

A Study of Faculty Attitudes about Instructional Issues
Stephen F. Austin State University
Spring 2015

Conducted by

Center for Teaching and Learning

and

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Submitted October 19, 2015

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Executive Summary

The Center for Teaching and Learning at Stephen F. Austin State University and the university Distance Education Committee conducted a study in February 2015 to obtain input from faculty on a range of issues related to instruction, instructional delivery, and continuing professional development. Those with faculty appointments were invited via email to participate in an online survey consisting of 21 questions in three categories: 1) Demographics, 2) Teaching and Learning, and 3) Compensation and Course Ownership.

Results revealed that of the 230 respondents, three-quarters held one of the professor ranks, with instructors, lecturers, and librarians accounting for the remainder. Three quarters of respondents were in the colleges of Liberal and Applied Arts, Education, or Sciences and Mathematics, though all colleges were represented. The largest representation was from those with 0-5 years of teaching experience; one-third of respondents had five or fewer years of experience at SFA. Somewhat over half of the respondents did not teach online courses, and the vast majority did not teach hybrid courses. Administrative roles were held by 30% of respondents, with program coordinator most common.

Department chairs were most often credited for decisions related to the offering and staffing of courses, with faculty request a close second. Faculty was most often credited with decisions related to instructional mode, new course development, and updating courses. In regard to decision processes related to course development, course offerings, and staffing, some differences were found between faculty and the various administrative levels, between the colleges, and between total responders and those with five or less years of experience.

Respondents were virtually split on the issue of whether faculty should be compensated differently for teaching using different instructional modes, with non-online and online faculty expressing reverse opinions. Nearly two-thirds of respondents felt that faculty should be compensated differently for developing courses for different instructional modes, with online respondents strongly in support of the idea and non-online respondents about equally divided on the issue. Respondents overwhelmingly supported the idea that faculty is responsible for course content and rigor, regardless of instructional mode; majority support on the issue was not present for any of the other oversight levels. On the issue of responsibility for inspection and quality assurance for all courses, the vast majority saw faculty as having that role, with a majority also

indicating department chair responsibility in the matter. Respondents felt strongly that the individual faculty member should retain ownership of developed courses. On the issue of ownership differing based on instructional mode, more than three-quarters were opposed, with moderate differences between the non-online and online respondents.

A majority supported the university having different guidelines by instructional mode for the number of students in courses and for faculty office hours; this was especially true among online respondents. When asked whether the university should encourage development of courses and programs based solely on delivery mode, the overall majority was opposed to the idea, though a slight majority of online respondents supported it. Respondents provided a large number of comments throughout the survey and for the final open-ended question. Comments and suggestions were concentrated in several areas: training and support, compensation (mostly focused on online stipends), quality and rigor issues, and professional development.

A number of conclusions emerge from the findings of this study:

- Faculty voice appears to be strongly supported in decision-making processes related to course development, updating, scheduling, staffing, and content and rigor, regardless of the respondent's administrative role and college.
- Opinion is nearly equally split on whether extra compensation should be given for teaching online/hybrid. Stronger support exists for providing compensation for online/hybrid course development. Opinions of those who teach online and those who do not are markedly different on issues related to differentiated compensation for teaching and developing courses for specific modes.
- Inspection and quality assurance for all courses is seen as the responsibility of faculty and department chairs, with other levels possibly participating in the process. CTL is seen as least responsible.
- A majority of faculty supports the idea of different guidelines for class enrollment and for office hours, depending on instructional mode.
- Most do not support the idea of the university encouraging the development of courses and programs for a specific delivery mode, though those who teach online tend to support the idea.
- Faculty members have strong opinions about instructional issues and have various suggestions to contribute to the mix of ideas.

Background

A recent development at Stephen F. Austin State University (SFA) was the consolidation in 2014 of the Office of Instructional Technology, the Teaching Excellence Center, and the Office of High-Impact Practices to form a new entity referred to as the Center for Teaching and Learning (CTL). The CTL and the university Distance Education Committee (DEC) sought to obtain input from faculty on a range of issues related to instruction, instructional delivery, and continuing professional development.

Purpose of the Study

The purpose of the research was to identify faculty attitudes and expectations about practices and policies related to teaching and learning at SFA in order to equip the organization with information needed to plan future strategies and initiatives.

Research Design

In the Spring term of 2015, the CTL and the DEC conducted a survey to gain insights about current and future practices related to teaching and learning at SFA. All full-time and part-time employees with faculty status (librarians included) received an email invitation to participate in the survey from the university's Office of Academic Affairs. The survey was open for participation from February 13 through February 24, 2015. The 21-question survey solicited both quantitative and qualitative input in three categories: 1) Demographics--7 questions; 2) Teaching and Learning--5 questions; and 3) Compensation and Course Ownership-- 9 questions. The committee's intent was to extend the information gained from this survey to guide the design of focus groups to further explore attitudes about potential policies and procedures.

Findings

A total of 230 individuals participated in the survey, with the number of responses to each item varying. The following findings and analysis provide an initial understanding of the beliefs, attitudes, and expectations of faculty and administrators regarding issues that impact traditional and distance education at SFA. Quantitative results are reported through text

commentary and explanatory tables and figures. Qualitative comments are summarized in each section, and representative quotes from comments are included.

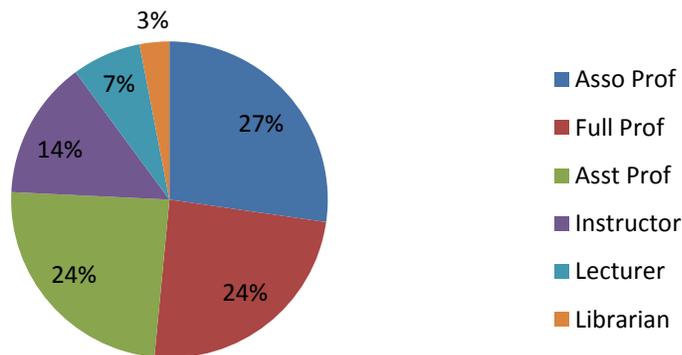
Section 1: Demographic Characteristics

Seven survey questions were used to gather demographic information about respondents. Items assessed included : 1) academic rank; 2) affiliated college or department; 3) years of higher education teaching; 4) total years teaching at SFA; 5) typical semester hours taught online; 6) typical semester hours taught hybrid, and 7) any administrative role currently held.

Academic Rank

Figure 1 summarizes the information gathered from 216 respondents concerning their academic rank/title.

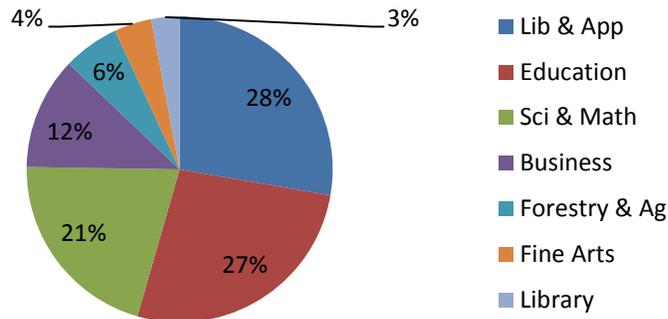
Figure 1: Respondent Ranks



Three-quarters of those responding to the question held one of the professor ranks, with smaller representation in the other categories. While part-time faculty had the opportunity to participate in the survey, it is not apparent that any did so.

College Affiliation

A total of 215 respondents answered the item regarding their college or unit affiliation, with the results summarized in Figure 2.

Figure 2: College/Unit Affiliation

As shown, all colleges/units had representation in the survey, with the three quarters of the responses coming from Liberal and Applied Arts, Education, and Sciences and Mathematics.

Years of Teaching

Respondents were asked to indicate the number of years of higher education teaching as well as years of teaching at SFA, with results of the 216 responses shown in Table 1.

Table 1: Years of Teaching in Higher Education and at SFA

<i>Years Teaching</i>	<i>Total Years</i>	<i>Percent</i>	<i>SFA Years</i>	<i>Percent</i>
0 – 5 years	49	23%	71	33%
6 – 10 years	38	18%	53	25%
11 – 15 years	48	22%	41	19%
16 – 20 years	22	10%	22	10%
21 – 25 years	21	10%	10	5%
26+ years	38	18%	19	9%
Total	216	100%	216	100%

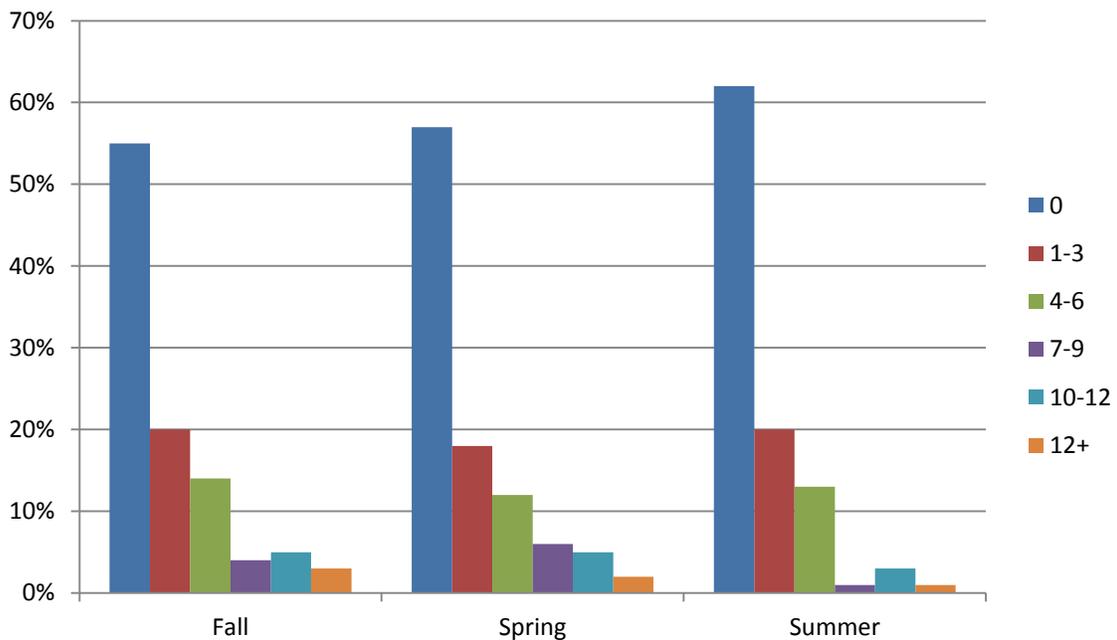
As shown, the 0-5 years of teaching experience bracket was the most frequently indicated one for both total teaching experience and SFA teaching experience, with a third of respondents indicating 0-5 years of teaching at SFA. Remaining results were clustered in the categories

representing less than 16 years. Respondents were thus more likely to be relative newcomers to teaching.

Semester Hours Taught Online and Hybrid

Respondents were asked to indicate how many semester hours of online courses they teach each term in a typical academic year. Instructions specified that to qualify as an online course, 85% or more of the instruction is delivered online. Figure 3 represents a summary of the number of semester hours taught online.

