

## **From Campus to Web: The Changing Roles of Faculty from Classroom to Online Teaching**

Gila Kurtz, *Bar Ilan University, Israel.*

Michael Beaudoin, *University of New England.*

Rachel Sagee, *Bar Ilan University, Israel.*

### **Abstract**

The first objective of this research is to study the transition and self-perception of a sample group of Israeli faculty currently integrating online teaching within campus-based teaching. The authors studied the faculty's perceptions of their new role, rewards and challenges of this role, their students' and their colleagues' perceptions of online teaching and how their institutions facilitate or impede this process. The second objective of this research is to compare findings from Israeli faculty to North American faculty, based on a similar study by Beaudoin (2002). The third objective is to provide ideas and insights to distance education administrators who are responsible for the recruitment, training and support of faculty. The last objective of this research is to contribute to faculty related research by exploring their new and changing role as online educators.

**Keywords:** faculty development, on-line faculty roles and rewards, Israeli vs. American faculty perceptions

## **Introduction and Aim of Study**

While online teaching has created opportunities to expand the educational process beyond the traditional on-campus experience, it also creates new challenges, for both administrators and faculty responsible for the design and delivery of higher education programs and courses offered in online environments. Previous research indicates that several factors affect the success of the process of implementing web-based instruction at the university level. Many of these factors relate to faculty as an important group of stakeholders (Olcott & Wright, 1995; Ensminger, 2002) whose instructional role is affected by this change (Wolcott and Betts, 1999). Though faculty are pivotal to successful implementation of new online courses and programs, they are relatively ignored in much of the research and writing on distance education (Beaudoin, 2003).

The purpose of this study is four-fold:

1. To study the transition and self-perception of a sample group of Israeli faculty currently integrating online teaching within campus-based teaching. The authors examine respondents' perceptions of their new role and its rewards, their students' and their colleagues' perceptions of online teaching and how their institutions influence this process.
2. To compare findings from Israeli faculty to North American faculty, based on a similar study by Beaudoin (2002), and to discern if any significant differences are due to institutional, cultural, technological or other variables.
3. To provide ideas and insights to distance education administrators who are responsible for the recruitment, training and support of faculty. so that they might offer effective leadership in the design and delivery of supportive learning and teaching environments for both online students and instructors.
4. To contribute to faculty related research by exploring their new and changing role as online educators.

## **Context of Study**

In promoting integration of information technologies (IT) into the Israeli higher education institutions, the Israeli Council for Higher Education has employed a top-down approach obtaining additional funds and other incentives for universities to integrate instructional

technology (IT) into their academic courses (Guri-Rosenblit, 2002). In October 1999 the Council published a call for proposals. Acknowledging the importance of faculty and students in the process, the call included the following statement: “...to enhance establishment of support centers for faculty volunteering to implement the new IT into their lectures/seminars and other activities on a stable and ongoing basis, as well as for students” (Council for Higher Education, 1999). Two out of the eight institutions who accepted the proposals, Bar-Ilan University (the third largest university in Israel) and Levinsky College (the largest teacher training college in Israel) are at the center of the current research. As in the majority of the proposals, Bar-Ilan University and Levinsky College eliminate only part of the face-to-face meetings in class, using IT as an add-on function, rather than as a substitute for the lecture or seminar encounters (Guri-Rosenblit, 2002). The implementation of courses that use a blended approach (i.e., online teaching with face-to-face meetings) is discussed further in the research when comparing the Israeli distance educators with their U.S. counterparts.

## **Methodology**

### *Participants*

Nineteen educators were asked to participate in a survey: ten from Levinsky College and nine from The School of Education at Bar-Ilan University. Both Levinsky College and Bar-Ilan University are campus-based institutions

### *Instrumentation*

The questionnaire was taken from Beaudoin’s research (2002), translated into Hebrew, and adapted for the Israeli research project. The instrument consisted of both closed and open-ended questions that requested information about the background of faculty, self-perceptions of their new role and its rewards, their students' and their colleagues' perceptions about online teaching, and how their institutions facilitated the transition to IT usage (for questionnaire see appendix 1).

