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Exploring Perceptions of Advanced Online Faculty Professional Development Needs: A Case Study

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Doctorate of Education Program

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Abstract

Over the last 10 years, funding for higher education has steadily declined. Illinois public institutions had to make many adjustments, particularly because higher education funds were cut by 50% in some cases, and on-campus enrollments declined by as much as 25%. Despite these issues, institutions with online enrollments sustained steady enrollment. The goal of this qualitative, descriptive, single case study was to examine the types of training participated in by online faculty, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into PD offerings. Data collection consisted of a PD observation, survey, and/or interview. When faculties are advanced, according to this study, they still wish to learn new things and grow in their capacity as online instructors. In addition to their attendance at in-service PD, these faculty frequently schedule one-on-one sessions for help. Faculty also embrace the opportunity to gather with their peers informally; specifically, communities of practice are becoming common. These communities promote connectivity over shared interests or challenges and provide a social network for learning through shared experiences, success, and best practices. Faculty have specialized needs, and have many varied factors that influence their online teaching knowledge and ability that can be supported by customized institutional PD offerings.

Keywords: advanced online faculty, professional development, faculty perceptions, online programs

Dedication

This dissertation is dedicated to my mother, Gail Lynn Bradley. When I was a child, she was an elementary school teacher, and later in life, she was an assistant principal. She worked at the same school for over 30 years. She was steady and dedicated. When I was young, my mom would pick me up from school, and we would go to Chicago Public School's Central Office (on Pershing Road), where she took various graduate school classes. While she was in various computer courses and other courses, I would sit in the hallway, computer labs, or lounge areas with my homework or other books, just keeping busy. It didn't mean much to me at the time. However, looking back, I realize my mother was dedicated to education, not only as a teacher but as a lifelong learner. She had a master's degree in education. But she was always in a class, earning additional hours beyond her degree. She loved to learn and I am happy she passed her love on to me! Despite this love for learning, I started and stopped the pursuit of a doctorate degree twice in her lifetime. This time, I believe my mom, from heaven, made sure I did whatever it took to finish this degree. Knowing this, I feel empowered, inspired, and humbled. I have my mother as an angel who will always petition heaven on my behalf. For this, I am most thankful. Thank you, Mom. I did it! The best is yet to come.

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I would also like to thank Dr. Greiner who helped begin my dissertation journey and my committee members, Dr. Kim and Dr. D'Aguanno who helped me finish strong. Thank you for taking the time to be extremely encouraging, kind and thoughtful with your feedback. I also wish to thank Dr. Crystal J. Davis for being my final editor and demanding excellence when I had nothing left to give (emotionally, financially or mentally).

I also have to express my love and appreciation to my bestie, Shaka Rawls. Thank you for always making sure I knew what my next move should be. To my bffs, Tamela, Kristal, Tiffany and Christina: Thank you for listening, cheering, and praying for my success, always. To the village of moms upon whom I counted on so many times to entertain my child, and for all of my friends, family and co-workers (CPS & GSU) who kept me going, thank you!

To my love, James, thank you for letting me cry on your shoulder (literally), and for listening when I needed to vent. You are a partner in every since of the word.

Last but not least, I have to express my love and gratitude to my one and only daughter, Kailyn Danielle Williams. Kailyn, I understand that as my child, you will watch me and study what I do both knowingly and unknowingly. I hope one day the sacrifices I have had to make to get to this point will mean something to you. With this, I encourage you to ALWAYS set goals and NEVER give up on your dreams. You can do ALL things through Christ who strengthens you. I am a living witness! Thank you for being the best daughter ever. I love you, sweets!

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Chapter 1: Introduction to the Problem

Over the last 10 years, federal funding for higher education has steadily declined. Illinois public institutions of higher education have had their budgets cut by 50%, largely due to their campus enrollments declining by as much as 25% (Rhodes, 2017). Despite the decline in campus enrollments nationally, students taking online courses at public institutions have steadily increased over the last 14 years (Allen & Seaman, 2016). University administrators seeking to meet student demands for online courses and programs find themselves requesting that academic departments offer more online courses, which in turn requires more trained instructors.