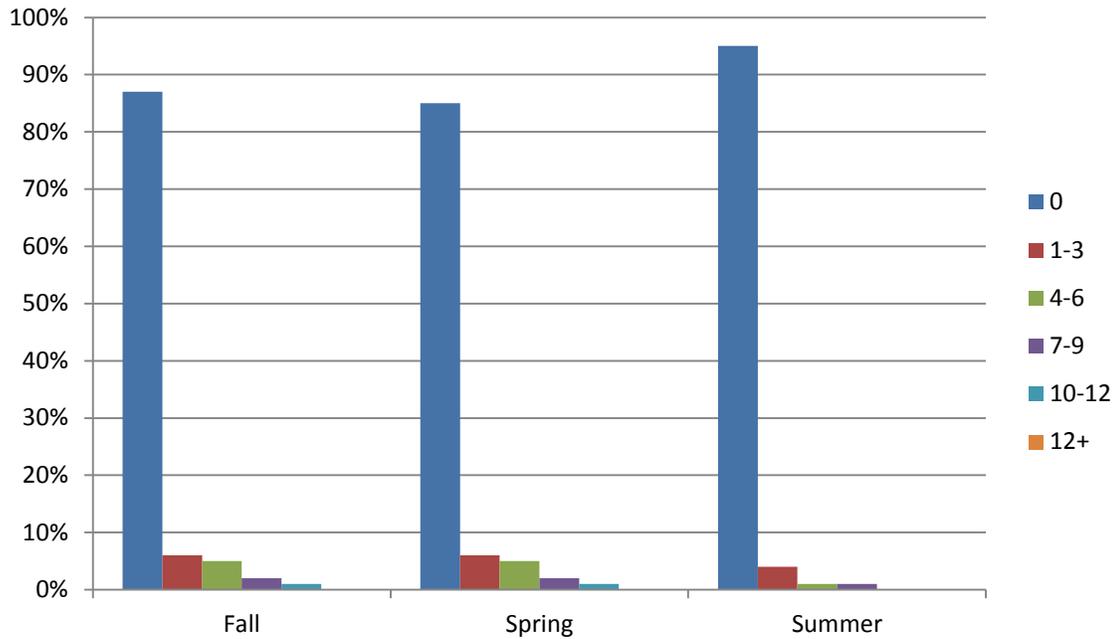
Figure 3: Semester Hours Taught Online (by percentage of response)



For each term, the majority of respondents indicated that they did not teach any online courses. Of those teaching online, the most common response was 1-3 hours.

Respondents were also asked to indicate how many semester hours of hybrid courses they teach in each term of a typical academic year. Instructions specified that to qualify as a hybrid course, 50-80% of the instructional time is online. Figure 4 summarizes the results of semester hours of hybrid instruction delivered.

Figure 4: Semester Hours Taught via Hybrid Instruction (by percentage of response)



For each term, the vast majority of respondents indicated they did not teach any hybrid courses. The most common response of those who did indicate hybrid instruction was 1-3 semester hours.

Administrative Roles

Respondents were asked to indicate all administrative roles they currently held. Table 2 summarizes those responses.

Table 2: Current Administrative Roles

<i>Administrative Role</i>	<i>Responses</i>	<i>Percent</i>
Program coordinator	48	23%
Department chair	10	5%
Associate Dean	4	2%
Dean or higher	1	<1%
None	147	70%
Total	210	100%

The majority (70%) of the respondents indicated that they held no administrative role; they are herewith in this report referred to as “faculty.” Of the 30% of respondents who had administrative roles (hereafter referred to as “administrators”), three-quarters indicated program coordinator as their assignment. No respondent indicated having more than one administrative role assignment, although the question allowed for multiple responses.

Section 2: Teaching and Learning

Five survey questions related to the decision making level for course offerings, teaching assignments, delivery method, course development, and course updating. For each item, respondents were able to indicate multiple answers as applicable.

As this section deals with perceptions about decision making, responses from administrators and faculty are reported overall (with totals indicated with an O) and also examined separately to see whether any significant differences in opinion exist between the two groups. Responses from those with the various administrative roles have been combined in Total and Percent columns and referred to as “administrators” (A), along with faculty (F) data. Responses to items in this section are also indicated by college to reveal any differences among the units. Additionally, results are shown for those teaching 0-5 years at SFA, as they are the largest reporting category in the survey (one-third of respondents) and may presumably have different knowledge levels, needs, and perceptions than faculty with more years of teaching experience at the institution.

How are decisions made about what courses are taught in your program?

Table 3 that follows summarizes the results of responses received concerning how decisions are made about course offerings. Respondents were instructed to check all answers that applied. Overall totals are reported, along with totals for administrative respondents and for faculty.

Overall, the department chair was most often credited (60%) with making decisions related to course offerings, followed closely by faculty (58%). Administrator respondents most commonly selected department chair and program area (tied at 69%) as the levels for decision making, followed closely by faculty at 60%. Program area was mentioned third most frequently overall with 49%, though administrators selected it more frequently.

Table 3: Decision Making Level for Determining Courses Taught

[O = Overall; A = Administrator; F=Faculty]

<i>Decision level as to what courses are taught</i>	<i>Program Coordin. 45 responses</i>	<i>Dept. Chair 9 responses</i>	<i>Assoc. Dean 4 responses</i>	<i>Dean & higher 1 response</i>	<i>Faculty 140 responses</i>	<i>Total Responses 199 O 59 A 140 F</i>	<i>Percent 100% O 30% A 70% F</i>
Faculty request	25	6	1	1	83	116 O 33 A 83 F	58% O 60% A 59% F
Program area	30	7	3	1	56	97 O 41 A 56 F	49% O 69% A 40% F
Department chair	30	8	2	1	79	120 O 41 A 79 F	60% O 69% A 56% F
Roll over old schedule	13	4	1	0	50	68 O 18 A 50 F	34% O 31% A 36% F
Don't know	0	0	0	0	13	13 O 0 A 13 F	7% O 0% A 9% F

The lower incidence of inclusion of the program area by faculty may have been influenced by the fact that program level as an identifiable entity does not apply in all academic areas across campus. About a third of respondents indicated that the course scheduling decisions resulted, at least in part, from merely rolling over the schedule from the previous term. Nearly one in ten (9%) of faculty, indicated that they did not know how decisions related to course offerings were made.

Table 4 that follows shows a breakdown by college in terms of the decision making level for courses taught. Library responses are not shown, as academic courses are not offered by that unit. Responses as to how decisions are made about what courses are taught did vary somewhat across the colleges. For instance, a higher proportion of respondents from Business (77%) and Liberal and Applied Arts (72%) indicated the role of faculty request in determining courses taught.

Table 4: Decision Making Level for Determining Courses Taught—By College

<i>Decision level as to what courses taught</i>	<i>Business %</i>	<i>Education %</i>	<i>Fine Arts %</i>	<i>Forestry & Agric %</i>	<i>Liberal Arts %</i>	<i>Science & Math %</i>
Faculty request	77%	40%	50%	64%	72%	61%
Program area	50%	63%	25%	64%	43%	39%
Department chair	91%	54%	63%	18%	71%	57%
Roll over old schedule	36%	40%	50%	45%	29%	30%
Don't know	0%	7%	0%	0%	7%	7%

Department chair was indicated as involved much more often by Business respondents (91%); this high is contrasted with a low of 18% by respondents from Forestry and Agriculture. The program area was selected least frequently (25%) by respondents from Fine Arts.

The results for those with 0-5 years teaching experience on the issue of decision making for courses taught is summarized in Table 5.

Table 5: Decision Making Level for Determining Courses Taught : 0-5 Years SFA Teaching

<i>Decision level as to what courses taught</i>	<i>67 responses</i>	<i>Percent</i>
Faculty Request	36	54%
Program area	30	45%
Department Chair	40	60%
Roll over old schedule	23	34%
Don't know	9	13%

The results for the faculty “newbies” were not significantly different from the overall results to the question. As might be expected, a slightly higher percent indicated they did not know how decisions were made concerning courses taught.

Of the 32 comments received, 10 were from administrators and 22 from faculty, though no notable differences were noted in the content of the comments of the two groups. Half of the comments focused on the collaborative nature of the decision making process, with some differences expressed about the influence of faculty in the process. Student needs and the influence of program requirements and regulatory bodies were mentioned in several comments. The following comments are representative of those received:

- *Program members meet to discuss what is needed and what we can teach.*
- *Chairs make the decisions with some input from faculty.*
- *I suspect it is a combination of the chair and program directors and history of what we've always done.*
- *State mandated, accrediting agencies.*
- *Program numbers and student needs are also taken into consideration.*

How are decisions made about who teaches courses in your program?

Responses received from the respondents who answered the question related to teaching assignment decisions are summarized in Table 6 that follows, broken down by administrative role. Overall, the department chair was most often seen as the determining level for decisions related to teaching assignments (70%); however, faculty was cited almost as frequently (67%). Administrators and faculty agreed that the department chair and faculty were determining levels for course staffing decisions. Administrators were more likely than faculty to include the program area as a decision making level as well (55% and 34%, respectively). Once again a small number (6%) of faculty respondents indicated that they did not know how decisions were made about course staffing.

Table 6: Decision Making Level for Determining Teaching Assignments

[O = Overall; A = Administrator; F=Faculty]

<i>Decision level for teaching assignments</i>	<i>Program Coordin.. 44 responses</i>	<i>Dept. Chair 9 responses</i>	<i>Assoc. Dean 4 responses</i>	<i>Dean & higher 1 response</i>	<i>Faculty 140 responses</i>	<i>Total responses 198 O 58 A 140 F</i>	<i>Percent 100% O 29% A 71% F</i>
Faculty request	28	7	2	1	95	133O 38 A 95 F	67% O 66% A 68% F
Program area	23	6	2	1	47	79 O 32 A 47 F	40% O 55% A 34% F
Department chair	35	8	3	1	91	138 O 47 A 91 F	70% O 81% A 65% F
Roll over old schedule	13	2	0	0	50	65 O 15 A 50 F	33% O 26% A 36% F
Don't know	0	0	0	0	9	9 O 0 A 9 F	5% O 0% A 6% F

Table 7 summarizes the breakdown of opinions between colleges in regard to decision making for teaching assignments.

Table 7: Decision Making Level for Determining Teaching Assignments—By College

<i>Decision level for teaching assignments</i>	<i>Business responses %</i>	<i>Education responses %</i>	<i>Fine Arts responses %</i>	<i>Forestry & Agric responses %</i>	<i>Liberal & App Arts responses %</i>	<i>Science & Math responses %</i>
Faculty request	82%	46%	63%	64%	79%	82%
Program area	41%	54%	38%	64%	34%	20%
Department chair	95%	55%	88%	18%	83%	77%
Roll over old schedule	32%	34%	50%	36%	31%	34%
Don't know	0%	7%	0%	9%	3%	0%

Respondents from Education were least likely (46%) to indicate that faculty request plays a role in determining teaching assignments. Department chair participation was once again highest (95%) among Business respondents, with the least percentage coming from Forestry and Agriculture, which had the highest percentage of responses (64%) for program area involvement.

The results for those with 0-5 years teaching experience on the issue of decision making for courses taught is summarized in Table 8.

