FACULTY MOTIVATIONS AND INCENTIVES FOR TEACHING ECOURSES AT A FOR-PROFIT ONLINE APPLIED ARTS COLLEGE

A Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University, Online
College of Education

In Partial Fulfillment of
the Requirements for the Degree of

Doctor of Education

by

Laurie Tenzer

November 2012

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Doctoral Dissertation Research Committee Approval:

Keyes B. Kelly, Ed.D.	Date
Linda S. James, Ed.D.	Heather Pederson, Ph.D.

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Linda S. James, Ed.D.

Department: College of Education

ABSTRACT

A shortage of qualified online faculty exists as learner demand rises. This replication research studied two sample populations—full-time and adjunct—of online faculty at a for-profit applied arts college. The purpose of this study was to discover the motivators and incentives that drive faculty to teach online, enabling college-level administrators to make decisions targeted at retaining and hiring a qualified online teaching pool. Using descriptive and inferential statistics the study explored four research questions about the motivators and incentives of two current online populations. The findings showed flexible schedule to be the top motivator for both populations. Additionally, adjuncts were motivated by job concerns. Passing on experiential knowledge and the ability to balance work and family motivated full-timers. Higher pay and professional development opportunities were the top incentives for both sample populations. Full-timers were also concerned with job security. It was concluded that ensuring a flexible schedule and higher pay are two areas that administrators should focus on in order to attract and retain top online teaching talent. Questions remain as to whether the results were universally dependent upon subject matter taught (i.e., art, career, liberal arts, engineering courses) or the type of institution (i.e., public, non-profit, for-profit). Would the results have been different had the study been conducted during a stable era at the institution? A replication of this study at the same institution at a future date would answer this question. A study at a different 100% online college would help further elucidate the findings.

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DEDICATION

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CHAPTER ONE: INTRODUCTION TO THE PROBLEM

Chapman (2011) stated that there is a growing need for qualified distance educators as online higher education enrollments continue to climb. The most recent annual report on distance learning indicated that the growth of online enrollment persists (Allen & Seaman, 2011). Increasing enrollments create a greater need for faculty who are qualified to teach as distance educators (Meixner & Kruck, 2010). Economics at the vast majority of institutions of higher learning in the United States dictate that part-time faculty members account for a larger segment of the teaching staff when compared to the number of full-time instructors (Meixner & Kruck, 2010). In the online realm, the tertiary teaching ranks are nearly equivalent between full-time and part-time instructors at 51% to 49% (National Center for Educational Statistics [NCES], 2011).

Problem Background

Just as face-to-face (F2F) instructors employ pedagogical skills that range from poor (Michael, 1997) to excellent (Yair, 2008), online instructors' skills, attitudes, and knowledge can vary, whether they are full professors, part-time adjuncts, or full-time lecturers (Savery, 2005). Online instruction requires a special set of skills, strategies, and tactics, leading to a shortage of a qualified online instructor pool (Savery, 2005). Savery (2005) stated that many higher education faculty do not possess the special skill set required to transform themselves into excellent online instructors.

Some instructors may be highly animated F2F lecturers who deliver lively performances in the ground-based classroom (Yair, 2008). The lecturer appears before the group of learners, communicates orally and through body language, and the students sit and listen passively (Savery, 2005). This instructional approach is commonly known

as *sage on stage* (O'Meara, Hall, & Carmichael, 2007). In the sage on stage instructional style, students are able to see and hear the instructor and form opinions about the presented material. With F2F classes of 30 or more, it is difficult for the instructors and students to become acquainted with one another on a personal basis (O'Meara et al., 2007). On the other hand, delivery of instruction online requires a highly personalized approach to teaching and learning (Savery, 2005).

Due to the nature of web-mediated instruction, a special set of communication skills is required that ensures pedagogical soundness and high-quality instructors who facilitate rather than deliver the learning (Wolf, 2006). Muirhead (2002) found no correlation between instructor success in the F2F classroom and instructor success in the online classroom. That is, though a teacher might be successful in the physical classroom, those skills do not necessarily transfer well to the online campus.

According to Palloff and Pratt (2011), an excellent online instructor possesses a number of unique characteristics including**:**

- high motivation and enthusiasm,
- dedication to teaching**,**
- commitment to student-centered learning**,**
- the ability to act creatively**,**
- a willingness to take risks and incorporate suggestions**,**
- good time management and organizational skills**,**
- quick reaction to learner needs,
- and extensive life experience that goes beyond teaching credential qualifications.

According to the American Association of University Professors (1997), since 1972, tertiary educational institutions have significantly increased their dependence upon adjunct and other part-time faculty to fill instructional needs. As of fall 2009, statistics indicated that reliance on adjunct faculty continues to grow and comprises nearly half the faculty pool of public and private institutions with 49% part-timers and 51% full-time employees (National Center for Educational Statistics, 2011).

Part-time adjunct faculty bring both economic and instructional benefits to institutions. Economically, the institutions save money by paying out lower salaries and lesser, if any, fringe benefits. Academically, adjunct faculty bring "real-world" experience to the learning community, thus providing modern enhancements to the subject matter.

The disadvantage of a large adjunct staff is that part-timers often feel less allegiance to the institution for which they work, have little involvement in the internal activities of the institution, and receive less compensation than their full-time colleagues (AFT Higher Education, 2010). Reliance on such a large pool of adjunct faculty can lessen the quality of instruction (American Association of University Professors, n.d.).

Significance of the Problem

Most tertiary institution faculty members refer to learner demand as their primary reason for transitioning into online teaching (McCarthy, 2009). Chapman (2011) identified the gap between the number of institutions needing quality online instructors—both tenured/tenure track and contingent—and the reported dearth of qualified available instructors needed to fill the pedagogic role in the online modality.

For example, in Georgia, where there is a push to grow and strengthen distance education offerings within the state university system, learners and faculty are urged to use distance education as part of a new system-wide consolidation initiative (Downey, 2012). Many F2F professors are reluctant to move to the online modality (Picciano, 2006). As a result, institutions have increased their hiring of adjunct faculty to fill instructional needs. The most desirous adjunct is one who already possesses online teaching skills, as this can provide savings in terms of reduced training costs to the institution (Picciano, 2006).

With the growth of student demand for web-mediated learning, teacher education programs and faculty training cannot keep pace with the growing population of online learners (Johnson, Smith, Willis, Levine, & Haywood, 2011). The 2011 annual Horizon Report on New Media suggested that progress is slow in training skilled instructors for digital programs. Technologies change so rapidly that they outpace curriculum development and create a need in teacher training programs (Johnson et al., 2011).

Definitions

The following is a list of terms used throughout the study.

Adjunct faculty is a type of contingent faculty member considered to be a part-time instructional professional (American Association of University Professors, n.d.).

Blended learning is a term used to describe courses that contain components of both F2F and web-based instruction (Picciano, 2006).

Contingent faculty are part-time workers in institutions of higher learning who lack the benefits afforded to those who are full-timers. Under the umbrella of contingent faculty are positions such as *postdoc*, *teaching assistant*, *non-tenure-track faculty*,

adjunct, *clinical faculty*, *part-timer*, *lecturer*, *instructor*, or *non-senate faculty* (American Association of University Professors, n.d.).

Distance education (DE) is the exchange of course materials between an instructor and learner who are situated in separate locations (Casey, 2008). The term is used interchangeably or positioned on a continuum to indicate the multiplicity of instructional formats and technologies used to implement DE (Savery, 2005).

Face-to-face (F2F) instruction is defined as an instructor-led physical classroom where all participants are situated in the same location (American Society for Training & Development, 2010).

For-profit institution is a degree-granting institution that uses business models, including centralized top-down decision-making, to drive the processes that provide learners with the knowledge and skills required to compete in the modern job marketplace (Lechuga, 2008).

Full-time faculty is an instructional professional who facilitates teaching and learning within a classroom setting without distinction as to whether the classroom is ground-based or online.

Hybrid learning is a term similar in meaning to blended learning that is used to describe courses that contain components of both F2F and web-based instruction (Picciano, 2006).

Incentives are rewards for taking certain actions (Chapman, 2011).

Mixed mode learning is a term similar in meaning to blended learning and is used to describe courses that contain components of both F2F and web-based instruction (Picciano, 2006).

Motivators are items that drive a person into action (Chapman, 2011).

Non-profit institution is a degree-granting institution, either public or private, that functions as a traditional college or university where faculty drive the curriculum and other academic decisions (Lechuga, 2008).

Online learning is similar in meaning to distance education and web-based instruction. The term is used interchangeably or positioned on a continuum to indicate the multiplicity of instructional formats and technologies used to implement DE (Savery, 2005).

Web-based instruction is similar in meaning to online learning and distance education. The term is used interchangeably or positioned on a continuum to indicate the multiplicity of instructional formats and technologies used to implement web-based instruction (Savery, 2005).

Web-enhanced learning is a term similar in meaning to blended learning and used to describe courses that contain components of both ground-based and web-based instruction (Picciano, 2006).

Significance of the Study

This study will add to the literature by comparing what motivates and incentivizes online faculty in the online classroom at a proprietary applied arts college. Online teaching requires a specialized skill set (Savery, 2005). While some post-secondary instructors find the transition to be natural, most F2F instructors require further training. Faculty need not have F2F experience in order to teach online (Wolf, 2006).

Chapman (2011) studied that which motivated and incentivized faculty to continue teaching online at a singular state-funded institution. Results suggested further

investigation into "responses from faculty from different types of institutions (i.e., for-profit, private, public)" (para. 45) so as to allow for further examination of the strategies that attract and retain quality faculty by institution type. Chapman (personal communication, November 10, 2011) stated that the sample size of the adjunct faculty population at the studied institution was insignificant; thus, Chapman expanded the sample population to incorporate all types of contingent faculty as defined by Holub (2003), including contract faculty, full-time non-tenure track faculty, term faculty, adjunct faculty, visiting professors, and lecturers.

There are inherent differences between Chapman's (2011) work and the current study. Although Chapman's primarily quantitative methods study was replicated, the population sample in the current study was taken from a proprietary (i.e., for-profit) online applied arts college headquartered in the northeastern United States and accredited by the Middle States Commission on Higher Education rather than from a non-profit land-grant institution. The institution has a population of approximately 1,000 adjunct faculty and 200 full-time faculty; this indicates a ratio of 17% to 83%, a much wider gap than the national statistics of 51% to 49% indicate (National Center for Educational Statistics, 2011).

The significance of the study is that it will show whether Chapman's (2011) conclusions regarding the motivations and incentives of online faculty can be generalized to a different population, namely, adjunct and full-time faculty of a for-profit institution. The study will provide institutional policymakers with low-cost suggestions for supporting the development of a high quality online adjunct faculty pool.

Full-time faculty members are not tenured at the for-profit institution; however, they are afforded many benefits that adjunct faculty do not earn. Unlike full-time faculty who are appointed and salaried, adjunct faculty are contracted, as needed, on a course-by-course basis. This policy and many others that marginalize adjunct faculty can lead to lesser allegiance to the institution and thus lesser positive outcomes for students (Gaillard-Kenney, 2006). The intent of this study was to surface the issues such that administration can lower the costs of supporting existing adjunct faculty via improved strategies that attract, develop, and maintain a highly qualified online adjunct faculty pool.

Strengthening the pool of part-time faculty will help ensure that learners receive optimal opportunities for their education (Jaeger & Eagan, 2009). A strong faculty pool ensures that administration can spend more time supporting faculty, rather than expending resources on monitoring low-performing instructors (Gaillard-Kenney, 2006). Supporting a strong faculty pool allows an administration with limited resources to provide the best learning opportunities for online learners (Gaillard-Kenney, 2006).

Research Questions

The following research questions guided the study:

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract and retain adjunct faculty to teach online courses?
4. What incentives would attract and retain full-time faculty to teach online courses?

These four questions were based on similar questions asked by Chapman (2011) and adjusted for the type of faculty at the institution to be studied. A tenure-track does not exist at the institution. Thus, full-time faculty were considered the permanent faculty population for this study. Contingent faculty members at the institution studied are very specific. They are part-time and teach three or fewer courses per quarter. These part-timers are called adjunct faculty. Therefore, rather than using the terms tenured faculty and contingent faculty as in Chapman's study, this study's population comprised full-time faculty and adjunct faculty.

Limitations and Delimitations

Researchers define limitations and delimitations so as to add credibility to the study (Cone & Foster, 2006). The essential difference between limitations and delimitations is that delimitations are intentional constraints posed by the researcher, whereas limitations amount to unintentional restrictions due to the study design (Bryant, 2004).

Limitations

According to Bryant (2004), limitations are the constraints created by the methodology that are beyond the control of the researcher. For this study, the limitations included:

- At the beginning of this study, the principal investigator was a member of the online full-time faculty of the college to be studied.
- Subsequently, the principal investigator became an adjunct online faculty member at that same institution.
- Many in the population knew the principal investigator.

- Only volunteers from the current online faculty were studied.
- The content taught by individual faculty was not studied.

Delimitations

Bryant (2004) described delimitations as the parameters that preclude researchers from asserting that findings are true for all populations, locations, and points in time. The delimitations in this study included:

- The study was delimited to a single proprietary applied arts college.
- The study was delimited to a single point in time.
- The study population was delimited to full-time and adjunct faculty who taught at least one online course at a single applied arts college.
- Online faculty were studied. Those providing ground-based or blended modality instruction were not studied.