### *Data collection and analysis*

The authors used a purposive sampling method, a non-probability sampling that has its advantages when the sampling frame is not available (such as in the current research). The criteria used for selection was online educators (e.g., faculty from education department or teacher

training college). The return rate was 100% (mainly due to the sampling method). The data collection was done from November to December 2002 using mail survey. The close-ended questions were analyzed using the statistical software program Advanced Statistical Package for the Social Sciences (SPSS). The data was analyzed using descriptive statistics. The open-ended questions were content analyzed by the researchers. Statements of faculty were extracted, categorized and quantified.

### *Limitations and Significance*

The relatively small sample size obtained in this research study might be seen as compromising the significance of the data reported herein. However, viewed as a comparative case study, these findings and interpretations can be useful in detecting patterns of responses from two faculty cohorts typical of large numbers of instructional personnel worldwide who are making the transition and adjustment from classroom settings to distance teaching. There is also value in comparing data obtained from faculty who represent seven different institutions and two countries to determine if their respective organizational and cultural settings affect their experiences and opinions when involved in a similar phenomenon. Further, the perceptions reported here can be instructive to those who are responsible for planning the design and delivery of online programs, hopefully developing the leadership necessary to advance distance education theory and practice.

Those wishing to pursue further research in related areas of inquiry might want to control for selected characteristics of faculty, such first time online experience, age and gender, or perhaps subjects taught.

### **Results and Discussion**

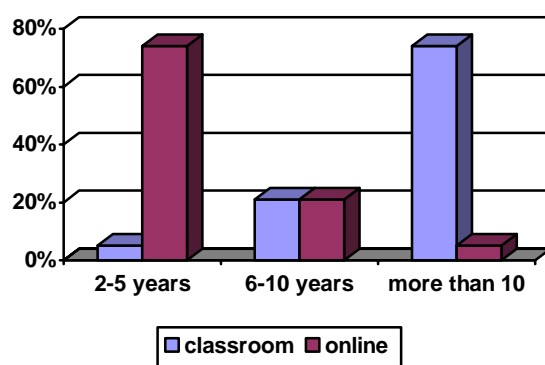
Following is a summary and discussion of the findings, organized by theme. Each theme is discussed in the context of the literature that frames the authors' understanding of the transition to online teaching.

### Faculty Profile

Most of the faculty (74%) had more than ten years of classroom experience, 21% reported 2-5 years and one had 6-10 years of traditional teaching. Their online teaching experience is considerably less, with 74% having 2-5 years background, 21% with 6-10 years, and only one had more than 10 years of online teaching (see Chart 1).

**Chart 1: Teaching Experience**

(n= 19)



All the respondents teach concurrently in both environments. All faculty (except one) combine face-to-face meetings with online teaching; 42% integrate the face-to-face meetings to a *high or very high* extent and 26% to *low and medium* extents respectively. They find this combination helpful for a successful teaching-learning process. These findings are similar to studies such as Kenzie et. al (2000) who found that faculty from State University of West Georgia prefer a combination of both face-to face and online instruction for several reasons, such as: the advantages of both formats can be realized when they are used (i.e., online learning anytime anywhere, face-to-face personal interaction with the instructor and class).

Half the faculty has taught more than three online courses; 42% indicate they have less than 25 students in each of their online courses, 32% claimed to have enrollments of 100 or more per course, and about a quarter have 26-50 students (see Table 1).

**Table 1: Enrollments in an Online Course**

(n= 19)

<b>Under 25</b>	<b>42</b>
<b>26-50</b>	<b>21</b>
<b>51-100</b>	<b>5</b>
<b>More than 100</b>	<b>32</b>
<b><u>Total</u></b>	<b>100%</b>

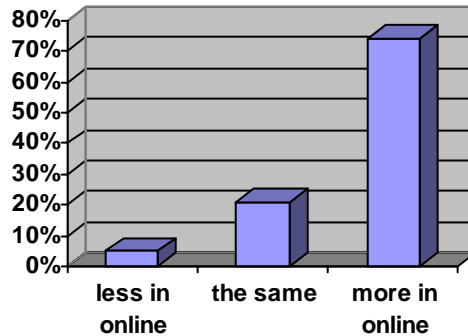
*Resources Utilized & Time Spent Teaching Online*

A majority of respondents (67%) used computer conferencing as their primary instructional medium, half of them used e-mail and /or a course website. More than half felt that their communication with students online (for feedback, discussion, etc.) was greater than in a face-to-face setting. Hilleshein (1998) indicates accessibility to the instructor and feedback are key strategies for assuring success in online delivery. In addition, Kenzie et. al (2000) found that the chance to interact with students more frequently was one of the reasons for faculty to teach online.