Table 8: Decision Making Level for Determining Teaching Assignments: 0-5 Years SFA Teaching

<i>Decision level for teaching assignments</i>	<i>67 responses</i>	<i>Percent</i>
Faculty request	39	58%
Program area	27	40%
Department chair	47	70%
Roll over old schedule	21	31%
Don't know	7	10%

Results were fairly consistent for those with the least teaching experience as compared with the overall percentages. One interesting observation is that those with five or less years of experience were somewhat less likely to report that faculty request was involved in the decision making process for teaching assignments (58% versus 67% overall).

Of the 22 comments received in regard to teaching assignments (6 from administrators and 16 from faculty), about half stated that a more or less collaborative process is used, with program director, department chair, or assistant chair having the deciding voice in teaching assignments. One third of the comments indicated that consideration is given to experience, expertise, seniority, and/or personal interest of faculty when making course staffing decisions. Representative comments are as follows:

- *Faculty work together to look at data and see what needs to be taught and who should teach it.*
- *Program coordinator makes decisions.*
- *Faculty qualifications and expertise are the main factors.*

How are decisions made about the instructional mode (i.e., face-to-face, online, hybrid) for courses taught in your program?

Table 9 reflects the results from respondents, by administrative role, who replied to the question related to the decision making level for instructional mode for courses.

Table 9: Decision Making Level for Determining Instructional Mode

[O = Overall; A = Administrator; F=Faculty]

<i>Decision level for instructional mode</i>	<i>Program Coordin. 45 responses</i>	<i>Dept. Chair 9 responses</i>	<i>Assoc. Dean 4 responses</i>	<i>Dean & higher 1 response</i>	<i>Faculty 140 responses</i>	<i>Total 199 O 59 A 140 F</i>	<i>Percent 100% O 30% A 70% A</i>
Instructor of record decides	21	5	2	1	70	99 O 29 A 70 F	50% O 49% A 50% F
Program area decides	23	6	2	1	36	68 O 32 A 36 F	34% O 54% A 26% F
Department chair decides	21	4	1	1	55	82 O 27 A 55 F	41% O 46% A 39% F
Roll over old schedule	6	1	1	0	29	37 O 8 A 29 F	19% O 14% A 21% F
Don't know	1	0	0	0	24	25 O 1 A 24 F	13% O 2% A 17% F

Overall, half of respondents identified the instructor of record as having responsibility in choosing the instructional mode, with the administrators and faculty subgroups in virtual agreement (49% and 50%, respectively). Differences were seen, however, in the percentage of responses of administrators and faculty as to the role of other levels in making instructional mode decisions. Concerning program area participation in such decisions, 54% of administrators indicated such participation, while only 26% of faculty did. A similar difference occurred in responses to the idea that course mode is determined by rolling over the old schedule; 14% of administrators selected that option, while 21% of faculty did so. One administrator and 24 faculty respondents said they did not know how decisions were made regarding mode of course delivery.

Table 10 shows responses by college concerning the decision making level for determining instructional mode.

Table 10: Decision Making Level for Determining Instructional Mode—By College

<i>Decision level for instructional mode</i>	<i>Business responses %</i>	<i>Education responses %</i>	<i>Fine Arts responses %</i>	<i>Forestry & Agric responses %</i>	<i>Liberal & App Arts responses %</i>	<i>Science & Math responses %</i>
Instructor of record decides	64%	37%	50%	45%	64%	50%
Program area decides	41%	47%	13%	36%	22%	34%
Department chair decides	77%	33%	13%	9%	59%	30%
Roll over old schedule	18%	23%	38%	9%	21%	11%
Don't know	5%	18%	13%	18%	12%	5%

Education respondents were least likely to indicate involvement of the instructor of record, at 37%. Business respondents were once again most likely (77%) to include the department chair as involved in decision making concerning instructional mode, contrasted with 13% of Fine Arts respondents and 9% of Forestry and Agriculture respondents. All of the colleges had a small percentage of respondents who indicated they did not know how decisions about teaching mode were made.

The results for those with 0-5 years teaching experience on the issue of decision making for instructional mode is summarized in Table 11.

Table 11: Decision Making Level for Determining Instructional Mode: 0-5 Years

SFA Teaching

<i>Decision level for instructional mode</i>	<i>67 responses</i>	<i>Percent</i>
Instructor of record decides	26	39%
Program area decides	18	27%
Chair decides	29	43%
Department chair	11	16%
Don't know	17	25%

As seen, responses were fairly similar for newcomers as for the overall group, with the exception of a notable difference in the percentage that indicated the instructor of record as part of decisions related to instructional mode (39% of newcomers, as compared to 50% of overall respondents).

Comments were provided by 23 respondents, with 7 from administrators and 16 from faculty. Administrator comments focused on student needs and the inclusion of faculty in the decisions. The majority of comments from faculty respondents emphasized some degree of collaboration in the process, though two comments indicated the need for more coordination and involvement of faculty. One respondent's comment indicated that mode of course delivery is a matter of academic freedom. Representative comments from faculty include the following:

- *We decide together based on the needs of the students.*
- *A discussion to see how many online vs. face-to-face sections are needed.*
- *The instructor of record and the chair work this out to both their satisfactions.*
- *We would benefit from greater coordination in decisions about courses/instruction, but we do not have an adequate mechanism to facilitate coordination.*

How are new courses developed in your program?

Table 12 that follows summarizes the results of responses, by administrative role, to the question concerning how new courses are developed. Faculty once again figured most often in participant responses, with 78% overall indicating the faculty role in proposing new courses; 82% of administrators selected the faculty option, with a somewhat lower 76% of faculty indicating that faculty have a decisive role in new course development. The program area was the second most popularly cited decision level for new courses, with 51% overall. Department chairs selected the program area considerably more often than did faculty (with 72% and 41%, respectively). Department chair level was selected by a much fewer number of respondents, indicating a general feeling among many that chairs are not decision makers in new course development.

A total of 8% (3 program chair respondents and 15 faculty respondents) indicated the lack of new course development, and 13% of faculty did not know how new courses were developed in their areas.

Table 12: Process for Developing New Courses

[O = Overall; A = Administrator; F=Faculty]

<i>Process for developing new courses</i>	<i>Program Coordin. 46 responses</i>	<i>Dept. Chair 9 responses</i>	<i>Assoc. Dean 4 responses</i>	<i>Dean & higher 1 responses</i>	<i>Faculty 140 responses</i>	<i>Responses 200 O 60 A 140 F</i>	<i>Percent 100% O 30% A 70% F</i>
Faculty member proposes	36	9	3	1	106	155 O 49 A 106 F	78% O 82% A 76% F
Program area proposes	32	6	4	1	58	101 O 43 A 58 F	51% O 72% A 41% F
Department chair tells someone to do it	9	1	0	0	25	35 O 10 A 25 F	18% O 17% A 18% F
What new courses? Same as always	3	0	0	0	12	15 O 3 A 12 F	8% O 5% A 9% F
Don't know	0	0	0	0	18	18 O 0 A 18 F	9% O 0% A 13% F

Table 13 that follows summarizes responses by college concerning the decision making level for new course development. A majority of respondents from all colleges indicated faculty involvement in the new course development process, with faculty involvement expressed most frequently by those from Business (95%) and Forestry and Agriculture (92%). The inclusion of other levels as involved in decision making varied by college.

Table 13: Process for Developing New Courses —By College

<i>Process for developing new courses</i>	<i>Business responses %</i>	<i>Education responses %</i>	<i>Fine Art responses %</i>	<i>Forestry & Agric responses %</i>	<i>Liberal & App Arts responses %</i>	<i>Science & Math responses %</i>
Faculty member proposes	95%	61%	75%	92%	88%	82%
Program area proposes	55%	65%	75%	42%	45%	39%
Department chair tells someone to do it	36%	12%	25%	8%	19%	23%
What new courses? Same as always	9%	9%	0%	8%	7%	5%
Don't know	0%	12%	13%	8%	9%	5%

Table 14 summarizes results for those with 0-5 years of teaching experience on the issue of decision making for developing new courses.

Table 14: Process for Developing New Courses: 0-5 Years SFA Teaching

<i>Process for developing new courses</i>	<i>67 responses</i>	<i>Percent</i>
Faculty member proposes	49	73%
Program area proposes	28	42%
Chair tells someone to do it	10	15%
What new courses? Same as always	6	9%
Don't know	15	22%

Results of the newcomers were relatively consistent with overall results concerning the process for developing new courses. As in the previous comparisons, a higher percentage of newcomers indicated don't know.

A total of 24 comments (7 from administrators and 17 from faculty) were received related to how new courses are developed. The nature of the comments was similar between the two groups. A third of respondents indicated that some sort of collaborative process is used for new course development, though perhaps limited. Five comments related to new courses being driven by external agencies and student performance on standardized measures. Five respondents commented that few if any new courses have been developed recently, and several comments indicated some dissatisfaction about how new course development happens. Two comments suggested that the wording of the option related to department chair initiative (“Department chair tells someone to do it”) was poor, and that “tells” would have been better worded as “asks.” The following are representative of the comments received.

- *Departmental faculty discusses and decides, and the department submits.*
- *We try to develop new courses in conjunction with partners and through external funding mechanisms.*
- *Completely brand new courses have not been developed in many years.*
- *Assistant chair tells us, with a veneer of faculty input.*
- *Mostly there are a handful of people who develop new courses but they have some reason why others can't.*
- *“Tells someone to do it” is a bit strong. “Asks” is a better description.*

How are courses updated in your program?

Table 15 that follows summarizes respondents’ views on how decisions are made about course updates. A large majority (81%) of respondents overall indicated that faculty play a role in course updating; however, administrators (90%) chose this option notably more often than did faculty (77%). Slightly less than half (48%) overall indicated program area involvement in the process; though over 62% of administrators chose this option, only 42% of faculty chose it.

Department chair involvement in course update decisions was indicated much less often by both administrators (13%) and faculty (24%). A total of 6% of respondents (including one program coordinator and 10 faculty) indicated an absence of course revisions, and 10% (including one program coordinator and 19 faculty), were not aware of how course revisions are decided.

Table 15: Process for Making Course Updates

[O = Overall; A = Administrator; F=Faculty]

<i>Process for course updates</i>	<i>Program Coordin. 46 responses</i>	<i>Dept. Chair 9 responses</i>	<i>Assoc. Dean 4 responses</i>	<i>Dean & higher 1 responses</i>	<i>Faculty 139 responses</i>	<i>Responses 199 O 60 A 139 F</i>	<i>Percent 100% O 30% A 70% F</i>
Faculty member proposes	41	9	3	1	107	161 O 54 A 107 F	81% O 90% A 77% F
Program area proposes	26	6	4	1	59	96 O 37 A 59 F	48% O 62% A 42% F
Department chair tells someone to do it	7	1	0	0	33	41 O 8 A 33 F	21% O 13% A 24% F
No change-same as always	1	0	0	0	10	11 O 1 A 10 F	6% O 2% A 7% F
Don't know	1	0	0	0	19	20 O 1 A 19 F	10% O 2% A 14% F

Table 16 summarizes responses by college concerning the decision making level for making course updates.

