University of New England

DUNE: DigitalUNE

4-2019

An Evidence-Based Faculty Development Program For Online Teaching In Higher Education

Ruth Chisum

AN EVIDENCE-BASED FACULTY DEVELOPMENT PROGRAM FOR ONLINE
TEACHING IN HIGHER EDUCATION

By

Ruth Chisum

BA (Palm Beach Atlantic University) 2002
MS (Palm Beach Atlantic University) 2005

A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted in Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

May, 2019

Ruth Chisum
May 2019
Educational Leadership

AN EVIDENCE-BASED FACULTY DEVELOPMENT PROGRAM FOR ONLINE
TEACHING IN HIGHER EDUCATION

ABSTRACT

A critical component in the successful implementation of online education hinges on providing faculty development opportunities that promote the utilization of pedagogical best practices in online teaching. While such training programs are on the rise, institutions are no closer to a universal consensus on how to design and evaluate such efforts. Historically, the success of faculty development programs has been measured via post-completion satisfaction surveys, attendance counts, and faculty perceptions of the usefulness of the content immediately following a training event. However, such metrics rarely provide an accurate measurement of the true efficacy of training, which in the context of online faculty development, points to the adoption of pedagogical best practices in online teaching. There is a clear call in the literature for institutions and faculty developers to adopt evidence-based models in faculty training to identify the strategies that work best. To that end, the purpose of this study was to document how a higher education institution implemented an evidence-based faculty development program for online teaching. The researcher mounted the investigation on a case study framework and centered the lens on the training developers who lent first-hand accounts of their experiences when implementing an evidence-based model. This study explored how the evidence-based program was designed, the factors that led to its implementation, the reported enablers and barriers to its deployment, the role of instructional designers in the program, and the institutional conditions perceived by participants to support the implementation. Data was collected through

document analysis and through one-on-one interviews with trainers and middle-managers. The study revealed that traditional methods used to measure training programs (satisfaction surveys, participation counts) were insufficient in providing verification of learning, and that training developers viewed deeper, and more sophisticated methods of program evaluation as desirable. However, training developers also reported concern in regards to the scalability of evidence-based models in higher education and they perceived certain institutional conditions as enablers and barriers. The study also explored the role of the instructional designers as supporters of the learning experience. The researcher suggested several key areas for future investigations to continue to build upon the growing body of knowledge as it relates to supporting faculty teaching online.

Keywords: *Evidence-Based, Training, Development, Faculty, Online, Instructional Designers*

University of New England

Doctor of Education

Educational Leadership

This dissertation was presented

by

Ruth Chisum

It was presented on

April 2019

and approved by:

Ann Burch, Ed.D., Lead Advisor

University of New England

Angela Young, Ed.D., Secondary Advisor

University of New England

Dr. Brian Loft, Ph.D., Affiliate Committee Member

Sam Houston State University

DEDICATION

First, this is to my family, without whom I would not have become who I am today. My father and my mother made a life-changing sacrifice for me in the 1980s, leaving behind the world they knew so that I may have a chance at a different, better future. They selflessly gave up their dreams and the pursuit of their interests to prioritize my development, my future, and my happiness. To them, I dedicate this work because they gave up all manner of comfort and familiarity on the belief that in so doing, my life would be improved. In every worthwhile pursuit I have undertaken thus far, I bear this life-changing sacrifice in mind and in heart. By seizing the opportunities that are before me today, I want to honor my father and my mother, and I want to show them that their sacrifice for me was not in vain. This dissertation is a "*for example*" of the ways in which I honor their sacrifice and support.

In addition, I dedicate this to my brother and my sister because I know of no other persons who are more dedicated, tenacious, determined, conscientious, and loving. They support me not only in word, but also in deed. Not in only prayer, but in practicality. As their eldest sibling, I hope to demonstrate my gratitude for their support by dedicating my hard work to them as well, and by showing that such worthwhile pursuits as this undertaking, speak to the spirit of excellence that both of them exemplify. I am so proud of them and so thankful for their love.

Lastly, I dedicate this dissertation to my husband, whose support of my personal and professional growth knows no limits. For his sacrifice in waiting as I dedicated myself to this effort... For his belief in my capacity and work... For his respect of my commitment... And for his enabling lovingkindness … Which encouraged my progress and advancement without reservation. His love is tangible and real and I dedicate this accomplishment to him as well.

This dissertation is the representative effort of those who have selflessly supported me in whatever I have endeavored to pursue. From my father and mother, my sister and my brother, my husband, to my advisors and research team, these are the persons in my life that have upheld me, supported me, encouraged me, and made every effort to ensure I believed in myself as much as they believed in me. If there is any good within this work, may it speak not to the author alone, but to all those who stood with me in support and in love.

ACKNOWLEDGEMENTS

I extend my gratitude and acknowledgment to several individuals who have played a leading role in this research effort. First, to my research team, who embarked on this journey with me and who reminded me that despite our fears, trepidations, limitations of time, or frustrations, we were going to make it! They are a passionate bunch, and silly as well, and I could not have asked for a better team. Thank you, Charles, Rachel, Amy, and Theresa!

I also want to acknowledge my advisors, Dr. Burch, Dr. Young, and Dr. Loft. The collective expertise they represent, the willingness to guide and correct, and the formative insights they shared constitute a major part of this work. This dissertation would not be the same without their commitment, their dedication, and hard work to support me in this journey.

Lastly, I want to acknowledge my leadership team at work. They watched me embark on this endeavor and from the start; they expressed their support of my commitment and progress. I was humbled by their support of my growth and by their encouragement of my accomplishments.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

In the United States the number of online students has risen steadily over the past decade

(Allen & Seaman, 2017). Online enrollment as a percentage of total enrollment in postsecondary

institutions rose from 9.6% in 2002 to 28.3% in 2014. By Fall 2015, there were over 6 million

students taking at least one online course, which accounts for 29.7% of all enrollments in the

higher education sector (Allen & Seaman, 2017). Similar growth rates are expected to continue

(Karabell, 2013). As online education becomes more prevalent, the question of quality emerges

as a central concern. In many ways, the growth of online enrollments has outpaced institutional

readiness to support it. With online student success at stake, leaders in institutions of higher

learning are asking the question: How can we ensure quality in online education?

A critical component in the successful implementation of online education hinges on

faculty readiness to pivot from face-to-face teaching to quality online delivery (Vaill & Testori,

2012), as well as on their level of expertise in online pedagogy (Kreber & Kanuka, 2006). A

recent study conducted by Tyton Partners (2018) described faculty as the "linchpin" in online

learning success, because their readiness to teach online is regarded as "one of the top three

factors contributing to a successful implementation of digital learning" (p. 14). Conversely, lack

of faculty readiness to teach online is cited as the top reason from a list of ten potential barriers

recognized to hinder the successful implementation of online education (Tyton, 2018).

The research further notes that faculty teaching online are "woefully under-supported"

(p. 15). In a landmark survey of over 3500 higher education administrators and faculty, it was

determined that less than 25% of colleges and universities offering online courses and online

programs offer faculty development opportunities for instructors teaching online (Tyton, 2018). Most higher education administrators report that current faculty development efforts designed to build online teaching competencies are "incomplete, inconsistent, informal and/or optional" at their institution (Tyton, 2017, p. 15). Reeves (2012) and Mohr and Shelton (2017) report that the majority of efforts in faculty professional development have been largely unproductive since it has been conducted ad hoc, often not strategic, and unrelated to a broader plan of intentional change. Thus, the question of quality in online education condenses further into a question of training and development efficacy: How can institutions of higher learning develop best practices and online teaching competencies for faculty teaching online?

Problem Statement

To facilitate professional development opportunities in support of online competency-building, institutions are recognizing the need for "coordinated, systemic professional development efforts at the postsecondary level" (Gyurko, MacCormack, Bless & Jodl, 2016, p. 6; & Reeves, 2012). Faculty training initiatives for online readiness are gaining momentum as institutions respond to the growth of online enrollments and as they seek out ways to support faculty (Herman, 2012; Mohr & Shelton, 2017; Samuel, 2016). Faculty teaching centers are committed to supporting faculty, but may lack the "staff, time, skills or resources" required to do so (Sorcinelli, Berg, Bond & Watson, 2017, p. 10). The design and implementation of faculty training programs aimed at honing online teaching strategies and competencies is critical. However, to date, educational institutions are no closer to a universal consensus on how to design, deliver, and evaluate such programs. Determining what works best is challenging.

If the efficacy of online faculty development is to be evaluated, then faculty development assessment will become ever more critical to addressing this inquiry. Yet, historically, the success of most faculty development programs has largely been measured via post-completion, self-reported satisfaction surveys in which participants reflect on the training event immediately following its closure. Other common metrics of program success measure participation and attendance, self-perceived usefulness of the information presented, or relevance of the content to daily work. Little evidence, if any, points to a follow-up verification of the adoption of best practices or the direct application of online teaching competencies as a result of training, even though faculty developers are "acutely aware" and concerned about deeper program assessment (Sorcinelli et al., 2017, p. 10). According to Farmer (2004), "There is a continuing need for rigorous outcome-based research and programme evaluation to define the best components and strategies for faculty development" (p. 59) focusing on training practices that yield the direct application of learning as reflected in online course quality.

Professionals in training sectors have long recognized the need for evidence-based/outcomes-based evaluation systems (Kennedy, Chyung, Winiecki & Brinkerhoff, 2013). One such framework was the result of the seminal work of D. Kirkpatrick, J. Kirkpatrick, and W. Kirkpatrick. The Kirkpatrick Model proposes a four-level structure of evaluation in which success is measured not only by initial participant response, but also by demonstrative evidence of learning, changes in behavior as a result of the training, and the eventual outfall of favorable outcomes. The model lends a potential framework for a more thorough and sophisticated methodology for programmatic assessment of online faculty development programs. Despite decades of support and utilization of the Kirkpatrick model in the professional development

sector and despite its permanence as an exhaustive assessment framework, not enough is known about the feasibility of its implementation in the context of higher education, particularly in relation to faculty development programs for building competency in online pedagogy.

Statement of Purpose and Research Questions

To this end, the purpose of this investigation was to document how a higher education institution implemented an evidence-based faculty development program for online teaching. The researcher mounted the investigation on a case study framework to document the first-hand experiences of the implementation and to capture the experience from the lens of the training developers. The case study centered on the rollout of a mandatory faculty development program, which leveraged trainers and instructional designers to provide faculty support. The following research questions guided the nature of this study:

1. How was the evidence-based evaluation system designed and developed?

2. What key factors led to the adoption of an evidence-based model?

3. What were the enablers and barriers to its implementation?

4. What role did instructional designers play in the faculty development program?

5. What did institutional support look like throughout the implementation?

Conceptual Framework

Two theoretical premises undergirded this study. One addressed the question of quality in online education- how it is defined and understood and what can be done to develop it. The second addressed the need for evaluating quality, particularly as it relates to faculty development programs for online readiness or online instruction. There is a need in higher education to implement models of evaluation that capture lasting efficacy of training efforts. Oftentimes,

training in post-secondary education has lagged when compared to the professional development sector and corporate training programs. The Kirkpatrick assessment framework presents a possible means to inform the design of better methods of programmatic assessment in faculty development.

In the context of online learning, quality is often explored and discussed in a number of ways. Some dialogues center the discussion on online program quality, including services provided to students and marketability of its graduates. Other discussions naturally gravitate towards technological infrastructure considerations, given that 100% of the 4,836 colleges and universities with online students either license a Learning Management System (LMS) or have built their own in-house technological ecosystems to power online education (Allen & Seaman, 2017). Still others seek to define quality based on student attainment and success, which shifts the focus to outcomes and comparability of online instruction versus its traditional, face-to-face counterpart.

Quality in online education is also further explored and defined by best practices in instructional and/or course design. Because it is impossible to separate online teaching and learning from the online courses utilized to make it possible, much attention is paid to the design and presentation of content and assessments in the online course. As a result, well-documented best practices and research-supported course design strategies have been developed over the past thirty years. These standards are sourced from nationally-known authorities in online and distance education, including Quality Matters, OLC Quality Scorecard, OSCQR Course Design Review, Exemplary Online Instruction (EOI), Chico State's Rubric for Online Instruction (ROI), and others.

Yet another angle from which quality in online education can be observed and defined is from the perspective of quality facilitation. Most often, this view and definition of quality re-centers the discussion on the faculty and on their adoption and development of competencies for online instruction (Baran, Correia & Thompson, 2011; Bigatel, Ragan, Kennan, May & Redmond, 2012; Darabi, Sikoski & Harvey, 2006; Smith, 2005; Watwood, Nugent & Deihl, 2009). Researchers posit that "teaching in a technology-rich environment is complex, so the online instructor must possess a broader set of skills and competencies in order to ensure learner success" (Bigatel et al., 2011, p. 59). "To succeed in the online classroom, faculty must possess, among other things, pedagogical, facilitative, instructional, social, managerial, assessment, and technical competencies" (Chen, Lowenthal, Bauer, Heaps, & Nielsen, 2017, p. 85). Though quality online teaching should be no different from quality teaching in a face-to-face classroom, "the fundamental practices for delivering the instruction and facilitating learner interaction [online] are quite different" (Watwood et al., 2009, p. 6). These differences, researchers argue, necessitate a refined set of skills and accompanying opportunities to support its development (Baran et al., 2011).

Varvel (2207) contends that although faculty are qualified experts in their field of study, many of them "have no education in the methods of instruction or facilitation [and] those that have such training often do not have any additional training or experience specifically in the field of distance or online education" (p. 1). Mohr and Shelton (2017) add that "faculty members often teach as they were taught, and many distance educators did not take online courses as students, which leaves them without a benchmark model for online teaching" (p. 124). Providing faculty support in the form of development opportunities, then, becomes not only a major focus

(Herman, 2012), but also an imperative (Samuel, 2016). McKee and Tew (2013) contend, "Faculty development should be viewed as a necessity, not a nicety" (p. 3). Faculty development aimed at building online teaching competencies is not only integral to the question of quality, but it is a vexing inquiry with the potential to produce more questions than answers. The centrality of faculty, as well as the importance of faculty support in the form of development was one of the leading stimuli for this investigation.

Training program evaluation was correspondingly important to this study because it might inform what works best when supporting faculty through development opportunities. The Kirkpatrick Model, which lends a potential framework for a more thorough method of programmatic assessment, was used to inform the study (Kirkpatrick & Kirkpatrick, 2015). According to Kirkpatrick & Kirkpatrick, there are three main reasons why evaluation is critical to any effort related to training:

1. To improve the program.

2. To maximize transfer of learning to behavior and subsequent organizational results.

3. To demonstrate the value of training to the organization.

The researchers posit that formative evaluation (during the training) and summative evaluation (after the event) are common practices, which provide feedback to the organization as to "how participants enjoyed the program, whether they learned key information and how the program might be improved for future sessions" (Kirkpatrick, 2015, p. 3). Such results are often used as evaluative markers to indicate overall program effectiveness. However, the researchers contend that the efficacy of training should go beyond participant's initial reactions to the development event. Ultimately, they argue, "most organizations are expecting more from the

training department; they are expecting what is learned in training to be implemented on the job, and the implementation to make a measurable difference in key organizational results" (Kirkpatrick, 2015, p. 345).

To this end, the Kirkpatrick Model introduces a four-level approach to garnering evaluative feedback about the efficacy of a training program. The first of the levels is the 'Reaction' phase, which as described previously, is limited to capturing feedback on participant satisfaction, which is often represented by "the degree to which participants find the training favorable, engaging and relevant to their jobs" (Kirkpatrick, 2015, p. 422). While important, such feedback is often insufficient in providing deeper insight into behavior-modifying levels of development and learning that may have been acquired during training. What's more, this level of evaluation is prone to subjective judgments from the participants resulting in skewed results. Conditions, such as food provided during training, temperature in the room, comfort of desks, parking, and other logistical factors may influence participant feedback at this level. While training logistics are relevant in improving conditions of training, they are rarely related to the whether a development opportunity will result in acquired knowledge, change of behavior, or improved outcomes.

Proponents of the Kirkpatrick model suggest that subsequent levels of the evaluation render more useful and meaningful results in terms of the efficacy of the training in meeting outcomes (Kirkpatrick, 2016). For example, Level 2: Learning, captures "the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training" (p. 510). Level 3: Behavior, is denoted as "the degree to which participants apply what they learned during training when they are back on the job,"

(p. 484), and Level 4: Results, speaks to "the degree to which targeted outcomes occur as a result of the training and the support and accountability package" (p. 427). Together, the four levels provide a more detailed, holistic, and complete assessment of the efficacy of the training effort than satisfaction surveys alone. Progressively, the levels probe for deeper indications of what worked and what didn't. This framework for the evaluation of training efforts undergirds the study.

Overview of Methodology

A qualitative case study design leveraging online interviews and document analysis was conducted. According to Creswell (2013), a "case study research is a qualitative approach in which the investigator explores a bounded system (a case), through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes" (p. 97). This investigation was intended to provide an in-depth case description of the implementation process of the assessment methodology on a faculty development program. Case studies are widely utilized in education, and provide the methodological framework resulting in a holistic analysis of a phenomenon. It was the intent of the researcher to conduct the case study with an interest in the process, rather than the outcomes, of the implementation, particularly as how the process is described by those who implemented it and those who evaluated its success--the training developers.

The researcher conduct online interviews in which participants were invited to join a synchronous discussion with the researcher. A pre-determined set of questions was posed to all interviewees. The online meeting tool, Blackboard Collaborate, was used to schedule, host, and

conduct the interviews, as well as to record the verbal exchange between the researcher and the participants. Recorded interviews were subsequently transcribed by 3PlayMedia.

The researcher further included document analysis as a second method of data collection. Documents included in the investigation comprise the faculty development program's website, which describes the logistical nature of the program, the goals and objectives of the training, and a letter from the Provost substantiating the mandate. Additional documents included the Rubric for Online Course Design, which is used extensively throughout the training, and which is the primary artifact utilized to conduct online course reviews as part of the evidence-based evaluation method. In addition, a participant workbook was analyzed as part of the data collection process.

Limitations of the Study

A potential limitation of the study lies in the scarcity of sources that address the evaluation of faculty training programs exclusively devoted to developing online competencies. Few studies exist that center the investigation solely on competency-building for online facilitation. However, the newness of this form of study focusing on the evaluation of online faculty development also provides a fertile opportunity for research and investigation. It was the researcher's supposition, as noted more extensively later in this chapter, that such opportunity might result in valuable insights for institutions wanting to establish quality measures for online education, as well as those launching or implementing faculty training for online pedagogy.

Furthermore, it is critical to note that this study centered the investigation on an institution that employs a considerable number of instructional designers to support faculty throughout the development events, as well as throughout the semester. With a team of sixteen

instructional designers, the study site is on the higher end of the spectrum in terms of faculty support through course design, course building, and content management. Although there is a national push for hiring instructional designers, as of the Fall 2016, only 13,000 full-time designer positions were estimated throughout the nation's 4,724 degree-granting institutions (Intentional Futures, 2016). The study site ranks well above the national average of 2.75 instructional designers per institution. This distinction should be considered as it influences the type and level of support in terms of faculty development, as well as how faculty needs are addressed.

The reader should also consider a third potential limitation of the study, which results from the researcher's role and employment in the site selected for investigation. The researcher is part of the executive leadership team involved with the implementation of the training. While it positions the researcher in nearby proximity to the research site and the activity incumbent in the implementation of the faculty training, it may also render bias. It was theorized that such bias might influence the participants of the study, due to the supervisory/subordinate relationship that exists between the researcher and the participants. According to Maxwell (2013) and Bloomberg and Volpe (2012), the potential for bias may manifest in one of two ways. On the one hand, participants may over-share information and embellish details to tell the researcher what they think the researcher might want to hear. This may lead to an exaggeration of the facts, as participants may want to impress the interviewer. On the other hand, the second potential way this bias may surface during the interview process is by participants' desire to withhold vital or frank information about the process. This is particularly possible if participants are guarded

around the researcher or skirt details of less-favorable events during the implementation of the faculty training program.

To address the potentiality of participant reactivity and to prevent its occurrence, the researcher was committed to reflect on this probability and to employ measures that would assist participants in providing unbiased information. For example, the researcher established an environment that was transparent and open, and in which accuracy of details was observed. Participants' identities were maintained in confidentiality through the removal of names from documentation and participant interviews, easing participant contributions. The researcher also ensured the veracity of information through cross-checking of data among all study participants, as well as by conducting a member-check with each participant individually to authenticate the accuracy of their responses to the interview questions. The researcher was committed to emphasizing that the investigation was being conducted in the spirit of learning and sharing. It was the researcher's belief that the exploratory and collaborative nature of the study would resonate with the participants' desire to add knowledge to the field of research concerning faculty development in online education.

Another potential limitation of the study stems from the sampling site selected for the research. While non-probabilistic, purposive sampling was implemented for the selection of participants in the study, the selection of the site was also the result of convenience sampling due to the proximity of the researcher to the site. In addition, the research site mandates faculty development on online pedagogy for all instructional staff who teach online, while most other institutions do not. This distinction may result in documentable differences from institutions that

offer faculty development in online teaching strategies, but do not require or mandate participation or certification in online pedagogy.

Additionally, the researcher recognized the limitations rendered by studying only one institution of higher learning. Although a level of transferability is assumed in the resultant findings of the study, it is recognized that one institutional sample is insufficient in representing other institutions or in generalizing the findings widely to other colleges and universities.

Assumptions

Because of the researcher's experience, a few assumptions were made in regards to this investigation. First, the researcher assumed the premise that online facilitation places a greater burden for competency development in those who would teach online. The technology rich environment, the asynchronous collaboration, the distance between learner and instructor, as well as other conditions of online instruction, demand certain skills and dexterities from faculty who teach remotely. The researcher operated under the assumption that such competencies have been largely identified as the result of numerous systematic investigations on the subject and that most faculty development programs for online teaching will bear some resemblance to the development of such competencies. Though some debate exists as to the number of competencies institutions should support through faculty development, and which ones should be honed first or most often, consensus in the literature points to a generalized classification of competencies, categorizing such skills into more comprehensive groupings, including "pedagogical, facilitative, instructional, social, managerial, assessment, and technical competencies" (Chen et al., 2017, p. 85).

A second assumption of the researcher was that, to date, most faculty development opportunities for online readiness have been far too narrow in scope, centering predominantly on tool training or technology usability, and that such narrowness in scope has contributed to much of the reticence in online teaching that is documented in the literature. As Mohr and Shelton (2017) note, "it is not uncommon for faculty to dismiss the efforts of others who are engaged and demonstrating value in technological advancements" (p. 125). While knowing how to operate technical systems essential to online teaching and learning is important, the researcher considered that such training should serve to lay a foundation upon which more complex competencies for online instruction could be scaffolded. By systematically building upon their experience as educators and adult learners, faculty development should incorporate more training in pedagogy, online facilitation, online course management, online assessment practices, and ideas for creating quality online learning opportunities.

A third assumption of the researcher was that a link exists between effective faculty development and online academic success. "Faculty development plays a direct role in influencing pedagogy and curriculum and an indirect but very important role in student involvement, and therefore, student learning and success" (Seidman, 2012, p. 260). "Faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university" (Condon et al., 2016). According to Gyurko et al., (2016), "coordinated, systemic professional development efforts at the postsecondary level are related to improved student outcomes, including higher retention and graduation rates" (p. 6). Research further indicates that, "high-quality teaching is a key factor in college persistence" (Gyurko et al., 2016, p. 5). Additional

studies on the topic of faculty development and student success have also demonstrated that effective teaching improves students' critical thinking and persistence and that "when faculty improve their teaching, students learn more, and their performance on course work improves" (Condon, et al., 2016, p. 125). Conversely, "an absence of faculty training in online pedagogy leads to low levels of faculty participation as well as poorly designed and executed online courses, which then may lead to lower student success and faculty satisfaction" (Mohr & Shelton, 2017, p. 125).