Three-quarters of all faculty surveyed stated that they spent more time teaching online, and about one-quarter spend the same amount of time teaching in each format. (see Chart 2).

**Chart 2: Teaching Time in Online compared to Classroom**

(n= 19)



These findings are similar to studies that cite the time requirements as a major obstacle for implementing online teaching (Kenzie et. al, 2000; Rockwell et. al, 1999; Wolcott & Bett, 1999; Schifter, 2004). The average number of hours per week usually spent to provide instructional support for a two-credit online course is 5.6 hours (SD=3.5).

### *Training for Teaching Online*

Learning how to teach online is important for an effective instructional process (Johnson & DeSpain, 2001; Bennett & Bennett, 2002). Conversely, Rockwell et al (1999) found training requirements an obstacle for educators who wanted to teach via distance due to time demands. One of the macro-level institutional approaches of implementing IT in a higher education institution (Council for Higher Education, 1999) is demonstrated in the finding that 12 of 19 faculty (63%) reported they had received some type of training for their new roles as online educators, as opposed to 37% who did not receive training, either in their institution or elsewhere. A few indicated that they got personal training (mainly orientation on the use of technology), and a few others participated in online courses for teachers. This finding is similar to the report of the National Center for Education Statistics (NCES) (1997) indicating that about 60 % of higher education institutions provide training opportunities for distance teaching faculty, and also similar to O'Quinn & Corry (2002) who report that 56% of faculty surveyed in their research who teach combination delivery have received training in distance instruction.

### *Roles and Rewards of Teaching Online*

Ultimately, the rewards faculty derive from online pedagogy depend, to a great extent, on self-perception of their role(s) in this particular instructional environment; thus, it was important to ascertain which functions they identified with most. The role of 'mentor' was selected most often (56%) from a list of five options; 28% chose 'facilitator'. Eleven percent (11%) identified themselves as 'teacher' and only one chose the 'content expert' option (see Table 2).

**Table 2: Primary Role in an Online Course**

(n= 19)

<b>Mentor</b>	<b>55.6</b>
<b>Facilitator</b>	<b>27.8</b>
<b>Teacher</b>	<b>11.1</b>
<b>Content expert</b>	<b>5.6</b>
<b>Providing feedback</b>	<b>-</b>
<b>Other</b>	<b>-</b>
<b><u>Total</u></b>	<b>100.0%</b>

These results indicate that the Israeli faculty adjusted from the traditional, teacher-led content model to a lecture-free focus on the process of learning, which places the student in charge of the learning process. As Bower (2001) indicates: “... *distance education technologies create a major change in the way instruction is delivered. They require new skills for both the instructor and the student. They shift the educational experience from teacher-centered to learner-centered. Instructors become more facilitators, intermediaries between the students and the resources they need for their own independent study.*” This change of role is viewed as essential for a successful implementation of online courses (Hillesheim, 1998).

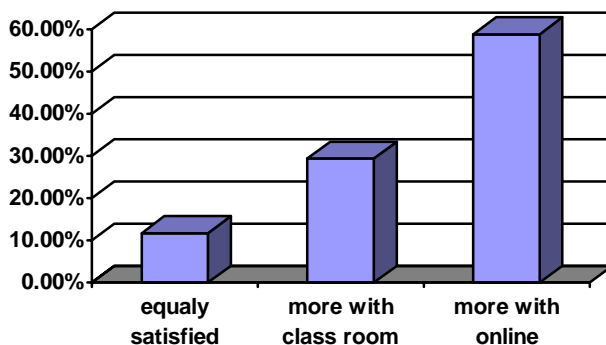
When asked if they felt their students recognize the importance of their role and its contribution to their learning, two third said ‘yes’ and one third replied ‘no’. These results imply that, though technology allows students to be independent in their learning process, they still view the faculty as an essential component.

Wolcott & Betts (1999) offer some useful data regarding the distinction between intrinsic and extrinsic motives and rewards that drive faculty to become involved in distance teaching. In an analysis of over one-hundred articles, Parker (2003) concludes that faculty generally teach in distance education programs for the same reasons (incentives) they teach traditional courses (i.e., for intrinsic rewards). In the current study, when asked about their level of satisfaction with their online teaching, as intrinsic benefits, a slight majority (59%) replied that they were about as equally satisfied with classroom teaching as they were with online teaching. 29% indicated they

were more satisfied with their online teaching, and only 12% felt generally more satisfied with classroom teaching (see Chart 3).

