reluctant to teach online as they felt it was less effective and more time consuming than teaching face-to-face.

Summary

The results presented in Chapter 4 answered the three research questions guiding this study. The main reasons cited by faculty members for not teaching online included its

incompatibility with teaching preference, incompatibility with students' learning styles, incompatibility with faculty members' disciplines, and incompatibility with the mission of a community and technical college. Other de-motivating themes included the time commitment needed for teaching online, academic integrity issues, and frustrations with technology. The top themes identified as potential motivators for teaching online included providing better training, addressing academic integrity, vetting online students, offering hybrid or synchronous online course options, and offering adequate time for instructors to prepare to teach online courses.

Other themes that were found to possibly motivate faculty members to teach online included threatening faculty members with punishments for refusing, demonstrating online education's ability to reach more students, reducing class size, setting online instructional standards, and offering better compensation. Themes identified as differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online and refused and faculty members who have tried online instruction and no longer teach online included identity change, descriptions of online teaching, positive role of online education, reasons for not teaching online, and advice for institutions regarding online education.

Chapter 5: Discussion

Chapter 5 provides a summary of the previous chapters. It overviews the study's findings, the importance of the study, the study's strengths and limitations, suggestions for future research, and the implications of this study for theory and practice. This study overviewed the de-motivating and motivating factors to teaching online. The findings can assist institutions in better training and motivating online faculty members, thus allowing them to address the problem of matching the growth of online instruction with the number of faculty members motivated to teach online classes.

Summary

The primary problem guiding this study was the concern that the number of faculty members developing and teaching online courses does not match the expected growth in online education (Lloyd, Byrne, & McCoy, 2012). The purpose of this study was to identify why faculty members are not participating in online instruction and locate what incentives, if any, may entice instructors to embrace online instruction. A basic qualitative research design approach was used to explore the de-motivators that kept faculty members from teaching online and possible incentives that may change their minds. The study was conducted via a basic qualitative research design that involved semi-structured, one-on-one, in-person interviews. It answered the following research questions:

Question One: Why are faculty members not participating in online instruction?

Question Two: What incentives, if any, are likely to motivate non-participating instructors to adopt online instruction?

Question Three: What are the differences in perceptions regarding online instruction between faculty members who have been asked or had the opportunity to teach online

and refused and faculty members who have tried online instruction and no longer teach online?

The literature review on online education covered the history of online education, anticipated growth of online education, acceptance of online education, requirements for effective online instruction, and faculty perceived inhibitors and motivators to teaching online. The literature review also addressed why Rogers' (1995) Theory of Diffusion of Innovations, Vroom's (1995) Expectancy Theory of Motivation and Davis' (1986) Technology Acceptance Model were appropriate frameworks for structuring this study.

The method used helped to understand the key motivators and de-motivators for faculty members regarding teaching online. The population included 20 unlimited, full-time faculty members employed at a Minnesota community and technical college. Faculty members had either had an opportunity to teach online or were asked to teach online and refused or had tried online teaching and discontinued.

The key de-motivating factors for not teaching online discovered in this study included incompatibility, time commitment required, academic integrity concerns, and technology. The top motivating factors to teach online identified in this study were training, addressing academic integrity issues, vetting online students, using hybrid models, giving more preparation time, reaching more students, reducing online class size, and establishing online standards.

Importance

The findings of this study are important for two reasons. First, they acknowledged de-motivating factors to teach online from two groups of faculty members. Second, they identified incentives that may entice both groups to teach online. These findings can assist when training faculty members who will teach online. Many faculty members addressed their concerns that

they do not feel motivated to teach online or effective in teaching online because they cannot interact in person with students when teaching online. If this is the case, resisters may never be satisfied teaching online until the interaction with students issue is addressed. Training that provides pedagogical practices on how to improve online student interaction should be implemented. Another concern noted was the perception that some "hands-on courses" and some subjects do not work online and should only be offered face-to-face. Administrations can take these findings and address faculty members' concerns when implementing decisions regarding courses and programs to place online. Faculty members' opinions should be addressed in these decisions. Training should be strategically planned with faculty members' needs and wants in mind. Necessary support systems should be in place.

Strengths and Limitations

The study has strength in the size and depth of the study. It included 20 faculty members who had either been asked or had an opportunity to teach online and refused and faculty members who had tried teaching online and now opt not to teach online. It included faculty members who had teaching experience ranging from three to 40 years. It also included faculty members teaching 15 different disciplines.

Seeking out online non-participating faculty members was a difficult task. While a purposeful sampling technique was originally planned, another commonly acceptable sampling technique, a snowball sample, was also used. The danger of using a snowball sample was that it could lead to a homogenous sample. The responses to this study were extremely negative which could be in part ascribed to negative faculty member participants referring me to other negative faculty members. This study was conducted in one state and one type of institution so the transferability of the findings should be approached with caution.