Overview of the Study

As online learning continues to grow (Allen & Seaman, 2011), the need for qualified adjunct faculty continues. Concurrent with the student demand for online education is the institutional demand for adjunct faculty. The current study replicated the Chapman (2011) study by comparing the motivators and incentives for adjunct online versus full-time faculty with a variance in the sample population to a for-profit scenario.

The study was conducted at an applied arts college headquartered in the northeastern United States. As of 2011, the online division of the college accounted for 60% of its enrollment. The majority of learners are adults; that is, they are past traditional college age. The college offers 2- and 4-year degrees and certificates across 12 different programs. Using group comparison research techniques, the study used a

predominantly quantitative approach with some qualitative data also being collected using Chapman's (2011) survey instrument. Results from data collection are summarized in the aggregate, thus protecting the privacy of the subjects.

Summary

The problem is that online student populations continue to grow and most faculty are ill-prepared to teach in an online environment. Addressing this problem will help institutions gain better insight into how to best attract and maintain skilled online faculty. The current study replicated a study that was conducted at a large, publicly-funded land-grant university located in the southeastern United States. The population for the study was selected from a private, for-profit applied arts college.

CHAPTER TWO: LITERATURE REVIEW

The literature review identifies gaps in the literature and show how the current research will add to the scholarly knowledge base. The purpose of this literature review was to answer the research questions by first laying the foundation by tracing the historical development of distance education and online learning and their impact on the faculty workforce. A discussion of modern-day higher education follows and includes the different sectors in higher education. The literature review continues by using the research questions to drive the discussion regarding adjunct and full-time faculty and studies that have looked at their motivations and incentives to teach online.

The questions are four-fold and based on research previously conducted by Chapman (2011). Some of the literature confuses the terms *motivator* and *incentive*, or uses the terms interchangeably. For the purposes of this study, motivators were defined as things that drive a person into action and incentives as those things that reward the person for that action (Chapman, 2011). The following research questions informed this literature review.

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract and retain adjunct faculty to teach online courses?
4. What incentives would attract and retain full-time faculty to teach online courses?

As online learning in higher education continues to expand, the need for qualified online faculty is also expanding (Chapman, 2011). As the need for online faculty grows,

institutions are looking to fill their academic staffing needs with more and more adjunct faculty (West, 2010). Thus, it becomes important to better understand what motivates and incentivizes these two constituencies. A comparison of the two faculty pools—full-time and adjunct—revealed the different motivations and rewards required by each population. This comparison study helps with understanding how institutions can better support the needs of these two groups so as to positively impact student enrollment and persistence.

In a meta-analysis on the impact of online learning upon tertiary faculty, Labach (2011) observed that previous studies treated the online professoriate as a singular group that possessed identical characteristics. That is, most studies did not distinguish between tenured, non-tenured, adjunct, and other contingent faculty. They were studied as a singular group even though adjunct faculty members teach the majority of web-based classes. Labach maintained that there was room for more research inquiries into these distinct populations.

Databases and Keywords

The following databases were searched electronically to produce this review of the literature: ProQuest Central, EBSCO Host Academic Search Elite, eBrary, and Google. The archives of the *Journal of Asynchronous Learning*, the *Online Journal of Distance Learning Administration*, and *EDUCAUSE Quarterly Magazine* were also explored. Keywords used were: distance learning, distance education, online learning, adjunct faculty, faculty motivation, online faculty, faculty incentives, faculty rewards, adjunct faculty, and part-time faculty.

Distance Education

Distance education (DE) is the exchange of course materials between an instructor and learner who are situated in different locales (Casey, 2008). The term is used interchangeably or positioned on a continuum to indicate the multiplicity of instructional formats and technologies used to implement DE (Savery, 2005). Mayadas (1997) described asynchronous learning networks (ALN) as a distinct idea separate from the traditional distance learning methods of correspondence courses. With the use of computer technology and networks, ALN addressed the traditional barriers to distance learning, including learner isolation, remoteness, and inflexible time allocation (Mayadas, 1997).

Historical Underpinnings

Distance education traces its roots to the correspondence courses that began in 1852 where the postal service was used as a means to bridge the distance between instructor and learner for a course in Pitman shorthand (Casey, 2008). Distance learning was first endorsed at the college level in 1892 when the University of Chicago implemented its first correspondence course. Technology was introduced for the first time as a medium for educational delivery with the advent of radio. In the early twentieth century, 200 radio stations were licensed to United States colleges (Casey, 2008). Next, video in the form of television was introduced as a means to bridge the divide between college learners and instructors.

The introduction of web technologies allowed learners for the first time to directly interact with their instructors without needing to wait for days or weeks for a response, though they did this in a distant place at a different time. Rather than a singular back and

forth interaction between instructor and student, the ALN helped build a learning community where a group of learners could interact with the instructor and each other (Mayadas, 1997).

Historically, educators have been apprehensive about web-based distance education due to quality control issues with the technology. Distance learning has continued to adjust as new technologies become available (Casey, 2008). For example, new communication technologies serve as the drivers of distance education, such as course management platforms and, today, mobile technologies (Mentor & Ahmad, 2010), and social networks (Bowen, 2011).

Online education began to soar when in 2006 the United States Department of Education changed its rules such that those students receiving federal financial aid were permitted to attend colleges with coursework offered online for more than 50% of the degree program (Bradley, 2006). This rule change led to growth in online enrollments, particularly in the for-profit sector, because at the time of the rule change for-profit institutions were considered to be the major suppliers of online education (Bradley, 2006). As student demand for online courses and degrees increased (Allen & Seaman, 2008), the need for qualified online faculty grew (Easton, 2003).

Easton (2003) described that the demand for online courses created ill-defined roles for faculty. In an ethnographic study, Easton found that the online instructor's role required a new set of skills that included shifting time and space, effective use of online management strategies, and engaging students via digital communications.

Current Views

A qualitative study by Menchaca and Bekele (2008) analyzed the best tools, technologies, and strategies for success in the online learning environment as perceived by learners, instructors, and administrators. The researchers identified technology that made the online learning environment adaptable and appealing to various learning styles. Menchaca and Bekele examined the importance of collaboration, reflection, and construction of the online learning community. Learner satisfaction and prerequisite skills, along with faculty and administrative support, provide for a successful online program.

Online enrollment in higher education has skyrocketed as Internet usage for learning has become more commonplace (Allen & Seaman, 2010). According to Park and Choi (2009), the population of adult online learners continues to grow. Distance learning provides strong interactivity between learners, learners and instructor, and learners and the course content. These interactive scenarios are difficult to duplicate in the F2F classroom because the ratio of faculty to students is unsuitable for one-to-one faculty-to-student transactions, especially in large general education classes (Desai, Hart, & Richards, 2008).

Research evidence has shown that a quality online instructor is the key to student persistence in online courses. Therefore, the hiring, training, and evaluation of high-quality online instructors should be a top priority for institutions that provide learning opportunities via the online modality (Palloff & Pratt, 2011).

Yet, even if part-time faculty members are highly trained in the instructional medium, the quality of education may still suffer. A large adjunct pool may mean that

part-timers feel less loyalty to the institution, are less involved in the internal institutional activities, and receive less compensation than their full-time colleagues (AFT Higher Education, 2010). Dependence upon a large pool of adjunct faculty can lessen the quality of instruction (American Association of University Professors, n.d.).

As the demand for online education continues to grow, the concurrent need to recruit and hire faculty who may not have the expertise or knowledge to teach a course online is also growing (Easton, 2003). Therefore, good training and incentivizing high-quality faculty have become significant concerns for institutions (Chapman, 2011). To ensure high quality instruction, the institution must provide support, recruitment, training, and development for online faculty (Puzziferro-Schnitzer & Kissinger, 2005). However, today's poor economy has forced institutions to cut back on faculty training, leaving online instructors without the skills for working in a virtually foreign environment (Chapman, 2011).

The State of Higher Education Today

Ikenberry (2012) reported that overall job growth in the academic sector had moderated from the previous quarter, while the trend since mid-2011 has been toward using part-timers to fill open faculty positions.

Public, Private Non-Profit, and Private For-Profit Sectors

Data gatherers, such as the United States Department of Education (IPEDS Data Center, 2012) and the Sloan Consortium (Allen & Seaman, 2011), break out higher education into three different sectors based on differences in the nature of their business models: publicly-funded, private non-profit (religious affiliation and not religiously affiliated), and private for-profit. While publicly-funded institutions rely on state

finances, non-profit private institutions raise funds through their endowments, their tax-exempt status, and federal funding of research. On the other hand, for-profits rely heavily on subsidizing their operations using tuition collected via federal student loans (Sacks, 2011).

According to Rampell (2012), three-fourths of all higher education enrollments are in public colleges and universities. State-funded public institutions have cut back on important programs, such as technical, engineering, and health care, reflecting a 25-year trend by states withdrawing funding to higher education. Due to the reduction in public funds, class sizes continue to grow and tenured faculty are being replaced with adjuncts.

Bailey, Badway, and Gumport (2001) conducted an exploratory research study that compared the for-profit sector to publicly-funded community colleges. The findings predicted that the for-profit sector would have little impact on community college enrollments despite similar student populations. The study also implied that for-profit institutions were a bigger threat to 4-year bachelor's degree programs rather than 2-year associate's degree programs found in community colleges. Although the study compared just one highly respected for-profit institution to community colleges, Bailey et al. described that in the majority of for-profit colleges, the faculty pool consisted primarily of adjuncts.

The Phenomenon of For-Profit Post-Secondary Institutions

The for-profit sector has been instrumental in the growth of online education. The University of Phoenix, for example, saw a growth of almost half a million students that was propelled by its online offerings (Bennett, Lucchesi, & Vedder, 2010; Wilson, 2010). Contrary to earlier reports where community colleges and 4-year public institutions had

seen proprietary institutions as a threat to existence (Wilson, 2010), online education at public and private non-profit institutions continues its steady growth, but not as rapidly as in previous years (Allen & Seaman, 2011). The for-profit sector is shrinking as private non-profit and public institutions are increasing their online offerings (Allen & Seaman, 2011). In the previous year, Wilson (2010) reported that for-profit college enrollments, as a whole, grew more rapidly than their public and non-profit counterparts.

With public and private non-profit institutions feeling the encroachment into their traditional territory by the for-profits, these institutions are innovating new online programs such as the newly announced MITx, a free online instructional program at the Massachusetts Institute of Technology, a first-tier private non-profit research institution. As Professor Woodie Flowers stated, ". . . holding the for-profit world at bay seems to be one of the unwritten strategic goals of MITx" (Solomon, 2012, p. 1). Yet, for-profit institutions today see a drop in enrollments in their online segments (Allen & Seaman, 2011).

Bennett et al. (2010) attributed growth in the for-profit sector to its mission of providing educational opportunities to learners in traditionally underserved learner populations, such as minorities, the poor, and older students, where online enrollments subsidized ground-based branches due to the lower operating costs. Enrollment numbers have a direct impact on full-time and part-time faculty, particularly in the for-profit sector where hiring is driven by the tuition collected from enrollments (Bennett et al., 2010) In the publicly-funded arena, Zaback (2011) reported that faculty-to-student ratios declined by approximately 9% and the faculty-to-student ratio for adjunct faculty increased due to funding reductions by state governments.

Unlike the private non-profit and publicly-financed institutions where faculty are required to conduct research and provide service to the institution, teaching is the key focus for success in the for-profit sector (Association for the Study of Higher Education [ASHE], 2006). As the number of enrollments climbed in the for-profit sector, the number of faculty also rose (ASHE, 2006). These institutions, in the main, did not award tenured positions for their full-timers (ASHE, 2006).

Emerging Trends in Online Distance Higher Education

NCES (2011) found that the percentage of tenured faculty had declined in the last few years. The percentage of institutions with tenure systems during the 2009-2010 academic year (48%) was lower than in the 1993-1994 academic year (63%). NCES attributed the dip, in part, to the expansion of the number of for-profit institutions of which tenure systems are virtually non-existent (1.5%) and those that have tenure systems (1.5% in 2009-2010).

Allen and Seaman (2011) reported that 55% of enrollments in the for-profit sector showed either static or downward trends over previous years as reported by chief academic officers. The report also stated that non-profit institutions, both public and private, continued to expand enrollments, but not as quickly as in years past. The downward trend in the for-profit sector (Blumenstyk, 2012) has led to reduced full-time staffing (Zaback, 2011) and a concomitant increase in the size of the adjunct pool.

Role of the Online Instructor

Wolf (2006) stated that "teaching online is a new paradigm that requires a different set of skills than teaching face-to-face" (p. 54). According to Palloff and Pratt (2011), the online instructor is a facilitator of learning who ensures that students take

responsibility for their own learning processes. The instructor acts as guide, resource, and facilitator of learning. As facilitator, the instructor must establish an interactive and strong online presence while demonstrating expertise and guiding learners through the knowledge-acquisition process. The differences between excellence in teaching online versus teaching in the F2F classroom is that the excellent online instructor meets learners' needs by using technology and achieves these criteria of teaching excellence without ever physically meeting with a student (Palloff & Pratt, 2011, p. 13-14).

Excellence in Online Instruction

Savery (2005) discussed that special skills, strategies, and tactics were needed for teaching in the online environment. Due to the technology widely available at the time, many early online learning environments were limited to text-based interactions between learner and faculty member. Excellent online instruction meant that the professor had to be able to easily communicate using the written word and, in the absence of facial expressions and voice tone, communicate emotions in writing (Savery, 2005).