**Chart 3: Level of Satisfaction with Teaching Role**

(n= 19)



When asked to explain their responses, some of them identified aspects of the independent learner as a reason for favoring the online teaching. Also, they identified advantages and disadvantages in each mode of teaching.

In his research, Ensminger (2002) employed an online survey to assess faculty members' perceptions of the relative importance of several conditions when implementing an online program such as: adequate resources, rewards and incentives, participation, skills and knowledge, commitment, adequate time, leadership and dissatisfaction with the status quo (based on Ely, 1999). Analysis of the participants' perceptions indicated that rewards or incentives are the second most important factor, post adequate resources (Ensminger, 2002).

In response to the question regarding the most rewarding aspects of their online teaching, the Israeli faculty cited the positive impact on the self-directed learning of students, multiple interactions and intensive dialogue with students. Another tangible reward associated with online teaching is compensation, which is viewed as an extrinsic incentive (Wolcott & Bett, 1999). Schifter (2000) indicates that there are no apparent standards for faculty compensation or incentives for participating in a Distance Education initiative.

When asked to compare their salaries for online teaching vs. classroom-based courses, 68% replied they receive about equal pay for both types of teaching, 26% indicated they are paid less for teaching online; and only one report on compensation at a higher rate for online teaching. This finding is similar to the finding of a survey conducted by the National Education Association (NEA) reported that 63% of distance learning faculty are compensated for a distance learning course as if it were a normal course (NEA, 2000).

### *Students, Colleagues & Self-Perception of the Online Teaching-Learning Processes*

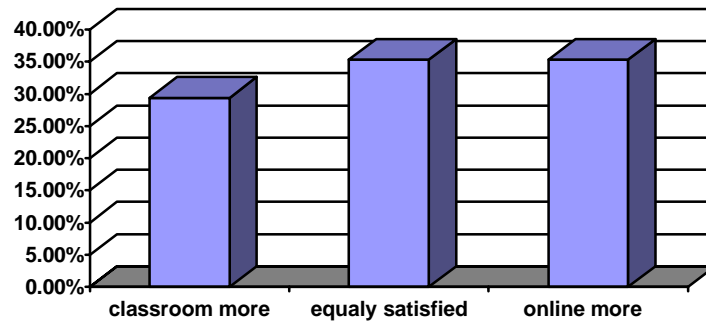
The study sought information about what the faculty perceive to be the opinions and attitudes of their colleagues, institutions, and students toward online teaching. To a question about their colleagues' perception of online teaching, 35% of the respondents answered that most other faculty considered online teaching less important than classroom instruction; 30% responded that colleagues considered online teaching equal to classroom teaching; 29% perceived their colleagues to be largely indifferent to online teaching. Only one responded that colleagues considered online teaching more important than classroom teaching.

The survey asked respondents if they believed their respective academic department and/or institution recognized their impact as online educators on their students. This question examined the leadership factor as Ely (1999) defines it: an active involvement including providing support and encouragement to faculty. Wolcott and Betts (1999) report from their study that most faculty (70%) felt they get some acknowledgment for their role from their organization, and 30% replied they did not get any sense of recognition.

When asked to characterize their online students' satisfaction with their online teaching, compared with evaluations from their classroom-based students, 33% felt there was a comparable level of satisfaction among both student cohorts; 33% felt that online students were generally more satisfied; 29% were of the opinion that their classroom students were more satisfied (see Chart 4).

**Chart 4: Students' Satisfaction with Online Learning Compared to Classroom students**

(n= 19)



Several believe that the convenience and flexibility of the online format was what appealed most to students. Some faculty identified faculty feedback as the feature students valued more. Another positive aspect cited was the quality of the curriculum. Online teaching is not, of course, immune to criticism from their students. Most of faculty felt that the aspect of online teaching their students considered to be most negative is the fact that students were “forced” to learn through the new online format. Lack of personal interaction with faculty, too much work and poor technical support were other negative aspects cited by them.