Table 16: Process for Making Course Updates —By College

<i>Process for course updates</i>	<i>Business responses %</i>	<i>Education responses %</i>	<i>Fine Art responses %</i>	<i>Forestry & Agric responses %</i>	<i>Liberal & App Arts responses %</i>	<i>Science & Math responses %</i>
Faculty member proposes	95%	75%	75%	100%	79%	86%
Program area proposes	55%	60%	50%	50%	40%	42%
Department chair tells someone to do it	32%	16%	25%	25%	21%	26%
No change-same as always	5%	7%	13%	8%	5%	5%
Don't know	0%	11%	13%	8%	10%	7%

While at least three-fourths of respondents from all colleges indicated the inclusion of faculty in decisions about course updates, the highest indicators were from Forestry and Agriculture and Business (100% and 95%, respectively).

The results for those with 0-5 years teaching experience on the issue of decision making for course updates is summarized in Table 17.

Table 17: Process for Making Course Updates: 0-5 Years SFA Teaching

<i>Process for course updates</i>	<i>67 responses</i>	<i>Percent</i>
Faculty member proposes	48	72%
Program area proposes	28	42%
Chair tells someone to do it	16	24%
What new courses? Same as always	4	6%
Don't know	16	24%

Somewhat fewer newcomers reported the faculty member's role in course updates (72% versus 81% overall). Of the newcomers, 24% reported not knowing who decides on course updates, as compared to 10% overall.

Of the 18 comments received (3 from administrators and 15 from faculty), a third indicated that decisions about course changes were influenced by program review, accreditation recommendations, comparison to other institutions, or changes in university core requirements. The department chair, program director, or program committee were also mentioned as directive in the change process by a third of respondents, often in collaboration with faculty. A few comments focused on the responsibility resting with the individual faculty member or a group of faculty members, though not always in a favorable tone. One administrator mentioned the incidence of static online courses. Representative comments are as follows:

- *After professional organization recommendations, professional and educational requirements, and comparable institutions are reviewed, the chair makes recommendations for program and course review.*
- *For the most part, we update our courses as we see a need or as the program committee sees the need.*
- *Historically it has been left to the individual faculty member to decide on whether updates are needed. Faculty who ignore continue rolling over/teaching old, outdated material.*
- *I think we have a fair number of static online courses, to be honest.*

Section 3: Compensation and Ownership

The third section of the survey included nine items related to compensation, ownership, and faculty expectations as related to mode of delivery. As items in this section required respondents to reflect on perceived differences in course delivery mode, data are reported with overall responses as well as separating responses for those who typically do not teach online and those who teach at least one online class.

Should faculty be compensated differently for teaching using different instructional modes?

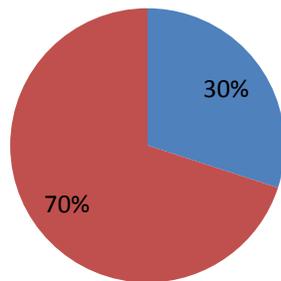
While the overall totals for those supporting and opposing differentiated compensation were close to equal (*yes* at 49% and *no* at 51%), opinions were sharply divided between those who do not teach online versus those who teach at least one online course, as shown in Figure 5 that follows.

On the issue of differential compensation for teaching in different modes, the responses of those who do not teach online versus those who do were virtually reversed; 30% of non-online respondents indicated *yes*, while 69% of online respondents indicated *yes*.

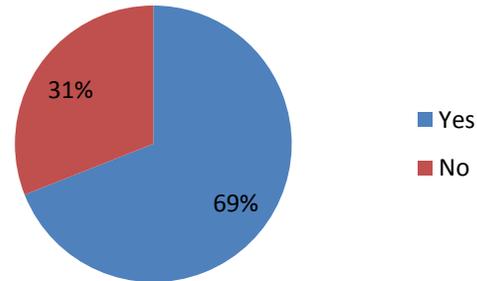
Figure 5: Differentiated Compensation for Teaching Using Different Instructional Modes

Should faculty be compensated differently for teaching using different instructional modes?

No Online Courses Taught



At Least One Online Course Taught



Respondent comments on the issue were numerous. In keeping with the split opinions on the issue, 68 comments were received from those teaching online, and 52 comments came from those not teaching online. Comments from respondents in favor of differentiated compensation focused on the need to provide extra incentives for delivering online instruction because of the extra time and preparation required for online classes and the expectation for seven-day a week availability. Reasons provided in support of differentiated compensation are summarized as follows:

- *Online takes serious additional time and dedication as all words/pages have to be accurate and updated each semester and students expect weekend support.*
- *Online instructions require constant updates.*
- *It takes much more time to teach online especially with appropriate student-faculty interaction and feedback. You are responding to each student individually to give the appropriate feedback. Also, you must be readily available at all times for online courses...even on weekends.*
- *Honestly, teaching online comes with more headaches; the compensation makes the extra work and stress more palatable.*

- *Teaching online requires more time throughout the semester. It requires a tremendous amount of time in planning and setting up the course BEFORE the semester ever begins. Online courses require the instructor to be online more, more than just the number of office hours. Yes, there are some teachers who deliver the course like a correspondence course (no interaction), but to do it RIGHT takes more time and effort. Also my online courses are always larger than my face-to-face courses. If administration is going to cram the online courses with what would be considered an overload in another course, the instructor should be compensated.*

Those opposed to differentiated compensation frequently focused on the question of equity, arguing that a course is a course no matter how it is delivered. Several comments suggested that student needs are more important than promoting online delivery. A few raised the question of losing the core value of a four- year university by encouraging online modes of delivery. One stated that the online mode does not have the same rigor as the face-to-face mode. Reasons offered for opposing differentiated pay for teaching in different modes are summarized by these representative comments:

- *Time spent in class is similar to time spent online.*
- *All teaching methods take work, and compensating for online courses creates discord between faculty and adjunct faculty.*
- *Monetary incentives and ability to live elsewhere and telecommute encourage full-time, on-campus students to be forced into online classes when they should not be.*
- *Online courses should not be taught in my program area due to the nature of the courses.*
- *Live courses require more prep.*
- *Face-to-face is actually more difficult. It should pay as much as online teaching.*
- *This was necessary when the practice first began. Don't see a need now that it is more common.*
- *Online classes are usually watered down versions of F2F.*
- *Their compensation should be LESS than face-to-face courses.*
- *If the courses count the same, compensation should be the same.*

- *In my experience, online courses do facilitate the development of meaningful and edifying connections between professor and student. Incentivizing online courses with a stipend has the potential to decrease the amount of time professors devote to face-to-face instruction. Minimizing face-to-face instruction, in my experience, decreases retention and makes it difficult to identify and connect with struggling students, and recruit majors. Face-to-face instruction is the life blood of a four-year university.*

A few comments indicated that respondents were not sure on the compensation issue due to its complexities, and some did not indicate a *yes* or *no* choice, but only provided a comment. The following comments are representative of the few neutral comments made:

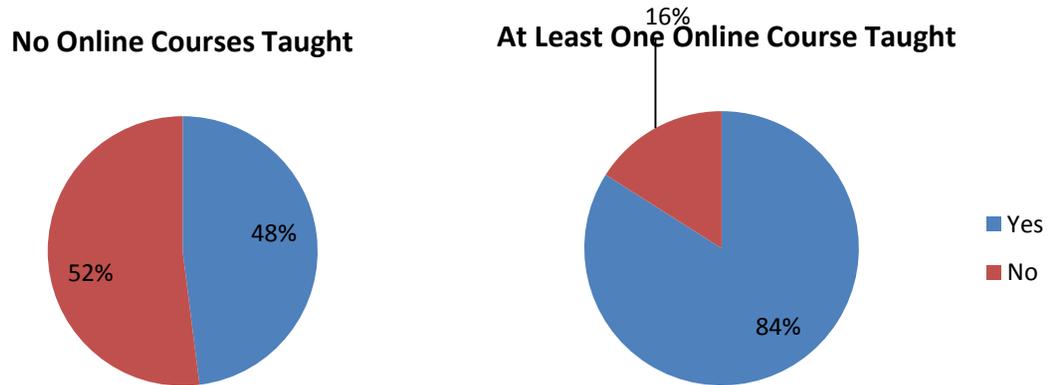
- *It depends on the depth of student-instructor interaction and on content.*
- *This is difficult; every class is different based on the instructor, no matter if it's face to face or online/hybrid. The only reason I say a possible pay difference is if there are more students you would be responsible for.*

Should faculty be compensated differently for developing courses for different instructional modes?

Of those responding to the question about differential compensation for course development, 65% were in favor of differentiated compensation for new course development depending on instructional mode and 35% were opposed. As anticipated, responses differed between the non-online and online teaching groups. Figure 6 that follows illustrates those differences in opinion.

Respondents who did not teach online once again differed in opinion from those who taught online, though not as sharply as on the previous item dealing with differential compensation for teaching in different modes. In responding to whether faculty should be compensated differently for developing courses for different instructional modes, those who did not teach online were split nearly equally (with 48% indicating *yes*, and 52% indicating *no*). Of those who taught online, 84% were in favor of differentiated compensation for course development, depending on instructional mode.

Figure 6: Differentiated Compensation for Developing Courses for Different Instructional Modes



Those teaching online provided 67 comments, with 53 comments provided by those not teaching online. Approximately three-fourths of the comments expressed support of the idea of extra compensation. The following comments are representative of those received in support of differentiated compensation for course development:

- *Preparing an online course is MUCH more labor intensive than an in-person course.*
- *Skills required for developing high quality online courses varies considerably from face to-face. Knowledge on new and modern forms of technology programs, applications, and social media, and how students engage in online courses is needed.*
- *Developing an online course requires a higher level of preplanned preparation due to technical demands and troubleshooting.*
- *Compensation for developing new online courses should be more. Currently, I probably end up making \$2-3/hour for developing an online course.*
- *There is frequently proprietary content in the course design.*
- *Creating a quality online course is like creating a textbook. One should be compensated either way.*
- *Yes, if they are sharing rights with the university. They are essentially writing a course and saying "here, take it." That is worth compensation.*

- *From what I have learned from colleagues, there is a lot more work that goes into creating the online version of a course because everything you would do in the classroom must be written out or videoed/audioed and edited/polished for upload. Next, any activities done in the classroom have to be rethought so that the online activities will be equivalent. Finally, for non-technical savvy colleagues, the learning curve is steep. The online platform does change periodically, and this can be challenging.*

The following are representative comments in opposition to differentiated compensation for course development:

- *Developing courses takes approximately the same amount of time no matter what instructional mode.*
- *Let me see. I can stay at home, have fewer contact hours with students, and be paid more. It's becoming a scam.*
- *It is actually more difficult to develop a cogent, powerful face-to-face course; the online is routinized to the lowest possible denominator.*
- *Putting in the initial work is difficult; however, it is part of our responsibility at a teaching institution.*

A few comments represented a neutral stance on the issue:

- *I have mixed feelings on this. I think it is a way to get buy-in on online and help with quality.*

Who should be responsible for course content and rigor regardless of the modes of instruction?