Finally, the researcher also recognized that formal faculty development is only one source of competency-building. Appreciating faculty as adult learners, the researcher believed faculty are self-directed, self-motivated to learn, continuously taking in information from their course experiences, and often learning from numerous sources, not the least of which is their years of service as educators (Knowles, 2005). "Although faculty professional development is key to encouraging and supporting instructors' adoption of research-tested instructional ideas and strategies, it is but one of a constellation of influences that affect faculty members' approaches to teaching" (Sorcinelli et al., 2017, p. 6).

Lastly, the researcher assumed that the role of the instructional designers in the study site would render a unique experience not easily transferable to other institutions. Since instructional designers at the study site are tasked with working in consultation with faculty, numerous opportunities for learning and development occur through the nature of that relationship. Such opportunities for support and one-on-one sessions are supplementary to the faculty development program, and may influence attitudes, perceptions, and dispositions in faculty in regards to training or to implementing what they have learned in through formal development events.

The Researcher

The researcher's focus was on identifying replicable and scalable practices of success for online teaching and learning. As an online education administrator with over fifteen years of experience, the researcher believed that online pedagogy is a field of study unto itself, and that through research, theory-building, and direct application, more can be learned about making online learning a transformative experience for students of all kinds.

Yet, while baseline understanding of online pedagogy has matured over the past thirty years, widespread adoption of best practices is not fully established or prevalent. Even in colleges and universities where online programs are plenty and online enrollments are increasing, institutions are struggling to create online courses that maximize the promise of digital learning. Many institutions don't offer formalized faculty development in online pedagogy, and even those that do seldom measure the efficacy of formal training in relation to the direct adoption of best practices in the online environment.

With such high potential in online education, exceeded only by even higher stakes, it was the researcher's bias and experience that incited the question- *How are faculty training programs assessed, and how might knowing more about the measurement of success in faculty development help move the needle of online learning potential?*

Rationale and Significance

The purpose and potential of this investigation was considered to be of import due to several factors, not the least of which is the rise of online enrollments, the widespread change such growth is introducing into higher education's academic mission, and the institutional response to the changes brought about by online growth. As discussed previously in this chapter,

online enrollment growth is outpacing all other matriculation categories across colleges and universities (Allen & Seaman, 2017). A significant number of higher education institutions (76%) report "there is an increase in demand for online courses" and these same institutions are disposed to meet that demand by increasing the number of online degrees (BestColleges.com, 2017, p. 17). Seventy-three percent of higher education institutions are looking to grow new online programs in order "to increase overall student enrollment" (BestColleges.com, 2017, p. 23). The rising demand from learners coupled with institutional intentionality to increase online programs will continue to fuel the current pace of online enrollment growth.

The researcher believed that this movement is creating a pervasive shift in the landscape of the post-secondary academic experience for faculty, for students, and for the institution. This shift calls forth the need to establish quality and to identify practices to support the faculty and students who are at the epicenter of the change. As institutions respond to this shift, they are increasingly looking for the best ways to support faculty, enable student success, and refine operational efficacies in online education. The significance of this investigation is predicated on its potential to shed light on how institutions can focus strategic initiatives on ensuring quality in these areas, particularly as it pertains to faculty development and to fostering a culture of instructional quality online, which is meaningfully and positively correlated to student success. As online education continues to grow, faculty development efforts will become more critical in defining and establishing quality and success. This investigation, then, had the potential to augment the collective knowledge in this shifting and growing field.

Although the "professional field of faculty development is young, having emerged just over half a century ago," its linkage to several gains is well documented in the literature--gains

for faculty, students, and the institution (Sorcinelli et al., 2017, p. 7). For faculty, these gains are significant. Faculty development programs have been connected to improved instructional and pedagogical competencies, quality in instruction, as well as "greater faculty satisfaction, engagement, and sense of belonging" (Gyurko et al., 2016, p. 6). For students, "research evidence indicates that coordinated, systemic professional development efforts at the postsecondary level are related to improved student outcomes, including higher retention and graduation rates (Gyurko et al., 2016, p. 6). In turn, these gains impact "the number of courses repeated," and not just graduation rates, but also "time to graduation" (Taylor, 2017, p. ix). Together, these gains provide academic and financial "incentive for the institution to invest in preparing its faculty" (Taylor, 2017, p. ix).

Given the connection between faculty development programs and student and institutional gains, the interest of any training organization within the academe should be to identify best practices in faculty development, and to hone into the evaluation of faculty development practices with the aim of determining what might work best. This study advances the research in this area by focusing precisely on the implementation of evidence-based evaluations for faculty certification programs in online teaching. While much research and investigations have probed the topic of programmatic evaluation in faculty professional development for traditional, face-to-face classes, this study centered the lens on faculty support on online teaching and learning, which is a far less studied area, and one which is in critical demand given the consistent and ongoing growth in online programs and online enrollments.

Moreover, this study has lent additional insight into the critical role of faculty developers who are tasked with implementing training and support structures for online faculty. Whenever a

new practice in teaching is introduced or when a technology emerges with the potential to impact how teaching might take place, faculty developers play an instrumental role in ensuring its inherent success. Through the investigation and documentation that resulted from this study, more can be known about the faculty developer's role in implementing evidence-based evaluation systems to support the efficacy of their faculty development efforts. Research indicates that "faculty developers are acutely aware of the need to assess the quality and impact of their programs but indicate that they often do not have the staff, time, skills, or resources to design and implement in-depth assessments" (Sorcinelli et al., 2017, p. 10). This investigation rendered critical insights, lessons learned, and practical visibility into the implementation process of more rigorous ways to assess the quality of faculty development programs. "Faculty developers are well positioned to provide support if provided with resources necessary to sustain that effort at the institution" (Taylor, 2017, p. ix). This investigation was positioned to provide resources to faculty developers and faculty development centers in higher education institutions that are looking to address faculty support for online education. The findings can shed light for practitioners in the field.

Definition of terms

Given the ubiquity of technology terms, as well as the degree of variance and interchangeability with which academic technology terminology is used, the following important definitions provide a level foundation of understanding for the elaboration of the literature review. The terminology associated with what is currently referred to as digital learning, has evolved in meaning and nomenclature through a historically-embedded development, progressing because of changes introduced by technology in the past two-hundred years.

Correspondence Education. "Correspondence education (CE) is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced" (SACSCOC, 2012, p. 1).

Digital Learning. Digital learning is a broad term which encompasses all of the elements and possibilities of online learning, while also embracing any digital means by which to teach and learn, means which can include social learning, mobile learning, software, online, offline, etc. (Dunn, 2017). By this definition, the use of the LMS is less central to the educational interaction, especially when compared to online education (Dunn, 2017). Digital is indicative of recent technological advances, as well as changes in technical consumerism, including access to apps, smartphones, and hand-held devices.

Online Pedagogy. Digital pedagogy centers on the blend and integration of instructional methods and practices of teaching in the context of utilizing digital means by which to design, create, and deliver instruction. According to the Hybrid Pedagogy, the open-access journal of learning, teaching, & technology, digital pedagogy is "about approaching [digital] tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning" ("Hybrid Pedagogy", 2018, para. 4).

Distance Education. CE eventually gave way to the term, 'distance education.' In 1982, the International Council for Correspondence Education renamed and rebranded itself as the

International Council for Distance Education. This calculated change was indicative of the transition and conversion that had been introduced by technological progresses of 1950's, 60's and 70's, and which were enhancing the former delivery methodology for correspondence education (McIsaac & Gunawardena, 2002).

Online Education. In the mid 1990's, the term 'online education' began to replace the term 'distance education', as access to the Internet began to reshape the possibilities for teaching and learning with technology (McIsaac & Gunawardena, 2002).

Pedagogy. Pedagogy is an all-encompassing term used to describe the various methods, approaches, and principles of teaching, which are utilized to facilitate the transfer of learning. It is the art and science of the teaching craft and the didactic profession.

Conclusion

In summary, as growth in the number of online students continues to rise, the need to establish adequate and scalable support structures for faculty is critical to establishing and reinforcing quality and success. Higher education institutions are facing the imperative of launching and supporting faculty services and faculty development in online pedagogy, online competencies, and online readiness. How to determine what works best is often challenging to establish, though research evidence suggests that the implementation of evidence-based programs can orient us in the right direction. The feasibility of implementing programmatic, evidence-based assessment on systemic faculty development for online teaching and learning remains a field to be explored, with the promise of rendering much needed insights in a time of utmost criticality. This investigation aimed to document the process of implementation of an evidence-based evaluation system, lending valuable and practical insights into the design,

implementation, adoption, and use of a more rigorous method of evaluation for online faculty

certification.

CHAPTER 2

LITERATURE REVIEW

The design and implementation of effective faculty training programs for developing skill and dexterity in online pedagogy is a critical component in online education success. The measurement of this efficacy is equally critical and can lend valuable insight into how to design programs that yield improved opportunities for the direct application of teaching quality in the design and delivery of online education. This criticality is due, in part, to the link between effective faculty development and recognized metrics in academic success. According to Gyurko et al. (2016), "coordinated, systemic professional development efforts at the postsecondary level are related to improved student outcomes, including higher retention and graduation rates." What's more, research further indicates that "high-quality teaching is a key factor in college persistence" (Gyurko et al., 2016, p. 6). Additional studies also demonstrate that effective teaching improves students' critical thinking, persistence, and that "when faculty improve their teaching, students learn more, and their performance on course work improves" (Condon, et al., 2016, p. 125).

The need to effectively identify and deploy effectual faculty training programs for online pedagogy is further urged by the continued growth in online education. In the United States, the number of students engaged in digital learning has risen steadily in the past decade (Allen, 2013). Online enrollment as a percentage of total enrollments in postsecondary institutions rose from 9% in 2002 to 32% in 2011, with similar growth rates expected to continue (Karabell, 2013). With the increase in demand for online learning, McKee and Tew (2013), contend, "Faculty development should be viewed as a necessity, not a nicety" (p. 3).

Despite the need to ensure that faculty development programs in online pedagogy effectively improve teaching, the development and application of online teaching competencies may not be adequately measured, and the adoption of best practices in course design may not be evidenced in online courses. While online teaching and learning holds much promise, such as meaningful student engagement, learner persistence, increased likelihood of information-retention and assimilation, and improved problem-solving skills, evidence of best practices for its deployment is still absent from many online courses and programs (Gibson, 2013).

Institutional Focus on Faculty Development is Currently Limited

A review of the literate reveals a number of emergent themes that call to the forefront the challenge and opportunity inherent in the practice of faculty development. One of these is the lack of institutional support for systematic and coordinated faculty development opportunities. According to Gyurko et al., (2016), "coordinated faculty development has historically been a low priority at many higher education institutions" (p. 7). Despite vast investment at the K12 level in maintaining programs that teach teachers how to teach, the higher education field has seen much less in terms of institutionalized, coordinated efforts to improve the teaching practice. Researchers and policymakers are beginning to acknowledge that it is just as imperative for higher education faculty to demonstrate a core set of effective teaching competencies and attributes in the classroom as their K12 counterparts (Bernard, 2015).

The absence of strategic support and institutional coordination for developing the faculty's teaching skills are particularly evident when applied to teaching online (Tinto, 2004). Hensel, Hunnicutt and Salamon (2015), found that "academic units and individual faculty are not uniformly ready to implement better, or currently fashionable, pedagogical methods" (p. 28).

Despite some efforts employed to support the integration of technology in the teaching space, such as leveraging a Learning Management System (LMS), adding video to a course, or using discussion forums, the efficacy of such efforts has not always resulted in the adoption of effective teaching strategies in online courses.

Three primary reasons surface as possible causes for the lack of effectiveness. Firstly, most of the participation in such development opportunities is overly-represented by what Geoghagen (1994) called early adopters and faculty techies who are more open to explore the use of technology in teaching than the mainstream faculty pool. While early adopters can advance the use of best practices through formal and informal mentoring of their peers, they still represent a minority of the overall faculty segment interested in exploring the juncture of technology and teaching. This leaves the majority at a disadvantage in the acquisition of knowledge and skill for effective online instruction.

Secondly, most current development efforts designed to support online teaching center on tool training and technical evangelism, versus the exploration of pedagogical teaching practices known to be effective in the digital space. More often than not, university trainers are housed within IT and other technical departments and their primary focus lies in supporting tool usage and tool adoption versus promoting instructional practices that underpin the academic experience.

Thirdly, not all institutions provide a framework of support for online faculty beyond such basic training. There is a scarcity of instructional design support, for example, and the utilization of course builders is lagging behind the demand spurred by the enrollment growth in online courses. "While there is anecdotal evidence that the number of instructional designers is

swelling across college campuses, many institutions, especially less well-funded ones, still employ few or no designers" (Dimeo, 2017, para. 5). This translates into a systemic lack of support for faculty who are overstretched to meet the growing demands and a changing landscape.

Faculty Development is becoming a Growth Imperative in Higher Education

The review of the literature also reveals that a call for strategic alignment of training to institutional mission is on the rise. A growing body of researchers and policymakers are beginning to acknowledge, "The necessity for improving quality teaching has never been as compelling" (Saroyan & Trigwell, 2015, p. 92). In a recent study conducted by Harward and Taylor in 2014, the researchers found that "59% of learning leaders consider strategic alignment to be the most critical process capability for successful development opportunities" (p. 173). According to Brooks, Marsh, Wilcox and Cohen (2011), "faculty development programs geared towards encouraging innovative teaching and learning practices is one of the most pressing challenges facing higher education today" (p. 5).

Instructional personnel also echo the desire for strategic alignment of faculty development in the institutional mission. "National surveys of higher education faculty report a strong commitment to their work and a desire for high-quality professional development" (Gyurko et al., 2016, p. 7). Fundamentally, faculty members want to do a better job and want quality professional development to support their current teaching practices. One survey found that 9 in 10 higher education faculty believe professional development is important to their careers and that is helps improve student outcomes (Hart Research Associates, 2015).

Beyond Satisfaction

Despite the growing consensus for strategic, quality faculty development among policy makers, researchers, institutional leaders, and the faculty, what is evident in the literature is that the measurement of faculty training programs must go beyond satisfaction. "There is a continuing need for rigorous outcome-based research and programme evaluation to define the best components and strategies for faculty development" (Farmer, 2004, p 59). Chism and Szabó (1997) report that though evaluation of faculty programs is a common practice in the field, such efforts survey and collect data on user satisfaction, instead of measuring, substantively, the effectiveness of a training program in meeting the articulated aims. Hines (2009) reports that faculty development program assessment, though it has become a routine practice, continues to focus mostly on immediate measures, such as user satisfaction. Kuscera and Svinicki (2010) concur stating that, "faculty development has not progressed in honing its evaluation practices much beyond the early 1990s" (p. 9).

Not only are satisfaction ratings inadequate in evaluating the efficacy of a faculty training program in developing effective, online teaching strategies, most evaluation efforts consist of the collection of surveys, where satisfaction ratings can be diluted by a number of unrelated matters evident in the participant's opinions. These might include opinions about the food provided throughout the development event, the temperature in the room, the time of day, the lack of fiscal incentive in participation, the length of the training program, the delivery methodology of the development opportunity, whether or not the trainer was effective or likeable, and others to name a few. In order to understand the efficacy of faculty development opportunities and to evaluate and identify the best approach for the adoption of online pedagogy and online teaching

competencies, the evaluation of faculty training programs must reach beyond participant satisfaction. Harward and Taylor (2014) further fuel the imperative, asserting that faculty "training is an important means to improving the performance of the [institution], and having a measurement strategy is critical" (p. 97).

A Consensus of Best Practices in Online Education has been Established

Finally, a review of the literature also reveals that field-maturing has resulted in a growing consensus of known, best practices for online teaching, as well as identified competencies for facilitating online learning. Research-based instructional techniques are well-documented and have been further informed by research on cognition (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010; Angelo & Cross; 1993; Bain, 2004; Barkley, 2009; Brookfield, 2006; Chickering & Gamson, 1987; Davis, 2009; Nilson, 2010). Key, emergent authorities in online pedagogy have proffered nationally recognized, research-based quality assurance standards related to the essential components of online course design and online teaching. From accessible, dynamic and engagement content, to community-building collaboration and communication techniques, to learner support, feedback strategies, and fair assessment practices, known teaching strategies for maximizing learner success in the digital realm are evident, as are online teaching competencies. Such competencies include "pedagogical, facilitative, instructional, social, managerial, assessment and technical competencies" (Chen, et al., 2017).

Conclusion

In summary, demand for online learning is on the rise. With such demand and permanence in the post-secondary landscape, setting up proper support structures to bolster its

chances for success is an imperative that higher education institutions are increasingly taking into consideration. The promise of online education is formidable, but so are the challenges. Central to the promise of digital instruction is the capacitation of instructor dexterity in the direct application of best practices in online courses, and well as the honing of online teaching competencies. Faculty development programs aimed to support these measures are instrumental, needed, and often desired by the faculty who are the intended recipients, but how to implement them well may still elude practitioners in the field. The measurement of efficacy in faculty development programs can lend valuable insight into how to design programs that yield improved opportunities for faculty to acquire, hone, and sharpen online teaching competencies.

CHAPTER 3

METHODOLOGY

The role of faculty development in the success of online education is critically important. Where the possibility of creating online quality is present, the quality is not necessarily represented in practice. Increasingly, institutions of higher learning are looking to support faculty engaged in online education, because "research indicates that coordinated, systemic professional development efforts at the postsecondary level are related to improved student outcomes, including higher retention and graduation rates, as well as greater faculty satisfaction, engagement, and sense of belonging" (Gyurko et al., 2016, p. 6). The lasting impact of faculty training in online pedagogy as evidenced by the presence of best practices in online courses is not plainly evident in the current research. A review of the literature conducted by Paslawski, Kearney and White (2014), identified "a paucity of research demonstrating the effectiveness of faculty development" (p. 165). With these premises in mind, the researcher believed that gleaning insight into the implementation process of an evidence-based faculty development program could potentially fill gaps of understanding about what works best in the context of faculty training for online teaching. To that end, the purpose of this investigation was to examine how a state university and leading provider of online education designed and implemented an evidence-based faculty certification program.

According to Creswell (2013), a "case study research is a qualitative approach in which the investigator explores a bounded system (a case), through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes" (p. 97). Case

studies are widely utilized in education and can provide a methodological framework to support

the holistic analysis of a phenomenon. This investigation was designed to render an in-depth case

description of how an institution of higher learning with a noteworthy online presence launched

an evidence-based online training program. The researcher sought to capture and document the

process of the implementation rather than the outcomes of the evaluations, and the lens of focus

was from the perspective of the faculty developers. According to Bloomberg and Volpe (2012),

when the aim of a study intends to render an "intensive description and analysis of a bounded

social phenomenon," the case study is the foremost methodological choice (p. 31).

A qualitative case study design leveraging various sources of data collection was built

upon the use of online interviews and document analysis. To prompt an in-depth examination of

the phenomenon under investigation, the following research questions were considered:

1. How was the evidence-based evaluation system designed and developed?

2. What key factors led to the adoption of an evidence-based model?

3. What were the enablers and barriers to its implementation?

4. What did institutional support look like throughout the implementation?

According to Yin (2009), the case study approach is a suitable methodology when the

form of the research questions is posed as "how" and when the "what" in a research inquiry

seeks to prompt an "investigation" of a case (p. 93). Moreover, case studies are suitable when

exploring "a contemporary phenomenon in depth and within its real-life context "and for

rendering in-depth descriptions of the phenomenon under investigation (Yin, 2009, p. 93).

In this chapter, the researcher describes the setting where the investigation was

conducted, as well as the logic utilized in the selection of the participant/sample and the

measures that were implemented to protect participant rights. Additionally, the researcher describes what forms of data were collected as part of the investigation. Potential limitations of the research study conclude this chapter.

<p style="text-align:center">Setting</p>

Naturalistic inquiry guided this study as it took place "in a real-world setting rather than a laboratory" and the phenomenon was studied as it happens "naturally" (Merriam, 2009, p. 7). A public, four-year institution of higher learning in southeast Texas was selected for this study. The institution is classified as a Doctoral Research University by the Carnegie Commission of Higher Education, and it ranks in the top 7% of all higher education institutions nationwide. The institution has been identified by the Chronicle of Higher Education as one of the fastest growing colleges between 2003 and 2013. For the third consecutive year, the institution's online programs ranked in the top 20% by U.S. News and World Report (2016), with Criminal Justice ranking as number one nation-wide. Historically and presently, over 50% of the student-population at the site is identified as first-generation, and over 71% of undergraduate students receiving degrees are defined as at risk by the Texas Higher Education Coordinating Board (THECB).

Serving over 20,000 students, the main campus is developed over 316-acres in a rural community setting. In addition to on-campus resident students and commuters, the institution serves 3,500 fully online students from 42 states and several countries. These fully-online students are enrolled in over 41 academic online programs, including 14 bachelors, 27 masters, and two doctorate degrees. Online courses account of 25% of the total credit hours attempted by

the student body, and that percentage is expected to increase significantly over the next few years.

The institution's online department serves four primary groups: (a) Faculty, (b) Students, (c) Staff, and (d) External Constituents. Faculty are served through a variety of services aimed at enriching and enabling their online teaching endeavors. Each college has an embedded instructional designer. These certified practitioners work alongside faculty members to inform the online course developing experience, lending instructional design expertise in online, hybrid and flipped courses. Because the instructional designers are frequently housed in the colleges, which they serve, they specialize in building relationships with faculty that strengthen the organization's mission. Faculty development is also provided by the institution's online department. Faculty development for online pedagogy is offered through mandatory and optional fully online certifications, webinars, and face-to-face, on-demand training.

Students are also served through a 24/5 technical support desk. Staff and external constituents are served by the provision of online professional development services, including training, course development, video production, website design and a host of other services aimed at delivering efficacious professional development via self-paced programs.

The study took place during the first year of the institution's motion to mandate faculty development in online pedagogy. The researcher is part of the executive leadership involved with making certain decisions about implementation of the training. The executive leadership body also includes the institution's Provost, the Vice-Provost for Student Success, the Associate Vice President for Online Education, and the Associate Director of Online Faculty Development.

Participants/Sample

Non-probabilistic, purposive sampling was leveraged. Merriam (2009) recommends that, when the intention of the research is to "discover, understand, and gain insight," a sample rendering the highest potential for learning should be employed (p. 96). Patton (2015) proposes that one of the benefits of qualitative purposeful sampling "derives from the emphasis on in-depth understanding of specific cases: information-rich cases. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling" (p. 53). To this end, the participant parameters included staff who are directly responsible for the implementation of the evaluation system. This included faculty development personnel who are responsible for designing the development program, faculty developers who are involved in delivering the training, and program evaluators who are utilizing the evidence-based framework to validate transfer of learning. Together, this sampling represents the front-line personnel most directly involved in the implementation of the evidence-based evaluation system.

It is recognized that overlap of responsibilities exists. For instance, someone who was engaged in designing the development program may have also taken a lead role in implementing program particulars. The researcher set out to gather a sample of up to eight critical personnel. It was the researcher's belief that the sample size would provide adequate breadth of coverage to investigate the phenomenon (Patton, 2015). The final sample size was comprised of exactly eight participants. Criteria for the selection of the participant sample is demonstrated in Figure 1.