Faculty were also asked to assess the quality of instructional materials utilized in their online courses, compared to those typically used in classroom courses. The majority of respondents (58%) felt online students had better materials available to them; 32% considered the quality to be about the same in both teaching venues; and 10% thought classroom-based students benefited from better materials (see Table 3).

**Table 3: Quality of Online instructional materials**

(n= 19)

<b>Equal to classroom materials</b>	<b>31.6</b>
<b>Lesser quality to classroom materials</b>	<b>10.5</b>
<b>Greater quality to classroom materials</b>	<b>57.9</b>
<b><u>Total</u></b>	<b>100/0%</b>

This finding is further supported by Schulman & Sims (1999) who indicate that the Internet can deliver an education experience as good as, and in some cases superior to, that which a student receives in a traditional classroom. Allen & Seaman (2003) offer indirect evidence to support the last finding. In a survey they administered to U.S academic leaders, 57% of them believe that the learning outcomes for online education are equal to or superior to those of face-to-face instruction.

As with classroom courses wherein some students maintain a low profile (e.g., frequent absences, minimum participation), so too can online educators typically expect 'low visibility' students (e.g., little or no contact with faculty, minimum participation in online discussions, etc.). This behavior is compounded by the fact that online students cannot be seen by faculty. When asked if they thought these minimally active students were still engaged in the course and learning from it, a high number (90%) believe these students are compromising their learning by low participation. Only 10% responded affirmatively.

Other research shows that this 'invisibility' phenomena of students does not necessarily mean a lack of engagement. As Beaudoin found, some students simply prefer to read what others wrote, or they had thoughts but others made similar comments before they could post anything themselves (Beaudoin, 2003:124).

The researchers also wanted to know if those teaching online feel that the achievability and quality of learning outcomes is similar to what they expect in a classroom teaching environment. Slightly more than half (53%) rate learning outcomes about the same in both instructional setting; 41% think it is higher with online learners; and only 6% rate this higher in the classroom (see Table 4).

**Table 4: Quality and Achievability of Online Learning Outcomes Compared to Classroom**

(n= 19)

<b>The same</b>	<b>52.9</b>
<b>Higher in online mode</b>	<b>41.2</b>
<b>Lower in online mode</b>	<b>5.9</b>
<b><u>Total</u></b>	<b>100.0%</b>

The survey included a question asking if faculty had changed their opinion about online teaching in any way since they had acquired more experience teaching in this medium. Slightly more than half (53%) acknowledged that changes had occurred, all reporting a more positive opinion. Dillon & Walsh (1992) had similar findings. They found that faculty who teach at a distance improved their attitudes as their experience and familiarity with the technology grew.

All faculty in our research, except for one, indicated that they now see online teaching as important as (or more important than) classroom teaching. Comments included: more respect for students; course more challenging. Some expressed much less skepticism now that they had experience in this mode of instruction.

#### *Faculty Recommendations for Improved Online Teaching*

Finally, respondents were invited to recommend changes they felt would improve their current online teaching. The most frequently cited suggestions concerned pedagogy-technology integration such as: improve online teaching by adding more computer conferencing, enhanced electronic systems and more adjustments of instructional materials to the online medium. These recommendations have some similarity to a study at State University of West Georgia where instructors who taught online courses were asked to list their suggestions on how the university can assist faculty in delivering online courses (Kenzie et al.,2000). Others asked for smaller numbers of students per course and improvement of the technology's infrastructure.

Interestingly, some faculty asked for inclusion of synchronous contact via the web. This finding can be explained by the recognition that synchronous communication promotes motivation and group cohesion, as well as providing good feedback and assisting pacing (Mason, 1998)

## **Comparison of Israeli and U.S. Faculty**

In this section, the authors compare findings regarding Israeli faculty to North American faculty, based on a similar study by Beaudoin (2002). Beaudoin's research studied the transition and self-perception of a sample group of fifty faculty, teaching in distance education programs at five different institutions, all of whom have taught previously (or still are teaching) traditional campus-based courses. His study examined and analyzed how these educators have adapted and adjusted to their new teaching milieu, how effective they feel they are, what tools they utilize, how satisfying this different role is compared to their earlier instructional tasks, and what their perception of their students' satisfaction with them is and with courses delivered in a solely distance learning context. As indicated, both questionnaires utilized in the studies were almost identical (The Israeli version was a Hebrew translation of the English version).