Respondents' answers to the question of responsibility for course content and rigor are summarized in Table 18 that follows. Respondents were very clear in their response that the individual instructor of record bears responsibility for course content and rigor, with 95% overall choosing that answer. All other categories were selected by less than half the respondents overall, with levels of program area, program coordinator, and department chair receiving about equal support. Course coordinator was indicated by a third of respondents, but comments from a few respondents indicated that the role was not one with which they were familiar. Only 9% of

respondents felt that the Center for Teaching and Learning (CTL) bore any responsibility for course content and rigor.

Table 18: Responsibility for Course Content and Rigor

<i>Responsible for course content and rigor</i>	<i>Non-Online 100 responses</i>	<i>Non-Online percent</i>	<i>Online 92 responses</i>	<i>Online Percent</i>	<i>Overall Total 192 responses</i>	<i>Overall Percent</i>
Instructor of record	92	92%	90	98%	182	95%
Program area	43	43%	43	47%	86	45%
Program coordinator	35	35%	49	53%	84	44%
Course coordinator	27	27%	37	40%	64	33%
Department chair	41	41%	51	55%	92	48%
Center for Teaching & Learning (including former OIT)	5	5%	13	14%	18	9%

Non-online and online respondents were notably similar in their responses to the issue of responsibility for course content and rigor. One difference worth noting was in the area of the program coordinator's role. Non-online respondents were less likely to include that level than were online respondents (35% and 53%, respectively).

Many of the 46 (18 non-online and 28 online) provided comments emphasized joint responsibility among some levels for course content and rigor. These sample comments were typical:

- *Ideally, it should be a team effort with student success at the forefront.*
- *Faculty bears the responsibility for content and rigor. Chairs are responsible for evaluating faculty.*
- *Everyone should be responsible for insuring that students are receiving a quality education. I am not advocating someone to "police" online courses, but there should*

- be some check. Just as in face-to-face courses, faculty are held responsible for their courses. Course evaluations should help in this oversight (to some degree).*
- *It's mostly the instructor, but others have to be involved, especially for online.*

A significant number of comments supported the right of the individual faculty member to determine content and rigor, as reflected in these sample comments:

- *This is a matter of academic freedom.*
- *There should be no other influence on what is in any course curriculum in any format. The content and rigor of a course curriculum lies entirely with the faculty delivering the course.*
- *Making anyone but the instructor of record responsible seems ludicrous. Academic freedom is an ideal I believe in.*
- *The instructor should decide content. Not administrators, chairs, or politicians.*

Numerous respondents were specific that CTL should not have that responsibility, as in these representative comments:

- *Definitely not CTL; that office doesn't have expertise in the disciplines across campus.*
- *CTL should not make any decisions; they should act as an advisory group only.*
- *Under no circumstances should OIT have the ability or power to supervise, approve, monitor, or otherwise be responsible for course content and rigor.*

Who should be responsible for inspection and quality assurance for all courses regardless of the modes of instruction?

Respondents were also asked to indicate the entity or entities responsible for inspection and quality assurance of courses. A summary of the results for non-online and online respondents is provided in Table 19.

Table 19: Responsibility for Inspection and Quality Assurance of Courses

<i>Responsible for inspection and quality assurance of courses</i>	<i>Non-Online 99 responses</i>	<i>Non-Online percent</i>	<i>Online 94 responses</i>	<i>Online Percent</i>	<i>Overall Total 193 responses</i>	<i>Overall Percent</i>
Instructor of record	76	77%	82	87%	158	82%
Program area	44	44%	39	41%	83	43%
Program coordinator	41	41%	53	56%	94	49%
Course coordinator	25	25%	46	49%	71	37%
Department chair	57	58%	57	61%	114	59%
Center for Teaching & Learning (including former OIT)	9	9%	23	24%	32	17%

Consistent with responses to the previous item dealing responsibility for content and rigor, respondents strongly supported the idea that the instructor of record has responsibility for inspection and quality assurance for all courses. A clear majority (59% overall) felt that the department chair also has that responsibility.

A majority (56%) of the online group also indicated the program coordinator as responsible for quality assurance. Other entities received lesser support as responsible in the process. As might be expected, online respondents more often included the CTL in the quality assurance responsibility, perhaps in part because of the support offered for online course development, course maintenance, and certification of instructors.

A total of 42 comments were received with 27 from online respondents and 15 from non-online respondents. Nearly half of the online respondents made specific mention of the role of the Center for Teaching and Learning (or OIT), while only a few non-online respondents included comments about CTL. The following comments about CTL are representative of those received:

- *The Center is aware of certain requirements for online courses that change frequently; they help those of us who teach online keep up with requirements such as*

ADA compliance. Face-to-face courses are the responsibility of the faculty who teach them with input from the chair.

- *OIT is way too involved/micromanaging in this. That is why I have never become certified to teach online.*
- *Not CTL unless they are certified experts in the area.*
- *Program faculty and department/college administrators should be responsible for this function. If they lack skills in how to ensure quality, then the job of the CTL is to train and equip them to fulfill this function. Again, it should not be the role of CTL to become a “compliance wing” of the university.*

Some comments were more general in nature, with the majority emphasizing joint responsibility for monitoring quality. The following are representative comments:

- *I firmly believe that the instructor and faculty colleagues should decide this, and department chairs should be facilitators. I believe in faculty governance.*
- *I think all could have a role in the review process, depending on the course. I think our assessment process also ensures rigor.*
- *This is one area in which many sets of eyes are helpful. Collaboration between those who are familiar with the subject is crucial, and faculty should be willing to listen to and lean on each other for honest evaluation of courses.*

Who should retain ownership of faculty-developed course content?

Respondents were asked what entity or entities should retain ownership of faculty-developed course content, with the results shown in Table 20 that follows. Respondents were in strong overall agreement (83%) that the instructor of record and/or the faculty have ownership in faculty-developed course content. Ownership was attributed in much smaller numbers to the department/unit (22%), the university (14%), and the program area (12%). The other two entities received miniscule support for ownership. Results for this item dealing with ownership of course material were almost identical for non-online and online respondents.

Table 20: Retained Ownership of Faculty-Developed Course Content

<i>Retains ownership of faculty-developed course content</i>	<i>Non-Online 100 responses</i>	<i>Non-Online percent</i>	<i>Online 94 responses</i>	<i>Online Percent</i>	<i>Overall Total 194 responses</i>	<i>Overall Percent</i>
Instructor of record/faculty	85	85%	76	81%	161	83%
Program area	12	12%	12	13%	24	12%
Program coordinator	2	2%	3	3%	5	3%
Course coordinator	2	2%	4	4%	6	3%
Department/unit	21	21%	22	23%	43	22%
Center for Teaching & Learning (including former OIT)	2	2%	1	1%	3	2%
The university	11	11%	17	18%	28	14%
Don't know	4	4%	5	5%	9	5%

Comments from 18 non-online respondents and 35 online respondents concerning retained ownership were also noticeably consistent across the two groups. Some focused on the ownership rights of faculty, as illustrated by the following representative comments:

- *If the instructor developed the course himself, he should have ownership.*
- *The content in the online courses I've developed is very detailed, and my written "lectures" would be equal to a small textbook.*
- *If I write a textbook, I retain the rights. It should be the same for online materials.*

Other comments supported the ownership rights of other parties, as these comments indicate:

- *Any course answers the needs of the department, is usually developed within the department to meet specific needs, and so should remain the "property" of the department.*

- *Both the instructor and the department should have “ownership” of developed content.*
- *The intellectual property rights of faculty should be respected. If faculty are remunerated for developing course content, then it is reasonable that the university has some claim on course content. Finding balance is the key.*

Numerous comments addressed the complexities of the issue, as illustrated with these representative comments:

- *It depends on the contractual agreement between the developer and the university.*
- *Depends on individual courses and situations.*
- *This depends on whether or not the course is a work for hire. If a faculty member develops a course on his/her own time or brings a course developed at another institution, he/she should have the option of retaining full rights to the course.*
- *If a faculty member develops material specifically for an SFA course and accept the extra compensation, then SFA should share rights with the instructor. However, if I develop my own content for a face-to-face lecture that I use for myself, it is for my use and I should be able to decide who uses it.*
- *It may be on a case-by-case basis, as long as all parties agree at the onset of development.*

A few respondents indicated that they simply were not sure about this issue:

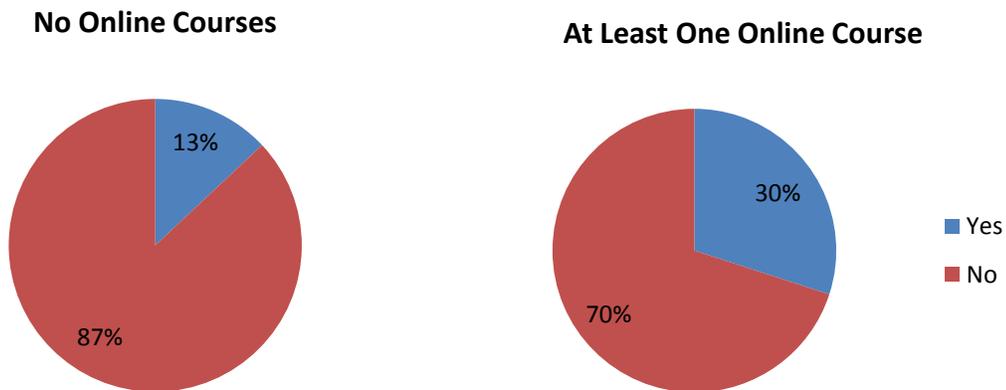
- *Unsure. This is a big issue. How about a percentage? And F2F courses do not go through this as online does.*

Should the ownership of faculty-developed course content differ based on the instructional mode?

Respondents were asked to indicate with *yes* or *no* as to whether ownership of course content should differ by instructional mode. Overall, respondents were not in favor of differing ownership, with 79% responding *no* on the issue. Figure 7 summarizes the results for non-online and online respondents.

Figure 7: Differing Ownership of Course Content According to Instructional Mode

Should the ownership of faculty-developed course content differ based on the instructional mode?



As shown, responses of the two groups did not differ significantly, with a large majority in both the non-online and the online groups opposing the idea of differing ownership of content based on instructional mode.

A total of 77 comments were received, with 41 from online respondents and 35 from the non-online. Content of the comments was not notably different between the two groups. Many of the comments were very similar in content to those received in regard to the previous question concerning who should retain ownership of faculty-developed content. Four comments expressed confusion about the question or asked how it differed from the previous question.