Figure 1

Criteria for the Selection of Participant Sample
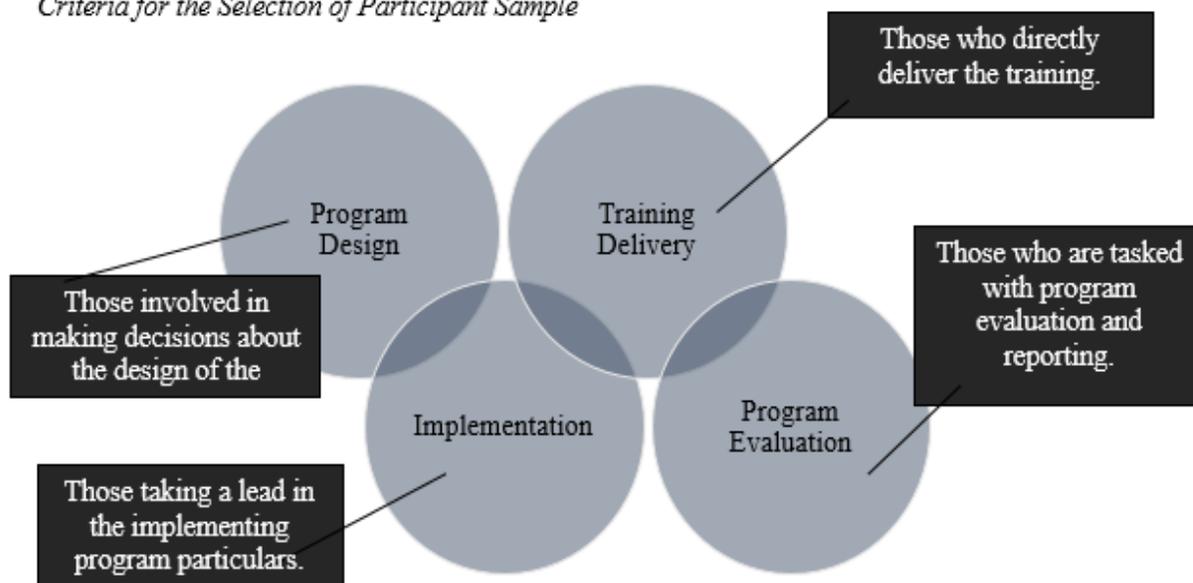
Research Design. According to Yin (2009), a potential strategy used to ensure alignment between the data collected and the research questions is to establish a research design or plan for how the study will be established. "The main purpose of the [research] design is to help to avoid the situation in which the evidence does not address the initial research questions" (Yin, 2009, p. 20). To this end Table 1 identifies the thread of relevance connecting the research questions to the data the researcher collected, as well as depicting the methods that were used to collect the data.

Table 1

Overview of the Relationship between Data and the Research Questions

Research Questions	Data	Methods
1. *How was the evidence-based evaluation system designed and developed?*	Information about how the program was designed, and what metrics are used to document evidence of the transfer of learning.	• Online Interviews • Documentation artifacts
2. *What key factors led to the adoption of an evidence-based model?*	Information about the drivers and the aims, which motivated the adoption of an evidence-based approach. Was the implementation a solution to a problem? If so, what was the problem?	• Online Interviews • Documentation artifacts
3. *What were the enablers and barriers to its implementation?*	Information about what the faculty developers believed to have aided them throughout the implementation process, and which aspects of the implementation experienced issues or difficulties.	• Online Interviews • Documentation artifacts

4. *What role did instructional designers play in the faculty development program?*	Information about whether or not instructional designers were a part of the process, and if so, what functions did they fulfill and what was the purpose behind their inclusion.	• Online Interviews •
5. *What did institutional support look like throughout the implementation?*	Information about allocations of support provided by the institution. Could explore institutional endorsement, Funding, divisional support, communication, etc.	• Online Interviews • Documentation artifacts

The research design implicit in a case study investigation remains flexible in its structure, particularly when compared to other forms of study, such as quantitative research or laboratory-based investigations (Yin, 2009). This flexibility, however, should not preclude the need to develop a plan with the semblance of a "blueprint" that will be used to present the research questions, identify which data is relevant to the study, how and what sort of data should be collected, and how the data will be analyzed (Yin, 2009, p. 29). The outline below establishes the sequential plan that supported the work of this investigation:

1. The research conducted a literature review of applicable import to the design and implementation of effective faculty training programs.

2. Upon approval of the proposal defense, IRB approvals were attained.

3. Potential research participants were identified based on the participant sample parameters, and those who met the selection criteria were invited to participate in the study.

4. Invitations were extended via email. Appendix B: Recruitment Language.

5. Upon agreement and consent to participate, the researcher documented each of the participant's work and demographic information, including job title, job function, and role(s) carried out in relation to faculty training delivery, implementation, design, and evaluation.

6. A course in an LMS was created to house the instruments utilized to collect the data.

    a. The online interviews were conducted via an online course in which consenting participants were enrolled. The tool used was Blackboard Collaborate, which rendered synchronous meeting opportunities as well as recording capability.

    b. Each of the interviews were prescheduled and recorded with the consent of the participant.

    c. Each of the interviews were subsequently transcribed using a service called 3PlayMedia.

    d. Member Checking was conducted by inviting participants of the study to review the transcripts of their respective interviews, making changes or corrections as they determined necessary.

    e. The online interview questionnaire was pilot tested with volunteers who met the qualifications of the participant sample, but who did not serve as participants of the study.

f. Once vetted, the interview protocol was presented to each participant individually, with the same set of questions. This allowed for the researcher to verify the accuracy of details shared, thereby reducing the likelihood of respondent bias.

g. Participants were asked to upload into the course any documentation artifacts dealing with the faculty development program.

h. Each participant was afforded a content folder in which to upload relevant artifacts, including links the program's webpages, the daily training agenda, handouts, the course design rubric, and the participant's workbook that accompanies instruction.

i. The researcher warehoused field notes and other observation material within the course, utilizing a content folder visible only to the researcher.

7. Upon completion of the data collection process, the course was made "unavailable" to the participants in order for the researcher to launch the data analysis phase without risk of disturbance (addition, edits, or subtractions) to the original data collected.

Data

Johansson (2013) proposes that a case study be built upon a case that is "a complex functioning unit, to be investigated in its natural context, and involve a multitude of methods (p. 2). Yin (2009) warns, "Without multiple sources, an invaluable advantage of the case study strategy will have been lost. Worse, what started out as a case study may turn into something else" (p. 122). For the purposes of this study, data collection included the use of online interviews and document analysis.

Firstly, online interviews were used as the primary source of data collection. "To a large extent, the interview is a planned conversation to collect data and is intended to be carried out in a similar manner with all participants" (Knox & Burkard, 2009, p. 16). It was the researcher's commitment to use scheduled, consensual interviews following a semi-structured protocol to elicit responses based on closed and open-ended dialogues guided by the research questions. Participant responses were documented using an audio recorder built into the Blackboard Collaborate tool, which rendered an .mp3 file that was subsequently transcribed using a service called 3Play Media.

The interview was selected as one of the two sources of data collection because it has the potential "to elicit rich, thick descriptions" (Bloomberg & Volpe, 2012, p. 121). Moreover, it provides the researcher a real-time opportunity "to clarify statements" made by the participants, to check for understanding and "probe for additional information" when needed (Bloomberg & Volpe, 2012, p. 121). Numerous researchers (Creswell, 2007; Denzin, 2008; Lincoln, 2008; Kvale & Brinkman, 2009; Siedman, 2006), regard the interview as a staple of qualitative research, and vital to the collection of data where "capturing the meaning of experience" is involved (Bloomberg & Volpe, 2012, p. 121). According to Knox and Burkard (2009), "Interviews have become such an important tool to qualitative researchers that many qualitative methods rely heavily or solely on them as the primary mechanism for data collection" (p. 15).

In regard to the delivery mechanism of the interviews, when considering the choice of face-to-face versus online/remote interviews, research suggests there is "no definitive statement as to which approach is preferable," but the "researchers should choose the method that best serves the project and will yield the richest data" (Knox & Burkard, 2009, p. 7). To that end, the

researcher believed there was benefit to an online, recorded interview, without much potential

for loss. It was also the researcher's intent to perform a member check with the audio

transcriptions of the interviews. According to Vogt (2005), "the practice of researchers

submitting their data to their informants [participants] in order to make sure they correctly

represented what their informants told them" is known as the "member check" (p. 190). He

continues to note that such validation of the accuracy of reported information is conducted "with

data, such as interview summaries; [and] it is less often done with interpretations built on those

data" (p. 191). The member checks ensured the validity of participant-submitted information.

Secondly, document analysis was also leveraged to make way for in-depth, content

analysis of relevant case study artifacts. This second method of data collected served as an

additional source of elucidating information about the phenomenon. According to Ihlebaek

(2015), the researcher should take into consideration what will be defined as a document for the

purpose of the analysis. She purports that documents may come in the form of written or

audiovisual media, may be public-facing or internal to the institution, may be current or

backdated, and may be published or unpublished (Ihlebaek, 2015). The researcher carefully

considered these recommendations and took special care to mind the sensitivity of working with

documents that were considered private, non-published, or internal to the institution. The

researcher regarded their inclusion in the study only after permission and consent has been given

by the document owners. Such documents included the rubrics for online course design, which is

also used to evaluate online courses, as well as the training program's webpages describing the

faculty development program, daily training agendas, objectives and upcoming cohorts.

Additionally, a workbook used for guided study throughout the faculty certification was also analyzed in relation to this case study.

Hesse-Biber and Leavy, (2008) contend, "Qualitative document analysis is very interactive and requires extensive familiarity with a research topic, as well as a solid grounding in the character and organization of the documents under study" (p. 136). Given the researcher's familiarity with the topic under investigation, as well as the source of the creation of the documents, the researcher believed that rich insights would be gained by the inclusion of document analysis in the data collection phase. Much insight was drawn from the collection of artifacts related to the investigation.

Moreover, since the researcher is a member of the executive staff within the institutional site, and since the researcher has been a part of the effort, at least from a managerial standpoint, the researcher's field notes also constituted a part of the document analysis. Field notes were stored in the form of an electronic journal. By their inclusion, the researcher's field notes provided additional evidence to bolster the reliability of the data (Yin, 2009). Data examined throughout the length of this study is outlined in Table 2.

Table 2

Data Collected

Training Program Logistics	Objectives of the Training/Pedagogical Markers	Documentation	Assessment Methodology
What is the structure of the certification program? How is it delivered? How long is it? When was it launched? How many participants are enrolled at a time? How are participants grouped? Who delivers the certification training?	What are the measureable objectives? What are the instructional aims of the training? How were the training objectives selected? What competencies is the development program focused on building? What elements are defined as good online pedagogy?	What rubrics, presentations, course guides, handouts, workbooks, or other documents are used as part of the training and its subsequent evaluation. Is there an evaluation form? Is there a course review form?	How is the training program success measured? How is faculty adoption of online pedagogy confirmed or disconfirmed? How is competency-building measured? Were online course reviews used to confirm the applicability and use of learned material?

Analysis

Marshall and Rossman (1999) describe data analysis "as the process of bringing order, structure and meaning to the mass of collected data" (p. 150). Schwandt (2007), describes analysis "as the activity of making sense of, interpreting and theorizing data (p. 6). Gibbs (2007) adds that "qualitative data analysis is a process of transformation of collected qualitative data, done by means of analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis" (p. 1). The implication inherent in these statements is that the investigator applied a method to first, organize the data, and second to logically analyze the data by looking for emergent patterns, themes, and trends that are subsequently reported.

Creswell (2013) prescribes a possible starting point for organizing the data and making sense of its meaning. He suggests that analysis begins with "taking the data apart" to understand participant responses and then "putting it together" to encapsulate its overall meaning (p. 10). The process involves the "drawing" out of conclusions, "representing it in tables, figures, and pictures to summarize it," and subsequently elaborating on the findings and conclusions with descriptive prose (p. 10). This intricate methodology was applied throughout the data analysis phase. In qualitative research, as is the research tradition and paradigm of this study, the categorization of data consisted mostly of analyzing words, explanations, and accounts "to describe the central phenomenon under study" (Creswell, 2013, p. 18).

Throughout the process or organizing and breaking down the data, the researcher initially used line-by-line coding, including open and axial coding, of each of the interview transcripts. Such codification gave way to the surfacing of numerous codes and categories. Following this

initial coding of the interview transcripts, the researcher repeated the cycle to verify adequate understanding of codes, and to begin to combine and subsume codes into broader categories and emergent themes. Through this process of analysis, the researcher managed the "unstructured text data obtained from transcribing of interviews" and analyzed it by grouping the words "into larger meanings of understanding, such as codes, categories, or themes" (Creswell, 2015, p. 213).

Bloomberg and Volpe (2012) emphasize that the interpretation and analysis of data is a deeply intuitive process. They recommend negotiating "additional layers of complexity by interconnecting themes into a story line" (p. 239). Saldaña (2011) suggest that upon coding the initial data set, the investigator add comments and reflections about the data points. Keeping researcher memos will assist the researcher in identifying "phrases, patterns, themes, relationships, sequences, and differences" in the data (p. 9). Through this process of in-depth content analysis, the researcher dissected the data, identified seven overarching themes, and subsequently presented the data, refining the themes and their interconnectedness into descriptive prose (Creswell, 2015). An initial listing of over one-hundred codes culminated in seven major themes, which are described in detail in the following chapter. Further, data summary tables, and other forms of data visualization are also presented.

Additionally, a careful analysis of the documentation and program artifacts was conducted. According to Bowman (2009), document analysis warrants a similar approach to the analysis of text data, such as interview transcripts. He suggests that coding document content into themes "related to central questions of the research" will assist the qualitative researcher in organizing the data and giving voice to the artifacts (Bowen, 2009, p. 32). The researcher applied the same data organization techniques and analytic procedures to the review of program

documentation. In so doing, the researcher established convergence and corroboration of information between participant information and the analysis of documentation and program artifacts (Bowman, 2009).

O'Leary (2014) suggests that the researcher take note of dormant content within a document, which might include the writing style, the tone, the images used to convey meaning, and the agenda undergirding the message. To that end, the researcher conducted an additional layer of document analysis by coding textual content, exploring the potential meaning behind the artifact's agenda, noting dormant information about the artifact, documenting potential biases, and observing and understanding the emergence of themes, trends, or concepts.

Participants' Rights

"It is important to protect the privacy and confidentiality of individuals who participate in the study" (Creswell, 2015, p. 146). Without informed consent, participant rights may be jeopardized. To reduce the potential for harm, the researcher observed strict rules set forth by the institutional review board's (IRBs) guidelines and established conventions. Upon invitation, the researcher provided a clear and detailed account of the purpose of the study, as well as an open disclosure of the data collection methods that would be used throughout the investigation. Prior to engaging participant commitment, full disclosure of the inherent risks of the study were also disclosed and presented in plain language. Those who were invited to participate were provided sufficient time to make their selection, express their choice, and document their consent for the contribution of their opinions, both verbally and in writing.

Participant confidentiality was safeguarded throughout the study, and it continues to be protected in the subsequent publication of this investigation and beyond. The researcher used a

closed, password-protected system for conducting the online interviews and discussions. A private folder was also provided to each participant for the purposes of submitting documents and artifacts related to the study. All files and materials pertinent to this investigation remain protected behind a firewall for the duration of the study and will be disposed of appropriately after July 2022. A form of consent, "outlining the participants' rights, including their right to withdraw at any time from the study, their voluntary participation in the project, and their right to know the purpose of the study" has been included (Appendix A) (Creswell, 2015, p. 147).

The researcher is the only individual who has access to the study information. Special care was taken to encrypt data while it was in transit. All names and other identifying information was removed from the formal study and each participant was given a pseudonym to safeguard further their identity. All communication, which includes the invitation to participate in the study and the invitation to review and verify transcription of interviews, took place electronically via direct email between the participant the researcher.

Limitations of the Study

As noted in Chapter 1, a potential limitation of the study lies in the scarcity of sources that address the faculty development programs wholly aimed at improving teaching in the context of online education. Though the literature is rife with abundant studies on measuring faculty certification programs, most are centered on preparing members of the academy for traditional, face-to-face class instruction. Few studies exist that focus the investigation on faculty development programs solely intended to develop competencies for online teaching. Moreover, even fewer studies have centered the lens of the investigation on the training developers who are tasked with designing and deploying faculty training efforts.

Yet, the newness of this particular form of training for faculty and the current novelty of recently vetted instructional practices for online pedagogy promised to provide a fruitful opportunity for research and investigation. As it was the case with this study, the researcher's assumption was that such opportunity might result in valuable insights for institutions engaged in faculty training for online pedagogy, or those seeking to design and launch such efforts. The findings shed interesting insights into evidence-based models of faculty training for online instruction.

Additionally, the reader should consider the researcher's role and employment in the study site, during the extent of the investigation. The researcher is part of the executive leadership team involved with making certain decisions in regard to the mandatory training. While the proximity to the investigation site is an advantage for the researcher, and while it provides a first-hand account of the deployment, it may ultimately render a degree of bias. Such bias may have an influence in one or two of the following ways: Firstly, the researcher's role and proximity to the study site may result in bias found in the interpretation of the data and the subsequent reporting. Secondly, the researcher's role may also lead to potential influence over the participants of the study. Due to the supervisory/subordinate relationship with members of the implementation team, the potential for participant reactivity is present.

According to Maxwell (2013) and Bloomberg & Volpe (2012), participants may give into one of two potential reactions because of their relationship with the researcher. The participants may either make a conscious or subliminal decision to embellish details or skew their contributions as a means to tell the researcher what they think the researcher might want to hear. Alternatively, the participants may suppress or withhold candid information if they are guarded

with the researcher. Either of these potential consequences may introduce bias and subjectivity in the research.

Bloomberg and Volpe (2012) recommend that qualitative researchers reflect on the potential biases introduced in their studies, and that they implement safeguards to reduce the potential for their occurrence. To address the potentiality of participant reactivity and to put measures in place to curb the likelihood of its subjectivity, the researcher established an environment that was transparent and open, and in which accuracy of details was observed. Further, the researcher fostered the right collaborative environment by protecting participants' identities and ensuring that confidentiality would continually be maintained. To accomplish this, the researcher removed the participant names from the documentation and from the participant interviews. Moreover, data checking techniques, such as member-checks, were also leveraged to reduce the potential for bias and subjectivity.

A third limitation of the study consists on the sampling methodology used to select the study site. While non-probabilistic, purposive sampling was used to guide the selection of participants in the study, the selection of the site is more a result of convenience sampling than random or purposive random selection, due to the researcher's access and proximity to the institution. Moreover, the research site is an institution that mandates faculty development in online pedagogy, introducing the possibility of skewed results because of the compulsory, versus voluntary participation of constituents involved. This peculiarity may result in documentable differences from institutions that may offer faculty development in online teaching strategies, but not require participation in such events. The reader should take this distinction into consideration.

Additionally, the researcher recognizes the limitations rendered by studying one institution of higher learning within a single university system. Even though the researcher assumed that a certain level of transferability might be possible, it was also recognized that one institutional example is insufficient in representing other institutions, or in generalizing the findings to other colleges and universities. The hope was that some light would be shed on the process of establishing a faculty development program for online pedagogy and the methods of evaluation to gauge its efficacy and success.

Conclusion

In conclusion, this chapter details the procedural approach relevant to the study's methodology and data collection design. To prompt an in-depth analysis of the proposed phenomenon, a qualitative case study design leveraging various sources of data collection was built upon the use of online interviews and document analysis. The researcher described the setting where the investigation was conducted. In addition, the participant/sample was discussed, as well as how the data was collected and how the researcher conducted the analysis design. This investigation was intended to provide an in-depth case description of how an institution of higher learning with significant online presence evaluates the efficacy of online pedagogy training using an evidence-based system of evaluation. It was the researcher's intent that the results of the investigation would lend value to the institutions of higher learning, and online education practitioners. The findings of the study are presented and described in detail in the following chapter.

CHAPTER 4

RESULTS/OUTCOMES

The purpose of this study was to document how a higher education institution implemented an evidence-based evaluation system to measure the efficacy of faculty certification for online teaching. The researcher mounted the investigation on a case study framework. This allowed the researcher to document the first-hand experiences of the training developers and other personnel who designed, implemented, and tested the evidence-based model for faculty certification in online instruction. In this chapter, the researcher summarizes the narrative contributions of the study participants, noting the major findings and outcomes of the data analysis process. A review of the methodology is also provided in this chapter.

Review of Methodology

According to Creswell (2013), a "case study research is a qualitative approach in which the investigator explores a bounded system (a case), through detailed, in-depth data collection…and reports a case description and case-based themes" (p. 97). The researcher has leveraged the qualitative cast study framework to ground the work of the investigation. Used widely throughout education, case studies provide a methodological framework that yields a holistic analysis of the case or phenomenon. The researcher's results provide in-depth visibility into the process, rather than the outcomes, of the implementation, particularly as to how the process was described by those who implemented it.

The following research questions drove the nature of the investigation:

1. How was the evidence-based evaluation system designed and developed?

2. What key factors led to the adoption of an evidence-based model?

3. What were the enablers and barriers to its implementation?

4. What role did instructional designers play in the faculty development program?

5. What did institutional support look like throughout the implementation?

For the purposes of this study, the researcher collected data from participant online interviews and from document analysis. The researcher used scheduled, consensual interviews with a semi-structured data collection protocol to elicit responses from each of the study volunteers. The interviews ranged from 45-75 minutes each. Probing questions were designed on open-ended dialogues guided by the overarching research questions of the study (see Appendix C: Data Collection Instrument). It was the original intent of the researcher to leverage interviews as the primary means of data collection, due to their documented potential "to elicit rich, thick descriptions" (Bloomberg & Volpe, 2012, p. 121). The researcher further notes that by conducting interviews as part of the data collection process, she was afforded real-time opportunity "to clarify statements" made by the participants and to further check for understanding and "probe for additional information" when needed (Bloomberg & Volpe, 2012, p. 121).

Data collection for this study was also aided by document analysis. The researcher collected paper and electronic documentation germane to the topic of centrality of the study. The documents collected as part of the data collection process are detailed in Table 3.

Table 3

Documents Collected during Data Collection

Document Type	Document Description	Document Purpose/Use
Rubric for Online Course Design	The Rubric refers to a multipage paper publication, printed in a form of a booklet, in which the institution outlines standards for online course design and best practices for the facilitation of online instruction.	The Rubric is used in conjunction with the evidence-based faculty certification program as a handout that is provided to all faculty attendees. The outline of the certification presentations follows the progression and deployment of best practices as outlined in the Rubric. The Rubric served that the explicit 'end-goal' for the purposes of the certification program.
Participant's Workbook	The Workbook is a 20+ page printed activity book which combines the standards outlined in the rubric with workbook-style question prompts. Plans of action are also parts of the workbook and provide a space for faculty attendees to document their course-improvement plans.	The Workbook is used throughout the faculty certification program as a prompter for self-reflection and guided study. It is also used to provide faculty a space to make notes and to complete a plan of action where they annotate and list out which best practices they will be adding to and incorporating into

		their online courses as a result of what they learned in training.
Webpage	A public-facing webpage where general information about the evidence-based faculty certification program.	The purpose of the webpage is to provide general information about the program and to offer a mechanism for managing sign-ups and upcoming cohort schedules.

Participants

The researcher used purposive, non-probabilistic sampling to invite contributors who could lend first-hand knowledge of the experience with the implementation of the evidence-based faculty certification model. Following Patton's (2015) recommendation for purposeful sampling, the researcher carefully selected participants with an "in-depth understanding" of the "issues of central importance to the purpose of the inquiry" (p. 53). A total of eight participants voluntarily contributed to the study. Table 4 outlines the departmental role of each of the participants, as well as the assigned pseudonym utilized to protect the identity of each contributor.

Table 4

Participant's Pseudonyms and Departmental Roles

Pseudonym	Departmental Role
Participant 1	Associate Director
Participant 2	Director
Participant 3	Assistant Director
Participant 4	Assistant Director
Participant 5	Assistant Director
Participant 6	Assistant Director
Participant 7	Instructional Designer
Participant 8	Instructional Designer

The researcher took careful consideration of each participant's personal proximity and involvement with the project, noting the type of role or function that each played in the implementation of the evidence-based faculty certification program. Participant parameters, which detail these functions, as well as representation across these experience qualifiers, are shown in Table 5.