As broadband network technologies and more powerful computers became available to the majority of potential learners, multimedia took root in the online classroom and introduced the need for additional skills for the excellent online instructor (Picciano, 2006). The availability of online web conferencing technologies helped to emulate the sage on stage lecture style by bringing back the instructor's vocal tone and personality projection. Where asynchronous learning overcomes time and place restrictions, these online meeting technologies require that instructors and learners be simultaneously present online (i.e., synchronously), thereby losing the flexibility that asynchronous tools, such as discussion boards and email, can provide (Schilling, 2009).

Adding video applications to the mix of online educational technologies enables learners to see the instructor's facial expressions (Gilles, 2008) just as they would in the ground-based classroom. Newer applications, such as social media networking and mobile applications, make technical skills in the collaborative online environment even more important for the online instructor.

Yet, learner-centered learning, with its roots in constructivist theory, is the modern norm for providing excellent online instruction (J. C. Moore, Sener, & Fetzner, 2006). Learner-centered learning engages the learner such that knowledge is constructed from the materials, the relationship between instructor and learner, and the relationships between learners. This creates a learning community with a knowledge base that can be leveraged into a greater sum of its parts. Online faculty need to demonstrate excellent skill in facilitating this learning community in addition to understanding and using the appropriate technologies (Savery, 2005).

Palloff and Pratt (2011) outlined the characteristics of the excellent online instructor. The excellent online instructor:

- understands that there are distinctions between face-to-face and online instruction.
- can effectively capitalize on the distinctiveness of online instruction by designing, developing, and facilitating online classes.
- is committed to online teaching and understands the advantages of delivering instruction in the online medium.
- recognizes the importance of instructor online presence and establishes presence early in the course.

- encourages students to be present to maximize learning opportunities and build an interactive learning community.
- is highly motivated and a good motivator for learners.
- understands the importance of community building and sets that tone at the start of the class.
- promotes interactivity amongst students through development of class materials that engage them and encourage them to find their own materials.
- integrates collaborative work into the design and delivery of an online class.
- respects learners as partners in the learning process.
- is actively engaged throughout the duration of the course.
- provides timely formative and summative feedback throughout the duration of the course.
- is open, flexible, compassionate, and responsive.
- is a leader by example.

Training Programs for Online Instructors

No standardized methods exist for training faculty to teach online courses, which has led to inconsistent faculty skills in online teaching (Burnsed, 2011). Wolf (2006) found a shortage of scholarly literature regarding the training of online instructors.

Gose (2010) described the online instructor training programs at for-profit institutions as "finely honed" (p. 1). In contrast, Gose reported that because faculty at the non-profits make the academic decisions, the process is not well-defined and only half of non-profit institutions have mandatory programs. Motivated faculty at non-profits go

outside their home organizations to be trained in online instruction (Gose, 2010). Thus, training can be uneven and not as uniform as in the for-profit requirements (Gose, 2010).

Batts, Pagliari, Mallett, and McFadden (2010) studied on-campus and off-campus training opportunities for community college faculty who taught online. The findings suggested a need for the expansion of faculty training opportunities for those who teach online. Okpala, Hopson, Fort, and Chapman (2010) conducted a triangulated study of pre-service school administrators who were trained via the online medium. The study found strong evidence that online instructional delivery was an effective means to train pre-service school administrators.

Motivation to Teach Online

Wlodkowski (2008) discussed the underpinnings of motivation in the following quotation:

> Motivation is basic to our survival. It is the natural human process for directing energy to accomplish a goal. What makes motivation somewhat mysterious is that we cannot see it or touch it or precisely measure it. We have to infer it from what people say and do. (p. 2)

Adjunct Faculty

"Whether they are teaching on-campus, online, or a combination of both, adjunct faculty bring enthusiasm and spirit to their teaching assignments" (West, 2010, p. 21). Nearly 75% higher education faculty members today are adjuncts or part-timers (AFT Higher Education, 2010). The trend over the last 40 years of increasing the use of adjunct faculty continues. Tipple (2010) posited that the adjunct professoriate comprises approximately 50% of faculty currently active within institutions of higher learning. The NCES (2011) confirmed a similar number with approximately 49% active adjunct

faculty. The number is higher for adjunct faculty who teach 100% online (Knapp, Kelly-Reid, & Ginder, 2010).

In a qualitative study of online adjunct faculty, Dolan (2011) found that communication between adjunct faculty and the institution was infrequent and inadequate whether faculty taught online or F2F. Adjunct faculty were not recognized by their institutions and thus felt undervalued. Little to no opportunities to further skills were provided by the institutions (Dolan, 2011).

Using the framework of the four categories to classify F2F adjunct faculty identified by Gappa and Leslie (1993), Shiffman (2009) applied the same framework to online adjunct faculty. Rather than conducting a comparison study of different faculty populations, Shiffman classified adjunct faculty into a framework that sorted F2F adjunct faculty into four categories: Aspiring Academic – someone looking for a full-time position; Career-Ender – one who has retired from a career other than teaching; Freelancer – one who holds several part-time jobs, including at least one teaching position; and Specialist, Experts, or Professionals – those who are employed full-time outside the academy.

Research Question One: What Motivates Online Adjunct Faculty?

Gull (2008) studied institutional support, faculty development, and self-development support for online adjunct faculty. In the quantitative study, the research questions examined the perceptions of online adjunct faculty in the three support areas. The convenience sample of 37 participants responded to an announcement on an internationally available online discussion board. The participants represented a broad base of institutions with a large representation of for-profits, where 65% of adjuncts

worked for more than one institution. The study found that institutional support was the most important need of online adjunct faculty. Included in institutional support were such items such as equitable pay, cell phone discounts, tuition benefits, health insurance, training, and trust. Gull examined a small convenience sample and looked at all adjuncts in the same manner. That is, the analysis did not differentiate among institutions where adjunct faculty were employed, but did look at the diverse needs of adjunct faculty. For-profit, public non-profit, and private non-profit institutions were grouped together.

In an exploratory, non-experimental, descriptive research study conducted at two online universities using a sample population of 637 adjunct instructors, Shiffman (2009) described the motivating factors that led adjunct faculty to teach online. The three most common factors were the joy of teaching, personal satisfaction, and a flexible work schedule. The three least motivating factors were job security, advancement, and benefits. Salary compensation was ranked neutrally.

Where Labach (2011) found that few studies addressed the motivations of online adjunct instructors, the available literature examining online adjunct faculty at for-profit institutions is even more limited (Lechuga, 2008). In a study at a large publicly-funded university, Chapman (2011) found that the motivators and incentives for online teaching by full-time faculty were different from those motivators and incentives for adjunct faculty.

Full-Time Faculty

Earlier studies (Rockwell, Shauer, Fritz, & Marx, 1999; Schifter, 2000) have looked at motivation to teach in the online classroom. However, most of these studies used faculty members who taught full-time. Giannoni (2008) posited that the needs and

desires that motivated full-timers who teach online could vary considerably from the needs and desires of part-timers who teach online.

Zawacki-Richter, Bäcker, and Vogt (2009) studied the most popular research in distance education from 2000 through 2008 and found that interaction and communication in learning communities, instructional design, and learner characteristics were the most frequently studied areas. Research on distance education faculty development and support was tied for sixth place out of 12 areas in the number of studies published in the leading peer-reviewed journals, leaving open a need for further study in these areas.

The old pedagogical model defined by O'Meara et al. (2007) as the instructional paradigm, or sage on stage, has been dropping by the wayside in favor of a learner-centered approach. That is, a pedagogy where the instructor operates as *guide on the side*, facilitating learners into negotiating meaning from the materials presented.

A paradigm shift has slowly overtaken the traditional pedagogical model in higher education. The traditional model of sage on stage where the lecturer instructs is a common teaching strategy used in college classrooms. The newer instructional construct where the lecturer acts as a guide on the side helps learners construct their own meaning from the pedagogical materials. This strategy is considered to be a learner-centered approach to learning (O'Meara et al., 2007). In the context of adult learning, Knowles, Holton, and Swanson (2005) defined learner-centered learning as the learner taking responsibility for his or her own learning through self-direction and evaluation.

While the learner-centered model has been slow to adapt to the F2F classroom, learner-centered learning is ideally suited to the online classroom and was quickly

adopted as the de facto online instructional model. In other words, those faculty ensconced in the traditional model have a difficult time transitioning to online teaching. Many institutions look to adjunct faculty to fill the gaps that are created when full-time faculty may be too married to the traditional ground-based setting (Chapman, 2011).

Research Question Two: What are the Motivations for Full-Time Faculty to Teach Online?

In the publicly-funded and private non-profit sectors, full-time faculty are not required to teach online. With tenure in place in these two types of educational organizations, little institutional leverage exists that would motivate faculty to teach online. Due to a lack of interest in stretching their comfortable instructional paradigms, many tenured faculty are unwilling to teach online (Tabata & Johnsrud, 2008).

As a result of the sage on stage construct of traditional pedagogy, many full-time faculty are not well-equipped and, therefore, may be uncomfortable teaching online absent the needed skill set (Easton, 2003). What does motivate quality full-time faculty to teach online? Incentives or rewards motivate faculty to deliver quality online instruction (Rockwell et al., 1999). Motivators that help faculty move to the online domain include the prospect of innovating new instructional techniques, self-gratification, satisfying personal desires to teach, peer recognition, and recognition outside of the academy (Rockwell et al., 1999).

Successful distance education initiatives rely on an essential resource critical to the delivery of any educational initiative; that is, quality faculty who deliver a high level of instruction (Tabata & Johnsrud, 2008). Beginning in the early 1990s when the web began to take hold in the lives of everyday consumers, web-based learning began

replacing correspondence courses (Casey, 2008). The literature reveals that at that same time, faculty resistance to online instruction was prevalent (Lee, 2001; Schifter, 2000). To encourage faculty to migrate their skills to the online environment, researchers began to study faculty motivators.

In a focus group study, Hiltz, Shea, and Kim (2007) found that the flexibility of teaching anytime from anywhere was one of the most important motivators for faculty to teach 100% online. Other leading motivators included more or better personal interaction and community, creativity and technical challenges found in the online learning mode, the ability to reach a wider and more diverse student population, and improved course management systems.

Seaman (2009) surveyed faculty about their experiences with and attitudes toward online learning. The study found that the needs of students and personal and professional growth were two motivators that led faculty to teach online.

Lee (2001) found that faculty motivation was strong in the online environment, but stronger still for those who were provided with substantial instructional support, such as course redesign, training in the use of learning platforms and other productivity software, multimedia support, and training in online instructional methods. To improve the sense of institutional affiliation and loyalty for adjunct faculty, Dolan (2011) found institutions lacking in (a) frequency and depth of communication, regardless of the medium, whether online or F2F; (b) recognition of faculty value to the institution; and (c) skill development opportunities.

Incentives to Teach Online

For the current research study, while motivators drive one to action, incentives are defined as those elements that reward participation (Chapman, 2011). The research study compared the different incentives that encourage faculty to teach online.

Research Question Three: What Types of incentives Attract and Retain Adjunct Faculty to Teach Online Courses?

Giannoni (2008) studied the online adjunct population across time using cross-sectional data collection and analysis in order to provide higher education leaders with information on trends in online faculty hiring. The current study adds to the literature by capturing data from one point in time and comparing the full-time and adjunct populations, thereby revealing to academic leaders the differences in motivators and incentives that reward these two populations to help build a strong faculty pool and lower the costs of maintaining that pool.

The Gappa and Leslie (1993) framework helped Shiffman (2009) identify factors that motivated online adjunct faculty. Although the study used an F2F framework as the starting point, Shiffman did not compare online adjuncts with F2F adjuncts, nor was there a comparison of online adjunct motivators to online full-time motivating factors. Comparing the motivational and incentive factors will help to differentiate the needs of online adjunct and full-time faculty. The current study shows a need to differentiate the motivations and incentives of these two diverse groups thus helping institutional decision makers to ensure that the limited financial resources are optimized and spent wisely.

Online adjunct instructors seek positions for various reasons. Schnitzer and Crosby (2003) identified the following typology of online adjunct faculty:

- The Philosopher is motivated by the opportunity to use an advanced degree by teaching online but is employed full-time in a different field.
- The Traditional Teacher is steeped in F2F classroom experience as both a full-timer and an adjunct at other institutions.
- The Moonlighter is employed full-time at a different institution, yet wants to supplement income with part-time work.
- The Full-Time Part-Timer has much experience in online instruction and simultaneously teaches at multiple institutions.
- The Administrator is an internal employee who brings institutional experience to the online classroom. Online teaching experience varies.
- With limited teaching experience, the Graduate is a recent advanced-degree graduate looking for that first teaching assignment.
- The Seeker views the online adjunct position as a stepping-stone to a full-time assignment within the same institution.
- The Retiree is an experienced individual who is chiefly motivated to teach online by a burning desire to teach (para. 10).

In a qualitative study, Bedford (2009) examined the rise of the Full-Time Part-Timer as institutions became more reliant on adjunct faculty to fill the gap between the demand for online courses and the need for quality faculty to teach online. Bedford recommended that these full-time adjuncts should be viewed as consultants so that they can be treated as "collaborative partners in the educational process and be treated as unique individuals with diverse needs and assets" (para. 28).