When the authors undertook these parallel studies of two faculty cohorts engaged in distance education, their purpose was to compare findings with related studies of faculty as primary stakeholders in implementing distance teaching modalities, and also to determine if there were any significant differences in the experiences and perceptions between the American and Israeli teachers. While the researchers did not venture any hypotheses in this regard, it was assumed that findings would corroborate those of similar studies, but that some noteworthy differences between the two respondent groups might be detected. There was also an interest in discerning any possible differences in responses that might be related to cultural differences between the two cohorts.

The results of the study of American distance education faculty were quite similar to the Israeli online educators, though the Israeli counterparts revealed more positive experiences and opinions. All educators spend more time teaching online (average of 9 hours for the American faculty for a three-credit course and 5.6 hours for the Israeli faculty, per week for a two-credit course) than they do in face-to-face courses, and all reported greater communication with their distance students. The Israeli faculty have more classroom experience but slightly less online experience and less students per course. The American faculty is somewhat less satisfied with their distance teaching than their Israeli counterparts and they had a less favorable opinion of the

achievability and quality of distance learning outcomes. Also, more of the Israeli faculty think they have greater communication with their online students. These results might be explained by the fact that the Americans are paid less and that many of them use less interactive correspondence-type distance teaching methods (e.g., exchange of print-based instructional materials via regular mail), and less online teaching than do the Israeli faculty.

The American faculty viewed their colleagues' and their institution's opinion of online teaching less positively than do the Israeli faculty. Sixty per cent (60%) of both faculty reported that their involvement in online teaching changed their opinion of it for the better. Also, both faculty had similar recommendations for improving online teaching, except for the inclusion of face-to-face contact by the American faculty. As previously cited, almost all Israeli faculty (except 1) combine face-to-face meetings with online teaching to some extent.

### **Implications of the findings**

Although neither of the studies reported here attempted to control in any way for the fact that both respondent groups are educators, it is of some interest to speculate on how this particular characteristic may have impacted the data. It does seem to the authors, at least on an intuitive level, that because all respondents are pedagogues (i.e., they are not only involved in teaching, but also hold degrees in Education or related fields, and also are involved in teacher education), this has some relevance. They were found to be especially insightful, both personally and professionally, in reflecting on the phenomena under investigation in this study. Hence, it is posited that these respondent groups, as both scholars and practitioners of pedagogy, are more likely than, for example, teachers of chemistry or literature, to appreciate and understand the transitional process they are involved in. This status has provided the investigators with more useful data from which to glean more meaningful implications

In fact, despite differing institutional circumstances, varied instructional formats and any cultural subtleties at play, what was found to be most significant is the remarkable similarity in responses between the Americans and Israelis to almost every set of questions posed. For example, results were strikingly similar regarding training, new challenges, self-perception of roles, rewards,

opinions on achievability and quality of learning outcomes and positive changes in attitudes toward distance education.

Most differences in findings from the two studies appear to be largely a function of institutional variables (e.g., pay structure) and course delivery methods (e.g., presence or absence of face-to-face contact). But when viewed in the larger context representative of a worldwide professoriate undergoing fundamental change in its instructional role, how it relates to learners and how this transition is perceived, it can be concluded that the presumed demise of human mediation in the face of the increased presence of instructional technology is somewhat exaggerated.

Once engaged in distance teaching activities, a strong majority of faculty, even those who receive only modest training, compensation and recognition, find the experience satisfying, and believe their students recognize the critical contribution they continue to make to the teaching-learning relationship, regardless of how much interactive technologies may have intervened into the process. However more elaborate the modes of computer-assisted communication may have become just since the 1990's, there are certain fundamental principles applicable to academic discourse at a distance that seem to prevail.

One of these is that it is the role of teacher, mentor, tutor (i.e., the human connection) that consistently determines distant students' satisfaction. As Lentell (2003) declares "*It is the tutor who individualizes and mediates the mass produced product of distance education. It is only to the tutor that the distance education learner exists as an individual.*" Despite a relatively mature, self reliant audience attracted to distance education options because of their convenience and flexibility, the social presence of an instructor is still valued. Massie's research (2000) indicates that those e-learning courses that garner the strongest interest from prospective learners are those that offer tutorial support.