Table 5

Participant Functions in Connection with the Implementation

Functions	Participant Pseudonym #							
	1	2	3	4	5	6	7	8
Designed the evidence-based faculty certification model		☒	☒	☒	☒	☒		
Implemented the model	☒		☒	☒	☒	☒		
Responsible for delivering training; aka Trainer/Presenter	☒			☒	☒			
Provides 1:1 assistance during training		☒	☒	☒	☒	☒	☒	☒
Evaluates the faculty certification model	☒		☒	☒	☒			

During the interviews, participants provided additional task-based descriptors to elucidate further their involvement with the program implementation. These additional functions are outlined in Table 6.

Table 6

Additional Task-Based Descriptors of Participant Involvement

Task Based Descriptors	Participant Pseudonym #							
	1	2	3	4	5	6	7	8
Designed the Rubric upon which certification is built			☒			☒		
Facilitator in online Community of Practice (part of training);	☒				☒			
"Grades" (assessment) faculty training activities during training	☒				☒			
Recruits faculty to enroll in cohorts	☒			☒			☒	☒
Writes intuitional reports on evaluation metrics	☒					☒		

Data Analysis

The interviews of the eight study participants, along with the analysis of related documents and artifacts formed the basis of collected data used for analysis. Data analysis consisted of two categorical functions. First, the researcher organized the data collected through the interviews and the documents related to the case study. Second, the researcher logically analyzed the data by looking for emergent patterns, themes, and trends that will be subsequently reported later in this chapter.

To aid in the process of organizing the data, the researcher used line-by-line coding of the interview transcripts. Participant responses were recorded and rendered as .mp3 files, which were subsequently, transcribed using a captioning and transcription service called 3Play Media. As outlined in Chapter 3, the researcher conducted a member-check with each of the participants to review the interview transcript. According to Vogt (2005), this practice provides an opportunity for the researcher "to make sure they correctly represented what their informants told them" during the initial interview (p. 190). Further, organizing data collected from the documents related to the case study involved a process of content and background information exploration whereby the researcher coded not only the content of the documents, but also considered what O'Leary (2014) describes as the background information, which includes tone, audience, style, and original purpose of the document. Organized data were grouped "into larger meanings of understanding" using codes (Creswell, 2015, p. 213). This preliminary exercise of data organization and codification resulted in over 100 discrete codes.

Through several reviews and iterations of the data set, the researcher analyzed the information by looking for emergent thematic, qualitative-meaning categories in which the numerous codes could be incorporated. The investigator also added comments and reflections about the data points, which aided in making sense of the data. Creswell (2013) describes this approach as one in which the researcher begins with "taking the data apart" to understand participant responses and then "putting it together" to encapsulate its overall meaning (p. 10). Through this iterative process, the original list of 100+ discrete codes were grouped further into seven major themes.

Research Questions and Results

The seven major themes are described following and address the five research questions guiding this study. Each major theme is presented and described within the research question it correspondingly addresses. Table 7 lists the research questions and the theme(s), drawing a thematic alignment between the two.

Table 7

Themes Nested within Research Questions

Research Question (RQ)	Finding(s)
RQ1 What key factors led to the adoption of an evidence-based model?	Theme 1: Results of Former Model Unclear or not Understood
RQ2 How was the evidence-based evaluation system designed and developed?	Theme 2: Research-Based Improvements Viewed as a Desirable Enhancements Theme 3: Scalability a Pressing Concern
RQ3 What were the enablers and barriers to its implementation?	Theme 4: Key Elements Perceived as Enablers/Barriers
RQ4 What role did instructional designers play in the faculty development program?	Theme 5: IDs as Supporters of the Learning Experience Theme 6: IDs as Promoters of the Faculty/ID Relationship

	Theme 7: Perceived Institutional Elements Driving/Supporting Change
RQ5 What did institutional support look like throughout the implementation?	

Research Question 1

The nature of the inquiry in research question 1 sought to elicit insight into what the participants of the study cited as the prompters leading to the adoption of an evidence-based model for online faculty certification. Based on contributed responses, the researcher established Theme 1, *Results of Former Model Unclear or not Understood*. Theme 1 includes two sub-themes: *Lack of Evidence of Application* and *Positive Trainee Feedback.*

Theme 1: Results of Former Model Unclear or not Understood

Table 8

Research Question 1 and Theme 1

Research Question (RQ)	Finding(s)
RQ1 What key factors led to the adoption of an evidence-based model?	Theme 1: Results of Former Model Unclear or not Understood a) *Lack of Evidence of Application* b) *Positive Trainee Feedback*

Lack of Evidence of Application. Participants reported that while previous online faculty development efforts had been deployed and evaluated via traditional measures, such as satisfaction surveys, there was insufficient evidence to verify the direct application of learning by the faculty who attended training. Participant 4 describes this condition:

> So, the new way of doing it [an evidence-based model for online faculty certification] came about - as there was no current way to assess whether or not the best practice strategies and everything we were teaching in the trainings to the faculty were being implemented. There wasn't really a mechanism in place to verify that information.

This lack of verification was cited not only by Participant 4, but also by others who echoed this condition as a prompter leading to the adoption of an evidence-based model for online faculty certification. Participant 1 elucidates this condition further:

> We went and checked the courses themselves, and hey, they hadn't really implemented any of the things that they were just gushing about when they went through our wonderful training, our certification. I don't want to say this as all faculty were just ignoring everything we had taught them, but we had no real way of measuring, hey, *Are they doing this? Are they implementing these best practices? These research- driven, online pedagogical strategies? Or, are they not?* And so the reason we made this decision was because we needed to have a way, an evidence-based way of tracking that.

In the excerpts above, Participants 4 and 1 describe insufficient evidence verifying the direct application of learning by the faculty. Participant 4 additionally elucidated the element of participant feedback.

Positive Trainee Feedback. Participants noted that despite receiving positive feedback from trainees immediately following the training events, participants perceived a lack of clarity regarding the efficacy of the training regarding faculty application. Participants noted that when they began to investigate online courses for faculty who had successfully completed the training and had provided positive feedback on the training event, they found that application of learning was not evident. Participant 2 related "We knew by looking in the courses that we weren't getting across to people." Similarly, Participant 1 explains how, despite positive feedback from the training attendees on the certification program, results following the program were less understood:

> While we had great success and great feedback, we never really knew what was going to happen after they left us. It was like we were kicking the birds out of the nest. If they flew, that was exciting. But we didn't really look to see if they flew or landed anywhere.

> Participant 4 resonates this condition by sharing, "We had a lot of feedback from faculty that were speaking positively about their experiences. But we really just didn't have enough information on hand."

In this theme, *Results of Former Model Unclear or not Understood*, respondents note a lack of understanding around post-training results. This includes a lack of evidence of faculty application of the concepts to which they were exposed to during the online certification program, as described in the first sub-theme, *Lack of Evidence of Application*. Moreover, it also includes the sub-theme of *Positive Trainee Feedback*, where study participants described that despite having received positive feedback from the trainees, there was still a lack of clarity as to the ultimate efficacy of the results of the certification program.

Research Question 2

Research question 2 concerned itself with eliciting participant perceptions and accounts of how the evidence-based online faculty training program was designed and developed. Two themes are identified and aligned with research question 2. Each of the two themes are further explicated through subthemes, which are outlined in Table 9.

Table 9

Research Question 2 and Theme 2 and Theme 3

Research Question (RQ)	Finding(s)

RQ2 How was the evidence-based evaluation system designed and developed?	Theme 2: Research-Based Improvements Viewed as a Desirable Enhancements
	
	 a) *Modeling Online Pedagogy*
	
	    1. *Less Focus on Technical Training*
	
	    2. *Incorporating Instructional Practices*
	
	    3. *Humanizing Online Learning*
	
	 b) *Demonstration of Evidence*
	
	    1. *Beginning with the End in Mind*
	
	    2. *Application Activities*
	
	 Theme 3: Scalability a Pressing Concern
	
	 a) *Resource Constraints Particular to the Institution*
	
	 b) *Micro Projects/Activities*

Theme 2: Research-Based Improvements Viewed as a Desirable Enhancements

Participants of the study reported two important elements or considerations regarding the design and development of the evidence-based online faculty certification program. The first, *Modeling Online Pedagogy*, entails the intentional incorporation of online pedagogical best practices, which simultaneously includes for a diminishing emphasis on tool training, the incorporation of instructional activities, and the humanization of online learning. The second, *Demonstration of Evidence*, speaks of the movement or shift towards a model in which the demonstrative evidence of the transfer of learning is clear.

Modeling Online Pedagogy. Less focus on technical training. In speaking of the design and development of the program, Participant 6 noted, "it was modeled by research across the board." Participant 2 resonates this approach, "We did research to back up what we were saying. This whole approach was about, OK, research says this…" Participant 4 emphasizes the diminishing focus on tool training, "We decided to focus less on the tools and to focus more on the pedagogical best practices." Participant 6 also alludes to the shift from a technical focus to a research focus:

> What we'd been doing in the past was more of a tool training. *How do you use discussion boards? How do you use the test? How do you do these things?* - Looking at a technology tutorial type setup. Some discussion, within those, of how to use those within the class. But it still was very technically focused. So, we have been constantly refining, starting from the rubric, which we put together for evaluating a good online course, which we drew heavily from work others had done, as well in accumulating what best practices were.

These excerpts explicate how research-based improvements were intentionally sought out as part of the design and development of the evidence-based training program and demonstrate a sense of agreement among the participants who echoed the intentionality behind their design choices. Participant 7 shared the following resonating statement:

> The faculty participants are exposed to best practices and not only to how to use tools. It seems we are always referred to as IT and while that makes sense to a certain extent, it diminishes what we can offer faculty. By focusing on best practices in the development cohorts, we are making them think more about why tools are used and encouraging them to have discussions with IDs about those methods.

> Research question 2, as addressed by Participant 7, surfaced this recurring theme of designing the evidence-based online training program with less emphasis on tool training and more focus on researched, best practices.

> ***Incorporating instructional practices.*** Responses from research question 2 further surfaced the perception that placing a sharper focus on online pedagogy entailed modeling the use of instructional best practices within the design of the program. Participant 6 elucidates this idea, "Part of what we're doing is talking about educational practices." Participant 5 elaborates on some of the instructional/educational practices built into the design of the program and modeled throughout:

> We did it completely in-house. And we did it based on a variety of instructional activities. There was an enhancement from the rubric that was previously rolled out in September of 2015. And then, that was modified to be a workbook to allow for guided discovery and self-reflection on behalf of the cohort participants. In addition, there was a

Community of Practice organization that was created in Blackboard, and a slide deck

presentation that the participants could follow along. The peer-to-peer experience, which

is so much more valuable for collaboration and learning…the cohort type model, the

combination of face-to-face and online delivery, which allows the participants to also put

themselves in the students' shoes.

In the excerpt above, Participant 5 provides broad detail as to some of the leading instructional

approaches that were embedded throughout the design of the training program, and which are

modeled throughout its delivery, including self-reflection, peer learning, guided discovery, and

supplementary learning materials. Further, participant 5 elucidates the aim of such practices,

which is for faculty to be able to assimilate the learning experience from the lens of the student

in an online context.

Humanizing online learning. In addition, Participant 2 noted a humanizing element that

was planned into the design of the program, and which involves presentations from online

students to frame the online student experience for the trainees. Participant 2 speaks of

"presentations" that were "included inside of it [the program] from an online student"

perspective. Participant 1 also alludes to the humanizing element in the design of the training,

which encourages trainees to establish presence in their online courses:

It's pedagogically sound online best practices, that are research driven, that are

supportive, and we give them [trainees] strategies and methodologies to help them cope

with certain things, making their courses more efficient for their students, making sure

their presence in the course is there for the students.

The humanizing element planned into the design of the program is made evident by the excerpts above, which indicate the use of student presentations to illustrate the online student experience to faculty in the training program. A second aim within this subtheme was for faculty to establish online presence to improve the online experience for their students learning at a distance.

Demonstration of Evidence. The second important element cited by the study participants in relation to how the online faculty certification program was designed and developed is encapsulated in the *Demonstration of Evidence*. This section elaborates upon participants' perceptions that the program was designed with the end in mind, which is presented in the next section. A second elaboration relates to the intentional incorporation of application activities, which hallmarked the shift towards an evidence-based model in which the transfer of learning is made evident.

Beginning with the end in mind. Participant 3 explains how the rubric, which synthesizes a collection of best practices for online teaching and provides measurable standards for exemplary online courses, served as the starting point for the certification program goals:

> We started with our rubric, which had its elements and its own advice for the different elements. We went back and discovered and analyzed more research specifically focusing on higher education research. Then, we largely wrote out the goals for each area [of the training] and built the basis of the workbook that was then improved and expanded on.

As cited by Participant 3, the rubric served to illustrate the end-goals for the training sessions, and how the best practice recommendations in the rubric were reverse-engineered to become the instructive goals of the faculty certification program.

Participant 1 elucidates this starting point and progression further, "Leadership and instructional design developed a rubric…then [we] came up with a workbook that went off of the rubric, which we incorporated into our new certification." Participant 4 adds, "we are more intentional with how we're conducting the training itself, using the workbook and the strategies from the rubric to deliver very targeted messages." These excerpts demonstrate how participants describe the backward design approach, starting with the rubric and culminating in the workbook and the program goals, which informed the design and the content of the training program. Through these comments, participants noted their design of the program more intentionally built towards a clear set of standards as identified in the rubric.

Application activities. Of central importance is the participants' recounted incorporation of application activities within the design of the online faculty certification program. These key activities cemented the transition to an evidence-based model in which the training attendees would be provided multiple opportunities to demonstrate evidence of the transfer of learning. Participant 1 describes two of these activities, the Exit Slip activity and the Community of Practice post:

> So, we have some things that we require them [trainees] to do in the certification. Each day they have an activity that they have to replicate… each day they're with us, they leave on an *Exit Slip* activity, in which they show us they applied at least one thing they picked up in the training. At the end of the process, we actually have them come back a week after they're done and show us via a screenshot and a discussion post in the *Community of Practice* organization, changes that they've made since. So, we actually get a real look into a course of theirs where they're working.

In the excerpt above, Participant 1 addresses how application activities are built-in ways designed to collect evidence of the application of learning. Participant 1 further highlights this as a fundamental distinction between the previous iteration of the faculty certification and the new, evidence-based model, "We are asking for proof. Whereas before, they [trainees] would go through the training, and they would talk about the things… it never really was transplanted." Participant 4 adds to this description and summarizes further, how the incorporation of application activities undergirds the program's demonstration of evidence, "We have the official mechanism in place to get information from the faculty members and to assess whether or not they are implementing the best practice strategies that we're teaching them." This is an important element cited by multiple participants as the differentiator of an evidence-based model for online faculty certification.

Theme 3: Scalability a Pressing Concern

The third major theme emerged from the participant responses contributed in research question 2. This theme centers on participants' perceptions and concerns regarding the scalability and sustainability of an evidence-based model for online faculty training. Two subthemes are included in this theme: *(a) Resource Constraints Particular to the Institution,* and *(b) Micro Projects/Activities.*

Resource Constraints Particular to the Institution. Participants reported that in the conceptualization and planning stages of an evidence-based model for online faculty training, scalability was a central concern. This concern was framed, not only by the burden of time and effort that would be required to collect evidence of learning from each of the training program's completers, but also by specific resource constraints that were particular to the institution.

Participant 4 describes the concern, "We needed something that we could assess quickly. Something that we could assess on a larger scale because we were delivering the training to such a large number of faculty members." This concern was echoed further by Participant 3, who also alluded to the resource constraints specific to the institution:

> We needed to build a systematic way to train massive amounts of faculty. The school and the--I believe it was the provost or vice provost--focused on this as a need to get online faculty certified by a certain date. I believe it was the end of 2020.

Both participant excerpts cited previously illustrate the shared concern over matters of scalability, cast upon constraints of time and scope. Participant 1 also echoed this angst, "Time. We were given a deadline. And so we're trying to do the best we can to get it all done." Similarly, other participants not quoted shared concerns over the feasibility of scaling an assessment method, based on the collection of evidence as part of the faculty certification program.

Micro Projects/Activities. Participant 4 stated that a potential solution resulted in the planned integration of application activities throughout the design of the training program. Participant 4 reported, "We ultimately just settled on the way we went, which was the *Exit Slip* activity." This activity, as described in the preceding section, provides a daily opportunity for trainees to demonstrate they are applying the concepts introduced or reinforced during the training. Participant 3 related that each afternoon of the 3-Day program, following a morning of theory and research presentations, trainees are afforded "intensive, on-site, hands-on" time to apply a concept or make changes in their online courses because of what they have learned.

Participant 5 added that, in addition to the daily Exit Slip activities, trainees are required to participate in a Community of Practice, which is nested in a Blackboard organization. As part of a solution to the issue of scaling assessment, Participant 5 indicated that trainees receive "homework" which is subsequently "graded" both "during and after the training sessions." For the participants, their incorporation of micro projects/activities resulted in a solution to the question of scale. That is, the use of daily and digestible application activities provided multiple opportunities for trainees to apply what they learned, which provided evidence of the transfer of learning. This was an important consideration in the implementation of an evidence-based model within the existing resources and constraints of the department/institution.

Research Question 3

Research question 3 elicited participant responses around perceived enablers and barriers to the implementation of an evidence-based model for online faculty certification. Several key elements were cited by all participants and these are captured in *Theme 4: Key Elements Perceived as Enablers/Barriers*. Three common enablers and three common barriers were reported across the Participant base and are outlined in Table 10.

Table 10

Research Question 3 and Theme 4

Research Question (RQ)	Finding(s)
RQ3 What were the enablers and barriers to its implementation?	Theme 4: Key Elements Perceived as Enablers/Barriers a) *Enablers* 1. Institutional endorsement

	2. Faculty incentivization
	3. Team willingness/dynamic
	b) *Barriers*
	1. Faculty perceptions on the need for training/ reticence
	2. Obtaining institutional support and endorsement
	3. Logistics: Location, Time, Scheduling

Theme 4: Key Elements Perceived as Enablers/Barriers

Enablers. When interviewed, participants cited three key enablers perceived to improve the conditions around the implementation of an evidence-based model for online faculty training.

Institutional endorsement. Among the most widely cited by all participants is *Institutional Endorsement*. This subtheme refers to the confirmation of the training as a mandate. Participant 3 shares the following:

Well, top of the line enabler is actually having this be an idea coming from the University itself. We can advertise training. We can push training. We can recommend training all day, every day, which we do. And it's on a case by case, on a volunteer basis. But, having the heads of the school tell the faculty, *'If you want to be considered an online instructor in the future, you have to take this training,'* completely and fundamentally makes this possible.

In the excerpt above, Participant 3 describes how the training mandate is a qualifier, which aided the implementation of the training program from the standpoint of faculty participation. Participant 4 echoes this perception, "A mandate from upper administration certainly increases attendance," and Participant 6 expounds, "Then, the administration, again, finally saying that, essentially mandating that the instructors had to do it, which was big. Up until that point, it had been voluntary." These participant views were shared among six of the eight interviewees, placing *Institutional Endorsement* as the most commonly identified enabler of the implementation.

      Faculty Incentivization. Moreover, *Faculty Incentivization* surfaced as the second most commonly identified enabler among participant responses. Faculty incentivization was appropriated in the form of a $500 stipend for the successful completion of the 3-Day, evidence-based program. According to Participant 6, the "small stipend" helped "to kind of soften the blow" given the mandatory nature of the training. In addition to the stipend, study participants regarded a few other forms of incentives that encouraged faculty participation:

Table 11

Participants' Perceptions of Faculty Incentivization

Participant 1	"Having a department that agrees to remunerate our faculty and give them a stipend for attending…Offering them coffee, getting them food, snacks, a little paper certificate at the end on top of all of that."
Participant 2	"Training stipends."

Participant 3	"Money from the University--well, from the online department was utilized to provide stipends directly to the faculty for attending the training and also to provide snacks and meals and coffee and beverages during the training."
Participant 4	"The faculty being incentivized financially certainly increases the likelihood of attendance."
Participant 5	"Faculty members are benefited with a stipend for participation in the cohort." "Marketing supplies to the faculty members in the form of magnets, pens, notebooks, et cetera, which I feel faculty did appreciate."

The excerpts above detail additional elements for faculty incentivization as cited by the participants. Among these were meals, beverages, folders, magnets, pens, and a paper certificate to recognize facultys' participation and completion of the certification program. Several participant responses illustrate the common agreement among interviewees that faculty incentivization was an enabler to implementation.

   Team willingness/dynamic. A third enabler that emerged from the prompting of research question 3: *What were the enablers and barriers to its implementation?* was intra-team focused and related to the team members own approach to the overall implementation. Participant 5 describes the departmental team dynamic as an enabler:

   The willingness to be flexible, open, willing to admit mistakes, willing to reflect, the

   willingness on everyone's part to evaluate when they made mistakes and how they could

correct those mistakes and how we could learn from mistakes and continue working

forward toward a common goal.

According to the participant's reflection, the team's willingness to improve and correct mistakes along the way and continue to press towards a shared and common goal contributed an enabling dynamic to the implementation.

Participant 6 builds upon this concept and adds an additional layer, noting the team's capacity and expertise, "We have a group with a diverse set of background skills, so we had the capacity then to do it. That's kind of a big thing that we have going for us." Participant 4 also spoke of the team's expertise:

And I think, over time, since the training has been delivered on a smaller scale that it has

helped get the word out, so to speak, that we are experts in what we're doing, and it lends

a little more credibility to the training because of who is facilitating the training.

Together, these excerpts illustrate that participants' perceptions of their working approach to the implementation was an enabler facilitating their success in the implementation of the certification program.

Participant 1 echoes this general sentiment, but also addresses how the collaborative and flexible work style of the team further enabled the process during the training sessions:

I think working with a great group of people, we have an instructional design team that I

think is second to none in many areas. And the instruction designers sign-up for the days

that they'll attend to meet with these faculty during our cohorts. The idea that I know that

I can rely on the team members here, and even the Assistant Directors, who are coming in

the room and offering advice, and picking up things that I might have missed.

Participant 1 notes the direct involvement of instructional designers in the trainings, and the participation of Assistant Directors who also attend the sessions and offer support, both to the trainers and to the trainees.

Barriers. When reflecting on barriers, participants contributed three perceived elements. These are *(a) Faculty perceptions on the need for training/ reticence, (b) Obtaining institutional support and endorsement, and (c) Logistics: Location, Time, and Scheduling.*

Faculty perceptions on the need for training/ reticence. One of the barriers frequently cited by the participants includes either faculty's perception around their need for training or generalized reticence to engage while they are attending the mandatory certification sessions. In terms of faculty attendance or perceived need for training in general, Participant 1 shared, "We still have our intransigence. Some misperceptions of what's going on [in the sessions]. '*Oh, I don't want to go there. I already know how to use these tools*.'" Similarly, this sentiment is echoed by Participant 3 who cites that "limited perception of the efficacy of some of these different best practices and everything included in the workbook" also keeps faculty from signing up to complete the certification.

Another form of this faculty reticence is described by Participant 6 as a "minimalist approach" from some instructors that have signed up for training but are not as participatory throughout the sessions. This was a common element cited in participant reflection. For example, Participant 8, an instructional designer, noted that a "potential barrier includes faculty resistance to putting effort into course improvements" while they are participating in the hands-on portion of the certification sessions. Participant 7, also an instructional designer, echoes this barrier:

Some faculty members were reluctant to work with designers when they were not

required to. At times, I walked around the room trying to find someone that needed help

but no one who was not already working with someone thought they needed anything.