Only a few comments were clearly stated in support of differing ownership. These comments are representative of that stance:

- *I have two online courses that I have fully developed that are not taught online by any other faculty. I should retain the option of ownership of this course and the “right of first refusal.”*
- *Logically, yes. One can share online, written content. One can’t so easily share classroom content.*

In keeping with the high percentage of *no* answers, most of the comments gave reasons for not supporting differing ownership of course content according to instructional mode:

- *Intellectual property rights are the same regardless of instructional mode.*
- *The course should belong to the department regardless.*
- *A course should be consistent across modes, allowing for differences in presentation, etc.*
- *If a faculty member develops a course that would be taught in multiple sections, shouldn't he get the credit for developing the shell content? Right now this only applies for online courses.*
- *Faculty should own their own materials either way—unless the university arranges for compensation, etc.*

A few respondents were unsure of their position on the issue, including the respondent who made this comment:

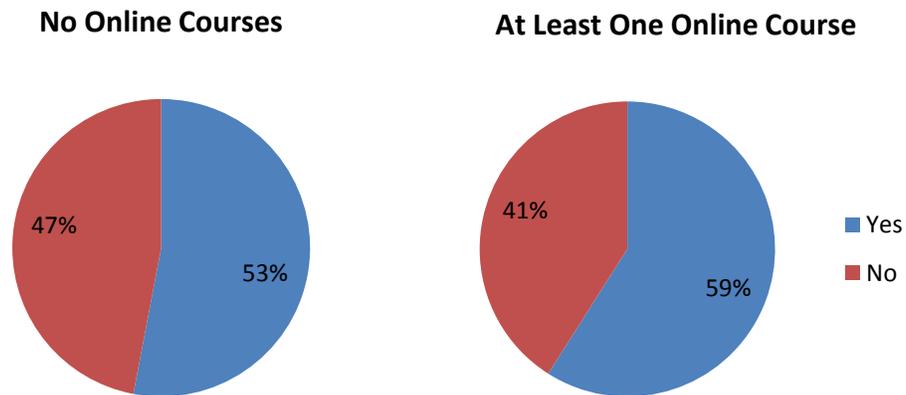
- *Unsure. Any materials a faculty member develops for a course as supplemental they should own. If the faculty member is required to share with others, he should be compensated for it.*

Should the university have different guidelines for number of students in courses for different instructional modes?

The overall majority (56%) indicated that the university should have varying guidelines for student enrollment in courses, depending on instructional mode. The yes/no split was not substantially different for non-online than for online respondents as shown in Figure 8 that follows. The online group was slightly more in favor (59%) of the varying guidelines for enrollment than was the non-online group (53%).

Figure 8: Different Guidelines for Numbers of Students in Courses

Should the university have different guidelines for number of students in courses for different instructional modes?



A large number of comments were provided, with 64 from online respondents and 51 from non-online respondents. Comments tended to be about equally divided in terms of those in support of and those opposing different guidelines for course enrollment.

The following are representative of comments in support of differing guidelines, though the proposed differences varied:

- *Face-to-face courses can be larger because mass information can be delivered at one time...online students have multiple questions and needs.*
- *Brick-and-mortar classrooms limit the number of face-to-face students per class, but online allows more flexibility, limited by workload.*
- *Online and hybrid courses require more time per student due to increased need for supervision of individual learning.*
- *Online courses could generate tremendous revenues by having large enrollment capacities.*

Opposing views are illustrated by the following comments:

- *If the SFA mission is to foster relationships with students, then this suggests smaller class sizes regardless of method of delivery.*
- *It's not the mode that should dictate size—it's the subject matter and objectives and whether it's writing intensive, etc.*
- *Maximum should be a function of interaction intensity and grading requirements.*
- *If faculty are compensated more for teaching online courses, then it would be appropriate to have approximately the same number of students in online sections as in face-to-face sections.*

While many expressed strong opinions about course enrollments and instructional modes, some comments were off target from the question posed:

- *As long as a course meets the minimum enrollment guidelines, it should "make." Online classes with 100+ students should also count as two courses.*
- *Recruitment/retention of students matters and is best served when strong faculty-student rapport is developed; the larger the class size, the higher the likelihood for less personal faculty to student interaction and engagement.*
- *Students learn less in an online environment.*

Several respondents commented that this issue is a difficult one to deal with, and one respondent admitted lack of knowledge:

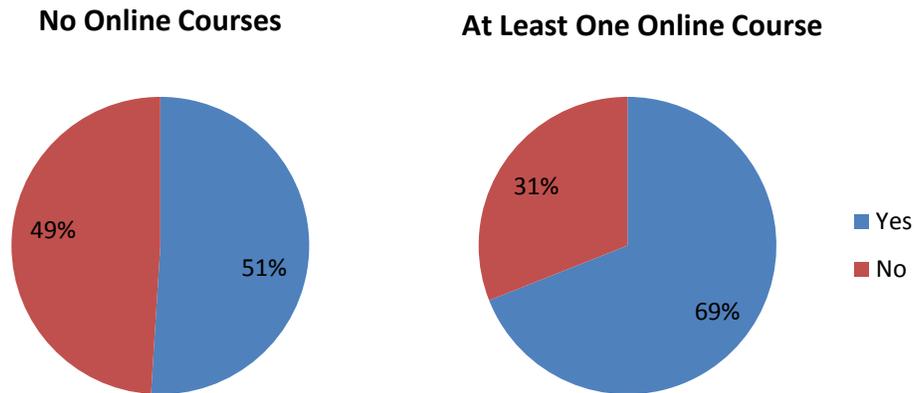
- *I'm not informed enough to answer the question.*

Should the university have different guidelines for office hours for different instructional modes?

Overall, respondents were in favor (59%) of the university having differing office hour requirements according to instructional mode. Figure 9 that follows summarizes the number of responses for the non-online and the online groups. The majority (69%) of online respondents supported different guidelines, while non-online respondents were nearly evenly divided on the issue (51% *yes* and 49% *no*).

Figure 9: Different Guidelines for Office Hours Based on Instructional Mode

Should the university have different guidelines for office hours for different instructional modes?



Many comments were received in regard to the issue of differing office hour guidelines, with non-online respondents providing 55 comments and online respondents providing 62. As would be expected based on the *yes/no* outcome, somewhat more comments were made in favor of differing office hours expectations.

The following are representative of the comments received in support of different office hour guidelines based on instructional mode:

- *Some instructors teach exclusively online--why come to the university when your students probably aren't here anyway?*
- *No need for office hours for online courses if you have discussion boards and email access.*
- *Some online classes may need office hours after 5 pm M-F.*
- *Online courses should have online office hours.*
- *When I teach online, I check email and interact with online students as late as midnight and throughout the weekend. But somehow these are not considered "office hours." It's completely unfair to online teaching faculty.*
- *The number of hours should be the same; faculty should be given credit for online hours regardless of instructional mode.*

Comments from those opposing different office hour guidelines tended to focus on equity and included the following:

- *The number of hours should be the same. Faculty should just have the option of online chat office hours for a portion of their office hours in online classes.*
- *They're all university courses. Make the office hours AND ALL OTHER ASPECTS of course implementation/instructional support as consistent across the board as possible.*
- *Virtual office hours do not replace campus office hours when it comes to tasks that are often disbursed to those who are present. In other words, faculty on campus wind up doing more than those not here.*

Several respondents said they were not sure of their position on the issue, as these representative comments indicate:

- *Not sure. Obviously if a faculty member is teaching online from a different location, he should only be responsible for maintaining electronic office hours; however, if that is deemed appropriate and adequate by the university, then it should apply to all instructors equally.*
- *Mixed feelings—if teaching an online course it makes sense to have some virtual office hours (set time, be physically at the computer, not asynchronous). I worry faculty would NEVER come to campus!*

Approximately 10% of comments indicated that the respondent was unsure of what the question meant—did it mean different expectations for total hour or different expectations for whether the office hours were offered face-to-face or by some electronic means. It is clear from the comments received that expectations for a required number of office hours currently varies widely across campus, and the majority (both non-online and online respondents) feel that the issue of required office hours and how they are held needs to be addressed. Suggested ideal hour requirements ranged from no face-to-face hours to 10 hours required of everyone.

Several comments were off target for the question posed but illustrate the interest of faculty in the issue of office hours. These representative responses fit that category:

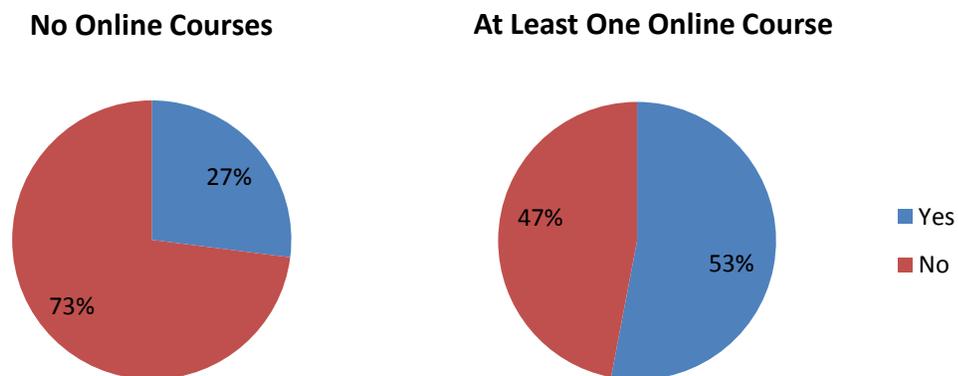
- *No one should have to keep traditional office hours anymore. Every time I respond to an email, I'm having office hours. My time is valuable, and I shouldn't be required to sit in my office and wait for students. Free appointment software exists that would allow students to sign up for an individualized appointment. Everyone, but especially those who teach online, should be encouraged to have virtual office hours.*
- *University should simply set office hours at four hours per week. Any more is a waste of time.*

Should the university encourage the development of courses and programs based solely on their delivery mode?

Overall, only 40% of respondents expressed support for the idea of encouraging the development of courses and programs based on delivery mode. The breakdown by non-online respondents and online respondents is shown in Figure 10.

Figure 10: Course and Program Development Based Solely on Delivery Mode

Should the university encourage the development of courses and programs based solely on their delivery mode?



Online respondents were nearly evenly divided on the issue of developing courses and programs for a specific delivery mode, with 53% in support. Only slightly over a fourth (27%) of non-online respondents supported the strategy.

A total of 99 respondents provided feedback on the issue of whether courses and programs should be developed based solely on delivery mode. Of those, 41 were from non-online respondents; and 58 comments were from online respondents. Those in favor of such development frequently mentioned changing expectations of students, competitive advantage, and reaching demographics of students that were previously not accessible in SFA's rural environment. The following are representative comments:

- *We need increased online and hybrid offerings to meet student demand.*
- *Online is the wave of the future. We will lose enrollment (I predict) annually to universities going more online.*
- *Yes, online can be a tremendous growth area. It's the only way to stay competitive.*
- *In our case, online has the potential to reach a student body that is NOT available for in-person instruction. Encouraging online development will help grow the university.*
- *Increasingly, students want the option of online choices. If we do not promote online courses, SFA runs the risk of dwindling enrollment in a rural setting as other schools cash in on online students and programs. Online lets us compete beyond our geographical location.*

Those opposed to course and program development for specific delivery mode frequently mentioned perceived detriments in moving away from face-to-face classrooms, lack of recognition of what is best for student learning, and a flawed tendency to go with a fad. The following comments are representative of those received:

- *Online classes are a poor substitute for classroom learning.*
- *In my field, online courses are ineffective.*
- *Online programs do not meet the needs of most students. Research shows that most students (particularly the "murky middle") do NOT do as well in an online venue—they do not learn as much and tend not to spend nearly enough time than if they were in a face-to-face setting.*

- *Courses and programs should be developed out of a process of understanding what is best for students—not delivery mode.*
- *This depends on the purpose. If it's just a numbers game and financial and not about quality programs that add to what we already have, then no. It seems that the push for more online courses has been more about adding numbers of students, and that is not appropriate.*
- *Online courses are probably a fad that will fall from popularity, and if the university pushes the development of these courses, then too much time and money will be spent on things that will not endure. Most students prefer on campus courses and only take online courses in difficult circumstances.*

Please describe any issues (positive or negative) that you are aware of relative to SFASU's policies and procedures related to instruction, instructional delivery, and continuing professional development that were not covered in this questionnaire. Specific examples are appreciated.