Ruth, Sammons, and Poulin (2007) stated that postsecondary education leaders must offer extrinsic rewards and financial incentives, including a rethinking of the pay structure of adjunct faculty. The authors described that adjunct faculty earn 20% less than full-timers under poor working conditions (i.e., little institutional support), and are not accepted into the academy's decision-making process. The authors posited that continuing policies in this direction—without incentives—would eventually lead to lower quality instruction.

In a cross-sectional study of online adjunct faculty, Giannoni (2008) suggested that highly-qualified online adjunct faculty would be attracted to an institution that based incentives on intrinsic motivators, such as teaching an underserved population, recognition of academic contributions, opportunity to teach using innovative formats, institutional reputation, and opportunities for professional development. Giannoni also found that extrinsic motivators, such as salary, professional development, health benefits, retirement plans, and freedom from time constraints lured adjunct faculty to the online environment. Monetary outlays associated with onsite work including apparel, gasoline expenses, and the avoidance of other costs associated with F2F adjunct teaching also served as extrinsic motivators for adjunct faculty. However, Giannoni omitted discussion of the types of incentives or rewards that should be employed to lure qualified online adjunct faculty to higher education online programs.

Research Question Four: What Incentives Would Attract and Retain Full-Time Faculty to Teach Online Courses?

In surveying the perceptions of chief academic officers at institutions of higher learning, Allen and Seaman (2011) reported that although the statistics differed

depending on the type of institution, the level of faculty acceptance of "the value and legitimacy" of online learning remained stable at about 30% over the last 8 years (p. 5).

Marek (2009) studied institutional support for training online library and information systems faculty. The study found that incentives such as competitive online faculty grants, support for conference attendance, consideration in faculty review, reimbursement for outside training expenses, and course release to develop new online teaching skills all served as extrinsic rewards or incentives to teach online.

Kinuthia (2005) studied how using incentives to develop faculty (e.g., time off for learning) contributed to faculty success in providing web-based instruction at Historically Black Colleges and Universities. These incentives led to a faculty that was more motivated to teach online courses.

Simpson (2010) addressed the question of how an institution could turn its values into incentives for faculty who teach online. The qualitative case study found that faculty received a variety of intrinsic rewards, such as schedule flexibility and in-depth discussion of didactic topics. Informal incentives were also underscored in this study, including an education awards program for innovative instruction and informal discussions regarding instructional technology where faculty were given a venue to showcase their online experiences to their peers.

Summary

This chapter laid out the historical foundations of distance education, current views, the state of higher education today, and the role of online distance education. Understanding the pivotal role of the online instructor is of essential importance when examining the motivations for online teaching. Also discussed were the factors that

contribute to instructional excellence. While many studies looked at the motivations of full-time and adjunct faculty, the literature review did not reveal any comparison studies of these populations in the for-profit sector. The next chapter discusses the methodology that will be used to compare the motivators and incentives that inspire higher education faculty to teach online in the for-profit sector.

CHAPTER THREE: METHODOLOGY

This study replicated a study previously conducted by Chapman (2011) using tenure/tenure-track and contingent faculty at a publicly-funded land-grant institution located in the southeastern part of the United States. The population in the current replication study was a for-profit institution. As a result of the use of different titles at the institution, the faculty sample was defined as full-time and adjunct faculty.

A traditional quantitative approach was used for this study. Research questions were designed as such that responses could be categorized and measured statistically. Two questions were open-ended and were analyzed using qualitative techniques.

Research Design

Gall, Gall, and Borg (2010) described a replication study as the process of conducting research that uses conditions similar to the initial study. This replication study extended the original Chapman (2011) study by using a population different from the original sample. The following research questions drove the methodology.

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract and retain adjunct faculty to teach online courses?
4. What incentives would attract and retain full-time faculty to teach online courses?

The research was descriptive in that it was a quantitative study that investigated the characteristics of a sample population using predefined variables (Gall et al., 2010).

Gall et al. (2010) defined descriptive research as a means to determine problems of practice. Three features identify descriptive research as such. The features include:

- Quantifying educational phenomena such as behaviors and opinions.
- Samples representative of the population enabling researchers to draw conclusions in generalities rather about individual cases.
- Researchers specify the variables in advance of data gathering.

Sternberg (2008) defined the dependent variable as the cause and the independent variable as the effect. The two dependent variables in this study were the incentives and motivators. Teaching online was the independent variable. The research questions were analyzed in the manner of Chapman (2011). That is, response frequencies for descriptive analysis and chi-square tests were performed to compare both the motivators and incentives that inspire full-time and adjunct faculty to teach online. The comparison helped to surface the significant differences in responses by the sample population groups. Data were collected using the survey instrument designed by Chapman and adapted for this study.

By describing the motivations and incentives of sample populations of adjunct and full-time faculty, the study identified the different needs of online adjunct and full-time faculty to provide administrators with better insight into how to attract and retain top quality instructors to teach in the online environment. The study revealed that which encourages and rewards faculty to teach at an online applied arts college. The results of the study can strengthen the faculty pool by ensuring that the institution's recruiting and training techniques help build a strong, independent, professional pool that requires little supervision while maintaining or strengthening allegiance to the organization.

The study was conducted at an applied arts college headquartered in the northeastern United States. The online division of the college contributes 60% of the total student enrollment. The majority of learners are adults; that is, they are past traditional college age (approximately 24 and older). Adult learners are self-directed, have life experience, are motivated to learn in order to solve a problem, want to apply new skills and knowledge immediately, and learn best using performance activities (Knowles et al., 2005). The ground-based school is primarily composed of traditional college-age students. The institution offers 2- and 4-year degrees and certificates across 12 different programs. Using group comparison research techniques, the study used a predominantly quantitative approach with some qualitative data also being collected using Chapman's (2011) survey instrument. Data were collected using an online survey tool.

The current study adds to the literature by capturing data from one point in time and comparing the full-time and adjunct populations, thus revealing to academic leaders the differences in motivators and incentives that reward these two populations to help build a strong faculty pool and lower the costs of maintaining that pool. Comparing the motivational and incentive factors differentiates between the needs of online adjunct and full-time faculty. The study revealed a need to differentiate the motivations and incentives of these two diverse groups to help institutional decision makers ensure that the limited financial resources are optimized and spent wisely.

Population and Sampling Procedures

After receiving consent from the institution to make contact, invitations to participate in the study were sent to all current full-time and adjunct faculty who taught

online at the Art Institute of Pittsburgh-Online Division. That is, initial survey distribution numbered 1,188—167 full-time and 941 adjunct faculty (Cooper, personal communication, August 15, 2012). Those who responded were considered to be the sample size. Three hundred and thirty-seven faculty returned the surveys, making for a 36% response rate and creating a convenience sample size of 69 full-time and 255 adjunct faculty members. All participants were working adults and thus none were considered a minor under the age of 18. The population from which the sample was taken was located across the United States. Less than 1% of the population was located in other countries. Respondents who lived outside the United States and its territories were dropped from the sample. The population revealed a sample representation of the institution studied—a for-profit applied arts college—and generalize to similar higher education faculty populations.

All members of the study population had an opportunity to volunteer. Bournot-Trites and Belanger (2005) made the case that the primary principle all researchers should follow is respect for human dignity. Human dignity is a key component of "free and informed consent." Free and informed consent gives participants the right to withdraw from the study at any time for reasons real or imagined. An informed consent letter was included as the introductory part of the survey (See Appendix A for informed consent and Appendix C for complete survey). The participants were asked to consent before being allowed to take the survey. If a volunteer participant did not grant consent the participant was electronically prevented from taking the survey.

To protect anonymity, Chapman (2011) did not remediate response bias. The same methodology was followed in this replication study. As there was no reward

provided to motivate participation, bias was expected in that only those who were interested enough to respond became the sample population.

Instrumentation

Chapman (2011) developed a survey that studied four areas: preparation, support, motivations and incentives, and satisfaction in distance education as part of a larger study. For the smaller study, Chapman used the survey section devoted to motivations and incentives. This portion of the survey instrument was compiled using a list of factors that the literature showed to be motivators for instructors to teach. Also based on previous literature, Chapman compiled a separate list of incentives (i.e., rewards) related to teaching. Chapman's permission to use the instrument is included in Appendix B. The motivations and incentives sections of the Chapman instrument were replicated using the Survey Monkey online tool (See Appendix C).

The advantages of collecting data using survey instruments are that they can easily automated the process and thus allow for greater participation when the participants and researcher are situated in different locations. The efficiencies in gathering information via online surveys not only allows for the rapid turnaround of data, but also helps to ensure a greater amount of participation due to ease of use for the survey-taker and ease of submission of the survey (Creswell, 2009).

The survey instrument consisted of three parts. The first part captured demographic information using multiple-choice questions where one response was required. The demographic information was not used to identify the subjects, but rather to sort the collected data into categories. The second section asked what motivated the participants using 23 different characteristics. Respondents were directed to select as

many characteristics from the multiple-choice list that applied personally. In the third section, respondents were directed to identify multiple characteristics in which they found personal reward in online instruction. Twenty different options were offered in the survey. The list of characteristics in both the motivator question and the incentives question were followed by an open-ended question. The other responses in the survey were treated as open-ended questions to enable the participants to respond with personal perceptions. These open-ended responses were coded as qualitative data.

Chapman granted consent to use the same instrument for this study (See Appendix B). The closed-ended questions enabled the capture of quantitative data. Some qualitative data were captured via the use of the open-ended response questions. The closed-ended survey method provides for a quantitative statistical explanation of attitudes, tendencies, or opinions of a sample of the studied population (Creswell, 2009).

The survey was administered online using the SurveyMonkey tool, a commercially available online survey tool used to help design and distribute surveys. After survey distribution, SurveyMonkey helps with collecting and analyzing the data. Further data analysis was also done using a computer-based software application.

Chapman (2011) designed the original survey instrument around a literature review of other survey instruments. The survey instrument contains 24 choices about motivation and 21 choices about incentives. Chapman tested for face-validity using a group external to the study and conducted a pilot test from the sample population. Chapman did not test for response bias. Due to the anonymous method in which the survey was delivered to the population in the current study, a test for response bias was not administered so as to protect the anonymity of the respondents. These same

procedures—face-validity testing, pilot testing, and omission of response bias testing—were replicated in the current study.

To address external validity, a two-person panel of online educators from outside the studied institution will conduct face-validity testing. As the panel is external to the institution, they would not qualify as participants in the sample population. To address internal validity, pilot test participants will be selected at random. The pilot test will be run using a five-subject sample from within the population to be studied and will qualify for the study in the same manner as the general population. The pilot participants will be omitted from the actual study sample.

The collected quantitative data were analyzed using frequencies for descriptive analysis. Chi-squared tests were used to compare the frequencies in responses about motivators and incentives. Comparing the responses of the two sample populations—full-time and adjunct—was employed.

Methodological Assumptions, Limitations, and Delimitations

Assumptions, limitations, and delimitations define the parameters of a research study. The assumptions set the stage with the beliefs of the principle investigator. The limitations are elements beyond the control of the researcher. Delimitations are those parameters that the researcher chooses so as to focus the study on a certain population, location, and point in time (Bryant, 2004). Researchers define limitations and delimitations so as to add credibility to the study (Cone & Foster, 2006). The essential difference between limitations and delimitations is that delimitations are intentional constraints posed by the researcher, whereas limitations amount to unintentional restrictions due to the study design (Bryant, 2004).

Assumptions. Methodological assumptions are those philosophical beliefs brought into the study by the principal investigator and the participants that are accepted as valid. The identification of such beliefs brings validity to the study (Bryant, 2004). For this study, assumptions were that:

- The participants who returned the survey answered honestly.
- Only those interested in the study responded to the survey.
- The survey questions were assumed to be valid.

Limitations. According to Bryant (2004), limitations are the constraints created by the methodology and beyond the control of the researcher. For this study, the limitations were that:

- At the beginning of this study, the principal investigator was a member of the online full-time faculty of the college to be studied.
- Subsequently, the principal investigator became an adjunct online faculty member at that same institution.
- Many in the population knew the principal investigator.
- Only volunteers from the current online faculty were studied.
- The content taught by individual faculty was not studied.

Delimitations. Bryant (2004) described delimitations as the parameters that preclude researchers from asserting that findings are true for all populations, locations, and points in time. The delimitations in this study were as follows:

- The study was delimited to a single proprietary applied arts college.
- The study was delimited to a single point in time.

- The study population was delimited to full-time and adjunct faculty who taught at least one online course at a single applied arts college.
- Online faculty was studied. Those providing ground-based or blended modality instruction were not studied.

Procedures

The procedures and measures were guided by the four research questions.

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract adjunct faculty to teach online courses?
4. What incentives would attract full-time faculty to teach online courses?

Institutional permission. An application to the Argosy University Institutional Review Board (IRB) was submitted. Data collection did not begin until after the principal investigator received approval from the IRB. In accordance with the policy of the institution studied, permission was granted via formal email communication from the Vice President of Online Academic Affairs and his designee, the Associate Dean of Online Programs. A prospectus of the research accompanied the request. Consent to contact the population to be studied was granted by the institution and is shown in Appendix D.

Before participants were contacted, an email was sent to their supervisors informing them of participation in the study of their staff as requested by the institution (See Appendix E). Participants were then contacted via an email that described the study (See Appendix F). While the email included verbiage similar to that in the consent form,

participants were not able to grant consent to participate via email. Rather, they were offered a link to a website that is secured with SSL/HTTPS technology.