Faculty reticence to participate or engage with trainers and designers during the training is

illustrated by the excerpts above. More to this point, Participant 6 shared:

We still have some resistance from people who feel like, well, I *have* to do this. I *have* to

go through it, but I just want to hit the checkboxes and be done. There's a very

minimalist approach from some of them.

These excerpts highlight participant perceptions of faculty sentiments around the certification

program and how these might serve as a barrier.

   Obtaining institutional support and endorsement. While *Institutional Endorsement*

(discussed previously) was frequently mentioned as an enabler, participants similarly noted that a

lack of institutional support was originally a barrier, and that further, obtaining the support from

the institution required effort on their part to achieve. Participant 2 recounts:

We had a lot of work to do to actually get people to listen, finding ways to get people to

say, '*Oh, I see. I see why we're doing this'*. So people started, in terms of the

administration side, started to pay a little more attention to us …And they were like, '*OK,*

we need to pay attention.'

In this excerpt, Participant 2 elucidates a sort of grassroots, bottom-up process that eventually led

to the administration at the institution realizing the need for faculty certification. Participant 2

continued to note that the department persisted in their attempts to obtain broader institutional

endorsement for online faculty certification, "The training didn't get the focus that it needed. But we kept identifying that it had to happen." Participant 3 elucidates this further,

> We have internally wanted something like this the whole time. We've always wanted there to be a process for the faculty to gain the knowledge, confidence, and then certification to go with the online instruction that we want them to do. We were pre-adopters of this need for this program.

In the passages above, participants describe a bottom-up effort and negotiation for institutional support for online faculty certification. They also note the persistence with which the online department pushed for higher administration to take notice.

According to participant accounts, obtaining institutional support was finally realized, predicated on key realizations concerning online education. Participant 5 described the shift in the following manner:

> Previously we were engaged in primarily a volunteer basis, faculty requesting training. And based on advances in the online community and our provost seeing a need for online development, it was a mandate at our university to have all faculty go through the process.

Similarly, according to Participant 6, obtaining institutional support resulted from several key realizations and eventual acknowledgments by senior leadership:

> They're all busy folks [senior leaders] and may not necessarily have paid attention until their attention was drawn to it. Then, as they realized certain things were and weren't taking place, that changes needed to be made, improvements needed to be implemented, work needed to be done. And they couldn't just presume that online was running itself as

some little sideshow, because it was now 25% of the university's course delivery and was

the easiest way still for the university to grow without building additional buildings. And

then I think there has been a realization within higher-ed and within the university as a

whole that education or how education is delivered is important.

In the excerpt above, Participant 6 further elaborates on the need for institutional

endorsement, adding the criticality of faculty support for online delivery, which now accounted

for one-quarter of the University's Student Credit Hour (SCH). Together, these excerpts illustrate

the progression of grassroots, departmental effort that led to institutional support and

endorsement. The participants recounted the need for institution support from senior leadership

and perceived the process towards securing such endorsement as a potential barrier to the

implementation.

Logistics: Location, Time, and Scheduling. A third and final barrier centers on more

commonplace elements associated with event planning. These include the locations of trainings,

which are not always conducive to reaching faculty who may not be co-located within a single

campus. Logistical barriers also include the elements of time, particularly in regard to the

demands of time placed on faculty schedules and faculty's investment of time to participate in

the certification program. Finally, this subtheme also includes issues with arranging catering and

the availability of facilities. Table 12 outlines participants' perceptions of logistical barriers to

the training implementation.

Table 12

Participants' Perceptions of Logistical Barriers

Participant 1	"Time. We were given a deadline. And so we're trying to do the best we can to get it all done."
Participant 4	"Location - And geographic considerations, I think, matter a lot depending upon how widespread the faculty really are living wise. And they have different varying teaching loads and research loads. And so their physical time here near the campus where their training is conducted might vary throughout the year." "There was an issue with the physical location of the training, we've had to rely on the kindness of a few other departments to host us at various times throughout the year, depending upon the location, the training, and the availability of the various rooms."
Participant 5	"Scheduling was the biggest challenge. I feel like there may have been bigger challenges to others. But scheduling the quantity, the sheer quantity, of faculty members that needed to go through this was perhaps the biggest challenge." "The refreshments and beverages and food that varied depending on the delivery modality of the particular cohorts, because they've changed depending on whether it was full term or summer term."

In the excerpts above, participants reflect on self-reported barriers related to logistics. These include challenges with schedules, acquiring rooms, placing catering orders, and sensitivities around faculty schedules. This third subtheme rounds out the perceived barriers towards the implementation of the online faculty certification program as reported by the study participants.

Research Question 4

The aim of the fourth research question sought to draw out participant descriptions and narrative accounts of the role which instructional designers (IDs) play in the evidence-based online faculty certification program. Participant responses in this area gave way to two themes: *IDs as Supporters of the Learning Experience* and *IDs as Promoters of the Faculty/ID Relationship*. Table 13 outlines these themes, along with the corresponding subthemes.

Table 13

Research Question 4 and Theme 5 and Theme 6

Research Question (RQ)	Finding(s)
RQ4 What role did instructional designers play in the faculty development program?	Theme 5: IDs as Supporters of the Learning Experience a) *Recruitment - Word of Mouth/ Leverage relationship* b) *One-on-one Support- training/course design* Theme 6: IDs as Promoters of the Faculty/ID Relationship a) *Provide role clarity* b) *Showcase expertise and capability*

Theme 5: IDs as Supporters of the Learning Experience

The fifth major theme originated from a rich collection of participant feedback and responses around the tasks and functions carried out by IDs in support of the faculty certification program. The concept of IDs as supporters of the learning experience is explicated further through two subthemes, which include, *Recruitment - Word of Mouth/ Leverage relationship* and *One-on-one Support-Training/Course Design.*

Recruitment - Word of Mouth/ Leverage Relationship. One of the recurring functions reported by the study participants is the IDs support of the learning experience as recruiters. In this capacity, IDs are described as actively engaging in the enlistment of faculty in the certification program, using encouragement and direct invitations, via email, office visits, and word-of-mouth, to stimulate faculty enrollment in upcoming cohorts. All eight study participants reported that of the fifteen full-time instructional designers employed by the institution, all recruit faculty to enroll in cohorts. According to Participant 1, the IDs "leverage their existing relationships with the faculty to pay them a visit and encourage them, and say hey, *Sign up!*" For Participant 8 as an ID, inviting faculty is a matter of support, "I want my faculty to know that I support them, I support their participation in the training and that it's worth their time—so I remind them—those who haven't done it before, to sign up whenever a new cohort date is released." In this manner of recruitment and encouragement, the IDs serve as supporters of the learning experience by drawing faculty participation through ongoing relationship ahead of the event.

One-on-one Support--Training/Course Design. A second subtheme encapsulates the concept of IDs as supporters of the learning experience through one-on-one support they provide to the faculty. This subtheme describes a specific function that takes place during the training sessions. Each day of training is capped with 1.5 to 2 hours of hands-on time in which training attendees can work with IDs on implementing the concepts introduced earlier in the day. Participant 1 describes this concept:

> We're connecting them [trainees] with an instructional designer. We give them, at the end of each session, time with an instructional designer to start to implement those things right there in the classroom, where we're right there to help them, where we can see it happening. We call that '*ID Time.*'

As noted by Participant 1 in the passage above, IDs sit alongside the instructors to provide one-on-one support at the end of each day of training, to the end of supporting faculty application of the learning concepts. According to participants, this measure is critical towards moving in the direction of an evidence-based faculty certification model, where the focus and efficacy of the training lies in the application of learning.

To elucidate further, Participant 5 shared that the provision of this kind of one-on-one support introduces the opportunity for immediacy, just-in-time assistance, and individualized attention. Participant 5 describes:

> The benefits to the faculty are that individual, one-on-one attention, the feeling of support, the just-in-time response to questions that were created during that particular day of that cohort. Just the immediacy and the support is an incredible benefit to the faculty themselves.

In the passage above, Participant 5 identifies several benefits to faculty that result from the one-on-one support provided by the IDs during training, to include faculty support in direct proximity to the training event. In this manner, IDs serve as supporters of the learning experience, assisting faculty through individualized attention each day of the training sessions.

Participant 7, who has provided one-on-one support across fifteen different cohorts, adds an explanatory description of the capacity of IDs to provide this type of support:

Instructional designers spend more time with tools and methods in Blackboard than anyone else, so they have a lot of first-hand experience to share. By focusing on best practices in the development cohorts, we are helping them [faculty] think more about why tools are used and encouraging them to have discussions with us [IDs] about those methods.

In the excerpt above, Participant 7 describes the nature of the support provided to faculty during the cohorts. Conversations held during these times of one-on-one support can serve as a means for designers to provide tool training, as well as to help faculty make meaningful connections between tool usage and online pedagogy. It is evident from the excerpts above that participants recognize the manifestation of one-on-one support as a central function of the IDs during the learning process. Further, it is a function they perceive aligns with ID expertise and their role in the ID/faculty relationship.

Theme 6: IDs as Promoters of the Faculty/ID Relationship

The sixth major theme emerged from the participant replies in research question 4. This theme centers on the role of the IDs as promoters of the Faculty/ID Relationship. Two subthemes are included in this theme: *a) Provide Role Clarity* and b) *Showcase Expertise and Capability.*

Provide Role Clarity. Participants reported that involving IDs in the online faculty certification program led to the promotion and awareness of the ID role, which ultimately resulted in better relationships between IDs and instructors and led to increased interactions between faculty and IDs. More specifically, ID involvement in the training sessions provided an opportunity for IDs to establish their role and function of support with faculty who were unfamiliar with having access to an instructional designer or who knew of the ID but did not know what form of support an ID could provide for them. For the purposes of this study, the support an ID offers to the faculty is particularly pertinent, given that this form of support seeks to aid faculty application of learning. Participant 1 reports:

> Letting the faculty members see what we [IDs] do is possibly the most important thing that we can do, because if they know what we do, they're more apt to rely on us. They're more apt to reach out to us. They're more apt to utilize our skill set. One of largest problems is that we need to toot our own horn more. Many faculty members are like, *I have a what? There's an ID? They can do that for me?*

In the excerpt preceding, Participant 1 elucidates the sense of unfamiliarity often voiced by faculty regarding the existence and the role of the ID. It also describes how the involvement of the IDs during training promotes awareness of their role and service, thus promoting the relationship.

Participant 6 narrates a similar scenario when speaking of the value of involving IDs in the training process:

> It also helps to make sure that the instructors actually have a face and a name associated with the instructional designer that's their designated primary support for that process.

Some of the faculty members still haven't associated them… [don't] realize that that resource is right there for them. So, by forcing them to be in the same room, and the introduction, it's helped open up some doors… Some faculty have just been really too busy. They're new instructors, perhaps commuting back and forth, hadn't realized just what it meant to have that instructional designer designated to them. And then, they've been very appreciative in realizing, and have then started to do more in their courses because they realized that they did have some help available.

In the passage above, Participant 6 echoes the notion that involving IDs in the faculty training has resulted in introductions that may not have otherwise occurred, leading to the establishment of a relationship that results in faculty and IDs working together "to do more" in online courses.

An instructional designer, Participant 8, describes that involvement in the cohort has afforded a chance to establish some clarity around the ID role, and, more importantly, to meet instructors and establish or strengthen relationships:

For me, the cohorts have been an opportunity to strengthen relationships with faculty members in my department. The cohorts provide a good entry point for me to establish a new working relationship with faculty I don't know well, or to strengthen an existing relationship. I anticipate that by working with them at a point ('ID Time' during the cohort) where they are focused on the design of their courses, I can help them improve their immediate courses and make it more likely that they will reach out to me in the future for assistance.

Participant 8 describes, through the excerpt above, how involvement in the training cohorts has led to promoting awareness of the ID role and the sort of support faculty can come to expect

from IDs. Participant 8 also points out how this initial introduction might lead to future

interactions and requests for assistance. Participant 7 resonates this condition:

> Along those same lines, having IDs available to help during the cohorts increases faculty
>
> awareness about what we do and lets them know why we exist. A hopeful outcome of the
>
> development cohorts is that faculty will be more willing to reach out to their IDs when
>
> they need help.

In the excerpt above, the participant expresses a desire that the intentional promotion of the

relationship during the faculty training will led to future interactions and increased willingness to

for faculty to make those connections with their IDs.

By meeting with faculty during training, IDs are able to establish a connection with the

faculty, provide a sense of clarity around their role, and demonstrate the kind of support they are

able to provide. Specifically, participants perceived that the planned involvement of the ID

during the faculty certification program positioned IDs as promoters of the Faculty/ID

relationship. Lastly, participants expressed drawing a connection between the promotion of the

relationship to the degree of future interactions, as well as faculty willingness to take part,

mutually, in the relationship. By drawing further on the relationship, it is believed there will be a

greater chance for faculty application of learning, as they are able to rely on their ID for ongoing

support.

Showcase Expertise and Capability. A second subtheme of Theme 6: *IDs as Promoters of the Faculty/ID Relationship*, is *Showcase Expertise and Capability.* Contained within this subtheme are participant perceptions regarding how the involvement of IDs in the online faculty certification program results in opportunities for them to showcase their skills, training, and expertise in the fields of online pedagogy and academic technologies. Participant 3 elaborates on this notion:

> So, bringing the faculty into a room where we can have the instructional designers present, where we can show them what the IDs are capable of, and relate it to their ideas for future development, is the most valuable part of the process. It's the top value. Simply them showcasing their skills, and their minds, and how they can assist with these questions and planning. And just the sheer amount of information they have about online learning. And they know how to talk to the librarians and what to ask for. And they know how to research…And, so, it really brings them in front of the faculty and lets them showcase their skills and abilities directly related to specific faculty questions.

> In the passage above, Participant 3 provides a detailed description of how involving the IDs in training showcases their expertise, in many practical ways, to faculty participating in the program. Participant 4 complements this concept with the idea that the value of the exposure is "exponential," since the IDs are the primary and designated point of contact for faculty support and course development following the training:

> I think the value is really exponential, because the instructional designers really are going to be the ones that will be speaking the day-to-day conversations with these faculty being trained, but they are also the ones that the faculty have the most relationships with.

The excerpts above illustrate participant perceptions of the value of involving IDs in the training, and how this practice has resulted in a sort of skill showcase of ID capabilities. Moreover, by showcasing their skills, IDs can establish their expertise and capabilities, which contributes further to the promotion of relationship and interaction between faculty and ID.

Research Question 5

Research question 5 sought to elicit insight into participants' perceptions of institutional support received throughout the implementation of the evidence-based model for online faculty certification. Based on contributed responses, the researcher established the seventh theme: *Perceived Institutional Elements Driving/Supporting Change*. Theme 7 includes three sub-themes: *a) University leadership endorsement, b) Inter-departmental collaboration,* and *c) Fiscal Support*. Table 14 outlines the seventh theme, along with its corresponding subthemes.

Table 14

Research Question 5 and Theme 7

Research Question (RQ)	Finding(s)

RQ5 What did institutional support look like throughout the implementation?	Theme 7: Perceived Institutional Elements Driving/Supporting Change
	
	a) University leadership endorsement
	
	b) Inter-departmental collaboration
	
	c) Fiscal Support
	
	    1. Faculty Incentivization
	
	    2. Programmatic Funding

Theme 7: Perceived Institutional Elements Driving/Supporting Change

University Leadership Endorsement. Participants of the study reported three key elements of institutional support. The first was *University Leadership Endorsement*. While this element is closely linked to key enabler *Institutional Endorsement,* detailed previously in Theme 4, it is an element that stands separate and apart from the enabler described previously. The enabler speaks to the University's decision to mandate online faculty certification. By contrast, *University Leadership Endorsement* refers to the validation and communication granted by members of upper administration in support of the online faculty certification program. A further distinction between *Institutional Endorsement* and *University Leadership Endorsement* is that the latter is not limited to leaders who are able to mandate the training, such as the Provost, but includes a broader range of administrators who supported the endeavor by means of promotion and communication. Participants' perceptions revealed that the identification of upper administration leaders as allies was a form of noteworthy institutional support. Six out of the eight participants cited various leaders on various levels of the organization that expressed support of the faculty training program or helped promote or validate the endeavor. Participant responses mentioning this form of institutional support are captured in Table 15.

Table 15

Participant Feedback on University Leadership Endorsement

Participant 1	"Our Executive Director, our Associate Vice President, and our Provost…Our leadership team reaching out to the faculty members around the Colleges…."
Participant 2	"Well, we used to have a graduate dean that was really, very anti-online learning and anti-'us'. And we got zero help…But now, the current Dean of Graduate Studies is so focused on telling faculty, '*You need to make sure that this* [online] *is effective for learning, and that we're getting the student outcomes that we need*.' He is so focused on what really needs to happen. He's more of the messenger. And he has respect and he has position. Therefore, he has most people who will listen. And he's so on our side too!"
Participant 3	"The informational assistance from the Department Chairs and the Deans, handing this down to their faculty and reminding them that this is not something that exists in name only. This is a real process. You do have to go through this training to remain an online instructor. Without that, this wouldn't have been possible." "We were really lucky to have a partner in the Graduate Studies Office. The Dean of Graduate studies was a good partner. The Vice Provost of the University itself with the graduate studies dean communicating about this training as well. I would say that office was probably was one of our greatest allies."

Participant 4	"Some departmental leaders who have really helped push this along for us and who are willing to speak up for us and certain academic circles…there's also some upper administration at the Dean level that are really big proponents of what we do and find a lot of value in what we do." "I'll also say the Provost, having his support certainly helps our case along the way as well as the individual faculty themselves who really champion what we do."
Participant 5	"Because the communication came down from the provost, I think that helped incredibly."
Participant 6	"Dean of Graduate Studies has been a big driver. Several of the Deans of the academic colleges got on board. The Provost, and then the President..."

Together, these excerpts reveal a near-unanimous consensus that *University Leadership Endorsement* is a strong element of institutional support.

Inter-Departmental Collaboration. A second element cited by study participants as a source of institutional support was *Inter-Departmental Collaboration*. Encapsulated in this subtheme is the often-cited notion that the online department received various forms of support from other departments on campus. Participants viewed this collaboration as a means of institutional support. For instance, Participant 1 mentioned that the Academic Affairs department "sent out newsletter articles" about the training, which "go out across campus." In addition, Participant 1 added that the "web and multimedia team and the Marketing Department help us do other things, [i.e.] social media, webpages, emails…" which helped campaign and spread the word.

Participant 5 added that inter-departmental collaboration was demonstrated by the graphics office in lending to the "design of the new, enhanced rubric and workbook." In this scenario, the rubric and the workbook, which are key handouts utilized throughout the training, were given an aesthetic enhancement by the Graphics Department.

Additionally, Participant 4 provides yet another example of inter-departmental collaboration, "We've had to rely on the kindness of a few other departments to host us at various times throughout the year, depending upon the location, the training, and the availability of the various rooms." The provision of rooms and training labs by departments other than the online division was a means of institutional support.

As noted in these examples, several participants indicated that cross-departmental collaboration was perceived as a form of institutional backing, in support of the online faculty certification program. Such forms of inter-departmental partnerships and aids bolstered the sense of support experienced by the study participants.

Fiscal Support. Lastly, theme 7, *Perceived Institutional Elements Driving/Supporting Change*, is explained further by the subtheme, *Fiscal Support*. In the context of the participant responses, *Fiscal Support* is clarified further into two veins of monetary provisions: One as *Faculty Incentivization* and the second as *Programmatic Funding*. The two types of fiscal support are delineated in Table 16.

Table 16

Participant Feedback on Fiscal Support

	Faculty Incentivization	Programmatic Funding
Examples	• Stipend for completion	• Meals, Snacks • Coffee/Other Refreshments • Printing Rubric, Workbook • Folders, Magnets, Pens • Certificates of Completion

Participant Responses	"Having a department that agrees to remunerate our faculty and give them a stipend for attending"
	
	                 - Participant 1
		"Offering them coffee, getting them food, snacks, a little paper certificate at the end…"
		
		                 - Participant 1

	"Money from the University-- was utilized to provide stipends directly to the faculty for attending the training…"
	
	             - Participant 4
		"…And also to provide snacks and meals and coffee and beverages during the training."
		
		             - Participant 4

	"Faculty members are benefiting with a stipend for participation in the cohort."	"Funding in terms of materials that we provided to the faculty that attended, in addition to the refreshments and beverages and food that varied depending on the

| | | delivery modality of the particular cohorts. And so definitely…. Financial that helped pay for supplies as well as beverages." |
| | - Participant 5 | - Participant 5 |

The excerpts cited in Table 16 help to explain the two forms of Fiscal Support provided by the institution. These measures were perceived by study participants as a form of institutional provision, in support of the online faculty certification program.

Summary of Research Findings

In this chapter, the researcher shared the methodological elements of the study, including the participant sample size, participant criteria for selection, the research questions, and the qualitative framework used to mount the investigation. The researcher noted that a case study structure was utilized to organize the study and to guide the research design. Through the collection of interviews and through document analysis, the researcher collected data which was subsequently analyzed using line-by-line coding.

The data analysis yielded seven major themes. Each of the themes were presented, along with corresponding subthemes to deepen the explanations and expound upon the findings. These key findings were nested into the five research questions that guided the research study and were presented in sequence with the research question with which the theme is aligned.

- Theme 1: Results of former model unclear or not understood

- Theme 2: Research-based improvements viewed as desirable enhancements

- Theme 3: Scalability a pressing concern

- Theme 4: Key elements perceived as enablers/barriers

- Theme 5: IDs as Supporters of the Learning Experience

- Theme 6: IDs as Promoters of the Faculty/ID Relationship

- Theme 7: Perceived institutional elements driving/supporting change

In the following chapter, the researcher will center the lens on the study's findings and interpretations of the themes. The researcher will also expound upon recommendations and implications for future research.

CHAPTER 5

CONCLUSION

In chapter 4, the researcher expounded upon the major themes identified through the

analysis of the data. In the following section, the researcher will present the findings of the

study. Three major findings are reported. Each finding is explained through nested subthemes

that thematically support the finding's qualitative meaning. Table # 17 outlines the findings and

subthemes.

Table 17

Findings and Sub-Findings

Finding 1	Improvement Culture Perceived as Motivating
	
	    a) Staff-Driven, Motivating/Common goal
	
	    b) Iterative Improvement

Finding 2	Instructional Design Support Leads to Stronger Implementations
	
	    a) Promoting the Relationship
	
	    b) Showcasing Expertise

Finding 3	Campus Engagement Remains a Challenge
	
	    a) Institutional Endorsement
	
	    b) Faculty Engagement
	
	    c) The Role of IDs Unclear

Interpretation of Findings

Finding #1: Improvement Culture Perceived as Motivating

The first finding to emerge speaks to the participants' expression and perception that operating within a culture of improvement created an environment that served as a motivator towards the implementation of the new certification program model. This was exemplified through two key cultural elements particular to the institution. The first was that participants perceived the implementation was a staff-driven effort in which members of the team were working autonomously and collaboratively towards a desired goal. The second was the perception that taking an iterative approach to the improvement of the certification program and the subsequent development of the new model was a motivating factor.

Staff-driven, Motivating/Common Goal. In speaking of the implementation, participant responses revealed that many of those involved in the project conveyed a personal sense of ownership for its development and worthwhile pursuit. Moreover, participant sentiments when discussing this sense of ownership was one of pride, autonomy, and team sufficiency. Participant 5 recounts:

> We kind of had to pull this together on our own...We have a group with a diverse set of
> background skills, so we had the capacity then to do it. That's kind of a big thing that we
> have going for us.