Almost all professions recognize the need for professional development in their field. In order to support student demands for online learning, many institutions allocate resources to invest in departments, centers, and programs aimed specifically at improving best practices and the quality of online teaching (Herman, 2012; Mohr & Shelton, 2016). Mansbach (2015) and McAllister (2016) found that faculty who develop new skills and gain knowledge in online teaching, even if they have experience, bolster the success of online programs. In Illinois, 70% of public higher learning institutions have a center or department dedicated specifically to faculty development for online teaching and learning (IBHE, 2017). Faculty developers provide support to these departments and centers and have an opportunity to work with faculty and institutional administrators to provide resources and support (Grupp, 2014). Yet, despite these dedicated resources to improve online teaching, there are faculty who begin teaching online without training and continue to teach for many years without being incentivized to participate in training to advance their skills (Downing, 2013; Henry, 2014; Tyrrell, 2015; Zuleger, 2013).

The most common professional development (PD) programs for online teaching are geared towards novice online faculty to insure a basic understanding of how to navigate the

online environment and fit into the role of an online teacher (Herring, Meacham, & Mourlam, 2016; Kearns, 2015). The focus of these PDs are heavily centered on getting the faculty up to speed on the learning management system, teaching faculty technological skills for functioning as an online instructor, and transitioning the instructor role from face-to-face teaching to a new educational environment (Anderson, Barham, & Northcote, 2013; Henry, 2014). As faculty mature in skills and training over time, PD instruction may not be differentiated to account for past experience and expertise (Rhode, Richter, Gowen, Miller, & Wills, 2017). The subtle interplay and overlap between pedagogical content and technological knowledge for online faculty as they gain experience highlights the complexities of teaching online.

When developing skills in pedagogy, content, and technology, faculty may be categorized as either experienced or advanced. There are not an abundance of studies about experienced or advanced online faculty. However, studies that have been conducted define experience in different ways (see Table 1 for experience types). Faculty are defined as experienced primarily based on how long or how much a person has taught (Aust, et al., 2015; Samuel, 2016; Stringer, 2014). Advanced teaching, pertains to the level of skill acquired or sought (Aust et al., 2015' Dreyfus & Dreyfus, 1980; Benner, 1984; Prensky, 2001). In the current study, instructors were considered advanced if they had both experience and training for online teaching. This follows a 2015 survey which described advance faculty specifically as "Faculty who already teach online but who are willing to adopt new technologies and adapt new frameworks to better serve students" (Aust, et al., 2015, p. 108). Table 1 summarizes the types of experience found in the literature.

Table 1

Experienced" or "Advanced" Faculty as Defined in the Research

Author	Year	Definition of experienced or advanced in study
Aust, et al.	2015	Any prior experience
McGee, et al.	2017	Faculty with three years of teaching experience teaching courses online with a minimum of six courses taught over this period of time.
Samuel	2016	Faculty who have taught three courses
Shea	2007	Faculty has taught three or more times
Stringer	2014	Faculty has taught online before

This study asked advanced online faculty to explore and examine their PD needs through the lens of technological, pedagogical, and content demands discovered in their years of online teaching practice. The results reveal multifaceted experiences, unique delivery methods and specific requests that faculty found noteworthy and interesting.

The journey of moving from the first year of teaching online to subsequent years of teaching online requires both formal and informal support. Once faculty have online teaching experience, they seek professional development to meet their specific needs and also value support systems that will advance their instructional skills over time (Aust, et al., 2015; Elliott, Rhoades, Jackson, & Mandernach, 2015). Despite the lack of mandate or incentive for online faculty to participate in professional development in some cases, there is strong evidence suggesting that taking part in PD programs has an impact on teaching practices and gives faculty strategies that help improve student learning (Condon, Iverson, Manduca, Rutz, & Willett, 2016; Henry, 2014; Kennedy, 2015; Lian, 2014).