Setting. The research was conducted at the online division of an applied arts college headquartered in the northeastern United States. As online faculty operate at a distance via a computer and Internet connection, each replied to the survey questions from his or her personal work setting. The work setting may have been the participant's home or a more public place from which the faculty chose to work, such as a library, Internet café, or other venue. The respondents' personal computer or a public computer may have been used. The respondent determined the choice of computer. To protect privacy, the researcher encouraged subjects to use a private computer or other personal Internet-connected device.

Confidentiality was assured with no data collection that individually identified the subject. Although the survey was administered online, no Internet protocol addresses were collected. Privacy was protected by reporting data in the aggregate and by keeping the names of the participants anonymous. Email addresses were used for survey distribution only. The email was sent via a blind courtesy copy list so that other potential participants did not see the contact information for the other participants. Email addresses were purged from the researcher's computer after the email was sent. The email contained an example of the first survey question so as to encourage participants to click on the link to the survey.

Data Processing and Analysis

The quantitative data were analyzed using frequencies for descriptive analysis. Chi-squared tests were used to compare the frequencies in responses about motivators

and incentives. A comparison of the responses of the two sample populations—full-time and adjunct faculty groups—was employed.

Some questions allowed for a response of "other." These qualitative data were coded and sorted according to themes using qualitative data analysis software. The data were analyzed using the mapping method as recommended by Hart (1998) that acts as a framework to sort and categorize ideas.

Data were stored on the Survey Monkey website and backed up on a computer that was local to and accessible by the principal investigator. Collected data will be destroyed at the completion of this study.

Summary

This chapter described the methodology used to compare the motivators and incentives that inspire higher education faculty to teach online in the for-profit sector. The sample consisted of full-time and adjunct faculty at an applied arts institution located in the northeastern United States. A survey created by Chapman (2011) based on previous literature was the instrumentation used. Methodological assumptions, limitations, and delimitations were defined particular to this study.

Understanding the pivotal role of the online instructor is of essential importance when examining their motivations for online teaching. It is also important to understand the factors that contribute to instructional excellence. While many studies have looked at motivations of full-time and adjunct faculty, the literature review did not reveal any comparison studies of these populations in the for-profit sector.

Online student populations continue to grow and most faculty are ill-prepared to teach online. Addressing this problem will help institutions gain further insights into how

to best attract and maintain skilled online faculty. This study replicated a study that was conducted at a large, publicly-funded land-grant university located in the southeastern United States. The population for the current study was selected from a private, for-profit applied arts college.

CHAPTER FOUR: FINDINGS

Restatement of Purpose

The purpose of the study was to discover the motivators and incentives that drive both full-time and adjunct faculty to teach online at an applied arts college headquartered in the northeastern United States. At the time of the study, the online division of the college accounted for 60% of its total student enrollment. The majority of learners in the online division were adults; that is, they were past traditional college age (approximately 24 and older). Using group comparison research techniques, the data analysis followed a predominantly quantitative approach with some qualitative data also collected via Chapman's survey instrument (2011). Data were collected using an online survey tool.

As the number of online programs and online students continue to increase, the demand for qualified online faculty increases as well (Meixner & Kruck, 2010). This study examined two faculty populations—adjunct and full-time—within the for-profit education sector and compared the different motivators and incentives that spur each group to teach online. Such identification of the similarities and differences between motivators and rewards for adjunct and full-time faculty was conducted as a replication study of Chapman's (2011) work at a publicly-funded land grant institution situated in the southeastern part of the United States. The results reported in this chapter answer the following research questions.

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract and retain adjunct faculty to teach online courses?

4. What incentives would attract and retain full-time faculty to teach online courses?

This chapter discusses the data collected using an electronic online survey instrument and is organized by first reporting on and analyzing the data collected to answer research questions one and two, defined as the motivation questions, and then reporting on questions three and four, defined as the incentive questions.

Summary of Methodology

An online survey instrument adapted from Chapman's (2011) original survey was used to collect both quantitative and qualitative data. SurveyMonkey.com was the tool used to implement the survey instrument. Using an email list provided by the institution, invitations using the SurveyMonkey.com tool were generated and sent to the two populations (i.e., full-time faculty and adjunct faculty). Faculty who responded to the survey from the full-time faculty population became full-time faculty participants in the survey. Those faculty members who responded from the adjunct faculty population became adjunct faculty participants in the survey.

Descriptive statistics were used to compare the mean response rates of the two sample populations. The chi-squared inferential test was used to analyze frequency data allowing for sample populations to be compared for response frequencies and extrapolated to expected outcomes (Gall et al., 2010). The chi-squared test was used because the method used to collect the data was categorical. The chi-squared test was used to compare the response frequencies in the two populations using cross-tabulations. Invitations were sent to 1,108 potential participants consisting of 941 adjunct faculty and 167 full-time faculty. Three hundred and thirty-seven surveys were, returned making for

a convenience sample. Of the 337 respondents, 19 participants opted out voluntarily or were disqualified due to their position within the organization, their minor age, or their location in a foreign country.

Results

A total of 318 surveys were accepted for analysis. Of the 318 surveys, the overall response rate for the sample population was 30%. Two hundred and fifty-one of the 941 adjunct faculty participated, making for a response rate of 27%. Sixty-seven of the 167 full-timers replied for a response rate of 40%. The data are reported using the research questions as guides.

Motivation to Teach Online

The first two research questions sought to collect data that compared the motivational priorities of the adjunct faculty population to those of the full-time faculty population. The research questions were:

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?

To answer the two research questions about motivation, respondents were asked, "What motivates you to teach Distance Education courses?" and instructed to select all answers that applied. Table 1 shows the results of the collected data listed in order of the 23 motivators used in the data collection instrument. Results are reported side-by-side in Table 1 to demonstrate the mean responses by population. Motivator selections are reported in the table in the same order as can be found in the survey instrument. Each motivator selection response frequency is ranked by population.

Table 1
Motivator Selection Frequencies

	Adjunct Faculty (*N*=251)		Full-time Faculty (*N*=67)	
Motivators	*n* (%)	Rank	*n* (%)	Rank
To enhance my online teaching skills	119 (47.4%)	5	28 (41.8%)	6
To supplement my other career/job	143 (57%)	2	15 (20.9)	12
Self-satisfaction	119 (47.4%)	5	29 (43.3%)	5
A lack of permanent employment elsewhere	50 (19.9%)	13	6 (9%)	15
Flexible schedule	217 (86.5%)	1	62 (92.5%)	1
To pass on experiential knowledge	127 (50.6%)	4	33 (49.3%)	3
Financial rewards	89 (35.5%)	10	23 (34.3%)	8
To work with adult learners	90 (35.9%)	9	17 (25.4%)	10
Pressure from my department head	1 (.4%)	21	0 (0%)	18
Intellectual stimulation	100 (39.8%)	8	21 (31.3%)	9
Pressure from my peers	3 (1.2%)	20	0 (0%)	18
As an avenue for full-time employment at this institution	66 (27.5%)	12	17 (25.4%)	10
Opportunities to use new technologies	115 (45.8%)	7	39 (58.2%)	2
For the social connections with faculty	14 (5.6%)	19	7 (10.4%)	14
Opportunities to develop new competencies	119 (47.4%)	6	26 (38.8%)	7
For the professional connections with faculty	39 (15.5%)	15	15 (22.4%)	11
Sense of empowerment	35 (13.9%)	17	14 (20.9%)	12
For social connections with students	17 (6.8%)	18	4 (6%)	17
To enhance my professional career	131 (52.2%)	3	31 (46.3%)	4
For the professional connections with students	38 (15.1%))	16	9 (13.4%)	13
To better balance work and family	90 (35.9%)	9	33 (49.3%)	3
For the opportunity to give back to my community of practice	83 (33.1%)	11	21 (31.3%)	9
As a potential entry point for teaching career	44 (17.5%)	14	5 (7.5%)	16

For adjunct faculty, the top three motivators were a (a) flexible schedule, (b) a supplement to another career or job, and (c) as an enhancement to a professional career, all of which were similar to Chapman's (2011) findings. The least popular motivators for adjunct faculty were: (a) making social connections with other faculty (b) peer pressure, and (c) pressure from department head. In Chapman's study, pressure from department head was a popular response for part-timers (what was defined as contingent faculty). It was posited that these faculty at a public university felt obligated to teach online due to the uncertain nature of their employment. That finding was much different for the population samples in this study, likely due to the fact that both the adjunct and full-time faculty populations in the current study taught 100% online.

For full-time faculty, the top motivators were a flexible schedule and opportunities to use new technologies. Two response choices (i.e., to pass on experiential knowledge and to better balance work and family) resulted in the same mean statistic. The least popular responses for full-time faculty were: (a) for social connections with students, (b) pressure from department head, and (c) pressure from peers.

There were parallels between both faculty groups that a flexible schedule was, by far, the most popular response for both populations—86.5% for adjunct faculty and 92.5% for full-time faculty. The two least popular responses, peer pressure and department head pressure, played a very minor role in motivating faculty to teach online. The differences that stood out in these findings were that adjunct faculty motivation to teach online was driven by career advancement, while full-time faculty rationale to teach online was multi-faceted.

Comparison of Motivation to Adjunct and Full-time Faculty

A chi-squared test was used to analyze each motivator category and compare the two sample populations—adjunct and full-time faculty—side-by-side for expected outcomes for each of the 23 motivator categories. Table 2 shows the differences in that which motivated adjunct and full-time faculty.

Table 2
Differences in Motivators of Full-time and Adjunct Faculty

Motivators	Adjunct Faculty	Full-time Faculty	X^2	*df* (*n*)	Sig. Level
To enhance my online teaching skills	119	28	.672	1 (147)	$p = 0.491$
To supplement my other career/job	**143**	**14**	**27.536**	**1 (157)**	***p* = 0**
Self-satisfaction	119	29	.362	1 (148)	$p = 0.583$
A lack of permanent employment elsewhere	**50**	**6**	**4.382**	**1 (56)**	***p* = 0.046**
Flexible schedule	217	62	1.819	1 (279)	$p = 0.213$
To pass on experiential knowledge	127	33	.038	1 (160)	$p = 0.891$
Financial rewards	89	23	.030	1 (112)	$p = 0.887$
To work with adult learners	90	17	2.603	1 (107)	$p = 0.112$
Pressure from my department head	1	0	.268	1 (1)	$p = 1$
Intellectual stimulation	100	21	1.620	1 (121)	$p = 0.257$
Pressure from my peers	3	0	.808	1 (3)	$p = 1$
As an avenue for full-time employment at this institution	69	17	.120	1 (86)	$p = 0.877$
Opportunities to use new technologies	115	39	3.252	1 (154)	$p = 0.075$
For the social connections with faculty	14	7	2.034	1 (21)	$p = 0.168$
Opportunities to develop new competencies	119	26	1.578	1 (145)	$p = 0.218$

(continued)

Table 2 (continued)
Differences in Motivators of Full-time and Adjunct Faculty

Motivators	Adjunct Faculty	Full-time Faculty	X^2	*df* (*n*)	Sig. Level
For the professional connections with faculty	39	15	1.760	1 (54)	$p = 0.201$
Sense of empowerment	35	14	1.960	1 (49)	$p = 0.183$
For social connections with students	17	4	.055	1 (21)	$p = 1$
To enhance my professional career	131	31	.742	1 (162)	$p = 0.412$
For the professional connections with students	38	9	.122	1 (47)	$p = 0.847$
To better balance work and family	**90**	**33**	**4.002**	**1 (123)**	$\mathbf{p = 0.049}$
For the opportunity to give back to my community of practice	83	21	.071	1 (104)	$p = 0.884$
As a potential entry point for teaching career	44	5	4.112	1 (49)	$p = 0.055$

Note. $p \leq .05$ is in boldface showing those items that were statistically significant.

Statistically significant differences between the two population samples were found in the categories of: (a) supplementing another career or job, (b) the lack of permanent employment elsewhere, and (c) to better balance work and family. Supplementing another career and to better balance work and family were both also found to be statistically significant by Chapman (2011). Interestingly, a potential entry point for a teaching career was found to be statistically significant by Chapman and just slightly less so ($p = .0055$) in the current study. Lack of permanent employment elsewhere was not found to be statistically significant in Chapman's study.

Analysis of "Other" Motivator Responses

The last option in the motivator listing was an open-ended "other" text area asking for additional motivators that were not included in the survey list. Of the 318

participants, 20 faculty members—four full-timers and 20 adjuncts—used this area for free-form comments. Five themes arose and are listed in descending order of popularity: (a) personal needs, (b) the opportunity to serve student learning needs, (c) the online phenomenon, (d) benefits and compensation, and (e) personal satisfaction. Six adjunct faculty and no full-timers gave personal needs as an explanation for what motivated them to teach online. Reasons ranged from caring for family to avoiding a commute to work to living in a rural area, and ability to split time between teaching and working in the artist's studio. The opportunity to serve student learning needs was the rationale that explained the motivation to teach online for three adjunct and one full-time faculty member. A comment from an adjunct instructor was, "Opportunity to help students reach their goals." A similar comment was made by the full-timer, ". . . teach online because it democratizes learning in the arts for folks who cannot get to a traditional art school. That is my #1 motivation." Four free-form responses were garnered from four adjunct faculty and no full-timers describing their motivation as being "because of the thing itself." That is, the online phenomenon. Comments ranged from the belief that online learning can reduce the cost of higher education to ensuring that both online and ground-based courses "maintain parity."