Suggestions for Future Research

This research study provided insight into the motivators and de-motivators for teaching online. It provided some incentives that may entice faculty members to teach online. However, additional research is warranted to expand the findings of this study. This section provides a detailed discussion of recommendations for further research. The following recommendations are provided for future researchers:

1. This study was delimited to unlimited full-time faculty members teaching at a community and technical college in Minnesota. A study using other institutions such as four year public and private universities could be done to determine what motivates other faculty members.
2. Additional research could incorporate the demographic and background information this study does not address. Are motivating and de-motivating factors different depending on age, gender, technology experience, discipline, part-time/contingent faculty status, and years taught?
3. This study presents the possible incentives that may entice reluctant instructors to embrace online instruction. A study on reluctant faculty members who finally embraced online instruction would be beneficial to see what incentives were effective.
4. Further research is needed on what makes online training effective. While this study presents some suggestions for online training that may encourage faculty to teach online, it does not include what does work. Training was mentioned numerous time throughout the study as a possible motivator to teach online.

5. Some instructors mentioned they might be more willing to teach online if students were vetted for online learning. A study should be completed at institutions where vetting is taking place to determine the success of those students.

Implications for Theory

Three theoretical frames informed this study, Rogers' (1995) Theory of Diffusion of Innovations, Vroom's (1995) Expectancy Theory of Motivation, and Davis' (1986) Technology Acceptance Model. These frames worked well to structure this study as several components overlapped with each other. One of these frames was more relevant to this study than the others but some aspects of each frame worked to explain the findings. Each frame provided strengths and limitations.

In analyzing Rogers', Vroom's and Davis' theories, the following elements worked together in this study. As far as *expectancy* (Vroom) was concerned, instructors noted that the ability to *observe* (Rogers) an online course prior to teaching the course may provide motivation to teach online. The ability to *observe* and or *try* (Rogers) out an online course may lead instructors to see online instruction's *perceived usefulness* (Davis) and *ease of use* (Davis). If instructors *expected* (Vroom) that online teaching did not offer a *relative advantage* (Rogers) to face-to-face teaching, they were not likely to embrace online instruction, basically viewing online instruction as having no *perceived usefulness* (Davis). A few instructors *expected* (Vroom) online teaching to be *complex* (Rogers), therefore the *ease of use* (Davis) factor was affected and those instructors were not motivated to teach online. In looking at *instrumentality* (Vroom), many instructors felt in advance that the outcome of teaching online offered no *relative advantage* (Rogers) to face-to-face teaching, thus online education was noted as not having *perceived usefulness* (Davis). As far as *valence* (Vroom) was concerned, the participants noted

that online teaching was not *compatible* (Rogers) with face-to-face teaching on numerous levels. Therefore, they were not motivated to teach online, deeming it not *useful* or *easy to use* (Davis). Many instructors valued the personal interaction found in a classroom setting and could not find this connection online; therefore, they were unmotivated to teach online. Figure Four illustrates the relationships of elements of these three frames.