When considering professional development as a way to support faculty, well-crafted offerings may require administrators and faculty developers to consider the online faculty skill level continuum that includes: faculty's prior experience, admitted challenges, and ongoing needs (McLoughlin & Northcote, 2017; Mohr & Shelton, 2016; Mueller, Mandernach, &

Sanderson, 2013). Faculty development includes a range of activities institutions use to assist faculty in their roles (Baker et al., 2018). Faculty developers are those who plan and develop faculty development activities (Baker et al., 2018). Professional development must be designed to offer new knowledge and help in areas where faculty have a need and should not be one-size-fits-all (Frankel, 2015). As faculty move from being novice online instructors to seasoned online faculty, their PD training needs are also likely to change and should, therefore, be re-assessed. Research indicates that experienced online faculty generally want to explore and expand their understanding in pedagogy for increased student engagement, improved collaboration, and increased knowledge of multimedia tools beyond basic functions and strategies (Hale, 2012; Kennedy, 2015).

Challenges arise when higher education institutions across the board are experiencing funding cuts and faculty are asked to take on multiple responsibilities. The amount of time faculty has to participate in PD is scarce and is, therefore, considered one of the main challenges to their partaking in PD workshops (Elliott et al., 2015; Koehler, Mishra, Hershey, & Peruski, 2004). Faculty employed as adjuncts are likely to have already added online teaching to their existing professional responsibilities. Therefore, the question of how to include time for advancing their skills has to be considered. Raffo, Brinthaupt, Gardner, and Fisher (2015) suggested that institutions should be more conscious of faculty time and purposely allocate time to focus on their specific areas of need. Faculty experience and perspectives of their needs can be included when planning or prioritizing PD opportunities. This will aid in understanding and including the level of specificity faculty need for online teaching advancement. Customized professional development topics add value to training that can result in faculty feeling that they are spending their time with PD more productively. Again, professional development training

offerings must also progress to follow the changing needs of advanced faculty who are interested in building skills in pedagogy, enhancing student engagement, having well-organized courses, and collaborating with other instructors (Hunt et al., 2014; Lichoro, 2015; Tyrrell, 2015).

Examining faculty perspectives of their experiences with professional development can help faculty developers and administrators improve online teaching practices and increase their comfort level and skills when navigating the online environment. The benefits including faculty voices in professional development design are varied yet positive (Baran & Correia, 2016; Chang, Shen, & Liu, 2014; Golden, 2016; McMutry, 2016). Baran and Correia (2016) noted faculty feel empowered to make decisions about their online teaching practices when their opinion is solicited. "Having taught with basic course components successfully, an engaged faculty can begin to develop their repertoire of more advanced tools that enhance the learning of the students" (Hale, 2012, p. 125). Institutions benefit most when there are targeted efforts to be supportive of faculty, thereby ensuring better opportunities for teaching success online (Downing, 2013). Faculty perceptions can be used in a number of ways including:

- To help set a baseline for understanding faculty experiences and perceived need for training at an institution;
- To help faculty developers and administrators understand how to help faculty improve by including elements that faculty report have inspired changes in teaching practice; and
- To contribute to the continuous improvement of professional development opportunities for institutions with a demand for online courses or programs (by developing PD around interest and perception).

Faculty who participate in professional development and are supported formally or informally report an increase in confidence in their role as an online instructor (Tyrrell, 2015); an increase in their skills, knowledge, and ability (Henry, 2014); and an overall increase in teaching satisfaction (Kennedy, 2015). The focus of this study is not to establish if PDs are necessary, but to garner a rich understanding of the professional development needs of advanced online faculty who have teaching experience and wish to continue to develop and learn in the field.

This study seeks to examine the types of professional development in which advanced faculty participate and to gather preliminary information about their participation experiences, followed by an exploration of what faculty perceive they need from online teaching professional development and training programs. Faculty are considered advanced because they have both experience teaching online and also have already participated in PD. Additionally, this study will seek to understand from faculty if their feedback is included in professional development offerings. These perceptions may inform the types of advanced training needed and may be included in the design of ongoing training and professional development for online educators while providing information to improve online teaching practice (Henry, 2014).

Background, Context, History, and Conceptual Framework of the Problem

Historically, professional development offerings for online faculty have focused on "how-to" topics on learning management systems and course tools (Grant, 2004; Meyer, 2014; Wolf, 2006), and many do not include advanced topics (Rhode et al., 2017). However, as online course delivery develops and changes over time, professional development needs to evolve as well in order to advance faculty skills (Cochran, 2015; Henry, 2014; Kearns, 2015; Meyer, 2014). There are many variables for consideration when designing topics for professional development beyond orientation. The variety of options can be overwhelming to faculty

developers and administrators who may need to disentangle offerings without having the full spectrum of training areas available (Meyer, 2014).