In the passage above, Participant 5 describes the personal sense of ownership, the team capacity, and the collaborative work characteristic of the implementation. Other participants corroborated this notion by mentioning with an expressed sense of pride, that the conceptualization, planning, and eventual implementation was conducted fully "in-house". For example, when asked about

how the evidence-based model for faculty training had been planned and designed, Participant 4

responded in confident tone, "through conversations amongst each other." Again, participants

expressed a sense of autonomy and collaboration as markers of the team's operating dynamic.

Participant 5 described the improvement culture of the implementation team, detailing

key team dynamics that contributed to the participants' attitudinal approach towards the project:

The willingness to be flexible, open, willing to admit mistakes, willing to reflect, the

willingness on everyone's part to evaluate when they made mistakes and how they could

correct those mistakes and how we could learn from mistakes and continue working

forward toward a common goal.

In the excerpt above, Participant 5 describes the general willingness on the team to approach the

implementation in a manner that sought improvement. As described, the participants conveyed a

sense of willingness and openness to not only evaluate their approaches, but also to grow from

mistakes and continue pressing towards their desired goal. This speaks to not only individual

willingness on behalf of the team members, but also about a seemingly clear and common goal

embraced by all. According to participants, these factors served as motivators throughout the

implementation.

Iterative Improvement. A second marker of the improvement culture highlighted in the

first finding speaks to a more procedural sense of the team's work style and the way they carried

out certain functions related to the project. Participant 5 describes the approach, "It was an

iterative process, which I think is a very beneficial thing to have as opposed to being told, or

directed, or mandated, this is the way the training or the session is going to unfold." Through this

reflection, Participant 5 suggests the team's opportunity to approach the endeavor in a series of

iterative tasks introduced a sense of autonomy and ownership for those involved in its design and implementation. The iterative approach also allowed participants the chance to remediate mistakes and course correct elements of the project that were not working as expected. This sentiment resonated through other participant accounts of how the evidence-based model grew out of a series of experiences in faculty training, team learning, team discovery, and the autonomy to prove out what was working and what wasn't.

Participant 6 also offers another description of this iterative approach, as well as the team's commitment to a continual sense of improvement:

So, we have been constantly refining…Starting from the rubric, which we put together for evaluating a good online course, which we drew heavily from work others had done, as well in accumulating what best practices were. Then, looking at more current research and technology…and then just spending time ourselves paying attention to the research and trying to implement it.

In this passage, Participant 6 describes the layering of tasks and experiences, which the team combined to achieve the latest iteration of the faculty certification program, shifting into an evidence-based model. Comments like this suggest that team autonomy was present, and it was accompanied by a commitment to improvement, an openness to learn and grow from mistakes and a willingness to apply what had been learned personally and as a team. These dynamics were echoed by participants as motivators leading both the conceptualization and to the eventual realization of an endeavor, each considered worthwhile.

Together, the elements described by the participants in this study as characteristic of the team's culture of improvement can be seen in literature regarding individual and team

motivation. According to the work of Daniel Pink, (2011), intrinsic motivators can be understood as a combination of three elements:

1. Autonomy: The desire to be self-directed,

2. Mastery: The drive to keep improving at something that's important, and

3. Purpose: The sense that what is being produced is worthwhile.

In this study, participants noted and described their team dynamic as encapsulating and exemplifying these three elements of motivation. Several participants alluded to the staff-driven and iterative dynamic of the implementation, which speaks to the autonomy and sense of personal ownership participants expressed in relation to the project. There was also an indication of mastery by those involved, not only from a sense of readiness and capacity to realize the project, but also in their attitudinal disposition towards continual improvement and refinement. Lastly, participants conveyed a sense of worthwhileness and higher purpose in relation to the project goals. Participant 3 captures this sentiment:

> We have internally wanted something like this [faculty certification] the whole time.
> We've always wanted there to be a process for the faculty to gain the knowledge,
> confidence, and then certification to go with the online instruction that we want them to
> do. ... As far as I could tell, everybody was fully on board to push this forward.

In the statement above, Participant 3 shares the perspective that the implementation of the evidence-base model for online faculty certification was a desired goal, shared by the team. Additionally, participants described that it approached as a staff-driven endeavor, marked with autonomy and collaboration toward a common purpose. Moreover, participants noted the

iterative approach they took toward the implementation, giving way towards teamwork, refinement of the approach, and ongoing adaptation.

The combined elements described for the improvement culture in this finding appeared to create a sense for participants of confidence in their goal and their approach. Participant 4 shared, "I think the team expected the outcomes to be very positive. I don't think we expect anything less than that." Participant 5 added, "I felt like the group felt like it was going to be a success. I felt like the group felt that an incredible learning journey would be experienced by faculty." This sense of confidence in their work was shared by participants and it speaks to the culture of improvement characterizing the team's work and dynamic.

Such team functions and dynamics provide valuable insight into the working environments that may foment the right conditions for faculty developers to arrive at necessary conclusions regarding their work in supporting online faculty. Through these team functions and dynamics, the need for an evidence-based model of online faculty training became evident, and the team had the chance, over time, to test out different measures and try out different approaches, which created the space for the training developers to refine their approach and style of support. This is a relevant finding in addressing the question of online faculty support in a time when institutions are still trying to ascertain what forms of support should be offered for online instruction. Sorcinelli et al., (2017) report that while faculty developers are "acutely aware" and concerned about deeper program assessment (p. 10), they have been largely unsupported in their efforts to establish deeper measures of evaluation for rating the efficacy of faculty training programs. Farmer (2004) further adds to this condition, "There is a continuing need for rigorous outcome-based research and programme evaluation to define the best

components and strategies for faculty development" (p. 59). The improvement culture noted by

the participants, which was manifested through an empowerment of the faculty trainers to refine

their craft, as well as by the iterative nature of their approach to refine their process, seems to

have created a mix of conditions that bolstered the implementation of an evidence-based model

for online faculty development.

Finding 2: Instructional Design Support Leads to Stronger Implementations

The intentional inclusion of *ID Time* (faculty work with their IDs) during the learning

experience, according to participants, led to several positive outcomes. Specifically, there were

two positive outcomes frequently reported by the study contributors. One was the establishment

and promotion of a relationship between the faculty and the IDs. The second was a showcase of

expertise that elucidated IDs capacity to support the faculty in online learning.

Promoting the Relationship. One of the positive outcomes cited by participants as a

result of including IDs in the faculty development sessions was the opportunity to establish a

relationship and strengthen existing relationships between online instructors and IDs.

Participants, like Participant 8, voiced the value and expected outcome of cementing this

partnership:

> For me, the cohorts have been an opportunity to strengthen relationships with faculty
>
> members in my department. The cohorts provide a good entry point for me to establish a
>
> new working relationship with faculty I don't know well, or to strengthen an existing
>
> relationship. I anticipate that by working with them at a point ['ID Time' during the
>
> cohort] where they are focused on the design of their courses, I can help them improve

their immediate courses and make it more likely that they will reach out to me in the
future for assistance.

In the passage above, Participant 8 describes how partaking in the training cohorts has resulted in making new connections with faculty, as well as increased collaboration with those whom the participant had worked with previously.

Moreover, Participant 8 alludes through the passage above, the notion of a larger, more strategic purpose behind the decision to involve IDs in the training. That is, the expectation and hope that by creating a partnership of support during training, and by modeling what the relationship between ID and Faculty can look like, faculty will continue to work with the IDs long after the certification is complete. Participant 7 addresses this expectation, "A hopeful outcome of the development cohorts is that faculty will be more willing to reach out to their IDs when they need help."

According to Participant 2, there is preliminary evidence that the strategy is yielding the expected results, "Probably more good has been done there, by involving the IDs....Now that's reenergized them (faculty) ... And they're calling their instructional designers after the training!" This preliminary example of the positive result of ID inclusion in training is evident in the literature, which suggests that the collaboration between faculty and IDs is critical to the integration of IDs in the academic space. Richardson, et al, (2018) posit, "Although most faculty-instructional designer relationships involve shared responsibility, the collaborative relationship is essential to the successful integration of instructional designers into higher education" (p. 2).

Participant 1 added that previous iterations of the faculty training offered by the institution did not include the involvement of IDs, and that adopting a model which includes

them has led to more understanding of the faculty/ID relationship, "This whole certification really offers us a way to connect and start to really think about the relationship between the instructor and the instructional designer. That is a definite expectation, is we want them to be connected." Participants' perceptions that the inclusion of IDs in faculty development can result in positive gains is echoed in the literature. Research suggest that collaboration between faculty and IDs has the potential to yield favorable gains for faculty and students alike (Kumar & Ritzhaupt, 2017).

  Showcasing Expertise. A second resulting outcome of the inclusion of IDs in the faculty certification program continues to build on a relational theme, but hones into the showcasing of expertise, whereby IDs can confirm their proficiency and capacity to assist faculty in meaningful ways. Participant 1 shares:

> Letting the faculty members see what we [IDs] do is possibly the most important thing that we can do, because if they know what we do, they're more apt to rely on us. They're more apt to reach out to us. They're more apt to utilize our skill set.

In the example above, Participant 1 shares an expectation that once faculty realize what IDs can help them accomplish, then the faculty will be more likely to call upon IDs to leverage their expertise. McGriff (2001) postulates that "a skilled instructional designer is a professional well-trained in assisting faculty members and serving faculty development programs to better utilize innovative instructional methodologies, strategies, and techniques" (p. 308). Stronger collaborations between skilled faculty and IDs can support positive gains in instructional methodologies relevant to the online environment. Therefore, the implication for the higher education environment is that opportunities that promote the exposure of ID expertise and the

meaningful ways in which they can utilize their knowledge and skills to support online learning, is an important priority.

The second finding of this study is *Instructional Design Support Leads to Stronger Implementations*. Two subthemes were identified and include *Promoting the Relationship* and *Showcasing Expertise*. Participants reported positive outcomes out of the intentional incorporation of IDs in the online faculty certification program. These outcomes rest on the successful promotion of collaboration between the faculty and ID. The positive impression of the participants when reflecting on the inclusion of IDs in the faculty development program is mirrored in the literature. Kumar and Ritzhaupt (2017) suggest that the faculty and ID partnership can ultimately lead to positive outcomes not only for faculty, but for students as well. McGriff (2001) adds that "the roles of instructional designers and instructional systems design methodologies are critical to the success of faculty development programs and can successfully facilitate the dynamic change process currently underway in colleges and universities" (p. 308). This notion points to the critically of involving IDs in support models for online faculty, and how their inclusion can promote stronger implementations of support for online instruction.

Finding 3: Campus Engagement Remains a Challenge

Despite advances in the field of online education and despite recent gains in the identification and development of online faculty support models, comprehensive engagement across campus departments remains a challenge. This challenge is evident in several ways in which institutional support for online education has not fully risen to the demand. While some campus departments are redefining and transforming their processes to support online faculty and students, there remains widespread opportunities for broader campus engagement. In this

third and final finding, the researcher will present three subthemes, which address areas where campus engagement appears to be lacking. These subthemes include *Institutional Endorsement, Faculty Engagement*, and *The Role of IDs*.

      Institutional Endorsement. Participants frequently recounted that despite the eventual decision by the institution's upper administration to endorse the online department's initiative in online faculty certification by mandating participation, the progression toward obtaining such endorsement was a lengthy and difficult process. Participants noted that a lack of institutional backing for their efforts had resulted in a barrier to the coordinated implementation of an online faculty certification program endorsed widely across campus. Participant 6 noted, "Up until that point [when it became an institutional mandate], training had been voluntary." Participant 2 adds that as faculty developers, they had desired to see a more coordinated approach to online faculty training, "We have internally wanted something like this the whole time...We were pre-adopters of this need for this program." This condition described by Participant 2 and Participant 6 is echoed in the literature. Tyton (2017) reports that current faculty development efforts for online teaching are "incomplete, inconsistent, informal and/or optional" (p. 15). Reeves (2012) and Mohr and Shelton (2017) further add that many efforts in faculty professional development have been largely unproductive since it has been conducted ad hoc, often not strategic, and unrelated to a broader plan of intentional change. If institutional transformation is to take place in terms of creating support structures for the fastest growing segment of college enrollments, institutional endorsement for online faculty support must become a campus priority.

      Participants noted that they fanned the flames for years before obtaining institutional endorsement in the form of a mandate for online faculty certification. Much of the work, as

reported by participants, involved a continual raising of the flag that online initiatives, such as certification for online teaching, were necessary. Participant 2 recounts:

> The training didn't get the focus that it needed. But we kept identifying that it had to happen…We had a lot of work to do to actually get people to listen, finding ways to get people to say, '*Oh, I see. I see why we're doing this'*. So people started, in terms of the administration side, started to pay a little more attention to us.

In this excerpt, Participant 2 elucidates the bottom-up approach undertaken by the faculty developers in the online department to stimulate administration's endorsement of online faculty certification. Participant 2 further explained that the online department has lobbied for institutionally-endorsed (mandated) online faculty training since 2009, which represents a nearly 10 year period of persistent dialogues around the need for such forms of online support before upper administration gave the much desired endorsement. Participant 6 details a similar account:

> They're all busy folks [senior leaders] and may not necessarily have paid attention until their attention was drawn to it. Then, as they realized certain things were and weren't taking place, that changes needed to be made, improvements needed to be implemented, work needed to be done.…they couldn't just presume that online was running itself as some little sideshow, because it was now 25% of the university's course delivery, and was the easiest way still for the university to grow without building additional buildings.

Passages, such as the one shown above, provide a glimpse into the institutional conditions that preceded coordinated campus endorsement. As reflected in the literature, the growth of online enrollments has outpaced institutional readiness to support it, and there is a need for tilling of the ground and for raising of flags in favor of online faculty support. Further, the passage above also

alludes to the type of strategies that were used by training developers and other support personnel in the online department to draw attention from senior leadership to the need for more institutional coordination around online faculty support structures. The key in this finding is that while, at times, major change initiatives are top-down mandated, there are instances where grassroots, organic, and bottom-up efforts must inform those institutional mandates.

 Faculty Engagement. A second area where campus engagement remains a challenge is in obtaining broader faculty engagement. This condition was reflected in two general veins. The first stemmed from faculty's perception concerning their need (or lack thereof) for training. The second arose from faculty's reticence to engage meaningfully with the training during the mandatory certification sessions.

 The first area of difficulty in regard to faculty engagement deals with a lingering perception held by some faculty that training is not necessary or desirable (Kress, Thering, Lalonde, Kim, & Cleeton, 2012). Gyurko et al. (2016) suggest that such conditions may be the result of higher education's generalized lack of strategic focus in faculty development. They contend, "Coordinated faculty development has historically been a low priority at many higher education institutions" (p. 7). Participants, like Participant 1, expressed this condition, citing a lingering "intransigence" among the faculty.

 Secondly, there was expression by the participants that faculty reticence manifested as a lack of willingness or openness to engage meaningfully during the training. Since the online certification is required, attendance is not an accurate measure of faculty endorsement. Faculty engagement during the sessions is more akin to gauging their inclination to participate in training activities. Participant 6 shared:

We still have some resistance from people who feel like, well, 'I *have* to do this. I *have* to

go through it, but I just want to hit the checkboxes and be done.' There's a very

minimalist approach from some of them.

These examples help to illustrate the lingering resistance by some faculty when it comes to

participating in training.

There are emergent discussions in the literature that would suggest a counter-argument to

the condition described above by the participants of the study. For instance, a recent survey

found that 9 in 10 higher education faculty believe that professional development is important to

their careers and that it would help improve student outcomes (Hart Research Associates, 2015).

However, despite this indication in the literature, training developers are still reporting that they

continue to contend with a lingering lack of faculty engagement in online training.

While faculty resistance is evidently experienced by those in positions of faculty support,

the causes for its origin and persistence are much less understood. There is an anecdotal

presumption as well as support in the literature that faculty reticence to attend training,

particularly for online education, stems from a resistance to receive technical or tool training

(Kreber & Kanuka, 2006; Kress, et al. 2012; Lane, 2013). This sentiment was echoed by several

of the participants, such as Participant 1 who, in describing barriers to the implementation of

online training, voiced some of the faculty's reactions, "Oh, I don't want to go there. I already

know how to use these tools." Participant 7 who is an ID and is about to complete a doctorate in

instructional design added, "It seems we are always referred to as IT and while that makes sense

to a certain extent, it diminishes what we can offer faculty." Sentiments such as the ones

expressed by these participants echoed throughout the other participant contributions.

The Role of IDs. The third area where broad-based campus engagement for online demonstrates opportunities for improvement is in clarifying the role of IDs in higher education. Participants reported that faculty were either unfamiliar with the concept of having an ID, or where unfamiliar with the ID/faculty relationship and what it could offer them, or finally, that faculty were unfamiliar with the distinction that exists between support technicians (such as those in IT departments) and IDs.

Participant 1 shared, "One of largest problems is that we need to toot our own horn more. Many faculty members are like, *I have a what? There's an ID? They can do that for me?"* This quote points to the general unfamiliarity surrounding faculty's awareness of the IDs existence. While this condition may be particular to the institution at the study site, it speaks to a broader, missing paradigm of understanding of what the ID role is in relation to fabric of academic. In some ways, this lack of role clarity stems from the fact that the role of the ID is locally defined, depending on the needs and conditions of the institution. Campbell, Schwier, and Kenny (2009) posit "Like any other professional activity, instructional design cannot help but be influenced by the embedded values and identity of the institution in which it operates" (p. 652). Yet, in many ways, it seemed that participants were still reporting what Rowland (1992) contended in the early 1990's, "We have a large body of literature that describes and prescribes how to design instruction but a poor understanding of what expert instructional designers actually do in practice" (p. 65). Unfamiliarity with the ID role in the context of higher education practice calls for more awareness-raising and a better understanding of what the role entails.

To this point, the inclusion of IDs in the evidence-based online faculty certification program seemed to offer a possible solution. As reported in Chapter 4, the intentional inclusion

of IDs in the certification sessions led to the promotion and awareness of the ID role, which

participants perceived to result, ultimately, in better relationships between IDs and instructors

and increased interactions between faculty and IDs beyond the training sessions. Such inclusion,

moreover, provided an opportunity for IDs to establish their role and function of support with

faculty who were either unfamiliar with having access to an ID or who knew of the ID, but did

not know what form of support an ID could provide for them.

This modeling of the ID/faculty relationship is critical, especially given the notion that

even when faculty are aware that an ID that is available to support them, there is evidence of

confusion as to where the role fits in the teaching/learning processes. As quoted earlier,

Participant 7 describes this confusion, "It seems we are always referred to as IT and while that

makes sense to a certain extent, it diminishes what we can offer faculty." This sentiment was

resonated by other participants who, despite being staff members of an online department within

Academic Affairs, still experienced issues of misidentification. They reported being confused for

members of the IT Department, which largely support the technical infrastructure of the

institution (phones, emails, computers, etc.) as opposed to the Online Department, which focuses

primarily on advancing online pedagogy and supporting the online teaching and learning space.

Pursuant to the findings, it appears that enhancing understanding of the potential contributions of

IDs may result in opportunities for broader campus engagement.

Aside from the unfamiliarity with the role and potential confusion surrounding its

contribution to higher education's instructional practices, the literature makes a strong case for

the provision of IDs as a strategic part of supporting online faculty and online students

(Campbell, Schwier, & Kenny, 2009). "While there is anecdotal evidence that the number of

instructional designers is swelling across college campuses, many institutions, especially less well-funded ones, still employ few or no designers" (Dimeo, 2017, para. 5). However, IDs play a critical role, not only in implementing online support structures for faculty as evidenced by the participants of this study, but also in bridging the fields of applied technology and pedagogy/andragogy (McGriff, 2001). Recent studies are demonstrating the gains afforded by the inclusion of IDs in the delivery of online education. One such recent study, from Quality Matters and Eduventures Research surveyed leaders, and reported that involving IDs in the design of online course resulted in almost 30% increase of student-to-student engagement when compared to courses that were designed without the inclusion of an ID (Kelly, 2018). Such examples are increasing in the body of literature and they are cementing further the critical role IDs can play in higher education.

In summary, there are pockets across campus operations where opportunities for increased engagement in support of online faculty are possible. Participant 2 captures the essence of this lingering challenge:

> I would say where we're lacking is in some of the administrative offices…Not that they're adversarial, but there are some things that they need to recognize that are different [about online]. I think there's room to make some improvements and some changes. There are people on campus that need to be more supportive. …It's not going to be ever their primary job or their primary goal. And they go, *'Oh, distance learning? Oh, online students?* So… there's reasons to keep building. And [we've] been working hard to get that done…like I say, we're in year 10.

In the passage above, Participant 2 expresses a desire for increased strategic alignment across the institution and towards online operations and faculty support. According to the findings of this study, whether it entails broad-based institutional endorsement, faculty engagement, or clarity around the role of IDs, there is a clear call for more strategic alignment of support to bolster efforts and advances in online education. There are several areas across campus operations where leaders, faculty, faculty supporters, training developers, and IDs can play a significant role in promoting greater recognition and corresponding support of online education across the institution. This is bolstered by the literature, "Institutional direction concerning online learning efforts, increased clarity in distance education mission, and a need for greater departmental recognition of faculty members' online teaching efforts" is necessary (Orr, Williams & Pennington, 2009).

Implications for Action

Institutional Philosophy. The researcher contends that the first step in discussions about online learning and support for faculty needs is not about what can be done (logistically, fiscally, etc.), which tends to dominate the literature, but, rather, what needs to be done or what the institution views as a priority. From there, discussions around resources, capacity, capabilities, faculty incentivization, and faculty support, can all be addressed under the umbrella of a unified or common goal. Institutions offering online learning need to decide the level of strategic priority of online faculty development to promote success its online efforts. A growing body of researchers and policymakers are beginning to acknowledge, "The necessity for improving quality teaching has never been as compelling" (Saroyan & Trigwell, 2015, p. 92). In a recent study conducted by Harward and Taylor in 2014, the researchers found that "59% of learning

leaders consider strategic alignment to be the most critical process capability for successful development opportunities" (p. 173).

Institutions need to decide, philosophically, whether they embrace the notion evident in the literature that the online environment is a particularized context that requires particularized skills and knowledge (Chen, Lowenthal, Bauer, Heaps, & Nielsen, 2017). The research clearly outlines that best practices for online learning do in fact exist and are particular to teaching and learning via online means. However, institutional adoption and prioritization of faculty development models specifically for online learning still differ greatly. This first call to action, then, is that the degree to which the institution will embrace the particularized skills and practices that support success in an online environment must be clearly articulated by the institution.

Online Faculty Development Programs to Embrace an Iterative Approach. A second recommendation by the researcher relates to the approach to online faculty development programs. Providing the space for training practitioners to prove out through experiences and data tracking what works well for the institutional context in terms of support is of critical importance. For instance, currently, not enough is known about the feasibility of implementing evidence-based models in online faculty training. While institutions are recognizing the need to support online faculty, to date, educational institutions are no closer to a universal consensus on how to design, deliver, and evaluate such programs. Determining what works best is challenging. By providing the right working conditions, there is an opportunity for training developers, faculty support personnel, and IDs to identify high-yield strategies for supporting faculty in the online space. It is incumbent upon every institution to implement measures particularized to their

context. An improvement culture can help in this area because all iterations are seen as progression towards a common vision/goal as opposed to failures (Floyd, 2008; Syed, 2016).

Beginning with the End of Mind. Thirdly, the aim of any development effort is the impact of efforts towards attitudinal or behavioral changes, and, ultimately, the effects/results of professional growth (Grossman & Salas, 2011). Institutions offering online education should define and articulate quality online course standards that describe the necessary practices that need to be applied in the online context (Orr, Williams & Pennington, 2009). If best practices are vague, faculty will not have a clear idea of the behaviors they can adopt that will support the quality standards of the institution. Further, these standards should be informed by the clear evidence provided in the literature for practices that effectively promote student engagement, satisfaction, and learning (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010; Angelo & Cross; 1993; Bain, 2004; Barkley, 2009; Brookfield, 2006; Chickering & Gamson, 1987; Davis, 2009; Nilson, 2010). This is to substantiate the institution's standards for quality in online education and support buy-in of such practices based on their root in the research. Moreover, such standards can then be used by faculty developers and support practitioners to inform the content of their faculty development programs and the alignment of activities to support faculty in applying relevant learning. By identifying the desired end-result, that is, a quality online experience for students, the institution can then develop the appropriate infrastructure, training programs, and staff support to lead to such goals.