Relationships of Elements of Frames

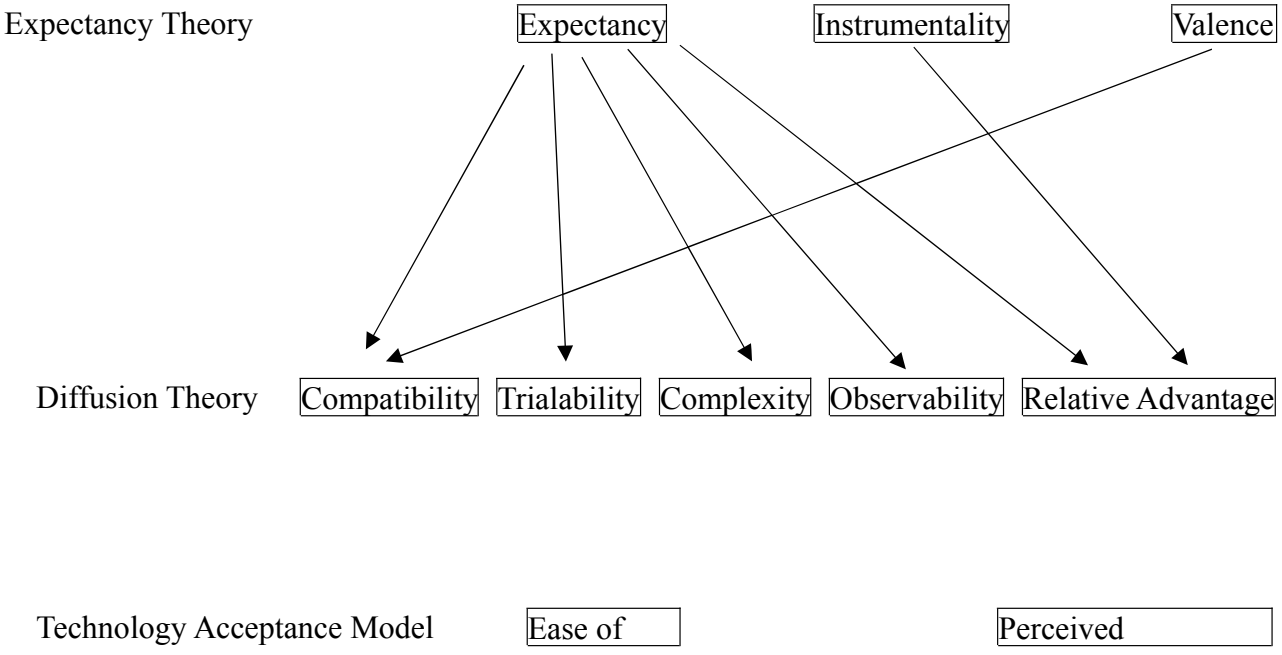

Figure 4. Relationships of Elements of each theoretical frame. Arrows represent elements of each frame that correspond with each other. I found that all three frames have interconnections.

While all three frames were relevant to the study and included common elements, Rogers' (1995) Theory of Diffusion of Innovations was most relevant to this study. Because Rogers' (1995) theory includes more concepts, it provides a lens for examining with more nuance the elements of Vroom's (1995) Expectancy Theory and Davis' (1986) ease of use and perceived usefulness categories. Rogers (1995) identified five key characteristics that impact the adoption of an innovation including relative advantage, compatibility, complexity, observability,

and trialability. The factor most evident in this study was compatibility. Other factors relevant to the study were observability, trialability, and relative advantage. Complexity was mentioned minimally.

Rogers stated "an innovation can be compatible or incompatible with sociocultural values and beliefs, previously introduced ideas, and/or client needs for the innovation" (Rogers, 1995, p. 240). The results of this study indicated that since online instruction is perceived as incompatible with instructors' teaching styles, students' learning styles, faculty members' disciplines, institutions' missions, and quality instruction, many instructors were demotivated to teach online. An innovation's incompatibility with cultural values blocks its adoption (Rogers, 1995). It was clear in this study that many instructors placed a strong value on providing quality education that was hands-on and personally engaging with students. Online education was viewed as conflicting with these values and therefore was not adopted by these faculty members.

It seemed likely that the change agents who recommended online instruction failed to recognize that online innovations did not fulfill these needs. If institutions were aware of a need to demonstrate the ability to interact in-person with students, perhaps they would explain how this can be done online.

Further, this study indicates that there are more elements to compatibility than Rogers' theory acknowledges. Since there were so many areas in which online instruction was deemed incompatible, I would suggest adding two additional areas in which an innovation can be compatible or incompatible. These areas includes peoples' individual and organizational identities and service quality. If the innovation threatens or is incompatible with someone's established identity, it is less likely to be attempted. If the innovation is viewed as negatively

impacting services that are being successfully provided, resistance to change will be higher. This study presents compatibility in a broader range than Rogers' definition of it.

Study participants mentioned the ability to observe and try out an online course as a motivator to online teaching. If instructors were able to observe examples of satisfying personal interactions and connections with online students, some faculty members might be motivated to teach online. However, if instructors try out an online course and confirm their perceptions that it is not compatible with their teaching preferences, it can reverse their adoption. This may occur if the trial does not include some of the more robust applications of the innovation. Thus, online instruction trials should be conducted with full support and the end users' needs and values in mind.

This study also found that instructors did not perceive online education to offer relative advantages to face-to-face instruction, as it was not viewed as being superior to (and even considered inferior to) face-to-face teaching. The time commitment required to set up an online course and deal one-on-one with student feedback seemed to be a huge disadvantage of online instruction. One relative advantage of online education that may entice instructors to teach online was the ability of online education to reach more students.

Participants discussed issues related to complexity minimally in this study; however, I found it difficult to assess this trait. Many instructors did not feel online teaching was overly complex; however, I sensed many were using the learning management system minimally. Most faculty members, even seasoned faculty, were not necessarily technology shy. Many mentioned that they kept up with technology, especially in their disciplines; however, not as much pedagogically with learning management systems. If instructors were more aware of the numerous tools available on the learning management system, perhaps complexity may have

been referenced more. The time commitment required to teach online seemed more pervasive than the complexity of online teaching. I recommend omitting complexity from this model for purposes of parsimony when using this frame to study online instruction.

The strength of this frame includes the five adoption factors and the fact that the five factors give greater definition to Vroom's Expectancy Theory and Davis' Technology Acceptance Model. The weakness of this theory is that it negates or does not address other impacting factors such as the support (or lack of support) shown by the institution or mentors for online instruction. It also did not show how monetary incentives and threats of losing prized courses may motivate faculty members to adopt online instruction.