A total of 88 responses were received, many of which were lengthy. While many comments echoed responses to previous questions in the questionnaire, the repetition and sheer volume of responses clearly indicate a great deal of interest, concern, and passion about various issues that impact and involve faculty. Several major themes emerged from the comments: Online Training and Support, Compensation, Quality and Rigor, Student Needs, and Professional Development. Representative comments, as well as suggestions that were offered, are provided for each the identified themes.

Online Training and Support

Respondents expressed a wide range of opinion concerning current online training and support. A number were complimentary, and others expressed frustrations or identified needs that were not being adequately met. The following statements are representative of those received:

- *I feel OIT has done a great job at offering training and support for online instructors.*

- *The online course certification process helped me make my online course more rigorous and engaging for students.*
- *I have not encountered any (problems) to date. The maintenance, updating and support I have received in developing my D2L sections have been excellent.*
- *OIT is doing a great job of supporting faculty in the development of online courses. I understand that this is not the case at many other universities. I appreciate it.*
- *While the online training can be helpful, the curriculum needs to be revised to better acquaint the instructor with emerging technologies.*
- *I've delayed taking the online course training courses due to their reputation of being too onerous and time consuming.*
- *I'm not sure why online instructors are required to take all of the D2L training courses. People who have already used D2L at all will quickly figure out what they need to know.*
- *The level and quality of support provided by CTL is weak and inadequate. Whether it's online or face-to-face, D2L or other technological or other resource, if faculty have an issue, it takes too long to get a response. When you do get a response, it's usually "we will look into it."*
- *SFA is not set up to provide the 24/7 technical support needed for online course offerings. In the last few years, the tech support offered by OIT has been dismal, with occasional competence bordering on good. Good luck trying to get a hold of anyone on Friday afternoon or the weekend. Students are in even worse shape if they need tech support on weekends or weeknights.*

A number of suggestions were offered for improving or expanding upon online support services or training:

- *I would like to see more opportunities for collaboration with other online instructors (after training takes place) and more content-related resources being provided us-- things like evaluation of plug ins or dropped in modules which could be utilized in an SFA developed course. Some good materials are out there and publishers will hawk them, but it would be helpful for someone in OIT to evaluate them for supplementary usage.*

- *If there is concern that the number of uncertified courses is too high, perhaps the course certification process should be offered more regularly and required for any faculty who have taught a course online (uncertified) for more than 2 semesters. An online faculty mentoring program could also help place less of a training burden on the Distance Learning Committee.*
- *Can these (online training courses) be made to be all online and self-paced with a reasonable amount of time commitment?*
- *Why not create 15 minute "drop in" appointments for people to learn more about a specific topic (related to online instruction) that they don't understand (e.g., using a rubric in the dropbox folder).*
- *Where is support/help in lecture recording/capture? Video making and production?*

Compensation

Most of the comments about compensation were in support of continuing the practice of stipends to faculty for course development and/or online teaching, though one opposing comment was made. The following comments are representative of respondents' statements:

- *I have heard rumors that the stipend for teaching an online course is going to be dropped as some other universities do not provide such a stipend. And what will that money be used for instead? I believe that stipend encourages faculty to offer online courses and provide a needed service. It will be interesting to see how many people will be willing to undertake the extra time, etc. to teach a course online without benefit of a stipend. Without a course development [stipend], you will probably have fewer courses being developed.*
- *The stipend money for online delivery is crucial. Online delivery--and certainly online content maintenance--is extremely time consuming, and the extra time spent is only barely covered by the \$1000 per section payment. Without it, I'd seriously question whether I'd be willing to keep teaching in that mode. Besides, online courses draw more and more students. They are intrinsically more valuable to the institution.*

- *The current policies with respect to course development, ownership, and compensation create INEQUITIES in pay and status on campus which creates FRICTION.*

Several suggestions were made concerning stipends:

- *I think you should consider a re-development course fee. If it has been at least five years since a course has been developed and if the original developer is no longer offering the course, perhaps a lesser fee -- maybe \$1500 could be used to redevelop the course if it is determined that it is needed.*
- *As the original developer of online courses and the program director, I am responsible for maintaining online courses that are now being taught by an adjunct. There should be some type of compensation for that responsibility.*
- *IF the extra online teaching stipend goes away it should lead directly into a reduction in course fees, OR it should be used for a proctoring system for exams.*

Quality and Rigor

Issues that were raised concerning quality and rigor tended to focus on course/program quality and cheating concerns:

- *Approval for online courses should also be more rigorous. There are professors who have done nothing more than create a correspondence course with no value added content outside of what is provided in the textbook.*
- *The current academic assessment program has many disadvantages and zero advantages. This program costs faculty and staff at all levels much of our precious resource of time and is a huge motivation and attitude liability. Alas, the program that is supposed to measure academic success in order to improve it actually decreases its quality.*
- *Everyone, especially administrators, likes to claim that online courses are effective, necessary, and inevitable, and they always claim to have plenty of data to back up their positions. However, whenever I talk to students who are taking or have taken an online course, they almost to a man lament the experience. I'm especially concerned with tales of cheating and plagiarism.*

- *I have a big issue with testing and cheating in online course, unless you make them go somewhere proctored or set it up with a camera where the instructor watches them test (big mess with a lot of students).*

The following suggestions were included in the comments related to quality and rigor issues:

- *The big gap currently at SFA is a uniform proctoring policy. If ProctorU is going to be used, the fee could be used to pay directly for exam proctoring. We shouldn't simply charge students more for a service that should be provided by the online course fees.*
- *I would like to see a survey of faculty, staff, and student views of how higher education may change or should change. What are faculty concerns and expectations for effective learning and how do students perceive a better learning situation using technology.*

Student Needs

Student needs that featured in the comments included adequacy of accommodations for disabilities, class size issues, student learning in online courses, and coordination of services for online students. The following comments illustrate the concerns expressed.

- *The university does not provide the support of the Office of Disability Services to students taking on-line courses. Instead, it places this burden on the on-line instructor who isn't qualified for the job and doesn't have the resources to meet the needs of the students. This is a major ethical violation and is potentially in violation of federal and state disability laws.*
- *Some students that are just beginning our program fail to get the beginning message about the courses being on D2L. The class size for online courses is very important. With an abundance of students in the course, professors can't provide meaningful assignments and appropriate feedback to each individual assignment.*
- *I find the push for an increase in online courses disconcerting. I have taught the same online course that had a face-to-face alternative. Students will admit to lower levels of overall knowledge gain in online courses, insufficient time in courses, and less*

- transfer of training. The push to increase the number of online courses is detrimental to the average student!!!*
- *We need FAR MORE support going to the development and ongoing administration of online degree programs. There is almost no university-level support to faculty who develop, maintain, and grow online degree programs. Students enrolled in online degree programs should have a SEAMLESS experience that parallels the experience of campus-based students in vital and strategic ways. The fact is, online graduate students enrolled in online graduate degree programs FALL THROUGH THE CRACKS at SFA. It's very frustrating to faculty trying to fill in ALL THE GAPS while doing their "teaching, research, and service" jobs.*

The following suggestions were made concerning ways to better meet student needs:

- *I would like to see SFASU/my department explore more alternative format graduate courses/programs. This is not just online but condensed face-to-face classes. Graduate programs that utilize a combination of condensed face-to-face, hybrid, and online courses may better meet the needs of the 21st century graduate student. For example teachers may be attracted to summer week-long condensed face-to-face classes that also have some online components....this might be a regular practice by some SFA programs ??*
- *There should be FAR GREATER coordination across student service departments [for online students] (i.e., PR, recruitment, admissions, graduate school, registrar, bursar, and the college offices themselves) and I believe there must be a campus office that is tasked with this HUGE need.*

Professional Development

While a few respondents had positive things to say about professional development opportunities and support, most of the comments revealed frustrations or perceived obstacles that limit faculty effectiveness and satisfaction. Primary areas of concern included unrealistic expectations for faculty, administrative control, lack of monetary resources for faculty development, and favoritism in course assignments. The following statements from comments are revelatory concerning faculty mindsets:

- *I am newly certified to instruct online, although I have been teaching online course for several years. My view of policies is that they are adequate for now. I have no complaints or suggestions, but realizing that the only constant is "change," I reserve the right to question everything.*
- *In our program, most of us have elected to simply not participate in alternative (on-line) teaching because we simply do not have the time to go through official training and review by another university program on campus for the development of these types of courses.*
- *Teaching is not a one-size fits all proposition. Quality and delivery ultimately are the responsibility of the faculty member, not a committee that knows little about the specific content area and pedagogy of that discipline. This kind of top-down control stifles innovation and will ensure that SFA will be left even further behind in the online instruction arena.*
- *Professional development is extremely difficult to achieve at SFA. The service expectations are onerous, the resources minimal, and there are disincentives (e.g. service may, at the faculty member's election, count as much as scholarship in faculty evaluations). The lack of time, given the teaching and service load is perhaps the most immediate problem. Once the work of research and scholarship is done, presenting the findings at conferences requires rather large expenditures by the faculty member-- another disincentive.*
- *Regardless of education, expertise, and history of initiating new teaching techniques/technologies, the main way instructors are chosen is seniority. So, if someone with less education and worse course evaluations wants to teach something else--they get the opportunity if they have been here longer.*
- *I think whatever model is used, there needs to be a clear process that is used consistently when scheduling courses that takes into account who can teach the course that is offered online. There needs to be a way to justify why lower ranked faculty are getting all of the online courses over higher ranked faculty.*
- *The university needs to recognize that in order to meet our students' needs, we cannot expect faculty to be sitting in empty offices for 8 hours a day waiting for students who will never grace their doors. We have to either truly embrace technology or abandon*

it, but quit expecting us to use it and then treat us like we are still having to 'teach' in a brick and mortar classroom.

Several comments included suggestions for promoting professional development:

- *Professional development should be encouraged through stipend-based workshops. In addition, chairs and program directors should maintain positive relationships with faculty and periodically ask them what new or different things they are trying in their classrooms and also provide to them research-based methods of instruction in their content area to improve classroom instruction techniques. The dean should also be maintaining positive faculty relationships and consistently visit with faculty members to encourage innovative and research-based methods of instruction.*
- *There is a need of a series of university-wide webinars/seminars that address various instructional aspects. Not random once, but at set times, like twice a month at a set time and set place. And with a clear schedule, so that everybody could access it.*
- *The university needs to consider establishing funds for faculty development. The amount of funds available is insufficient in most colleges.*

Thank you. Your responses will be given careful review.