Incentive to Teach Online

The third and fourth research questions sought to collect data that compared the motivational priorities of the adjunct faculty population to the full-time faculty population. The research questions were:

3. What types of incentives attract and retain adjunct faculty to teach online courses?

4. What incentives would attract and retain full-time faculty to teach online courses?

The survey instrument asked respondents to select all that applied from a list of 20 different incentives to teach online. The question asked was, "The list below includes several incentives that may appeal to full-time or adjunct faculty. Which of the following items (if available) would positively influence your decision to continue to teach Distance Education courses?" Table 3 shows the results of the collected data listed in order of the 20 incentives used in the data collection instrument. Results are reported side-by-side in Table 3 to demonstrate the mean responses by population. Incentive selections are reported in the table in the same order that can be found in the survey instrument. Each incentive selection response frequency is ranked by population.

Table 3
Incentive Selection Frequencies

	Adjunct Faculty (*N*=251)		Full-time Faculty (*N*=67)	
Incentives	*n* (%)	Rank	*n* (%)	Rank
Free professional development opportunities	144 (57.4%)	3	35 (52.2%)	4
Serving on a departmental or college policy committees	65 (25.9%)	13	16 (23.9%)	12
Stipends for professional development	145 (57.8%)	2	41 (61.2%)	3
Ability to attend faculty meetings	50 (19.9%)	15	14 (20.9%)	13
Tuition reimbursement at this institution	108 (43.0%)	6	34 (50.7%)	5
Ability to attend departmental social activities	19 (7.6%)	19	13 (19.4%)	14
Program for certification in online instruction	105 (41.8%)	8	13 (22.4%)	15
Opportunities to conduct research	87 (34.7%)	10	21 (31.3%)	9
Enhanced technical support	36 (14.3%)	18	16 (23.9%)	12

(continued)

Table 3 (continued)
Incentive Selection Frequencies

	Adjunct Faculty (*N*=251)		Full-time Faculty (*N*=67)	
Incentives	*n* (%)	Rank	*n* (%)	Rank
More job security	142 (56.6%)	4	44 (65.7%)	2
Increased healthcare benefits	104 (41.4%)	9	33 (49.3%)	6
Opportunities for promotion or increase in rank	128 (51%)	5	31 (46.3%)	7
Increased retirement benefits	106 (42.2%)	7	35 (52.2%)	4
Eligibility for teaching awards	67 (26.7%)	12	20 (29.9%)	10
Access to office space on campus	5 (2%)	20	2 (3%)	17
Higher pay	198 (78.9%)	1	52 (77.6%)	1
A designated mentor from more experienced faculty	46 (18.3%)	16	7 (10.4%)	16
Closer relationships with other faculty	61 (24.3%)	14	17 (25.4%)	11
Ability to assume leadership positions in my department	80 (31.9%)	11	25 (37.3%)	8
Online community for DE instructors like me	41 (16.7%)	17	7 (10.4%)	16

The top three rewards that incentivized adjunct faculty were: (a) higher pay, (b) stipends for professional development, and (c) free professional development opportunities. The least popular incentives were: (a) better technical support, (b) the ability to attend departmental social activities, and (c) access to office space on campus. For full-timers, the most popular incentives were: (a) higher pay, (b) more job security, and (c) stipends for professional development. The least popular incentives among full-time faculty were: (a) access to a designated mentor from more experienced faculty, (b) an online community for online instructors, and (c) access to office space on campus.

Responses to the incentives survey question reflected similarities and differences when the sample populations were compared side-by-side. Similarities were found in that the highest ranked incentive for both populations was "higher pay" and the lowest ranked incentive for both populations was "access to campus office space." Differences were found in the ranking of response frequencies in that the adjuncts' second and third choices were about professional development opportunities while full-timers wanted more job security and a stipend for professional development. These findings are markedly different from Chapman (2011), possibly due to the fact that the institution was making significant organizational changes during the course of this study. Therefore making all faculty feel less stable in their work environment. Another reason for these differences could be due to the difference in institution type between the two studies — for-profit versus public.

The most noticeable difference was in what adjunct and full-timers ranked at the bottom. That is, the ability to attend departmental social activities and enhanced technical support would not incentivize adjunct faculty. An "online community for DE instructors" and a "designated mentor from more experienced faculty" were both incentivizing factors that were of little importance for full-timers.

Comparisons of Incentives for Adjunct and Full-Time Faculty

A chi-squared test was used to compare the differences in incentives for adjunct and full-time faculty. Table 4 shows the results of that test. Significantly, a program for certification in online instruction and the ability to attend departmental social activities were the two categories that showed statistical reliability.

Table 4
Differences in Incentives of Full-time and Adjunct Faculty

Incentives	Adjunct Faculty	Full-time Faculty	X^2	*df* (*n*)	Sig. Level
Free professional development opportunities	144	35	.566	1 (182)	$p = 0.49$
Serving on a departmental or college policy committees	65	16	.113	1 (81)	$p = 0.875$
Stipends for professional development	145	41	.256	1 (189)	$p = 0.676$
Ability to attend faculty meetings	50	14	.031	1 (64)	$p = 0.865$
Tuition reimbursement at this institution	108	34	1.275	1 (145)	$p = 0.271$
Ability to attend departmental social activities	**19**	**13**	**8.182**	**1 (32)**	***p* = 0.01**
Program for certification in online instruction	**105**	**13**	**11.400**	**1 (123)**	***p* = 0.001**
Opportunities to conduct research	87	21	.260	1 (108)	$p = 0.665$
Enhanced technical support	36	16	3.517	1 (54)	$p = 0.066$
More job security	142	44	1.803	1 (186)	$p = 0.21$
Increased healthcare benefits	104	33	1.319	1 (138)	$p = 0.269$
Opportunities for promotion or increase in rank	128	31	.473	1 (161)	$p = 0.583$
Increased retirement benefits	106	35	2.146	1 (143)	$p = 0.167$
Eligibility for teaching awards	67	20	.265	1 (88)	$p = 0.644$
Access to office space on campus	5	2	.242	1 (7)	$p = 0.641$
Higher pay	198	52	.051	1 (253)	$p = 0.867$
A designated mentor from more experienced faculty	46	7	2.364	1 (52)	$p = 0.142$
Closer relationships with other faculty	61	17	.033	1 (79)	$p = 0.874$
Ability to assume leadership positions in my department	80	25	.708	1 (106)	$p = 0.465$
Online community for DE instructors like me	41	7	1.430	1 (49)	$p = 0.336$

Note. $p \leq .05$ is in boldface showing those items that were statistically significant.

"Other" Incentive Responses

The last option for participants to respond was an open-ended "other" question. This free-form area allowed participants to voice their views on incentives that were not included within the question list. Of the 318 participants, 13 responded to this question—10 adjunct and three full-timers. Among the responses, four themes arose: (a) administrative concerns, (b) compensation and benefits, (c) curriculum control, and (d) organizational change. The most popular theme was benefits and compensation with two adjunct and two full-time faculty submitting comments, such as this statement from an adjunct faculty member: "There needs to be more room for advancement. One has no idea if he or she will be teaching classes every term. No healthcare. Nothing." One full-timer took the opportunity to discuss disincentives by stating, "The lower pay scale is the main factor that would drive me to have to leave the institution . . ." The administrative theme showed that adjuncts were concerned with student-facing areas, such as admissions policies and learning outcomes, whereas full-timers had no concerns in these areas. Adjuncts also had concerns about control over the curriculum whereas full-timers did not respond to this category. Only adjuncts responded with organizational change suggestions to incentivize them to teach online. One responded, "Firing the corporate leadership." Another responded that before the organization changed there was a real "community feeling" that had since been lost.

Summary

This chapter described the results of data collected using an online survey instrument to which 318 educators responded between August 27, 2012, and September 21, 2012. The data reported here were mostly quantitative with additional analysis of the

small sample (i.e., 36 cases) of qualitative results. Reported were the motivators and incentives of the online adjunct and full-time faculty sample populations.

The study found that what primarily motivated both adjunct and full-time faculty to teach online was having a flexible schedule. Beyond flexibility of schedule, adjunct and full-time faculty were driven by different factors to teach online. For adjunct faculty, the top motivators were closely related to career needs. The two populations were compared so as to discover whether responses to motivator categories were statistically significant. It was found that (a) supplementing another career, (b) a lack of permanent employment elsewhere, and (c) to better balance work and family were the motivators found to be most statistically significant. The qualitative analysis of motivators showed "personal needs" as the top motivator for adjunct faculty to teach online. Three full-time faculty responded to the open-ended question and each answer was categorized under a different theme.

The top-ranked incentive for both full-time and adjunct faculty was "higher pay." Beyond this top ranking, full-timers looked for job security while adjuncts looked for professional development opportunities and compensation. The two populations were compared so as to discover whether differences were statistically significant. It was found that only two areas showed any statistical significance: program for certification in online instruction and the ability to attend departmental social activities. The qualitative analysis of motivators showed "compensation and benefits" as the top incentive for both adjunct and full-time faculty to teach online.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the previous chapters, discussion of the findings, and conclusions. Implications for practice are discussed and followed by recommendations for further research.

The study looked at the problem of continuing demand by the student population for online learning where there is a dearth of quality faculty who teach in the online environment. Addressing the problem will help institutions gain better insight into how to best attract and maintain highly skilled expert online faculty. The populations for the replication study were selected from a private, for-profit applied arts college. The study replicated that of Chapman (2011), and arrived at similar findings in that there were some differences between what motivated adjunct and full-time faculty to teach online, yet there were important similarities.

Summary

Chapter 1 introduced the problem background, the significance of the problem, the terms that were used in this research study, and the significance of the study. The four research questions were introduced:

1. What motivates adjunct faculty to teach online courses?
2. What motivates full-time faculty to teach online courses?
3. What types of incentives attract adjunct faculty to teach online courses?
4. What incentives would attract full-time faculty to teach online courses?

To support the research questions, Chapter 2 reviewed the literature and laid out the historical foundations of distance education, current views on distance education, the state of higher education today, and the role that online distance education plays in higher

education. Understanding the pivotal role of the online instructor is of essential importance when examining motivations for online teaching. Also discussed in the literature review were the factors that contribute to instructional excellence. While many studies have looked at the motivations of full-time and adjunct faculty, the literature review did not reveal any comparison studies of these populations in the for-profit sector.

Chapter 3 described the methodology that was employed to compare the motivators and incentives that inspire higher education faculty to teach online in the for-profit sector. The two populations studied consisted of full-time and adjunct faculty at an applied arts institution located in the northeastern United States. This chapter described how Chapman's (2011) instrumentation was implemented. Methodological assumptions, limitations, and delimitations were defined as particular to this study.

Chapter 4 described the results of data collected using an online survey instrument to which a total of 318 adjunct and full-time educators responded between August 27, 2012, and September 21, 2012. The data reported were mostly quantitative with additional analysis of the small sample (i.e., 36 cases) of qualitative results. Reported were the motivators and incentives of the online adjunct and full-time sample populations.

Discussion of Findings and Conclusions

During the course of this investigation, the institution from which the populations were selected underwent sweeping changes due to lower student enrollments. The changes included a reduction-in-force ranging from the executive suite all the way down to the faculty who provide the frontline interface between the students and the college. The fluctuating environment provided a different context for this research than what was

first expected. Not only did the organization undergo extraordinary change that led to a shifting work environment for adjunct and full-time faculty, the higher education sector as a whole experienced pressures from new government regulations, high student debt, a poor economy, and the introduction of massive open online courses (MOOCs, Lewin, 2012). MOOCs are complete courses delivered online that possess a global reach. Courses are available for free so that anyone may learn the subject matter presented rather than a student who is earning credit from a accredited institution. Within this revised context, the research questions are matched with the findings and conclusions.

Motivation to Teach Online

The first two research questions drove this section of the study. Using summary statistics, the investigation found that the primary motivator for both adjunct and full-time faculty to teach online was a flexible schedule. This finding matched the findings in Chapman's (2011) study, where both contingent and tenure/tenure-track faculty described a flexible schedule as their most important motivator. The conclusion can be drawn that maintaining a flexible schedule should be the primary objective for higher education administration in order to attract and retain top online teaching talent.

In addition to a flexible work schedule, adjunct and full-time faculty were driven by different factors to teach online. For adjunct faculty, the descriptive statistics showed that the top motivators were closely related to career needs, (i.e., supplement to other job and to enhance a professional career). For full-timers, the summary statistics described more variety, including opportunities to use new technologies, the ability to pass on experiential knowledge, and most statistically significant, to better balance work and family life.

Using the chi-squared test, the two populations were compared so as to discover statistical significance in any of the motivator categories. The most statistically significant motivators included supplementing another career, χ^2 (1, N = 157) = 27.536, p < .05; a lack of permanent employment elsewhere, χ^2 (1, N = 56) = 4.382, p < .05; and a better balance between work and family, χ^2 = 4.002 (1, N = 123) p = < .05. It can be concluded that current policies that promote personal time off assist in ensuring retention and attraction of full-time faculty such that full-timers are able to supplement their other careers (i.e., in the studio or other teaching appointments). Adjunct faculty do not have as much luxury in planning their time off, since they do not know from one term to the next whether they will be employed. This phenomenon makes it more difficult for adjuncts to plan their schedules and find stability even with a flexible schedule.