Supporting Faculty post-training. In this study, ID's saw their participation and presence in the faculty development sessions as integral to the learning. Participant 7 explains, "Having IDs available to help during the cohorts increases faculty awareness about what we do

and lets them know why we exist." Participating 7 went on to elaborate on the supportive

capacity of instructional designers to the faculty post training:

> It is also helpful to have instructional designers visible and available in the cohorts
>
> because it helps the faculty understand that there are people who can help them with the
>
> methods they are learning after they are done with the training.

In the explications above, the participant notes how the role of the IDs extends beyond the

training activity and into post-training situations where faculty seek to apply what they have

learned. Promoting the faculty-ID relationship, as discussed throughout Chapter 4 and earlier in

this chapter, results in favorable and positive gains for IDs, faculty, and students (Kumar &

Ritzhaupt, 2017). It also further supports the delivery and success of an evidence-based online

faculty training model, by providing faculty the necessary support to make application of their

learning.

Peer Learning Design Drove Positive Experiences. A positive discovery in this case

study is also the fourth implication for future action. As it pertains to the design of the faculty

certification program, participants noted reflecting on one aspect of the program's design.

Participants considered whether the faculty should be grouped by level of expertise or experience

in online learning to differentiate their learning experience. A central concern was whether a

blended approach would become unwieldy, with more advanced faculty becoming impatient

with the pace of the training, while newer faculty would struggle to keep pace. Ultimately, it was

settled that the design of the cohorts would be to blend faculty across all levels of the online

teaching experience. In reflecting on the outcome of this design decision, participants reported

that blending faculty with differing levels of technical expertise in the same cohort of the faculty

certification program became an enhancer of the learning experience, as opposed to a detractor. Participant 3 explains,

> Some of the faculty that we considered technically above the information we were giving out still received a lot of information. And they also assisted the other faculty in the room and elevated the training to a collaborative effort that we would not have been able to do without having expert online faculty joining the training too. So…it's not something that I would have ever predicted.

This positive outcome experienced by the participants stands in contradiction to the literature, which suggests that faculty attending training should be divided by levels of online proficiency (Bigatel, Ragan, Kennan, May & Redmond, 2012; Palloff & Pratt, 2011). Participant 2 continued to explain this scenario and subsequent result:

> The people that have been teaching online for 10 years and the people that have taught one semester are sitting in there together, sharing the ideas that they think are going to work and the ideas that they know have worked and then going through all of the training that we're providing. And then those discussions getting naturally churned up together so that by the end of it, we had faculty that were energized about the training and not what you would expect after three days of information overload.

Participant's 2 account of the organic and unexpected peer-to-peer learning that occurred in the training cohorts stands in contrast to literature that argues against this model. However, an implication for future consideration is that for institutions that cannot afford to have differentiated development opportunities for different levels of faculty expertise, there is tremendous promise when approaching the delivery of training in such a way as to offer

opportunities for peer-to-peer learning. Limited resources should not prevent such institutions from beginning to address faculty training and support needs independent of their current level of resource availability.

Recommendations for Future Study

The researcher offers a few considerations for areas of possible future study in relation to the work and results of this investigation. The first is for researchers to study the possible correlation between faculty implementing online pedagogy and student learning gains. This can include a study gauging metrics of academic achievement in online courses and programs where pedagogy has been applied. Possible metrics to consider are course completion rates, program completion, student satisfaction, graduation rates, and ROI/institutional gains and how these are impacted using pedagogy in online courses. The practice of supporting online faculty through evidence-based model of training is a young field that needs to seek and to ask questions of the outcomes of online faculty development in an increasingly way.

Additionally, the researcher suggests that the student perspectives on the impacts of online pedagogy and best practices can be culled for the potential exploration of a correlation between course design and the online learning experience. In a similar vein, the researcher calls for studies surveying faculty perspectives on faculty development programs for online instruction. While faculty development for traditional, face-to-face teaching has been widely explored and documented in the literature, much less is known about faculty perceptions when it comes to the development of competencies and skills for online teaching.

Further, there is ample space in the discourse to include studies of exploration of subject-specific pedagogy. Future research can probe if what is currently regarded as best practice

recommendations for online teaching and learning apply across various types of online courses and online programs, including gateway courses, graduate-level courses, discipline-specific, or student differentiated models. The research base is lacking in terms of identifying risks, unknowns, and constraints when it comes to the application of current pedagogical standards in online education.

Yet another area of potential research is to address the question of delivery modality for faculty training in online pedagogy. Do fully-virtual models of evidence-based faculty development render the same success as hybrid counterparts? There is a need to increase access for faculty, especially as Colleges and Universities hire remote faculty, and as the number of adjuncts become increasingly more common across institutions. Tangentially-related is the question of support for training developers. More precisely, what tools and supports do training developers who are in brick-and-mortar campuses need to provide support for online faculty working at a distance? This type of exploration can lead to the possible examination of chunking content for easier delivery or making training material more self-paced to facilitate participation. For instance, in this study, participants cited chunking their faculty training content into more digestible, afternoon sessions during the academic year to promote faculty participation and ease the challenges of logistical planning. To this end, there is an opportunity to explore further gains in access and flexibility in delivering faculty certifications in fully virtual and increasingly self-paced modules.

Conclusion

The researcher speculated that through this case study, more could be known about the faculty developer's role in implementing an evidence-based model for online faculty

certification. Research indicates that "faculty developers are acutely aware of the need to assess the quality and impact of their programs but indicate that they often do not have the staff, time, skills, or resources to design and implement in-depth assessments" (Sorcinelli et al., 2017, p. 10). The study yielded the discovery of critical insights, emergent themes, and findings that provide practical visibility into the implementation process of online faculty training programs. Implications for further action, as well as recommendations for additional research have been noted. According to Taylor (2017), "Faculty developers are well positioned to provide support if provided with resources necessary to sustain that effort at the institution" (p. ix). This investigation can lend some insight and deeper understanding as to the role of faculty developers in higher education. Further, it can shed light on what institutions can do to support these essential personnel in their efforts to design, develop, and deliver faculty development for online readiness.

References

Abraham, S. (2014). *Online education: Perceptions of faculty and administrators at three different types of institutions of higher education*. ProQuest Dissertations, East Tennessee State University.

Ahmed, S. (2013). Tailoring online faculty development programmes: Overcoming faculty resistance. *Medical Education*, *47*(5), 535.

Alexiou-Ray, J., & Bentley, C.C. (2015). Faculty professional development for quality online teaching. *Online Journal of Distance Learning Administration*, *18*(4), 1-7. Retrieved from http://www.westga.edu/%7Edistance/ojdla/winter184/ray_bentley184.html

Alfano, K. (1993). Recent strategies for faculty development. *Community College Review*, *21*(1), 68–77.

Allen, I. (2013). Changing course: Ten years of tracking online education in the United States. *Babson Survey Research Group*. Retrieved from http://www.onlinelearningsurvey.com/reports/changingcourse.pdf

Allen, E., & Seaman, J. (2010). Class differences: Online education in the United States, 2010. *Sloan Consortium*. Retrieved from http://files.eric.ed.gov/fulltext/ED529952.pdf

Allen, E., & Seaman, J. (2008). Staying the course: Online education in the United States, 2008. *Sloan Consortium*. Retrieved from http://files.eric.ed.gov/fulltext/ED529698.pdf

Ambrose, S. A., Bridges, M. W., Lovett, M. C., DiPietro, M., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Angelo, T. A., & Cross, P. K. (1993). *Classroom assessment techniques: A handbook for college*

teachers (2nd ed.). San Francisco, CA: Jossey-Bass.

Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching & Learning*, *2013*(133), 85-97.

Ayers, E. (2013). Does digital scholarship have a future? *EDUCAUSE Review, 48*(4), 24-34.

Bailey, C. J., & Card, K. A. (2009). Effective pedagogical practices for online teaching: Perception of experienced instructors. *Internet and Higher Education, 12*, 152-155.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Baran, E., & Correia, A. (2014). A professional development framework for online teaching. *TechTrends, 58*(5), 96-102.

Baran, E., Correia, A., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education, 32*, 421-439.

Barkley, E. F. (2009). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

Bates, A. W. (2000). *Managing technological change: Strategies for college and university leaders.* San Francisco, CA: Jossey-Bass.

Beach, A.L., Sorcinelli, M.D., Austin, A.E., & Rivard, J. (2016). *Faculty development in the age of evidence: Current practices, future imperatives*. Sterling, VA: Stylus.

Bebawi, S. (2015). Definition of online education as distance learning. *EdTech*. Retrieved from http://www.sabri.org/EDTECH-01/Definition.htm.

Beinkowski, M., Feng, M., & Means, B. (2012). Enhancing teaching and learning through

educational data mining and learning analytics: An issue brief. *US Department of Education.* Retrieved from http://www.cra.org/ccc/files/docs/learning-analyticsed.pdf

Bennett, L. (2014). Learning from the early adopters: Developing the digital practitioner. *Research in Learning Technology, 22*(1). Retrieved from http://www.tandfonline.com/doi/full/10.3402/rlt.v22.21453.

Bernard, R. M., Abrami, P. C., Lou, Y., Borokovski, E., Wade, A., Wozney, L., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research*, *74*(3), 379–439.

BestColleges.com. (2017). Annual trends in online education, 2017. *Perspectives in Education*. Retrieved from http://www.bestcolleges.com/resources/higher-education-trends/

Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F. (2012). The identification of competencies for online teaching success. *Journal of Asynchronous Learning Network, 16*(1), 59–78.

Bloomberg, L. D., & Volpe, M. F. (2015). Completing your qualitative dissertation: A road map from beginning to end. Thousand Oaks, CA: Sage Publications.

Bonura, K., Bissell, S., & Liljegren, D. (2012). An iterative improvement process: Lessons learned from professional development at an online university. *Journal on Centers for Teaching and Learning, 4,* 79-99.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40.

Bridgstock, R. (2016). Educating for digital futures: What the learning strategies of digital media

professionals can teach higher education. *Innovations in Education and Teaching International, 53*(3), 306-315.

Britto, M., Ford, C., & Wise, J., (2014). Three institutions, three approaches, one goal: Addressing quality assurance in online learning. *Journal of Asynchronous Learning Network, 17,* 11-24.

Brooks, C., Marsh, L., Wilcox, K. & Cohen, B. (2011). *Beyond satisfaction: Toward an outcomes-based, procedural model of faculty development program evaluation*. Stillwater, OK: New Forums Press.

Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Budhai, S., & Skipwith, K. (2016). *Best practices in engaging online learners through active and experiential learning strategies*. New York: Routledge Taylor & Francis Group.

Campbell, K., Schwier, R. A., & Kenny, R. (2005). Agency of the instructional designer: Moral coherence and transformative social practice. *Australasian Journal of Educational Technology, 21*(2), 242–262.

Campbell, K., Schwier, R.A., & Kenny, R. (2009). The critical, relational practice of instructional design in higher education: An emerging model of change agency. *Educational Technology Research & Development, 57*(5), 645–663. Retrieved from https://doi-org.ezproxy.shsu.edu/10.1007/s11423-007-9061-6

Cariaga-Lo, L., Dawkins, P. W., Enger, R., Schotter, A., & Spence, C. (2010). Supporting the development of the professoriate. *Peer Review, 12*(3), 19-22.

Carpenter, R., Sweet, C., & Blythe, H. (2016). The future of faculty development. *Journal of*

Faculty Development, 30(2), 5-8.

Chang, C., Shen, H., & Liu, E. (2014). University faculty's perspectives on the roles of e-instructors and their online instruction practice. *International Review of Research in Open and Distance Learning, 15*(3), 72-92.

Chao, T., Saj, T., & Tessler, F. (2006). Establishing a quality review for online courses. *EduCause Quarterly, 3,* 32-39.

Chapman, D. D. (2011). Contingent and tenured/tenure-track faculty: Motivations and incentives to teach distance education courses. *Online Journal of Distance Learning Administration*, 14(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall143/chapman143.html

Chen, K., Lowenthal, P.R., Bauer, C., Heaps, A., & Nielsen, C. (2017). Moving beyond smile sheets: A case study on the evaluation and iterative improvement of an online faculty development program. *Online Learning*, *21*(1), 85-111.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association for Higher Education Bulletin*, *39*(7), 3–7.

Chism, N.V.N., & Szabó, B. (1997). How faculty development programs evaluate their services. *The Journal of Staff, Program, and Organization Development*, *15*(2), 55-62.

Cho, M.-H., & Rathbun, G. (2013). Implementing teacher-centered online teacher professional development (oTPD) programme in higher education: A case study. *Innovations in Education and Teaching International, 50,*144–156.

Ciabocchi, E., Ginsberg, A., & Picciano, A. (2016). A study of faculty governance leaders' perceptions of online and blended learning. *Online Learning, 20*(3), 52-73.

Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., & Willett, G. (2016). *Faculty*

development and student learning: Assessing the connections. Bloomington: Indiana University Press.

Cox, E. (2012). Individual and organizational trust in a reciprocal peer coaching context. *Mentoring & Tutoring: Partnership in Learning, 20*(3), 427-443.

Cox, S., & Osguthorpe, R. T. (2003). How do instructional design professionals spend their time? *TechTrends, 47*(3), 45–47.

Crawford-Ferre, H. G., & Wiest, L. R. (2012). Effective online instruction in higher education. *The Quarterly Review of Distance Education, 13*(1), 11-14.

Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.

Dailey-Hebert, A., Mandernach, B. J., Donnelli-Sallee, E., & Norris, V. R. (2014). Expectations, motivations, and barriers to professional development: Perspectives from adjunct instructors teaching online. *Journal of Faculty Development*, *28,* 67-82.

Darabi, A.A., Sikorski, E.G., & Harvey, R.B. (2006). Validated competencies for distance teaching. *Distance Education*, *27*(1), 105-122. Retrieved from https://www.learntechlib.org/p/99483/

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass.

Diaz, V., Garrett, P.B., Kinley, E.R., Moore, J.F., Schwartz, C.M., & Kohrman, P. (2009). Faculty development for the 21st century. *EDUCAUSE Review, 44*(3), 46-55.

Dimeo, J. (2017). Teaching Teachers to Teach Online. *Inside HigherEd*. Retrieved from https://www.insidehighered.com/digital-learning/article/2017/10/11/how-colleges-train-instructors-teach-online-courses

Dirksen, J. (2015). *Design for how people learn.* (5th ed.). San Francisco: New Riders.

Dunn, L. (2017). Embrace the technology: Digital learning and teaching is the responsibility for all. *Teaching Scotland, 67,* 18-19.

Education and Training. (2017). Teaching with digital technologies. Retrieved from

http://www.education.vic.gov.au/school/teachers/support/Pages/elearningcurriculum.aspx

Farmer, E. (2004). Faculty development for problem-based learning. *European Journal of Dental Education, 8*(2), 59-66.

Fein, A. D., & Logan, M. C. (2003). Preparing instructors for online instruction. *New Directions for Adult and Continuing Education, 100,* 45-55.

Fish, W., & Gill, P. (2009). Perceptions of online instruction. *Turkish Online Journal of Educational Technology, 8*(1).

Floyd, R. (2008). *Creating a culture of rapid improvement*. Productivity Press. New York: New York.

Gaytan, J. (2009). Analyzing online education through the lens of institutional theory and practice: The need for research-based and validated frameworks for planning, designing, delivering, and assessing online instruction. *Delta Pi Epsilon Journal, 51*(2), 62-75.

Geoghagen, W. H. (1994). *What ever happened to instructional technology?* Paper presented at the 22nd Annual Conference of the International Business Schools Computing Association, Baltimore, MD.

Gibbs, G. R. (2007). *Qualitative research kit: Analyzing qualitative data*. London, England: SAGE Publications.

Gibson, D. (2013). The potential of games and simulations in higher education. *Next Generation*

Learning. Retrieved from http://nextgenlearning.org/blog/potential-games-and-simulations-higher-education.

Gooch, J. (1998). *They blazed the trail for distance education*. Madison: University of Wisconsin Extension.

Goodfellow, R. (2011). Literacy, literacies and the digital in higher education. *Teaching in Higher Education, 16*(1), 131-144.

Green, K.C. & Wagner, E. (2011). Online education: Where is it going? What should boards know? *Trusteeship*, 2-6.

Greenstein, D. (2014). Gates Foundation announces finalists for $20 million in digital courseware investments. Retrieved from http://www.gatesfoundation.org/Media-Center/Press-Releases/2014/09/Gates-Foundation-Announces-Finalists-for-$20-Million-in-Digital-Courseware-Investments

Grossman, R. & Salas, E. (2011). The transfer of training: what really matters. *International Journal of Training and Development, 15*(2), 103-120.

Gutman, D. (2012). Six barriers causing educators to resist teaching online, and how institutions can break them. *Distance Learning, 9*(3), 51-56.

Gyurko, J., MacCormack, P., Bless, M. & Jodl, J. (2016*). Why colleges and universities need to invest in quality teaching more than ever*. Retrieved March 3, 2018, from the Association of College and University Educators: http://acue.org/wp-content/uploads/2016/05/White-Paper-201611114-Web.pdf

Hart Research Associates. (2015). *Higher education faculty on training for effective teaching*. Unpublished raw data.

Harward, D., & Taylor, K. (2014). *What makes a great training organization?: A handbook of best practices*. Upper Saddle River: Pearson Education

Hensel, N., Hunnicutt, L., & Salamon, S. (2015). *Redefining the paradigm: Faculty models to support student learning.* Laguna Woods, CA: The New American Colleges and Universities.

Herman, J. H. (2012). Faculty development programs: The frequency and variety of professional development programs available to online instructors. *Journal of Asynchronous Learning Networks, 16,* 87-106.

Hesse-Biber, S., & Leavy, P. (Eds.). (2008). *Handbook of emergent methods*. New York: Guilford Press.

Hillman, S. J. & Corkery, M. G. (2010). University infrastructural needs and decisions in moving towards online delivery programmes. *Journal of Higher Education Policy and Management, 32*(5), 467-474.

Hines, S.R. (2009). Investigating faculty program assessment practices: What's being done and how can it be improved? *The Journal of Faculty Development, 23*(3), 5-19.

Hislop, G. W., & Ellis, H. J. C. (2004). A study of faculty effort in online teaching. *Internet and Higher Education, 7,* 15-31.

Hoey, R., McCraken, F., Gehrett, M., & Snoeyink, R. (2014). Evaluating the impact of the administrator and administrative structure of online programs at nonprofit private colleges. *Online Journal of Distance Learning Administration, 17*(3).

Hoskins, B. (2010). The art of e-teaching. *The Journal of Continuing Higher Education, 58*(1), 53-56.

Hoyt, D.P., & Howard, G.S. (1978). The evaluation of faculty development programs. *Research in Higher Education, 8,* 25-38.

Hoyt, J. E. & Oviatt, D. (2013). Governance, faculty incentives, and course ownership in online education at doctorate-granting universities. *The American Journal of Distance Education, 27*(3), 165-178.

Hybrid Pedagogy. (2018, March 4). Retrieved from http://hybridpedagogy.org/digitalpedagogy/

Ihlebaek, K.A. (2015). Qualitative research: document analysis. *Media and Communication*. Retrieved from

https://www.uio.no/studier/emner/hf/imk/MEVIT4800/h15/documentanalysis.pdf/

Inglis, A. (2008). Approaches to the validation of quality frameworks for e-learning. *Quality Assurance in Education, 16*(4), 347-362.

Intentional Futures (2016). *Instructional design in higher education: A report on the role, workflow, and experience of instructional designers*. Retrieved from https://intentionalfutures.com

Johansson, R. (2003). Case study methodology. *International Association of People– Environment Studies*, 22-24.

Jonassen, D. H. (2004). *Learning to solve problems: An instructional design guide*. San Francisco, CA: Jossey-Bass.

Jones, A., Bennett, R. (2017). Reaching beyond an online/offline divide: Invoking the rhizome in higher education course design. *Technology, Pedagogy and Education, 26*(2), 193-210.

Karabell, Z. (2013). College is going online, whether we like it or not. *The Atlantic*. Retrieved

from http://www.theatlantic.com/business/archive/2013/05/college-is-going-online-whether-we-like-it-ornot/275976/

Keengwe, J., Kidd, T., & Kyei-Blankson, L. (2009). Faculty and technology: Implications for faculty training and technology leadership. *Journal of Science Education and Technology, 18*(1), 23-28.

Kelly, R. (2018). Instructional design support helps increase student-to-student interaction in Online courses. *Campus Technology*. Retrieved from https://campustechnology.com/articles/2018/04/02/report-instructional-design-support-helps-increase-student-to-student-interaction-in-online-courses.aspx.

Kennedy, P.E., Chyung, S.Y., Winiecki, D.J., & Brinkerhoff, R.O. (2013). Training professionals' usage and understanding of Kirkpatrick's Level 3 and Level 4 evaluations. *International Journal of Training and Development*, 18(1).

Kenny, R. F., Zhang, Z., Schwier, R. A., & Campbell, K. (2005). A review of what instructional designers do: Questions answered and questions not asked. *Canadian Journal of Learning and Technology, 31*(1), 9–16.

Kirkpatrick, J. D. & Kayser Kirkpatrick, W. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.

Knowles, M., Holton, E. F., III, & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Burlington, MA: Elsevier.

Knox, S., & Burkard, A. (2009). Qualitative research interviews. *Journal of the Society for Psychotherapy Research, 19,* 566-75.

Kolomitz, K., & Cabellon, E. (2016). A strategic necessity: Building senior leadership's fluency in digital technology. *New Directions for Student Services, 155,* 47-57.

Kreber, C., & Kanuka, H. (2006). The scholarship of teaching and learning and the online classroom. *Canadian Journal of University Continuing Education, 32(2*), 109-131.

Kress, H., Thering, A., Lalonde, C., Kim, S., & Cleeton, L. (2012). Faculty reflections on online course development and implementation for teacher education. *International Journal of Technology, Knowledge & Society, 8*(1), 73-83.

Kucsera, J.V., & Svinicki, M. (2010). Rigorous evaluations of faculty development programs. *The Journal of Faculty Development, 24*(2), 5-18.

Kumar, S., & Ritzhaupt, A.D. (2015). Knowledge and skills needed by instructional designers in higher education. *Performance Improvement Quarterly, 28*(3), 51-69.

Kumar, S. & Ritzhaupt, A. D. (2017). What do instructional designers in higher education really do? *International Journal on E-Learning, 16*(4), 371-393.

Kupczynski, L., Maxwell, G., & Amro, H. (2013). Faculty perceptions of student performance in the online classroom. *E-Learning and Digital Media, 10*(3), 294-304.

Lackey, K. (2011). Faculty development: An analysis of current and effective training strategies for preparing faculty to teach online. *Online Journal of Distance Learning Administration, 14*(5). Retrieved from http://www.westga.edu/~distance/ojdla/winter144/lackey144.html

Lafee, S. (2013). Flipped learning. *The Education Digest, 79*(3).

Lane, L. M. (2013). An open, online class to prepare faculty to teach online. *Journal of Educators Online*, *10*(1), 1-32.

Lee, J. (2002). Faculty and administrator perceptions of instructional support for distance education. *International Journal of Instructional Media, 29*(1), 27-45.