Vroom's (1995) Expectancy Theory of Motivation was used in this study to explain work motivation. I found expectancy, instrumentality, and valence to be applicable to this study. Expectancy is "the degree to which one believes their abilities will lead them to a specific performance" (Lloyd & Mertens, 2018, p 29). Most participants believed they were not successful teaching online or would not be successful teaching online as their abilities to reach students were done best in a physical classroom. Instructors have personal goals for working in higher education. These goals can be achieved through work outcomes. Instructors listed their personal goals as generating energy and excitement through student interactions and student success. In-person interaction was considered necessary to read students' non-verbal cues and adjust accordingly. Instructors were passionate and motivated when students succeeded. Several faculty members were unmotivated to teach online as they felt students were less successful in an online class than in a face-to-face class. Many faculty members who had not taught online expected they would not feel as excited or be as successful teaching online versus face-to-face as

they would miss the personal interactions. Those who taught online noted work outcomes were not as rewarding online as when teaching face-to-face classes.

In Vroom's theory, instrumentality is "the perception of an employee of the probability that performance will lead to organizational rewards or outcomes" (Parijat & Bagga, 2014, p. 2). Many participants in this study felt the outcomes of teaching online were not the same as outcomes of teaching face-to-face, and this was the main reason many were reluctant to teach online. Many participants felt that institutional administration did not put resources behind their advocacy of online instruction (in the forms of training, instructional design support, resources like Turn-It-In anti-plagarism software, or compensation), so they did not see instrumentality in those forms as well. Valence is the value one places on the rewards or work outcomes (Parijat & Bagga, 2014). A few faculty members reported teaching online was twice the work and half the fun of teaching face-to-face. The stress and fatigue of teaching online had a negative valence on some of the participants who had tried teaching online and now refused. Many instructors felt they were not (or would not be) as impactful teaching online so online teaching offered little valence for instructors. Some participants noted that even more money would not create a strong positive valence.

Vroom's (1995) theoretical model suggests that a person's effort will be determined by his or her expectations that an outcome will be obtained and by the value one places on the outcomes. It breaks down the links between effort, performance, personal goals, and rewards. Vroom's (1995) Expectancy Theory of Motivation is often used by examining extrinsic motivators such as compensation to explain motivation in the workforce. Compensation was mentioned as a possible motivator and it is something that Roger's theory does not include.

Intrinsic motivational factors found in this study such as personal job satisfaction gained through

personal interactions, student access, and student success should be included. Vroom's (1995) theory does not provide solutions to motivational problems and it assumes that instructors are rational. It also needs to address the fact that instructors' motivating factors may change over time and with different circumstances such as relationships with new co-workers and deans and changes in technology. The strength of this theory is that it is based on common sense that people are motivated when they expect their work performance will result in rewards they value.

The last frame used in this study was Davis' (1986) Technology Acceptance Model which emphasizes two elements of technology implementation, usefulness and perceived ease of use. It highlighted why instructors might be reluctant to accept technology in teaching due to the perception it will be less effective and more time consuming and they felt it was not likely to improve their performance. It does not provide direction on specific factors that may increase motivation to teach online such as monetary incentives, student access, and threats of losing prized courses. Many participants did not feel online teaching was difficult (just time consuming), yet they still did not wish to teach online. This frame does not assist in providing the specific answers as to why faculty members were reluctant. Instructors are also affected by their students' inability to use technology and their lack of possessing adequate technology tools, adding to the *ease of use* aspect. To be a more useful frame for studying the adoption of online instruction, I suggest the Technology Acceptance Model include not only the instructor's attitudes toward technology but their attitudes toward their students' abilities to use technology.

Implications for Practice

The purpose of this study was to identify the factors that de-motivate faculty members from teaching online. It also identified incentives that may entice reluctant faculty members to embrace online instruction. The findings from this study can be used by institutions to improve

their online training and policies and procedures to encourage more faculty members to teach online. The top de-motivators to teaching online included its incompatibility with instructors' teaching preferences and styles, students, instructors' disciplines, and institutional missions. Other de-motivators included the time commitment involved and issues surrounding academic integrity. The key motivators to online teaching identified in this study included providing better training and support, reducing academic integrity concerns, vetting online students, offering more hybrid and synchronous courses, ensuring instructors have adequate time to prepare to teach online, reducing online class size, improving student access, and establishing online standards.

Strategic Online Planning

While most institutions address online education in their strategic plans (Legon & Garrett, 2017), I recommend administrators enact strategic online plans that address the challenges presented by organizational change. The plan must present the benefits and rewards of providing online education to encourage faculty buy-in. The plan should be strategically written and presented in a manner that overcomes the demotivating factors listed in this study. Items such as identity change, technological advancements, pedagogical training, academic integrity concerns, time commitment, and student readiness must be transparently addressed.

Input from faculty who have taught online and who have refused to teach online should be included. Student testimonials should be included to confirm to reluctant faculty members that an online education was the only option for their success. More importantly the strategic plan must be implemented and monitored to ensure reluctant faculty members are embracing and accepting change. Institutions need to demonstrate administrative commitment to online instruction, of which many participants in this study were openly skeptical.

Training/Support

Institutions should pay attention to the training offered and ensure it goes beyond workshops provided by administration or the information technology department. Instructors need and want more than technical training on the learning management system. They want pedagogical training. The assertion that a successful transition to online teaching only requires technical competencies is short-sighted. The desire to learn how to reach students in an online class and interact on a personal level was addressed. The training should focus on both technology and pedagogy, specifically how to make the online class more exciting, interactive, and engaging such as emphasizing interactive techniques and technologies to promote instructor- student interaction. Training should encourage full use of the tools available including those that simulate face-to-face interactions in the online environment.