The qualitative analysis of motivators showed "personal needs" as the top motivator for adjunct faculty to teach online (N = 6). Three full-time faculty members responded to the open-ended question and each answer was categorized under a different theme. Thus, no commonalities were found from these highly personalized responses, thereby limiting the researcher's ability to draw any conclusions from the qualitative data.

Incentive to Teach Online

The second two research questions drove this section of the research. Higher pay was the top-ranked incentive for both full-time and adjunct faculty. Beyond this top ranking, full-timers looked for job security, access to new technologies and stipends for professional development, while adjuncts looked for professional development opportunities (i.e., free development opportunities and stipends for professional

development). The two sample populations were compared so as to discover whether differences were statistically significant. It was found that only two incentives showed any statistical significance: program for certification in online instruction, $\chi^2 = 11.4$ (1, N = 123), $p < .05$; and the ability to attend departmental social activities, $\chi^2 = 8.182$ (1, N = 32), $p < .05$. Note that the response frequencies for social activities were quite low, with only 32 of the 318 (10%) participants responding. However, the statistically significant response for online instruction certification is a significant statistic with a relatively high frequency response rate of 123 of 318 (39%) and dovetails with a theme where both adjuncts and full-timers ranked professional development opportunities at high levels. The qualitative analysis of incentives showed compensation and benefits to be the top incentive for both adjunct and full-time faculty to teach online.

The statistics showed a theme in which adjunct faculty were incentivized by financial pressures and looked at adjunct teaching mainly to supplement their incomes while other adjuncts may be looking to get a "foot in the door" for a full-time job with the institution. The findings showed that full-time faculty were more incentivized by job security and professional development.

From these findings, it can be concluded that higher pay incentivizes all online faculty. In addition, the ability to work in an asynchronous online environment is important to attracting top-ranked faculty, whether adjunct or full-time, to an online institution. Passing on experiential knowledge may be unique to the population studied, because, as a career college, most are hired due to their experience in their respective fields of practice. Thus, the research supports institutional policies that continue to hire or retain faculty who have work experience in their field. Yet, administration would do

well to improve compensation and provide more meaningful professional development opportunities.

Implications for Practice

The purpose of the study was to explore the factors that attract and maintain top-ranked faculty, both adjunct and full-time. Flexible schedule, technology, benefits, higher compensation, and certification were all common themes that arose from the collected data. The data showed that to attract and retain qualified faculty corps, consideration by institutional administrators should be given to these themes.

Flexible Schedule

The findings imply that administrators need to recruit faculty by emphasizing the ability to control a flexible schedule in the online environment. While the institution studied allows full-time faculty members to teach a certain number of hours at their own convenience and take personal time off, a change in this policy would have a negative impact on attracting and retaining the best online professors. Institutions that do not have a flexible schedule policy would do well to implement a strategy that allows online faculty to control their teaching time.

For adjuncts, the implementation of policies that promote time off for these part-time faculty while ensuring some security in their schedules, would not only help institutions attract and retain qualified adjunct faculty, but also to avoid the uncertainties associated with scheduling and finances that face adjuncts who teach online. These policies would, in effect, raise adjunct morale by providing more stability and attracting a more consistent, qualified, and reliable adjunct pool who are willing to teach online.

Technology

An online organization that is slow to integrate new technologies, for faculty and technology courses within the curriculum, leaves itself vulnerable to loss in student enrollments. McGann, Frost, Matta, and Huang (2007) described how leaving in place outdated, static, and unstructured technology-focused information systems curriculums led to declines in enrollment. In the present study, full-time faculty expressed "access to new technologies" as one of the primary motivators that would give faculty members access to the latest technologies. Access to the most modern technology would help to counteract lost enrollments and, in the long-term, ensure that faculty members continue developing their technical expertise. Providing faculty with access to newer technologies, allows for faculty to keep their technology skills sharp and up-to-date. A current skillset allows faculty to pass on new expertise to their learners. A policy that affords faculty quick access to new technologies should help to attract and retain a talented professoriate.

Technological change is swift. Moore's Law, which in 1965 predicted the rapid rate of technological advancement, has held up until this day (Moore, 1965). Rapid technology advancement creates the need for faculty to have timely access to new technologies to stay ahead of student knowledge. Several degree programs at the institution studied are technology-centric, including web design, graphic design, game art, and animation. One goal of each of these programs is to ensure that students graduate with the latest technical skills so as to be hired in their field as mandated by the "gainful employment" rule, allowing the institution to qualify as a recipient of tuition via federal student financial aid (United States Department of Education, 2010). Because the institution that was studied is heavily supported by student tuition financed by the federal

government, it is incumbent upon the college and similar institutions to ensure that the new industry-standard technologies are in place, integrated into the curriculum, and that faculty are provided with access and training on newer technologies on a sensible timetable when new technologies are introduced.

Benefits

Remote work-at-home employees need what Cunningham (2009) called family-friendly and life-friendly benefits. These same needs are true for the full-time faculty who participated in the study. Looking at new ways to provide benefits at a lower cost can help the institution capitalize on faculty talent while attracting and retaining high caliber employees.

Silicon Valley companies in California are beginning to look holistically at the blending of work-life and home-life and are moving toward what are being called "work-life" benefits. The purpose of these benefits is to help employees focus on their jobs rather than worry about tasks at home (Ritchel, 2012). Because online faculty work from home, help at home would assist them even further in focusing on work needs while in the home environment. A benefit that allows a baby-sitter to look after children, twice a month housekeeping service, or an assistant to run errands would enable employees to focus on what they were hired to do. Because service providers are generally paid at a lower rate than are faculty, higher education institutions would save money by helping faculty to better cope with work hours while attracting excellent faculty who would otherwise have a hard time balancing household demands with a career.

Higher Pay

Traditionally, adjuncts add diversity to the academy. That is, adjuncts come from outside the isolation of the "ivory tower" academic model and bring with them a wealth of real-world practice that enriches the learning experience for the students. However, in recent years it has been common practice within higher education to use adjunct faculty in place of full-timers due to the cost savings they provide to institutions (Coalition on the Academic Workforce, 2012). A report by the New Faculty Majority Foundation (Street, Maisto, & Merves, 2012) suggested that poor faculty working conditions jeopardize student learning outcomes.

Adjuncts at the institution studied have not seen their salaries rise at least since 2005, while full-time faculty have seen annual merit raises. Salaries of neither full-time nor adjunct faculty are tied to experience or rank. Adjunct faculty are expected to teach the same material as full-timers, but have a lighter course load and are not required to provide service to the institution. Adjunct faculty are paid by the course whereas full-timers are salaried and receive a full "plate" of benefits. The inconsistency leads to a culture of minimal work performance to get the job done thus negating the benefits of using adjunct faculty in the first place.

Because institutions rely so heavily on adjunct faculty, they would be wise to compensate these workers with a pay raise, thereby adding to positive learning outcomes and a rise in student enrollment and retention. Online full-time faculty salaries need to be made commensurate with those of ground-based faculty. Online faculty work odd and generally more hours than their ground-based counterparts at most institutions (Mupinga & Maughan, 2008). Full-time faculty, although they receive merit increases, may be

discouraged by new requirements of their jobs without a proportionate increase in salary. Full-timers can understand falling enrollments and are willing to "bite the bullet" for a short time for the good of the institution. Adding to this stress is that they are asked to do so with added responsibilities and little compensation for taking on new tasks. Institutional policies that promote fair pay for all types of faculty would foster a consistent, reliable, and qualified professoriate while increasing morale and loyalty to the institution.

Certification and Professional Development

A program that provides certification for online faculty is an incentive that would attract and retain a talented faculty pool. While most online programs provide some form of training for their online faculty, a certification program would help ensure top-notch individuals are attracted to and retained within the organization. The Sloan Consortium, the premier organization for online learning, offers an online teaching certification course for $1,499. Several university programs, such as the University of Wisconsin and the University of Illinois, offer certification in online teaching (Palloff & Pratt, 2011). Bringing a certification program in-house could save costs while adding stature to an online faculty-training program. A certification program would, therefore, ensure that only top-notch, well-trained talent teaches in the online modality at a particular institution.

Recommendations for Further Research

The research provided further understanding into the motivators and incentives of full-time and adjunct faculty at a for-profit applied arts online college. However, further research is warranted to broaden the findings discovered in this study. Questions remain

as to whether the results were universally dependent upon subject matter taught (art, career, liberal arts, engineering courses) or the type of institution (public, non-profit, for-profit). Both public (Chapman, 2011) and for-profit (this study) have been examined. A similar study of the private non-profit sector would generalize the findings to yet another population.

Another area for research would be to explore how the current teaching environment affects motivation and incentives. Would the results have been different had the study been conducted during a stable era at the institution? A replication of this study at the same institution at some time in the future would answer this question. Additionally, a study at a different 100% online college would help to more fully illuminate the findings by examining faculty who teach within a different context of subject matter, student body, and institutional policies.

One of the biggest and unforeseen questions that arose during the course of the study was how MOOCs will affect online faculty. MOOCs are creating additional pressures at all higher education institutions. Since the beginning of 2012, three MOOCs have become players in online education: edX (a joint venture of MIT and Harvard University), and Coursera and Udacity (both for-profits founded by Stanford University professors). All of these companies have been established as MOOC providers since the start of 2012 (Lewin, 2012). While little is known about how this context impacted the study, these are issues that must be explored due to their potential for enormous change in the education sector as a whole and online education in particular. Will MOOCs mean the end of the professoriate, as it is currently viewed? Will MOOCs mean that only professors from elite institutions deliver education? Therefore, will the majority of

faculty, both adjunct and full-time, become obsolete and negate the needs of institutions to attract and retain a qualified faculty pool? These questions are left to future studies.

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APPENDICES

APPENDIX A

Informed Consent Letter to Participate in Online Survey

You are invited to participate in a research study.

The purpose of the research study is to discover the different motivators and incentives that attract both adjunct faculty and full-time faculty to teach online. The research study is being conducted so that administration can gain better insights into attracting and supporting a strong faculty pool.

You are being invited to participate because you are employed as either an adjunct or full-time faculty member at the Art Institute of Pittsburgh – Online Division. If you participate in this research study, you will be asked to provide some basic demographic information and respond to your views on personal motivations and incentives for teaching online.

If you agree to participate in this study, you will be asked to use your own computer and Internet connection. No physical risk or discomfort is foreseen. While there is always some degree of risk in any activity, there is no harm anticipated from your participation in the study. To minimize the possibility of risk, all participants will remain anonymous, your responses will be kept confidential, all records will be handled in the strictest confidence and only by the department chair and the researcher.

Your participation will take approximately 10 minutes.

Your participation in this research is strictly voluntary. You may refuse to participate at all, or choose to stop your participation at any point, without fear of penalty or negative consequences of any kind.

The information/data you provide for this research will be treated confidentially. All raw collected data is protected by SSL/HTTPS encryption and will be kept in a secured file by the principal investigator. Results of the research will be reported as aggregate summary data only, and no individually identifiable information will be presented in publications, reports or presentations. Data will be destroyed upon the completion of this study.

Your voluntary participation will not jeopardize your future relationships with the Art Institute of Pittsburgh Online Division nor Argosy University.

You also have the right to review the results of the research if you wish to do so. A copy of the results may be obtained by contacting the principal investigator at the address below:

Laurie Tenzer, PO Box 1988, Venice, FL 34284 or webwah@webwahine.com

Although, you may receive future benefit should your institution improve policies based on the findings, you will not receive any direct benefit from the results of the research study. There is no monetary compensation for your participation.

I understand that this research study has been reviewed and certified by the Institutional Review Board, Argosy University – Phoenix. For research-related problems or questions regarding participants' rights, I can contact Argosy's Institutional Board at Phoenix, 2233 West Dunlap Avenue, Phoenix, Arizona 85021. Phone: 602-216-2600.

For a printed copy of this informed consent, please print this screen now.

☐ I have read and understand the information explaining the purpose of this research and my rights and responsibilities as a participant. Checking this box designates my consent to participate in this research study, according to the terms and conditions outlined above.

☐ I DO NOT consent to participate in this research study and willingly opt-out of this study without suffering any personal consequences.

APPENDIX B

Permission to Use Survey Instrument

The following email communication grants permission for use of the survey instrument.

From: Diane Chapman <ddchapma@ncsu.edu>
Date: Thu, 15 Dec 2011 13:51:02 -0500
To: Laurie Tenzer <ltenzer@aii.edu>
Subject: Re: Survey Instrument for Contingent & Tenured/Tenure-Track Faculty Motivations and Incentives

Thanks. I am attaching a PDF of the instrument I developed. The motivations and incentives part was part of a larger survey. The entire survey is attached. I give you my permission to use it. Please let me know if you have any questions.

Diane

PO Box 1988
Venice, FL 34284
December 12, 2011

Teaching Associate Professor
Department of Leadership, Policy, and Adult and Higher Education
North Carolina State University
Poe Hall 3100, Campus Box 7801
Raleigh, NC 27695

Dear Dr. Chapman

My name is Laurie Tenzer and it was a pleasure to meet you at the Sloan-C conference last month. I am a doctoral candidate at Argosy University. I am conducting a replication study of your research on Contingent and Tenure/Tenure-Track Faculty Motivations and Incentives in Distance Education. With your permission, I would like to administer the survey instrument that you designed for the study to my sample population. I would be pleased if you would share the Universal Resource Locator link with me along with your consent. For your convenience, I have accompanied this request with a prospectus of the intended research.