It is also striking to document the highly positive attitude toward distance education that is shared by our two respondent groups, as they become increasingly engaged in their new instructional roles. It would seem that, just as Thurmond et al found in a 2002 study, what transpires over time as a distance course progresses, has a greater impact on students'

satisfaction than those participants' characteristics at the start of the course, so too does what ensues over a course's duration have a significant impact on faculty satisfaction, regardless of their disposition at the outset.

One of the most dramatic data disparities between the two respondent groups is their opinion regarding "invisible" students (i.e., those who participate minimally in the online course environment, at least in terms of postings). Why is it that American faculty are much more inclined than their Israeli counterparts (70% vs. 10%) to give their students the "benefit of the doubt" in assuming that such apparently low course participation has a relatively minor impact on the level of learning they ultimately achieve?

It is interesting to speculate on what influence the medium predominantly in use has on this particular finding. While the Israeli faculty are all engaged in some form of online interaction with their students (e.g., computer conferencing, e-mail, course website), most of the U.S. faculty are utilizing video-based courseware, and so all did not have regular Internet-based interaction with students. Thus, because the Americans did not all have a medium that was as convenient, immediate and "visible" as did their Israeli colleagues, we believe they were more inclined to assume that students were learning despite the absence of evidence of this as demonstrated by regular electronic postings. This was presumably reinforced when students eventually submitted acceptable work. Also, because the Israeli teachers incorporate some face-to-face contact with their students, this likely heightens the need for them to "see" students to be assured they are sufficiently engaged in the course.

## **Conclusion**

Studies, such as the two reported here, documenting positive experiences and opinions of faculty now engaged in online and distance teaching, are encouraging and suggest that familiarity with distance education may lessen a good deal of earlier animosity towards it. In his forthcoming book (*Critical Issues in Distance Education Leadership*, 2004) Beaudoin states: *We are, in fact, seeing increasing numbers of faculty at so many institutions now moving into the cyberspace environment to undertake all, or at least part, of their teaching responsibilities. It is interesting*

*to speculate about how the cumulative effect of this phenomenon might impact the overall level of 'best practices' in online teaching.*

Although this study documented overwhelmingly positive reactions from both American and Israeli faculty to their involvement in distance education, and may suggest that opportunities for online teaching primarily attracts those inclined to become engaged in new modes of instruction, it must be recognized that there still exists a large segment of the professorate which remains resistant to out-of-classroom instruction, and which may not be especially strong candidates to succeed in this new milieu.

Responses of faculty in these studies suggest to the authors that those responsible for the planning and implementation of online education at the institutional level, must be especially attentive to the impact of this process on faculty. As this represents a fundamental shift in faculty roles, leaders who are cavalier toward those who will ultimately use new teaching modes to respond to new needs, do so at risk of compromising the success of such efforts. Beaudoin (2004) argues for a particular approach to leading the transition from classroom to online instruction. While many institutions thrive on maintaining the status quo, those seeking relevance in the new century, require transformative leadership that creates the conditions for change and enhances faculty receptivity to those possibilities.

Yet, the road is still long; as noted, many educators still teach face-to-face only, and staunchly oppose the idea of teaching at a distance. It is hoped that the results of these and similar studies can assist decision-makers at universities in implementing online courses. The findings should also help faculty and administrators identify and address pedagogical issues related to the transition from on-campus delivery to online-teaching. Finally, these findings could help researchers refine and focus additional questions related to the implementation and delivery of online courses, and the critical role played by faculty in this dynamic transition of teaching and learning.

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## Appendix 1: Distance Education Faculty Transition Questionnaire

Dear Colleague:

This questionnaire is designed to provide data regarding teaching roles and perceptions of faculty who have made the transition from face to face teaching in classroom settings to distance education online environments with little or no "live" contact with students. Please check the response that most closely applies to you. If you need more space to respond to open-ended questions, please use the bottom half of the last page of the questionnaire. Results, which will remain anonymous with respect to individual respondents, will be provided to all participants upon completion of the project. Please return the completed questionnaire no later than July 10<sup>th</sup>. Thanks very much.