The success of an online course is dependent on how well the instructors transition from their familiar face-to-face teaching identity to their new online teaching identity. Administrators need to focus on change strategies and how they can shape instructors' views about online education and shape their interpretation of online instruction and make sense of change (Kezar, 2014). Complicating the organizational change was the concern that instructors admitted not having pedagogical knowledge to transition to online instruction.

Other recommendations included providing mentors, viewing or taking an online course, requiring credentialing courses, and hiring an instructional designer. Mentors should be currently teaching online in the discipline of the trainees. The ability for faculty members to review an online course in their discipline was also suggested in this study. Institutions should find online faculty members who are willing to share their online course design and innovative teaching methods with new or reluctant online faculty members. Faculty members should be encouraged

to take online courses to learn as an online student. Other recommendations included offering a required credentialing course in online teaching and hiring an instructional designer to reduce the time it takes instructors to design online courses.

Improve Academic Integrity

Another de-motivator to teaching online was the view that the integrity of online coursework is not as strong as that of face-to-face coursework. Institutions should review the procedures in place to ensure academic integrity is met online. Faculty members would be more motivated to teach online with the implementation of anti-plagiarism software, exam proctors, and lockdown browsers. Many institutions have policies in place to address these concerns. For example, Magda, Poulin, & Clinefelter (2015) found that 71% of institutions have policies in place to ensure the student taking an online assessment is the student registered for the course.

Vetting Online Students

Several instructors stated they were reluctant to embrace online instruction because students were failing online courses at a much higher rate than face-to-face courses. Faculty members would be more motivated to teach online if students were vetted for the online courses and some type of assessment or advisement was given to students prior to students taking an online class. This assessment or vetting process would help determine whether or not online instruction was a match for the student's learning style, technological knowledge and equipment, maturity level, motivation, and readiness. While I did not find literature on institutions that are currently vetting online students, I did find that several institutions are including optional online learning readiness questionnaires to their websites. Typical assessments ask students to choose the most accurate response to the following statements: I have reliable access to a high-speed internet connection, I have no problem retaining information if I read it, I am very good at

planning and managing my time, and I am comfortable learning through individual study. While these self-assessments are a good start, do institutions know they are being utilized? What if the assessment indicates that the student will be a poor candidate for the online learning environment, yet the student decides to take the online course? Institutions that do not have an online assessment quiz for potential online learners will benefit from providing this form of assessment. These assessments should be mandated for potential online students and academic advisors should review the results with students. Learning online requires different skills than learning face-to-face. If faculty members were assured that students were vetted for online learning, they would be more willing to teach online. One irony here is that if institutions follow this suggestion to vet online learners and inform some students they are not a good match for online learning, then perhaps institutions will not increase their online offerings, which is the projected future that provided the rationale for this study.

Another recommendation is for institutions to properly prepare students to learn online. Institutions should consider offering students a course in either online learning or how to navigate the learning management system prior to students taking their first online course. The readiness course should include technical skills, time management skills, communicating online, and where to find technical resources.

Society may perceive that students are technologically savvy because they are on computers and technical devices frequently. However, this frequent personal use of technology does not equate to their understanding and critical use of a learning management system. The ability to convey ideas and thoughts in writing is not intuitive to online learners which is a frustration to faculty members. The engagement factors in gaming and social networking make the weaker engagement of online classes seem like even less of a positive factor for

electronically mediated learning. Just because students are spending more and more time engaged with technology and are demanding more online courses, does not mean we can assume they will be successful online students.

Offering Hybrid/Synchronous Courses

Several faculty members who discontinued teaching fully online courses have embraced or recommended the hybrid model. Faculty members wanted to interact in person with students, even one or a few times throughout the semester. A recommendation was to offer some part of the course synchronously. The majority of faculty members in this study stated they needed to interact with students to bring excitement and energy to their teaching. Many reluctant faculty members also felt students needed to see and interact personally with the instructor and other students to succeed. While institutions allow the instructor the use of hybrid or synchronous options, it appeared from this study instructors were unaware of these options or felt the policies involved in making their online courses hybrid or synchronous were difficult, time consuming, and demotivating. Input should be generated from online faculty members prior to programs being offered 100% online to ensure these programs can be successful in an online format.

Time

A de-motivator to teaching online noted in this study was the amount of time it takes to prepare and deliver an online course. Institutions should be cognizant of this time concern and ensure instructors are given online courses with ample notification and preparation time. Also, since the course takes a tremendous amount of time to set up, instructors should be able to teach their online courses more than one time.

Student Accessibility

Institutions should emphasize the benefit that online education provides in reaching student groups. Online education's ability to reach a more diverse and geographically dispersed student population than face-to-face education should be recognized. Reluctant faculty members mentioned if they knew that online courses were reaching the appropriate types of students who may not be able to receive a higher education in the traditional format, they would be more encouraged to try online instruction.