Thank you.

Laurie

Laurie E. Tenzer

APPENDIX C

Survey Instrument

Online Faculty Survey

Informed Consent Letter to Participate in Online Survey

1. You are invited to participate in a research study.

The purpose of the research study is to discover the different motivators and incentives that attract both adjunct faculty and full-time faculty to teach online. The research study is being conducted so that administration can gain better insights into attracting and supporting a strong faculty pool.

You are being invited to participate because you are employed as either an adjunct or full-time faculty member at the Art Institute of Pittsburgh – Online Division. If you participate in this research study, you will be asked to provide some basic demographic information and respond to your views on personal motivations and incentives for teaching online.

If you agree to participate in this study, you will be asked to use your own computer and Internet connection. No physical risk or discomfort is foreseen. While there is always some degree of risk in any activity, there is no harm anticipated from your participation in the study. To minimize the possibility of risk, all participants will remain anonymous, your responses will be kept confidential, all records will be handled in the strictest confidence and only by the department chair and the researcher.

Your participation will take approximately 10 minutes.

Your participation in this research is strictly voluntary. You may refuse to participate at all, or choose to stop your participation at any point, without fear of penalty or negative consequences of any kind.

The information/data you provide for this research will be treated confidentially. All raw collected data is protected by SSL/HTTPS encryption and will be kept in a secured file by the principal investigator. Results of the research will be reported as aggregate summary data only, and no individually identifiable information will be presented in publications, reports or presentations. Data will be destroyed upon the completion of this study.

Your voluntary participation will not jeopardize your future relationships with the Art Institute of Pittsburgh Online Division nor Argosy University.

You also have the right to review the results of the research if you wish to do so. A copy of

Online Faculty Survey

the results may be obtained by contacting the principal investigator at the address below: Laurie Tenzer, PO Box 1988, Venice, FL 34284 or webwah@webwahine.com

Although, you may receive future benefit should your institution improve policies based on the findings, you will not receive any direct benefit from the results of the research study. There is no monetary compensation for your participation.

I understand that this research study has been reviewed and certified by the Institutional Review Board, Argosy University. For research-related problems or questions regarding participants' rights, I can contact Dr. Nancy Hoover at nhoover@argosy.edu.

For a printed copy of this informed consent, please print this screen now.

☐ I have read and understand the information explaining the purpose of this research and my rights and responsibilities as a participant. Checking this box designates my consent to participate in this research study, according to the terms and conditions outlined above.

☐ I DO NOT consent to participate in this research study and willingly opt-out of this study without suffering any personal consequences.

Online Faculty Survey

Section 1: Demographics - Age

All demographic information collected helps to categorize your responses. Demographic information will not be used to identify you. To protect your anonymity only aggregated data will be analyzed. This question serves to verify that you are of legal age to participate in this research study.

***2. What is your age? (This question is asked so as to verify that you are not a minor).**

- ◯ <18
- ◯ 19-29
- ◯ 30-39
- ◯ 40-49
- ◯ 50-59
- ◯ 60+

Online Faculty Survey

Section 1: Demographics - Work in U.S.

All demographic information collected helps to categorize your responses. Demographic information will not be used to identify you. To protect your anonymity only aggregated data will be analyzed. This question serves to verify that you are qualified to participate in this research study.

***3. Are you located inside the United States or its territories?**

◯ Yes ◯ No

Other (please specify)

Online Faculty Survey

Section 1: Demographics - Other

All demographic information collected helps to categorize your responses. Demographic information will not be used to identify you. To protect your anonymity only aggregated data will be analyzed.

***4. Which of the following describes your instructional role at this institution? (check all that apply)**

- ☐ Full-time Faculty
- ☐ Adjunct Faculty

Other (please specify)

5. How many years of post-secondary experience do you have teaching fully online academic courses?

- ◯ 0-4
- ◯ 5-9
- ◯ 10-14
- ◯ 15-19
- ◯ >20

6. What is the highest degree that you have completed?

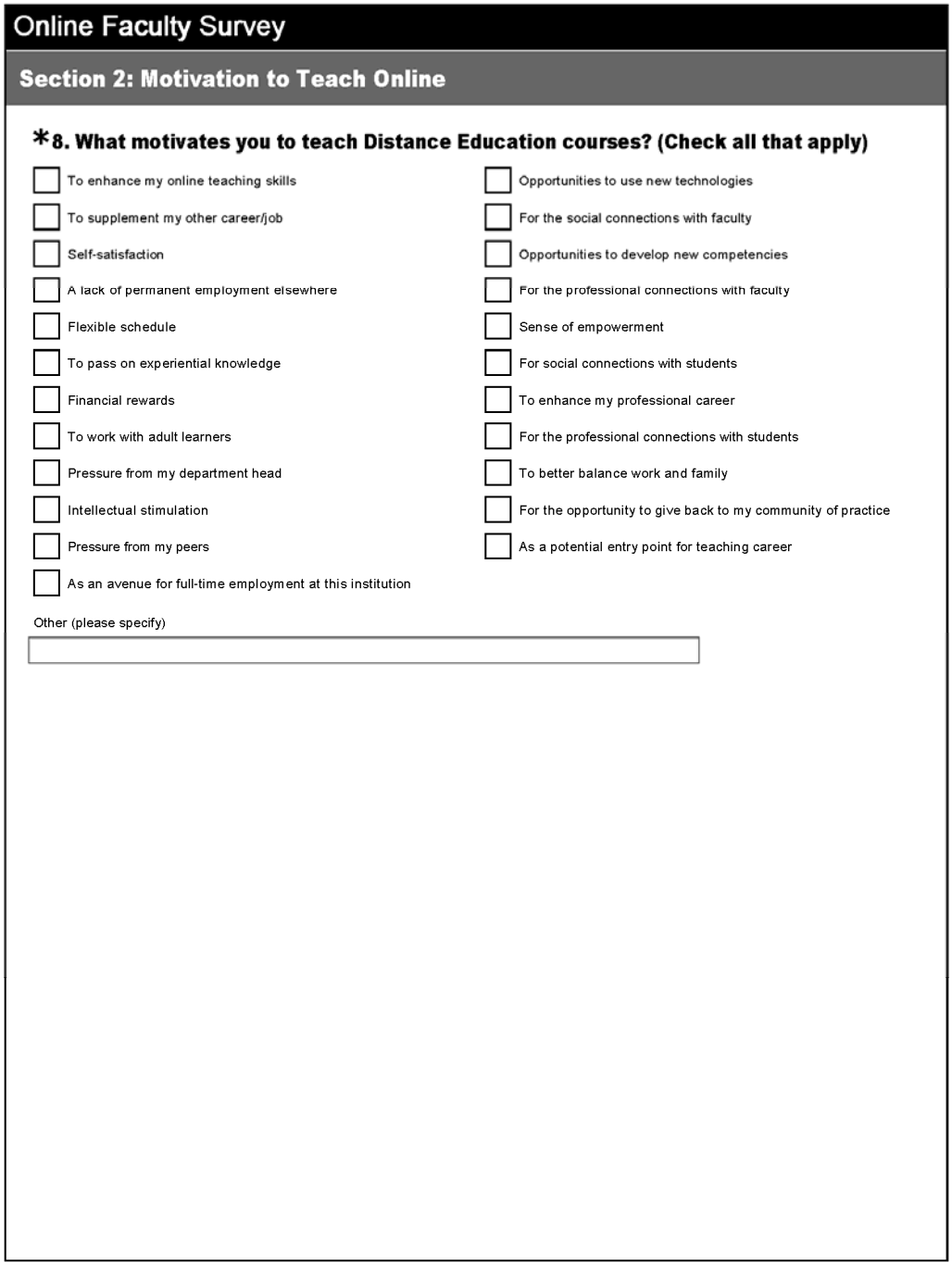
- ◯ bachelor's
- ◯ master's
- ◯ doctoral

Other (please specify)

7. What is your gender?

- ◯ female
- ◯ male

Other (please specify)



Online Faculty Survey

Section 2: Motivation to Teach Online

*8. What motivates you to teach Distance Education courses? (Check all that apply)

- ☐ To enhance my online teaching skills
- ☐ To supplement my other career/job
- ☐ Self-satisfaction
- ☐ A lack of permanent employment elsewhere
- ☐ Flexible schedule
- ☐ To pass on experiential knowledge
- ☐ Financial rewards
- ☐ To work with adult learners
- ☐ Pressure from my department head
- ☐ Intellectual stimulation
- ☐ Pressure from my peers
- ☐ As an avenue for full-time employment at this institution
- ☐ Opportunities to use new technologies
- ☐ For the social connections with faculty
- ☐ Opportunities to develop new competencies
- ☐ For the professional connections with faculty
- ☐ Sense of empowerment
- ☐ For social connections with students
- ☐ To enhance my professional career
- ☐ For the professional connections with students
- ☐ To better balance work and family
- ☐ For the opportunity to give back to my community of practice
- ☐ As a potential entry point for teaching career

Other (please specify)

Online Faculty Survey

Section 3: Incentive to Teach Online

***9. The list below includes several incentives that may appeal to full-time or adjunct faculty. Which of the following items (if available) would positively influence your decision to continue to teach Distance Education courses? (check all that apply)**

- ☐ Free professional development opportunities
- ☐ Serving on a departmental or college policy committees
- ☐ Stipends for professional development
- ☐ Ability to attend faculty meetings
- ☐ Tuition reimbursement at this institution
- ☐ Ability to attend departmental social activities
- ☐ Program for certification in online instruction
- ☐ Opportunities to conduct research
- ☐ Enhanced technical support
- ☐ More job security
- ☐ Increased healthcare benefits
- ☐ Opportunities for promotion or increase in rank
- ☐ Increased retirement benefits
- ☐ Eligibility for teaching awards
- ☐ Access to office space on campus
- ☐ Higher pay
- ☐ A designated mentor from more experienced faculty
- ☐ Closer relationships with other faculty
- ☐ Ability to assume leadership positions in my department
- ☐ Online community for DE instructors like me

Other (please specify)

Online Faculty Survey

Thank you

Thank you. We appreciate your time in taking this survey. Should you have any questions, you may address them to the principal investigator: Laurie Tenzer, PO Box 1988, Venice, FL 34284 or webwah@webwahine.com.

APPENDIX D

Institutional Consent

The Art Institute of Pittsburgh®
Online Division

Chairman of the Argosy University Online Institutional Review Board

Jennifer Cooper
Associate Dean of Online Programs
The Art Institute of Pittsburgh Online Division

Dear Chairman,

In conjunction with Dan Garland, Vice President of Academic Affairs with the Art Institute of Pittsburgh, we have approved Laurie Tenzer's Prospectus. The methodology outlined, which includes a survey of all current online faculty, is supported. I understand how she will use the data and that all data collected will be gathered in a confidential and appropriate manner.

Sincerely,

Jennifer Cooper
Associate Dean of Online Programs
The Art Institute of Pittsburgh Online Division

1400 Penn Avenue • Pittsburgh, PA • 15222-4332 • 1.412.291.5100 • Fax 1.412.995.2944 • www.aionline.edu

APPENDIX E

Email Contact to Participants' Supervisors

Dear Online Program Directors,

Per Jen Cooper, Associate Dean of Online Programs, and Dan Garland, Vice President of Academic Affairs, the purpose of this email is to alert you to my making contact with your faculty – both adjunct and full-time. During the next week, your faculty members will be contacted via email to participate in a confidential study about online teaching. The purpose of the study is to find what motivates and incentivizes faculty such that low-cost institutional decisions can be made as to what helps to support and attract a qualified pool of online faculty.

I appreciate your support in helping me to complete my research study. If you have any questions or concerns, please do not hesitate to contact me.

Laurie Tenzer, Ed.D. candidate, M.A.ed., B.A.
webwah@webwahine.com
808-263-9792

APPENDIX F

Email Contact to Participants

The purpose of this email is to invite you to participate in a confidential study about online teaching. The purpose of the study is to find what motivates and incentivizes both adjunct and full-time faculty such that institutional decisions can be made based on what motivates and incentivizes you to teach online. The study should help to improve institutional support and ensure that the Art Institute of Pittsburgh – Online Division maintains the most-qualified pool of online full-time and adjunct faculty. This survey in no way will jeopardize your current position with AIP-OD.

I appreciate your support in helping me to complete my research study. If you have any questions or concerns, please do not hesitate to contact me.

The consent letter lays out the purpose of the study and any possible risks and benefits to your participation. Here is the verbiage from the consent letter that you will see when you click on this link. I appreciate your support in helping me to complete my research study. If you have any questions or concerns, please do not hesitate to contact me.

Thank you,

Laurie Tenzer
Adjunct Faculty
Web Design & Interactive Media Programs

The purpose of the research study is to discover the different motivators and incentives that attract both adjunct faculty and full-time faculty to teach online. The research study is being conducted so that administration can gain better insights into attracting and supporting a strong faculty pool.

You are being invited to participate because you are employed as either an adjunct or full- time faculty member at the Art Institute of Pittsburgh – Online Division. If you participate in this research study, you will be asked to provide some basic demographic information and respond to your views on personal motivations and incentives for teaching online.

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publications, reports or presentations. Data will be destroyed upon the completion of this study.

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Although, you may receive future benefit should your institution improve policies based on the findings, you will not receive any direct benefit from the results of the research.