One way to consider organizing professional development is by using the lens of Technology Pedagogy and Content framework (TPACK) as expounded upon by Herring, Koehler, and Mishra (2016). Knowledge of technology, pedagogy, or content cannot be taken in isolation. Therefore, the TPACK framework promotes the idea of looking at online teaching holistically and recognizing the interplay of technology, pedagogy, and content in flexible ways to allow inclusion in teaching that will extend beyond a traditional approach (Koehler & Mishra, 2009). As faculty gain experience in online teaching, they begin to demonstrate their confidence and desire to advance in their online practice in technology, pedagogy, and content. Balanced PD trainings address a variety of skills and include pedagogy, technology, and content knowledge to meet faculty needs, and are likely to be beneficial. Together with the intentional inclusion of faculty perspectives, PD can build purposeful, trustworthy opportunities centered on the culture and mission of an institution's faculty (Baran & Correia, 2014; Mohr & Shelton, 2016).

Statement of the Problem

The general problem is many public higher education institutions are facing budget cuts, while also trying to meet an increased demand for online courses and programs. Thus, faculty teaching online at universities may find themselves having increased workload and responsibilities, making it challenging to participate in PD (Elliott et al., 2015; Koehler et al., 2004). Research has suggested that institutions can be more conscious of faculty time by offering focused training on specific areas where faculty need support as evidenced by their own expression of their needs (Raffo et al., 2015). With varying levels of expertise and skills,

providing PDs to benefit all levels of expertise is necessary (McGee et al., 2017; Mohr & Shelton, 2016). PD that is tailored to the learner's preferences and needs results in optimal outcomes that will benefit the faculty, students, and institution (Meyer, 2014).

The specific problem is professional development offerings for online faculty may be focused on "how-to" topics on learning management systems and course tools (Grant, 2004; Meyer, 2014; Wolf, 2006), and many do not include topics that support advanced faculty needs (Rhode et al., 2017). However, as online course delivery develops and changes over time, professional development needs to evolve as well in order to advance faculty skills (Cochran, 2015; Henry, 2014; Kearns, 2015; Meyer, 2014). With demands on faculty increasing, resources for their development should meet their skill level, experience and needs.

There are many possible factors contributing to the problem, among which are maintaining standard PD offerings that do not address advanced skill levels, challenges with the adoption and acceptance of technology tools, and the inability for institutions to offer incentives participation in PD training. This study contributes to the body of knowledge needed to address this problem by exploring the perspectives of faculty who are advanced and want to continue to participate in PD as they continue to teach online. It is not known to what extent advanced online faculty participate in PD, what PD they need, and if their feedback is assessed and incorporated into professional development training offerings in online teaching.

Purpose of the Study

The purpose of this qualitative case study was to gain rich perspectives from experienced online faculty to examine the types of training they have participated in, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into professional development offerings at an Illinois public institution of higher education. When

beginning to teach online, faculty have reported the desire to have a basic understanding of the learning management system (technology) and a fuller understanding as to how the content (pedagogy) is delivered. However, as faculty gain experience teaching online, there is a need to build a progressive body of PD that differentiates teaching experience and skill as teaching continues in order to provide support and meet their own expression of needs (Raffo et al., 2015; Rhode et al., 2017).

Research Questions

The qualitative case study is guided by the following research questions:

R1. What are the types of professional development training advanced online faculty participate in and find valuable?

SQ2. What are online faculty perceptions regarding their training needs and how is feedback incorporated into professional development training?

SQ3. What are the perceived professional development needs for advanced online faculty?

The ongoing success of online course delivery is contingent upon faculty participating in training, developing new skills, and gaining relevant knowledge to continue to be successful online (Henry, 2014; Mohr & Shelton, 2016; Kennedy, 2015). As online courses and programs grow, the training needs of faculty should be considered a prerequisite to planning of professional development offerings (Downing, 2013; Elliott, et al., 2015; Schmidt, Tschida, & Hodge, 2016). Understanding faculty needs for professional development through their perceptions of teaching experiences and participation in PD can provide an opportunity for online faculty to have an active role rather than a passive role in their professional learning and advancement. Offering professional development that is of interest to faculty is a primary

concern in the planning and creating of professional development activities and programs (Elliott, et al., 2015).