Reducing Class Size

Another recommendation to motivate faculty members to teach online was to reduce the class size of their online classes. This would assist with the concern over the amount of time it takes to teach online courses and instructors would not have to respond individually to as many students if the course sizes were reduced. Institutions should consider the number of students admitted into an online course especially if the course requires a lot of written feedback such as mathematics and English.

Including Faculty Members in Online Decisions

There was a concern that decisions regarding online courses and programs do not involve instructors teaching the courses and advising the programs. Some faculty members commented that administration did not heed their concerns regarding what courses work and do not work online. If administration opened up their communication with faculty members regarding online decisions, some faculty members may be more open-minded to teaching online.

Keep Face-to-Face Options

Several faculty members noted that not all students are candidates for online courses. Institutions should make sure that online classes do not replace face-to-face classes. While

institutions can offer more than one section of a class and those sections can include online classes, institutions should maintain at least one face-to-face section of classes because there are students who should not take an online class. This may address the concern of providing higher- quality education.

Motivated faculty are needed to teach online courses. It was apparent from this study that many faculty members view online instruction quite negatively. Administration must address this reluctance and skepticism through acknowledgement, strategic planning, and follow through. **Use of Adjuncts**

Adding to the negative perspective toward online teaching may be the heavy use of adjunct faculty members in that realm. While I did not ask faculty members in this study about the use of adjuncts, the pervasive usage of adjuncts to teach online courses may be a factor that allows full-time faculty members to avoid the pressure of teaching online. Administrators can avoid any confrontation a mandate to teach online may produce because online sections can be assigned to adjuncts who are more willing to take any section offered to them. I did not feel participants in this study felt any real pressure to teach online which may be due to the fact that administration was asking adjuncts to teach online courses. Faculty members may be further reluctant to teach online as they may view it as an adjunct's responsibility. Faculty members may be skeptical of the quality of online education provided by adjuncts, since they may view adjuncts as less committed and trained than unlimited full-time faculty.

In a study of 202 deans and provosts at two-year and four-year institutions conducted by WICHE Cooperative for Educational Technologies and the Learning House, Inc., more adjuncts were teaching online courses in 2015 than in 2014 (Magda, Poulin, & Clinefelter, 2015). In this study, 56% of institutions reported that the percentage of adjunct faculty members teaching

online had increased and 25% reported that number had increased by more than 5% (p. 8). Adjuncts were not heavily supervised which may add to full-time faculty members' perceptions of quality issues. The majority of institutions did not have written policies on how often online adjunct instructors were to interact with online students. In the study, 66% of institutions did not have written policies regarding adjunct online faculty members holding office hours and 11% reported adjunct online faculty members were never evaluated by a supervisor (p. 16). The use of online adjunct faculty members has been important to the growth of online offerings; however, administrators struggle with how to train, evaluate, and support adjuncts. Institutions should address how to improve the training of adjunct faculty members.

Of the above recommendations to improve motivation to teach online, I believe the most effective strategies to improve instructor motivation to teach online to be pedagogical training and student vetting. These barriers must be addressed as faculty members in this study repeated a passion for connecting with students and ensuring student success. Pedagogical training is limited at many institutions (Magda, Poulin, & Clinefelter, 2015). Many faculty members focus solely on lecture-style delivery of course information and fail to use technology in creative ways that provide interaction while teaching online (Wynants & Dennis, 2018). While the majority of institutions focus training on using the learning management system, more training is needed on effective online pedagogy. If instructors would find the excitement generated in a face-to-face class when teaching online, they would be motivated to teach online. Further, if they knew students were qualified candidates capable of learning online, they would be more motivated to teach online.

Conclusion

Online education has become a staple in United States higher education and will be crucial for the future of higher education (Allen & Seaman, 2014). Student demand for online courses is expected to continue. The proliferation of online education has not been enthusiastically embraced by some faculty members as it involves changes in teaching and learning, threats to professional identities and educational quality, and time management expectations. To address the concerns that change imposes, institutions need to provide support for instructors and improve the perceived quality of online education. I sensed throughout my interviews a real skepticism from faculty members regarding administration's support for online teaching because some of the institutional failure to offer effective faculty training, promote academic integrity, vet online students, and provide time and compensation to prepare for online education.

Findings from this study indicated there are several motivating and de-motivating factors influencing faculty members' decisions to teach or avoid teaching online. This research study revealed there is no one factor which will motivate or de-motivate faculty members from teaching online. This study offered practical recommendations for institutions regarding online education. Institutions need to heed these suggestions to increase the number of faculty members teaching online courses to meet the demands of their online students. The participants in this study expressed their passion for teaching which included providing a quality education through face-to-face interaction with their students resulting in student success. They admitted they did not find (or expect to find) this passion while teaching online.