The final item in the survey was a statement of “thank you.” While the item required no response, it provided that option, and 17 respondents provided a parting comment. Several comments related to the design of the questionnaire, as revealed in the following statements:

- *What am I supposed to type in this box after the "Thank You" message -- am I missing something?*
- *I did not understand the term "program area" in several questions. I thought it referred to the department as a whole (say meeting as a group), but then in other questions I saw the department referred to specifically. So I am not sure what my answers mean on the first couple of pages of this survey.*
- *Some of the questions did not have a "Don't know" response choice, which I needed. Also, I'd like to see a "Back" arrow as well as the "Forward" arrow. There were some questions that did not make sense but I don't remember which ones.*

- *I'm really confused by this survey and its purpose. There seem to be a lot of big, vague questions. It gives me the sense there are people mad, somewhere, about something? Or with chips on their shoulders? Anyway, there were some yes/no questions that I didn't feel able to answer as simple yes/no responses.*
- *There was one question I was not sure how to answer so I addressed it in the Why-box.*

One respondent offered an additional suggestion for improving course quality:

- *I also teach a course every now and then for Univ. of Phoenix. They routinely monitor our courses without our knowledge and send us feedback - it is known from the very beginning when you sign on. I am not offended by it and I think it protects the students who are paying a lot of money for instruction. I do not believe that academic freedom means that we are not held responsible or that we are free from being evaluated or governed. It just means we are free to be creative in our craft.*

A respondent offered to be involved in a focus group about online and hybrid course issues:

- *I would be willing to serve in a focus group. I am helping to develop a partnership program, which will include making a large number of hybrid courses to be offered online. I would be interested in interacting with other programs with a large number of online offerings to obtain their input on what works and what to avoid.*

A respondent also offered ideas for furthering the research concerning instructional issues:

- *Please add questions that specifically highlight retention. Ultimately, the questions that were asked speak to whether SFASU is offering a high quality education to students or not. How does class size enhance student learning and retention of students, and how does this differ between face-to-face versus online instruction? Does face-to-face instruction improve the quality of education received to students? Why should on campus students be allowed to register for online courses when these same courses are offered face-to-face? Should online courses be accessible only to*

distance learning, specifically as these designated students do not live on campus? How does online instruction enhance student learning? Do faculty who teach online clearly understand best practices for online instruction and how this may differ from face-to-face?

A few respondents were complimentary of the survey and expressed appreciation for the opportunity to be heard, as indicated in this parting thought:

- *Thank you for asking. Online course creation is a sore subject even though it is admirable the OIT group initially worked hard to get this program up and running smoothly and effectively. They are to be commended for all their hard and effective work. BUT faculty have still been abused through this unfairly compensated process so it is now time to take another look and to not forget those faculty who worked hard to make it all happen up to this point in time. They have lost valuable time and merit pay.*

Summary and Conclusions

The findings of the study provided insight about the attitudes of faculty on a number of instructional issues. Findings can be summarized as follows.

Summary

The survey results reveal that of the 230 respondents, three quarters held a professor rank, with instructors, lecturers, and librarians accounting for the remainder. Three quarters of respondents were in the colleges of Liberal and Applied Arts, Education, or Sciences and Mathematics, though all colleges were represented. The largest representation in years of teaching was from those with 0-5 years of experience; one-third of respondents had five or fewer years of experience at SFA. Somewhat over half of the respondents did not teach any online courses, and the vast majority did not teach hybrid courses. Administrative roles were held by 30% of respondents.

Department chairs were most often credited for decisions related to courses taught and staffing for courses, with faculty request a close second in each instance. Faculty members were

most often credited with making decisions related to instructional mode, new course development, and updating courses. Some differences were found between faculty and the various administrative level respondents, as well as between the colleges, on perceptions of the decision processes related to course development, course offerings, and staffing. Respondents with five or less years of teaching at SFA were less likely than overall respondents to indicate faculty involvement in decisions related to courses and staffing and more likely to indicate that they did not know how some of the decision processes worked.

Respondents were virtually split on the issue of whether faculty should be compensated differently for teaching using different instructional modes, with reverse results for non-online and online faculty. Nearly two-thirds of respondents felt that faculty should be compensated differently for developing courses for different instructional modes, with online respondents strongly in support of the idea and non-online respondents about equally divided on the issue.

Respondents overwhelmingly supported the idea that faculty is responsible for course content and rigor, regardless of instructional mode. Majority support on the issue was not present for any of the other oversight levels. On the issue of responsibility for inspection and quality assurance for all courses, the vast majority saw faculty as having that role, with a majority also indicating department chair responsibility in the matter.

Respondents felt strongly that the individual faculty member should retain ownership of developed courses, with no other level indicated by even a quarter of responses. On the issue of ownership differing based on instructional mode, more than three-quarters responded *no*, with moderate differences between the non-online and online respondents.

When asked if the university should have different guidelines for the number of students in courses and for faculty office hours, depending on instructional mode, somewhat over half responded *yes* to each issue. Online respondents were more likely to support the different treatments than were non-online respondents. Respondents were also asked whether the university should encourage development of courses and programs based solely on delivery mode. The overall majority were opposed to the idea, though a slight majority of online respondents supported it.

Respondents were given a final opportunity to add additional comments, and a large number did so. Comments and suggestions were concentrated in several areas: online training

and support, compensation (mostly focused on online stipends), quality and rigor issues, and professional development.

Conclusions

As only 230 faculty members participated in the study, results should not be over-generalized as representing an accurate view of the opinions of the entire faculty. Nevertheless, a number of conclusions about faculty views emerge from the findings of this study:

- Faculty voice appears to be strongly supported in decision-making processes related to course development, updating, scheduling, and staffing, regardless of the respondent's administrative role and college.
- Opinion is nearly equally split on whether extra compensation should be given for teaching online/hybrid. Stronger support exists for providing compensation for online/hybrid course development. Opinions of those who teach online and those who do not are markedly different on issues related to differentiated compensation for teaching and developing courses for specific modes.
- There is overwhelming support for the idea that faculty is responsible for course content and rigor, regardless of instructional mode.
- Inspection and quality assurance for all courses is seen as the responsibility of faculty and department chairs, with other levels possibly participating in the process. CTL is seen as least responsible.
- Course content is seen as belonging to faculty, with no difference made for instructional mode.
- A majority of faculty surveyed supports the ideas of different guidelines for class enrollment and for office hours, depending on instructional mode.
- Most do not support the idea of the university encouraging the development of courses and programs for a specific delivery mode, though those who teach online tend to support the idea.
- Faculty members have strong opinions about instructional issues and have various suggestions to contribute to the mix of ideas.

Appendix
Online Survey

Faculty Survey

As most of the SFA community are aware, there has been a consolidation of the Office of Instructional Technology, the Teaching Excellence Center, and the Office of High-Impact Practices into to a new Center for Teaching and Learning (CTL). The Center for Teaching and Learning and the Distance Education Committee are soliciting input from faculty and instructional support staff about a broad range of policies and procedures related to instruction, instructional delivery, and continuing professional development. The Distance Education Committee would appreciate you taking the time to complete the following questionnaire. In addition to this survey, opportunities to participate in focus group interviews will be announced at a later date. The survey should take about 10 minutes to complete.

Demographics

1. Rank

- Instructor
- Lecturer
- Assistant professor
- Associate professor
- Full professor
- Librarian

2. College

- Nelson Rusche College of Business
- James I. Perkins College of Education
- College of Fine Arts
- Arthur Temple College of Forestry and Agriculture
- College of Liberal and Applied Arts
- College of Sciences and Mathematics
- Ralph W. Steen Library

3. Years teaching in higher education

- 0 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26+ years

4. Years teaching at SFA

- 0 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- 26+ years

5. How many semester credit hours do you typically teach online courses (greater than 85% of instruction time is online)?

Fall

Spring

Summer

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 12+

6. How many semester hours do you typically teach as hybrid courses (50%-80% of instructional time in online)?

Fall

Spring

Summer

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 12+

7. Please identify all administrative roles that apply to your current assignment. (please select all that apply)

- Program coordinator
- Department chair
- Associate dean
- Dean or higher
- None

Teaching and Learning

8. How are decisions made about what courses are taught in your program? (please select all that apply)
 - Faculty request
 - Program area
 - Department chair
 - Roll over old schedule (Same as we always do)
 - Don't know
 - Comments

9. How are decisions made about who teaches courses in your program? (please select all that apply)
 - Faculty request
 - Program area
 - Department chair
 - Roll over old schedule (Same as we always do)
 - Don't know
 - Comments

10. How are decisions made about instructional mode (i.e., face-to-face, online, hybrid) for courses taught in your program? (please select all that apply)
 - Instructor of record decides
 - Program area decides
 - Chair decides
 - Roll over old schedule (Same as we always do)
 - Don't know
 - Comments

11. How are new courses developed in your program? (please select all that apply)
 - Individual faculty proposes
 - Program area proposes
 - Chair tells someone to do it
 - What new courses? (Same as we always do)
 - Don't know
 - Comments

12. How are courses updated in your program? (please select all that apply)
 - Individual faculty proposes
 - Program area proposes
 - Chair tells someone to do it
 - What new courses? (Same as we always do)
 - Don't know
 - Comments

Compensation

13. Should faculty be compensated differently for teaching using different instructional modes (i.e. face-to-face, online, hybrid)? Why?
 - Yes
 - No
 - Why

14. Should faculty be compensated differently for developing courses for different instructional modes (i.e. face-to-face, online, hybrid)? Why?
 - Yes
 - No
 - Why

15. Who should be responsible for course content and rigor regardless of the modes of instruction (i.e. face-to-face, online, hybrid)? (please select all that apply)
 - Instructor of record/faculty
 - Program area
 - Program coordinator
 - Course coordinator
 - Department chair
 - The Center for Teaching and Learning (which includes responsibilities of the former Office of Instructional Technology) (i.e. face-to-face, online, hybrid)?
 - Comments

16. Who should be responsible for inspection and quality assurance for all courses regardless of the modes of instruction (i.e. face-to-face, online, hybrid)? (please select all that apply)
 - Instructor of record/faculty
 - Program area
 - Program coordinator
 - Course coordinator
 - Department chair
 - The Center for Teaching and Learning (which includes responsibilities of the former Office of Instructional Technology) (i.e. face-to-face, online, hybrid)?
 - Comments

17. Who should retain ownership of faculty –developed course content? ()? (please select all that apply)
- Instructor of record/faculty
 - Program area
 - Program coordinator
 - Course coordinator
 - The department/unit
 - The Center for Teaching and Learning (which includes responsibilities of the former Office of Instructional Technology) (i.e. face-to-face, online, hybrid)?
 - The university
 - Don't know
 - Comments
18. Should the ownership of faculty-developed course content differ based on the instructional mode (i.e. face-to-face, online, hybrid)?
- Yes
 - No
 - Why
19. Should the university have different guidelines for number of students (i.e. minimum or maximum enrollment) in courses for different instructional modes ((i.e. face-to-face, online, hybrid)? Why?
- Yes
 - No
 - Why
20. Should the university have different guidelines for office hours for different instructional modes (i.e. face-to-face, online, hybrid)? Why?
- Yes
 - No
 - Why
21. Should the university encourage the development of courses and programs based solely on their delivery mode (i.e. face-to-face, online, hybrid)? Why?
- Yes
 - No
 - Why
22. Please describe any issues (positive or negative) that you are aware of relative to SFASU's policies and procedures related to instruction, instructional delivery, and continuing professional development that were not covered in this questionnaire. Specific examples are appreciated.

23. Thank you. Your responses will be given careful review.