Rationale, Relevance, and Significance of the Study

The rationale for this study was to gain rich perspectives from experienced online faculty to examine the training types they have participated in, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into professional development offerings. Online faculty who reflect on their successes and refine their teaching and practice can improve and sustain quality online education (Purcell, Scott, & Brookshire, 2017). In a 2017 study of the institution that was researched for this study, 116 faculty who responded to a survey reported that 69% had more than two years of online teaching experience and over half of them had five years of experience or more (Sanderson, 2017). However, there are not many studies of advanced online teaching faculty in the research. Hence, examining the PD needs of advanced faculty at this institution was useful and necessary.

Increased obstacles to PD participation have developed simultaneously with deep funding cuts in higher education. Faculty workload and responsibilities increase, adjunct faculty are hired to instruct on online courses, and time to participate in PD may becomes scarce (Elliott et al., 2015; Koehler et al., 2004). Research has suggested that institutions should be more conscious of faculty time by offering focused training on specific areas where faculty need support as evidenced by their own expression of their needs (Raffo et al., 2015). If PD offerings are of value to faculty, they will feel that they are spending their time productively.

Furthermore, faculty report that although online courses take more time to develop and teach, the corresponding support they receive from their institutional administrators is not adequate (Grover, Walters, & Turner, 2016; McAllister, 2016; Meyer & Murrell, 2014).

Professional development is one type of teaching support institutions may offer. However, before developing or recommending professional development for online faculty, especially those who already have teaching experience, it is important to understand their perceptions and training needs. By incorporating the voices of experienced online faculty, institutional administrators and faculty developers will be able to tap a precious resource for understanding the relevant and critical professional development necessary for an institution. In addition, gathering specific input from faculty helps shape online teaching best practices and charts a course for the future of professional development as noted in institutional studies, regardless of their type or location (Golden, 2016; Kennedy, 2015; Mansbach, 2015; McAllister, 2016; Schmidt, et al., 2016). It is important to identify the types of training needed in online PD in order continue to have well-trained faculty (Zuleger, 2013).

Definition of Terms

Advanced faculty. In this study, advanced online faculty meet three specific criteria: they have a minimum of three years of online teaching experience, they have attended professional development for online teaching within the last two years, and they have taught at least six online courses in the last three years (McGee et al., 2017).

Experienced faculty. Experienced online faculty who have taught online courses for more than three years (McGee, et al., 2017).

Expert. An expert is highly developed and has intuition that guides their actions and reactions in teaching. They combine knowledge and skills to solve problems (Thomas & Kellgren, 2017).

Learning management system. A system used for delivering online courses and materials through a server where educational activities, assessments, and materials are provided to students (DeSmet, Schellens, De Wever, Brandt-Pomares, & Valcke, 2016).

Novice. A beginner who has no practical experience to provide context to new knowledge (Benner, 1984).

Online courses. Most (80%) or all of the course content is delivered online. Typically there are no face-to-face meetings (Allen & Seaman, 2015).

Online faculty developer. An individual who develops, coordinates, designs, and delivers training for faculty teaching online or who are learning to teach online (Richards & Levesque-Bristol, 2016).

Online professional development. How faculty derives instruction for online teaching, reaching students, engagement, communication, technology, and tools for learning through faculty development (Condon et al., 2016).

Professional development. Learning opportunities for faculty and teachers provided by a university or institution to help develop teaching skills and practices (Henry, 2014).

Traditional faculty development. The training and development of faculty through activities planned to improve teaching practice (Condon et al., 2016)

Transformational learning theory. This is related to adult learning theory. Transformational learning presumes that an adult will lean on their prior experience to develop new knowledge and learning experiences (Mezirow, 1997).