Findings further illustrate the skepticism many faculty members have toward administration's support of online teaching. If administration would acknowledge this skepticism

through open communication with faculty members, they would start to identify the problems. When I interviewed faculty members who had the opportunity to teach online and refused, they were appreciative that I asked why they were reluctant. Some stated they had never been asked to teach online (perhaps because the dean was aware of their negativity). I believe conversations surrounding the skepticism and negativity toward online teaching to be vitally important to understand and potentially address the de-motivators.

It is my hope that institutions consider the challenges and concerns instructors have voiced in this study when asking faculty members to teach online. Several instructors were reluctant to transition their established face-to-face identities to new, unknown online identities. Those who did decided they did not feel comfortable or successful with these new identities.
Providing necessary mentors and training may assist with this transition. Institutions need to understand what motivates and de-motivates their faculty members from teaching or avoiding teaching online courses.

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Appendix A: Definition of Terms

Asynchronous learning "supports work relations among learners and with teachers, even when participants cannot be online at the same time*"* (Hrastinski, 2008, p. 51).

De-motivators are defined as factors that "decrease the desire to teach online, by discouraging, constraining and providing courses of dissatisfaction, and decreasing the rewards/effort ratio" (Hiltz, Kim, & Shea, 2007, p. 3).

Diffusion is "the process by which an innovation is communicated through certain channels over time among the members of the social system (Rogers, 1995, p. 5).

Distance education is defined as ""planned learning that normally occurs in a different place from teaching, requiring special course design and instruction techniques, communication through various technologies, and special organizational and administrative arrangements" (Moore & Kearsley, 2005, p. 2).

Face-to-face education is defined as courses where no online technology is used and content is delivered orally or in writing (Allen & Seaman, 2013).

Hybrid is a "course that blends online and face-to-face delivery" (Allen & Seaman, 2006, p. 4).

Innovators are "active information seekers about new ideas" (Rogers, 1995, p. 22).

Innovation is "an idea, practice, or object that is perceived as new by an individual" (Rogers, 1995, p. 12).

Laggards are "the last in a social system to adopt an innovation" (Rogers, 1995, p. 284).

Late majority are the 34% of the population that adopt an innovation following the 2.5% of innovators, 13.5% of early adopters, and 34% of early majority. They adopt the idea after average citizens (Rogers, 1995, p. 284).

Learning management systems are "also referred to as 'learning platforms', 'distributed learning systems', 'course management systems', 'content management systems', 'portals', and 'instructional management systems', they combine a range of course or subject management and pedagogical tools to provide a means of designing, building and delivering online learning environments. LMS are scalable systems which can be used to support an entire university's teaching and learning programs" (Coates, James, & Baldwin, 2005, p. 20).

Motivation is defined as "the natural human capacity to direct energy in the pursuit of a goal" (Wlodkowski, 1999, p. 7).

Motivators are defined as "factors that increase the desire to teach online, by encouraging, enabling and providing satisfaction, support and rewards (intrinsic and extrinsic)" (Hiltz, Kim, & Shea, 2007, p. 3).

Online course is a "course where most or all of the content is delivered online. Typically have no face-to-face meetings" (Allen & Seaman, 2011, p 7).

Pedagogy is defined as "the instructional design and strategy that an educator would use to deliver course content" (Baltaci-Goktalay & Ocak, 2006, para. 3).

Appendix B: Semi-Structured Interview Questions

Introduction:

Thank you for agreeing to meet with my today. I have scheduled this meeting for one hour. Does that still work for you? What you share with me today will be kept confidential. You may be identified in my final paper in a manner such as "instructor of business management" or "instructor of accounting." Please tell me what you really think and feel about online education. This will be helpful in identifying ways to improve motivation for teachers regarding online education. I would like to tape record these interviews and transcribe them to make sure I accurately describe and summarize your views. May I have permission to tape record the interview? (If the interviewee does not give permission, I will take notes instead). I will be taking notes. I would also like to have some of my participants review my findings. Would you be willing to review my report to ensure it is accurate?

INTERVIEW INFORMATION

Date of interview:

Time from_____to _____

First name: MI: Last name:

How long have you been teaching?

What discipline are you teaching?

Were you asked to teach online? When you were asked, what were the circumstances? Have you tried teaching online?

Describe your comfort level with technology. What's

keeping you from teaching online?

How do you feel about online education?

Do you feel students learn more/less/about the same online versus face to face?

Do you feel teaching online would require more or less work than teaching face to face?

What have you heard from other instructors about teaching online versus teaching face to face?

What factors, if any, would motivate you to teach online courses?

Describe what it would take for you to feel successful teaching online.

What differences in terms of faculty role do you perceive between face-to-face teaching and online teaching?

What types of training methods would possibly increase your desire to teach online?

What advice would you give your institution about better preparing teachers to teach online? If you could change one aspect of online education, what would you change?

Which types of courses do you think students prefer to take?

How satisfied are you with your institution's training of online instruction?

Is there any other information about online education that you think would be useful for me to know?

What question did I not ask that you think I should have asked? What

was the most important thing we talked about today, and why?