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1. How many years of post-secondary classroom teaching experience do you have? -  
2-5 - 6-10 - more than 10
  
2. How many years of post-secondary online teaching experience do you have? – 1-5 - 6-10 -more than 10
  
3. What is your current teaching situation?
  - Teaching in a classroom environment only
  - Teaching in a distance education environment only
  - Teaching in both environments
  - Not presently teaching
  
4. What distance education medium/media have you/do you utilize?
  - correspondence/print
  - teleconference
  - pre-produced video

- audio conference
  - e-mail
  - internet
  - learning platform (identify: e-college, Web=CT)
  - other interactive media (describe) \_\_\_\_\_
- 

5. How many online courses are you now teaching or did most recently?

- one - two - three or more

6. What is the total number of students enrolled in your current or most recent online courses: -under 25 -26-50 -51-100 -more than 100

7. How much time do you typically spend on online courses in a 16 week semester?

- About the same as with a classroom courses
- More in online courses
- Less in online courses

8. On average, how many hours per week do you spend on online courses related activities? \_\_\_\_

9. Do your online students complete a faculty/course evaluation after taking your courses?

- Yes -No -Don` t Know

10. if yes, do you feel the instrument used in appropriate to your online teaching situation?

- Yes -No

11. How would you characterize your online student evaluations of your teaching role compared to your classroom students?

- Comparable level of satisfaction among both student groups
- Online students generally more satisfied than classroom students
- Classroom students generally more satisfied then online students
- Don't know

12. How would you describe your own level of satisfaction with your teaching role?

- Generally more satisfied with my online teaching
- Generally more satisfied with my classroom teaching
- About equally satisfied both modes of teaching
- Briefly explain your response\_\_\_\_\_

13. What have you found to be the most difficult aspect of making the transition from classroom to online teaching?

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14. How would you characterize your PRIMARY role in online(check only one)

- teacher
- mentor
- facilitator
- providing feedback
- content expert
- other(describe)\_\_\_\_\_

15. What do you consider to be your most IMPORTANT function in a online course, and why?

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16. Do you think that your students, recognize the importance o this function in their learning?

-Yes - No - if no why?

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17. Do you think that your department/institution recognize the impact of your role on your students learning? -Yes - No - if no why ?

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18. Is your compensation for online teaching...

- Comparable to what I am paid for classroom teaching
- More than what I am paid classroom teaching
- Less than what I am paid classroom teaching

19. What do you think is the perception of your online teaching activity on the part of most of your colleagues who teach only in classroom settings?

- They consider it equally to teaching in classroom situation
- They consider it less important than teaching in the classroom
- They consider it more challenging than classroom teaching
- They seem indifferent to it or offer no clear opinion
- Other (briefly explain)\_\_\_\_\_ no response \_\_\_\_\_

20. What is your own perception of your online teaching compared to traditional classroom teaching?

- it is equal to classroom teaching
- It is less important then classroom teaching
- It is more challenging than classroom teaching
- Other (briefly explain) \_\_\_\_\_

21. What is your assessment of the quality of instructional materials available to your online students?

- It is equal to what students in the classroom use
- it is of lesser quality
- It is of greater quality
- No response

22. Has your opinion of online education changed in any way since your involvement in this online program?

- No

- Yes (please explain)

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23. What do you find to be the most rewarding aspect of your online teaching role?

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24. What do you find to be the most frustrating aspect of your online teaching role?

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25. Did you receive any special training when you assumed a online teaching role?

- Yes -No

- If yes, briefly describe\_\_\_\_\_

- If no, what training would have been helpful?\_\_\_\_\_

26. Compared to classroom teaching, do you find online teaching

-More difficult

-Less difficult

-About the same

27. Compared to classroom teaching, how much interaction/communication do you have with your online students?

- About the same
- More with online students
- Less with online students

28. What mode do you use most frequently to communicate with online students?

- correspondence
- telephone
- fax
- e-mail
- internet
- other

29. Do you think a low visibility students (i.e., those who interact minimally with you and other students) are engaged in the course and learning from it?

- Yes -No - Don't know

30. How would you compare the quality and achievability of learning outcomes between students you teach in the classroom and those you teach via online?

- About the same with both
- Higher with online students
- Lower with online students

31. What is your perception of the overall satisfaction level of majority of your students with their experience as online learner?

- About the same as with their experience in classroom based learning
- Higher satisfaction with their online learning experience
- Higher satisfaction with their classroom learning experience

32. What have you found to be the most frequently cited positive aspect by your students' experience as online learner?

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33. What have you found to be the most frequently cited complaint from your students regarding their experience as online learner?

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34. IF there was one thing you could change to improve your overall online learning situation, what would it be?

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35. Please offer any other brief comments that you feel are pertinent

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