Assumptions, Limitations, and Delimitations

Assumptions. There are assumptions inherent in this study. One assumption is that participants will identify as advanced online faculty and will recall their experiences with PD to

the extent of being asked to partake in this study. Another assumption is that having experience teaching in the online environment will correspond with a more advanced skill level as compared to a person who has no teaching experience in the online environment. The participants will be given criteria for identifying as advanced and offered confidentiality to encourage candor.

Limitations. One limitation of the current study is that it is limited to one public institution in Illinois with a small sample size. Another limitation is that the study may exclude advanced faculty who may have taught a large number of courses in the online environment but may have done so in less than the time outlined in the study criteria (three years). Another limitation in this study is recognizing the researcher's position (Machi & McEvoy, 2012). At times the researcher has been an instructional designer, faculty developer, and adjunct faculty in online teaching and learning. While this fuels the researcher's commitment and passion for online education, when examining the data and applying context there may be an underlying bias. This bias may influence the way the researcher views the materials, data collection, and analysis in the study. To mitigate this subjective bias inherent in this study, the researcher kept a reflexive journal as recommended in the literature (Lincoln & Guba, 1985; Ortlipp, 2008).

Delimitations. This study called for faculty who had experience teaching online and participated in PD as points of interest to the researcher. Not including faculty with less than three years of experience and who didn't admit to participating in PD were delimitations to the population. The decision to study advanced faculty was based on the researcher's desire to explore the PD experiences and needs for faculty after they had time teaching and perhaps were already familiar with teaching or technology basics.

Summary

In Chapter 1, the researcher introduced the problem of providing PD offerings specifically geared for advanced faculty that meet their needs. An examination of their needs based on skill, convenience, their preferences and perspectives were explored in rich detail in this study. In Chapter 2, the elements of the conceptual framework guiding this study will be examined. This includes using the TPACK model as a framework, Vygotsky's theory of Sociocultural Theory of Cognitive Development, and elements of Transformational theory. Additionally, the literature review will examine the role and needs of online instructors; holistic PD delivery including formats, topics, content; the need to incorporate faculty perspectives; and an exploration of the importance of different types of institutional support.

Chapter 2: Literature Review

Teaching online is multifaceted and requires faculty to use technology, online pedagogy, and web-appropriate content interchangeably. Faculty seek either formal or informal support to help them through the transition and the demands of teaching online. Most institutions that support online teaching also provide some form of formal professional development to provide technological, social, and/or pedagogical support (Elliott et al., 2015; Samuel, 2016). However, one of the challenges of providing professional development for online faculty is in untangling the varying ways of offering support for them. Considerations may include faculty skill levels, institutional supports, faculty expectations, institutional expectation, or needs assessments. Figure 1, developed by the researcher, displays examples of ways faculty may find support for teaching online.

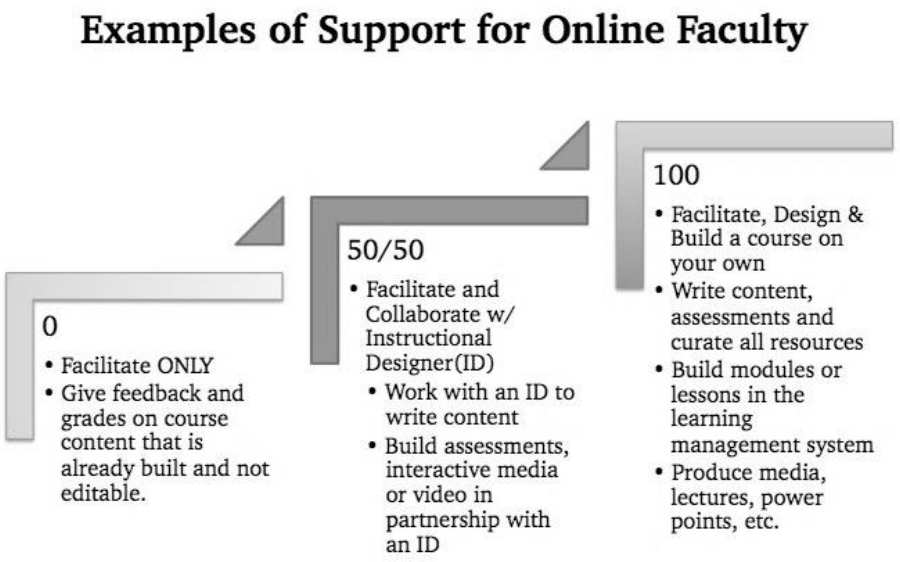

Figure 1. Examples of support offered online faculty.