CLOSING THE INTERVIEW

Thank you very much for your time and participation. This information has been very helpful. I will be transcribing this interview and providing you a summary. (If the participant agrees for the interview to be taped). Would you prefer I provide the copy via email, postal mail or both? If you have any further thoughts before you receive the summary, please contact me at

sjdufner@stcloudstate.edu or 320-308-6009. (I will send thank you cards via the mail with my email address, address and phone number after the interviews).

Appendix C: Recruitment Email Message

I am looking for volunteers to participate in my doctoral research study. Unlimited, Full-Time faculty members teaching at a community and technical college are needed for a qualitative study about online education.

I am looking for faculty who have been asked or had an opportunity to teach online courses but opted not to teach online or taught online courses but no longer choose to teach online. This study seeks to answer the following three questions:

> Question One: Why are faculty members not participating in online instruction?
>
> Question Two: What incentives, if any, are likely to motivate non-participating instructors to adopt online instruction?
>
> Question Three: What are the differences in perceptions regarding online instruction between faculty members who have been asked to teach online and refused and faculty members who have tried online instruction and no longer teach online?

Interviews should take approximately one hour at a location of your choice.

Please contact Sally Dufner, SCTCC Business Instructor and Doctoral Student at 320-308-6009 or sjdufner@stcloudstate.edu if you are interested in participating in this research study or know someone who might be interested.

Thank you for your support and interest.

Appendix D: Informed Consent

Reluctance toward Online Teaching

Informed Consent

You are invited to participate in a research study of motivation to engage in online instruction. You were selected as a possible participant because you have been asked to teach an online course and opted not to or else you have taught online and now choose not to teach online. This research project is being conducted by Sally Dufner, a Doctoral Student in Higher Education Administration at St. Cloud State University to fulfill requirements for her dissertation.

Background Information and Purpose

The purpose of this study is to identify themes among faculty who are not participating in online instruction. Specifically, I aim to learn who is not participating in online instruction, why faculty are motivated or unmotivated to teach online and what incentives would motivate faculty to embrace online instruction sooner.

Procedures

If you decide to participate, you will be asked to describe your thoughts on online instruction, why you choose not to participate in online instruction and what incentives might motivate you to each online. The interview will last approximately one hour and will be tape recorded and then transcribed. The participant, the researcher, the researcher's advisor and a professional transcriptionist will be the only persons to have access to these interviews.

Risks

There are no foreseeable risks.

Benefits

The benefits would include personal satisfaction and growth for each participant through opportunities for reflection regarding his or her experiences. The study aims to benefit higher education by finding out why faculty members are not embracing online instruction. It may also identify what incentives would motivate instructors to adopt online instruction. Answers to these questions can assist hiring, training, and retaining motivated online instructors.

Confidentiality

Information obtained in connection with this study will be confidential. At no point will your name be revealed. A fictitious name may be used. Although the names of individual subjects will be kept confidential, there is a possibility that you may be identifiable by your comments in the published research.

Research Results

At your request, I am happy to provide a summary of the research results when the study is completed. Upon completion, my dissertation will be placed on file at St. Cloud State University's Institutional Repository (http://repository.stcloudstate.edu/).

Contact Information If you have questions right now, please ask. If you have additional questions later, you may contact me at 320-308-6009 or *sjdufner@stcloudstate.edu.* You will be given a copy of this form for your records. You can also contact my academic advisor, Dr. Michael Mills with questions at 320-308-3730 or mrmills@stcloudstate.edu.

Voluntary Participation/Withdrawal

Participation is voluntary. Your decision whether or not to participate will not affect your current or future relations with your institution, St. Cloud State University or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

Audiotaped

You acknowledge you will be audiotaped and consent to this process.

Review/Revise/Remove

Participants will be allowed to review, revise or remove any of their comments and or quotes if they choose to do so.

Acceptance to Participate

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you consent to participate. You may withdraw from the study at any time without penalty after signing this form.

_____ _____

Signature Date

_____ _____

Researcher's Name Date

New Information

I will inform you of any significant new findings developed during the course of this research that could influence your willingness to continue participating.

I truly appreciate your participation in this research study.

Appendix E: Transcribing Company Confidentiality Agreement

Title of Study: Reluctance toward Online Teaching

Principle Investigator: Sally Dufner

Contact Phone Number: 320-308-6009

As a transcriber of this qualitative research study, I understand I will be hearing tapes of confidential interviews. The information was obtained by research participants under the premise their interviews would be confidential. I will honor this confidentially agreement. I agree I will not share information on these tapes with anyone except the Principle Investigator, Sally Dufner.

Signature of Transcriber:_____Date_____

Printed name of Transcriber: _____

Appendix F: Institutional Review Board Approval

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Sally Dufner

Email:sjdufner@stcloudstate.edu

IRB PROTOCOL DETERMINATION:

Expedited Review-1

Project Title: Reluctance toward Online Teaching

AdvisorMichael Mills

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology,Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

Appendix G: List of Tables

Table Page

Appendix H

List of Figures