Lion, R. W. & Stark, G. (2010). A glance at institutional support for faculty teaching in an online learning environment. *EDUCAUSE Quarterly*, *33*(3). Retrieved from http://www.educause.edu/ero/article/glance-institutional-support-faculty-teaching-onlinelearning-environment.

Littlejohn, A., Beetham, H., & McGill, L. (2012). Learning at the digital frontier: A review of digital literacies in theory and practice. *Journal of Computer Assisted Learning, 28*(6), 547-556.

Loes, C. N., & Pascarella, E. T. (2015). The benefits of good teaching extend beyond course achievement. *Journal of the Scholarship of Teaching and Learning, 15*(2), 1–13.

Lowenthal, P.R., Wray, M. L., Bates, B., Switzer, T., & Stevens, E. (2013). Examining faculty motivation to participate in faculty development. *International Journal of University Teaching and Faculty Development, 3,* 149-164.

Maguire, L. L. (2005). Literature review: Faculty participation in online distance education: Barriers and motivators. *Online Journal of Distance Learning Administration*, *8*(1). Retrieved from http://www.westga.edu/~distance/ojdla/spring81/maguire81.htm

Marek, K. (2009). Learning to teach online: Creating a culture of support for faculty. *Journal of Education for Library & Information Science, 50*(4), 275-292.

Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3 ed.). Thousand Oaks, CA: Sage Publications.

Mason, J., Hickman, C., Dyer, A., Koproske, C., Fry, G., & Taha, M. (2010). *Engaging faculty*

in online education: Rightsizing incentives and optimizing support. Washington, DC: Education Advisory Board.

McDonald, J., & Mayes, T. (2007). The changing role of an instructional designer in the implementation of blended learning at an Australian university. In M. J. Keppell (Ed.), *Instructional design: Case studies in communities of practice*. London: IGI Global.

McGriff, S. J. (2001). Leadership in higher education: Instructional designers in faculty development programs. *Association for Educational Communications and Technology, 1*(2). 307-313.

McIsaac, M.S. & Gunawardena, C.N. (2002). Distance Education. In D.H. Jonassen, (Ed.), *Handbook of research for educational communications and technology: a project of the Association for Educational Communications and Technology.* (pp. 403-437). New York: Simon & Schuster Macmillan.

McKee, C., & Tew, W. (2013). Setting the stage for teaching and learning in American higher education: Making the case for faculty development. *New Directions for Teaching & Learning, 133,* 3-14.

McQuiggan, C. A. (2011). *Preparing to teaching online as transformative faculty development*. Unpublished Doctoral Dissertation, Penn State University, State College, PA.

Merriam, S. (2009). Qualitative research: A guide to design and implementation. San Francisco: Jossey-Bass.

Mertens, A., Stöter, J., & Zawacki-Richter, O. (2014). Predictors of perceived importance and acceptance of digital delivery modes in higher education. *Research in Learning Technology, 22*. Retrieved from http://dx.doi.org/10.3402/rlt.v22.23342

Meyer, J. D. & Barefield, A. C. (2010). Infrastructure and administrative support for online programs. *Online Journal of Distance Learning Administration, 13*(3). Retrieved from http://www.westga.edu/~distance/ojdla/Fall133/meyer_barfield133.html

Meyer, K. A., & Murrell, V. S. (2014). A national study of training content and activities for faculty development for online teaching. *Journal of Asynchronous Learning Network, 18.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1030527.pdf

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). Thousand Oaks, CA: Sage Publications.

Mohr, S., & Shelton, K. (2017). Best practices framework for online faculty professional development: A Delphi study. *Online Learning, 21*(4), 123-140.

Morris, N. (2014). How digital technologies, blended learning and MOOCs will impact the future of higher education. In*ternational Association for Development of the Information Society.* Retrieved from http://files.eric.ed.gov/fulltext/ED557272.pdf

Nasseh, B. (2001). A brief history of distance education. *Adult Education in the News*. Retrieved from http://www.seniornet.org/edu/art/history.html

Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd ed.). San Francisco, CA: Jossey-Bass.

O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Orr, R., Williams, M. R., & Pennington, K. (2009). Institutional efforts to support faculty in online teaching. *Innovative Higher Education, 34*(4), 257-268.

Palloff, R.M. & Pratt, K. (2011). *The excellent online instructor: Strategies for professional*

Development. San Francisco: Jossey-Bass.

Parker, K., Lenhart, A., & Moore, K. (2012). The digital revolution and higher education college

presidents, public differ on value of online learning. *The Catalyst, 40*(3), 18-24.

Paslawski, T., Kearney, R., & White, J. (2014). Measuring the Effectiveness of Faculty

FacilitationTraining in Problem-Based Learning in a Medical School. *Creative*

Education, 5, 164-170.

Patton, M. Q. (2015). Qualitative research and evaluation methods (4th ed.). Thousand Oaks,

CA: Sage Publications.

Pedagogy. (n.d.). *In Collins English Dictionary*. Retrieved from

https://www.collinsdictionary.com/dictionary/english/pedagogy.

Puri, A., Graves, D., Lowenstein, A., & Hsu, Lily. (2012). New faculty's perception of faculty

development initiatives at small teaching institutions. *ISRN Education, 2012*(1).

Ragan, L. C. (1999). Good teaching is good teaching. An emerging set of guiding principles and

practices for the design and development of distance education. *Cause/Effect, 22*(1), 20-

24.

Ramsay, C. M., Aman, D. D., & Pursel, B. K. (2014). Blogging pragmatics and

pedagogy: An adventure in faculty development. *Education and Information*

Technologies, 19, 425-440.

Reeves, D. B. (2012). *Transforming professional development into student results*. Alexandra,

VA: ASCD.

Reid, L. F., Sexton, J., & Orsi, R. (2015). Outcomes of a faculty development program

promoting scholarly teaching and student engagement at a large research-intensive

university. *The Journal of Faculty Development, 29*(3), 23-36.

Ritzhaupt, A., Poling, N., Frey, C., & Johnson, M. (2014). A synthesis on digital games in education: What the research literature says from 2000 to 2010. *Journal of Interactive Learning Research, 25*(2), 261-280.

Rovai, A. P. & Downey, J. R. (2010). Why some distance education programs fail while others succeed in a global environment. *The Internet and Higher Education, 13*(3), 141-147.

Rowland, G. (1992). What do instructional designers actually do? An initial investigation of expert practice. *Performance Improvement Quarterly, 5*(2), 65-86.

SACSCOC. (2012). Distance and correspondence education: Policy statement. Retrieved from http://www.elearning.tcu.edu/DistanceLearning/Distance_Correspondence_PolicyStatement.pdf.

Saldaña, J. (2011). Fundamentals of qualitative research: Understanding qualitative research Retrieved from https://vivauniversity.files.wordpress.com/2014/02/saldana-2011-fundamentals-ofqualitative-research.pdf

Samuel, A. (2016). Online faculty development: What works? *Adult Education Research Conference*. Retrieved from http://newprairiepress.org/aerc/2016/papers/36

Saroyan, A., & Trigwell, K. (2015). Higher education teachers' professional learning: Process and outcome. *Studies in Educational Evaluation, 46*, 92–101.

Schmidt, S.W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development, 18*(4), 481–498.

Schwandt, T. (2007). The Sage dictionary of qualitative inquiry. Thousand Oaks, CA: Sage Publications.

Scull, R. W., Kendrick, D., Shearer, R., & Offerman, D. (2011). The landscape of quality assurance in distance education. *Continuing Higher Education Review, 75,* 138-149.

Seidman, A. (2012). *College student retention: Formula for student success*. Lanham, MD: Rowman & Littlefield.

Seirup, H., Tirotta, R., & Blue, E. (2016). Online education: Panacea or plateau. *Journal for Leadership and Instruction, 15*(1), 5-8.

Senge, P. M. (1990). The leader's new work: Building learning organizations. *Sloan Management Review, 32*(1), 7–23.

Sevillano-García, M.L., & Vázquez-Cano, E. (2015). The impact of digital mobile devices in higher education. *Educational Technology & Society*, *18*(1), 106-118.

Shelton, K. (2010). *A quality scorecard for the administration of online education programs*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3423965).

Shiffer, C.C. (2000). Faculty motivators and inhibitors for participation in distance education. *Educational Technology, 40*(2), 43-46.

Siemens, G., Gašević, D., & Dawson, S. (2015). *Preparing for the digital university: A review of the history and current state of distance, blended, and online learning*. Arlington: Link Research Lab. Retrieved from http://linkresearchlab.org/PreparingDigitalUniversity.pdf

Smith, E. (2012). The digital native debate in higher education: A comparative analysis of recent literature. *Canadian Journal of Learning and Technology, 38*(3). Retrieved from http://files.eric.ed.gov/fulltext/EJ999218.pdf

Smith, T. (2005). Fifty-one competencies for online instruction. *The Journal of Educators*

Online, 2(2).

Sorcinelli, M. D. (1994). Effective approaches to new faculty development. *Journal of Counseling & Development, 72*(5), 474–479.

Sorcinelli, M. D., Berg, J. J., Bond, H., & Watson, C. E. (2017). Why now is the time for evidence-based faculty development. In C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outputs of faculty development* (pp. 5-16). Washington, DC: American Council on Education.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success.* San Francisco, CA: Jossey-Bass.

Stockley, D., McDonald, J., & Hoessler, C. (2015). Nudges, pulls, and serendipity: Multiple pathways to faculty development. *The Journal of Faculty Development, 29*(3), 61-68.

Syed, I. (2016). Implementation of total quality management. *International Journal of Emerging Trends in Engineering and Development, 6*(6).

Tabor, S. W. (2007). Narrowing the distance. *Quarterly Review of Distance Education, 8*(1), 47-57.

Taylor, M. D. (2017). (Ed.). *Institutional commitment to teaching excellence: Assessing the impacts and outputs of faculty development*. Washington, DC: American Council on Education.

Tinto, V. (2004). *Student retention and graduation: Facing the truth, living with the consequences*. Washington, DC: Pell Institute for the Study of Opportunity in Higher Education.

Tinto, V. (2006). Research and practice of student retention: What next? *Journal of College Student Retention, 8*(1), 1–19.

Truong, M. H., Juillerat, S., & Gin, D. H. C. (2016), Good, fast, cheap: How centers of teaching and learning can capitalize in today's resource-constrained context. *To Improve the Academy, 35*(1), 180–195.

Tyton Partners. (2017). Time for class: Lessons for the future of digital leaning higher education. *Babson Survey Research Group*. Retrieved from http://Tytonpartners.com/Tyton-wp/wp-content/uploads/2017/07/Time-for-Class-_-2017-Final_3.pdf

Urhiewhu, O., & Emojorho, D. (2015). Conceptual adoption of technology acceptance model in digital information resources usage by undergraduates: Implication for higher education institutions in Delta and Edo of Nigeria. *Journal of Education and Practice, 6*(21), 82-92.

Vaill, A. L., & Testori, P. A. (2012). Orientation, mentoring and ongoing support: A three-tiered approach to online faculty development. *Journal of Asynchronous Learning Networks, 16*(2), 111-119.

Van Acker, F., Van Buuren, H., Kreijns, K., & Vermeulen, M. (2013). Why teachers use digital learning materials: The role of self-efficacy, subjective norm and attitude. *Education and Information Technologies, 18*(3), 495–514.

Varvel, V. E. (2007). Master Online Teacher Competencies. *Online Journal of Distance Learning Administration, 1*(1).

Varvel, V.E., Lindeman, M., & Stovall, I.K. (2003). The Illinois online network is making the

virtual classroom a reality: Study of an exemplary faculty development program. *Journal of Asynchronous Learning Networks, 7*(2), 81-95.

Vogt, P. (2005). Dictionary of statistics and methodology: A nontechnical guide for the social sciences. Thousand Oaks, CA: Sage Publications.

Warschauer, M. (2007). The paradoxical future of digital learning. *Learn Inquiry, 1*(1), 41-49. Retrieved from http://link.springer.com/article/10.1007/s11519-007-0001-5

Watwood, B. et al. (2009). *Building from content to community: [Re]thinking the transition to online teaching and learning*. Virginia Commonwealth University CTE White Paper. Retrieved from http://www.vcu.edu/cte/pdfs/OnlineTeachingWhitePaper.pdf/

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Dallas, TX: National Staff Development Council.

Windes, D., & Lesht, F. (2014). The effects of online teaching experience and institution type on faculty perceptions of teaching online. *Online Journal of Distance Learning Administratio*n*, 17*(1).

Yin, R. K. (2009). Case study research: Design and methods (4th ed.). Thousand Oaks, CA: Sage Publications.

Appendix A:

Consent for Participation in Research

Version 8.22.18

UNIVERSITY OF NEW ENGLAND

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Evaluating Faculty Development for Online Teaching: A Higher Education

Institution's Implementation of an Evidence-Based Evaluation System

Principal Investigator(s): F. Ruth Chisum

<u>**Introduction:**</u>

Please take your time to read this form. The purpose of this form is to give you

information about the research study, and to document your voluntary opt-in if you choose to

participate. You may also request that I read this form to you. You are encouraged to ask any

questions that you may have about this study now, during, and/or after the project is complete.

Again, please take your time to consider and decide whether or not you want to participate in the

study. Remember, your participation is voluntary.

<u>**Why is this research study being done?**</u>

This research is being performed to learn more about the evaluation of online faculty

development programs. Online education is on the rise and colleges and universities are looking

for ways to improve their initiatives and operations when it comes to faculty development.

Researchers want to learn more about the experiences and viewpoints of training developers who

conduct and evaluate faculty development. My goal at the end of this investigation is to produce a case study of how an evaluation system for faculty training was designed and implemented.

Who will be in this study?

Training developers, like yourself, are invited to participate in this study. I am interested in including training personnel who were involved in the decision-making process to adopt a new model for evaluating online faculty training. Other participant qualifications include:

- Those who designed the new framework for evaluating online faculty development.

- Those who implemented the new online faculty training evaluation system.

- Those who delivered the training, and

- Those who are part of evaluating how well the online faculty development went.

What will I be asked to do?

Participation in the study involves completing a one-on-one, online interview, between you (the participant) and me (the researcher). The interview length is estimated at 60-90min. It is also my intent to record the interview for the purposes of transcribing and analyzing the data. Interviews will be scheduled in March and April 2019.

In addition to the interview mentioned above, I will also request that you join me for a follow-up review of the interview transcript. I want to ensure that I have accurately captured your intended responses and would love to provide you a chance for review. This follow-up is estimated to take 60min. and will held in late April 2019.

What are the possible risks of taking part in this study?

There are no foreseeable risks associated with participation in this study. I will make it my priority to protect your privacy throughout the length of the study. If, at any moment, you perceive a risk in conjunction with this opportunity, you retain the right to withdraw or remove yourself without penalty.

What are the possible benefits of taking part in this study?

There are no direct benefits to participating in this study. While there are no direct benefits to participants, it is my hope that the study itself will contribute to the larger discourse of online education, particularly as it relates to learning more about supporting online faculty through opportunities for development.

What will it cost me?

There are not costs incurred to you for participating in this study.

How will my privacy be protected?

It is my goal and responsibility to take every precaution towards preserving the confidentiality of your identity.

First, please note that your identity and all personally identifiable information (PII) will be disassociated from the study and from the interview documentation. I will use a system of data coding through which I will substitute your PII with generic labels and alpha-numeric codes. This anonymization and de-identification of data will begin with the interview transcript. The same precautions will be used in documenting any information collected, and also in the presentation and publication of research findings. While I will know your name and identity, I will not make any direct mention of your involvement using your PII.

Secondly, any saved files that are part of this study will be stored in my password-protected computer, and further, will be uploaded to a secured hosted system behind a firewall. I will hold onto data related to this study only as long as it is necessary to complete and publish the case study dissertation. I estimate that all data will be permanently deleted by July 2022.

Moreover, the study will be published as a dissertation in the researcher's pursuit of a Doctorate degree. Currently, there are no other plans to publish in any journal articles or presentations. You may request a copy of the dissertation once completed; however, there will be no mention of your name, or any organizational affiliation in the study.

Finally, all communication, which includes invitation to participate in the study and invitation to review and verify transcription of interviews, will take place electronically via direct email between you (the participant) and me (the researcher). Each email will be directed to you individually and in exclusivity. In other words, other participants will not be aware of your identity or your contact information or your participation in this study.

How will my data be kept confidential?

All of the data collected as part of this research study will be stored in my password-protected computer, and further, in the Blackboard Learn® Learning Management System (LMS), within a course, which is hosted behind a firewall and utilizes sophisticated security measures to protect electronic data. Stored files, documents, interview transcripts, the interview in .mp3 form, and your signed consent form will be stored within the LMS and kept only for the purposes of completing the Doctoral Study.

If you chose to participate in this study, I will be grant you access to the web-conferencing software in order to conduct the interview and follow-up meeting. I will provide you with a username and password. Passwords will protect against unauthorized access.

- The researcher is the only individual who will have access to this information.

- Any data in-transit will be encrypted.

- All names and other PII will be removed from the formal study

- All communication, which includes invitation to participate in the study and invitation to review and verify transcription of interviews, will take place electronically via direct email between you (the participant) and me (the researcher).

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.

- Your decision to participate will not affect your relationship with the researcher, Ruth Chisum.

- You may skip or refuse to answer any question for any reason.

- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

- You are free to withdraw from this research study at any time, for any reason.

    o If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.

- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study Ruth Chisum.

    o For more information regarding this study, please contact Ruth Chisum at ruthchisum@gmail.com or 561-267-7362.

- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Dr. Ann Burch, aburch1@une.edu or (480) 219-6061.

- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.

_____

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

_____   _____

Participant's signature or   Date

Legally authorized representative

_____

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

_____   _____

Researcher's signature   Date

_____

Printed name

Appendix B:

Proposed Recruitment Language: Email Invitation

Principal Researcher	Ruth Chisum
Title of Study	Evaluating Faculty Development for Online Teaching: A Higher Education Institution's Implementation of an Evidence-Based Evaluation System

Email Invitation

Dear _____,
 	
 Thank you for your time in carefully reading and considering this email.
 	
 As you know, I am pursuing a doctorate degree in Transformational Leadership through the University of New England. As part of my dissertation work, I am launching a case study inquiry on how an institution of higher learning implemented an evidence-based evaluation system to measure the efficacy of online faculty certification. I would like to invite you to participate in my study, as I firmly believe that your experience, perspective, and professional involvement in this effort will contribute significantly to the study.
 	
 Criteria to Participate
 Please consider the following functions or tasks as related to the online faculty certification series. If you answer yes to one or more of the conditions listed below, you are a prime candidate for inclusion in this study:
 	
    o   I was involved in the decision-making process to adopt a new model for evaluating online faculty training.
 	
    o   I am one of the program designers who designed the new framework for evaluating online faculty development.

      o   I am part of the implementation team that rolled out the new online faculty training evaluation system.

      o   I am responsible for delivering training during the online faculty certification events.

      o   I am part of the evaluation team, which assesses how well the online faculty development went.

Time Commitment
1. Participation in the study involves completing a one-on-one, online interview, which is estimated to take 60-90min. Interviews will be scheduled in mid-February 2019 – March 2019.
2. Also, a follow-up will be held to review the transcribed interview together, in order to ensure I have accurately captured your intended responses. Follow-up is estimated to take 60min. and will held in March 2019.

Consent and Protection of Privacy
If you meet the criteria for participation and can manage the commitment of time, I would love for you to consider being a part of this valuable study. If you decide to participate, you will receive a consent form, which outlines additional details about the study, your rights as a participant, and the steps I will take to anonymize, safeguard, and protect your privacy as well as any information collected throughout the study. Please note that there is no monetary compensation for participating in this study. Your consent is considered voluntary, and you may elect to remove yourself from the study at any time without penalty.

Thank you again for your time and careful consideration of this request. It would be an honor to have you participate in my research study.

Ruth Chisum

Appendix C:

Data Collection Instrument: 1:1 Interview Protocol

Principal Researcher	Ruth Chisum
Title of Study	Evaluating Faculty Development for Online Teaching: A Higher Education Institution's Implementation of an Evidence-Based Evaluation System

Research Questions	
RQ1	What key factors led to the adoption of an evidence-based model?
RQ2	How was the evidence-based evaluation system designed and developed?
RQ3	What were the enablers and barriers to its implementation?
RQ4	What role did instructional designers play in the faculty development program?
RQ5	What did institutional support look like throughout the implementation?

Interview Protocol for 1:1 Interviews
Introductory Question
1. *Please tell me which role or function most accurately describes your involvement in the implementation of an evidence-based model for evaluating online faculty development*:

a. I am one of the program designers who designed the new framework for evaluating online faculty development.

b. I am part of the implementation group that rolled out the new evaluation system.

c. I am directly responsible for delivering training during the online faculty certification events.

d. I am part of the evaluation team, which assesses how well the online faculty development went.

e. Other: please indicate.

Main Questions	
Please think back to the time when the need for an evidence-based model first became apparent. With that experience in mind, please answer the following questions:	RQ Correlation
2. *What do you recall were the prompters for a new way of evaluating faculty training?*	RQ1
3. *Was there a specific event that triggered a need for change?*	RQ1
4. *How was the decision made to adopt a new model for evaluating faculty training?*	RQ1
5. *How long did it take for consensus-building regarding the new evaluation model?*	RQ1
6. *What were some of the compelling reasons for moving to an evidence-based model for evaluating faculty training?*	RQ1

Let's switch gears. I will now ask you some questions about how the new evidence-based was designed. With that experience in mind, please answer the following questions:	RQ Correlation
7. How did you set out to design a new way to measure the efficacy of your online faculty certification?	RQ2
8. Was the new method designed fully in-house or did you solicit the assistance of other departments, or constituents outside of the institutions, i.e. consultants?	RQ2
9. Which evaluation framework(s), if any, informed the design of your new model? In other words, was there a model out there you wanted to emulate?	RQ2
10. What are some of the main differences between the evidence-based model and the former evaluation system?	RQ2
11. What was most important when designing a new evaluation framework?	RQ2
12. How long would you say the design phase lasted?	RQ2
13. What were the expected outcomes of implementing the new model?	RQ2
Thinking in terms of the enablers and barriers to the implementation, please consider the following questions:	RQ Correlation
14. What enabled the adoption of the new model?	RQ3

15. What would you say were the strongest enablers behind its implementation?	RQ3
16. What would you say were the strongest barriers faced throughout the process?	RQ3
17. What do you wish you would have known prior to the implementation?	RQ3
18. If you could launch the initiative once again, what would you do differently?	RQ3
19. How would you assess your own readiness in the new evaluation model?	RQ3
I would now like to ask you a couple of questions about the role and function of the instructional designers in relation to the online faculty certification and evaluation process.	RQ Correlation
20. Are instructional designers involved in the faculty development effort for online teaching?	RQ4
21. In your estimation, what are the benefits and values to involving instructional designers in the process?	RQ4
22. Out of the following list, please indicate which roles and functions, if any, are carried out by the instructional designers during the online certification training period: a. Recruitment of faculty to enroll in professional development (spreading the word) b. Delivery of training (as presenters and trainers)	RQ4

c. Support and one-on-one assistance during training
 	
    d. Course design/development during training
 	
    e. Evaluating training outcomes post event
 	
    f. Reporting training evaluation results	

Thinking in terms of the institution support, please consider the final set of questions:	RQ Correlation
23. Outside of the internal training and implementation team, who would you say were the biggest promoters of the change?	RQ5
24. Did senior leadership endorse or support the adoption of an evidence-based model for evaluating faculty training?	RQ5
25. Did you receive special funding to launch this initiative?	RQ5
26. If special funding was received, how were the funds earmarked?	RQ5
27. Did you receive special training to move towards a new evaluation model for faculty training?	RQ5
28. In general, what forms of institutional support did you receive to implement an evidence-based model for evaluating online faculty development?	RQ5