Faculty may enter into online teaching with varying levels of skill in using online tools, technology, and facilitation techniques for the online environment (Anderson, 2015; Elliott, et al., 2015; Grover et al., 2016). As a result, institutions may have various levels of support that

can be used in different ways. Some institutions have instructional design staff or teams who partner with faculty to develop and design all online course content without faculty needing to understand online design or pedagogy (McGee, et al., 2017). There are also institutions expecting faculty to teach a course online that they did not develop, influence, or organize. As a result faculty may not feel satisfied and connected to the content (Bollinger, Inan, & Wasilik, 2014). Still other institutions expect their faculty to come into the institution with online expertise to teach content as well as develop course materials, create exams, or other assessments of student learning independently or in concert with a course developer (Frankel, 2015). Regardless of the experience online faculty may have, the level of training or PD required may vary (see Figure 1). The levels of training or PD may be based on skill level, challenges, ongoing needs, or any number of additional factors. Many of these challenges can be addressed through comprehensive professional development training considerate of faculty perspectives, needs, and customs of an institution.

Informal support systems for online faculty are present and varied in most institutions. Examples of informal support cited in the research include faculty having opportunities to connect with their peers in other academic departments and building a community of practice to support their needs (Mueller et al., 2013; Wenger-Trayner, 2015). These informal systems help mitigate some of the aforementioned challenges of online teaching skill differentials and help faculty navigate through the online teaching experience. However, research indicates that such social networks and informal support systems have limited benefits because they do not address sustained challenges faced by online faculty in practice (Kearns, 2015). Professional development training can be offered as a formal support and, when combined with informal

supports, it provides holistic, sustainable opportunities to meet online faculty needs (McLoughlin & Northcote, 2017).

A skill level continuum can be considered when taking into account the varying levels of faculty proficiency. This continuum may include: level of engagement with technology, faculty's prior experience, teaching challenges, and ongoing needs (McLoughlin & Northcote, 2017; Mohr & Shelton, 2016; Mueller et al., 2013). Professional development design considerations should consider these various skill levels and cannot be one-size-fits-all (Frankel, 2015). As faculty move from teaching their first few online courses to becoming more seasoned online teachers, their PD needs are likely to change. There is some research indicating that experienced online faculty want to explore and expand their pedagogical understandings beyond basic skills to increase student engagement, improve collaboration, and gain a better understanding of multimedia tools (Hale, 2012; Kennedy, 2015). If online education continues to trend toward growth, it becomes important to continue to develop online course offerings, understand technologies, improve teaching strategies, promote best practices, and explore engagement tools for students. Online environments are continuously changing as learning management systems are updated and technology expands. Faculty may find that they are expected to continue to develop teaching strategies and skills to adapt and master the changes (McLoughlin & Northcote, 2017). As a result, relevant, professional development trainings should be part of the continuous development process of the institutional advancement of faculty teaching practices.

This literature review begins with a discussion of the conceptual framework, followed by a review of the role of the online instructor and the adoption of technology tools by faculty. Next, existing PD research, topics, and content are discussed. Then, faculty perspectives and

skill acquisition found in the research are examined. Finally, the importance of institutional supports to motivate and incentive online faculty are covered. Looking at faculty role, PD research, how skills are acquired and institutional support in the research helped shape the researcher's understanding of faculty PD offerings holistically.

Conceptual Framework

A conceptual framework provides a cohesive structure to all elements of the research process such as the researcher's interest, lens, and positionality. It also provides the context, the empirical research, and theoretical tenets guiding the research. Ravitch and Riggan (2016), define a conceptual framework as "an argument about why the topic one wishes to study matters and why the means proposed to study it are appropriate and rigorous" (p. 5). This study used Transformational learning theory and the Technology, Pedagogy and Content Knowledge model to provide a framework for organizing perspectives that can guide professional development design for online teaching.

Researcher's lens and positionality. As an instructional designer and adjunct faculty member who teaches online, my interest lies in understanding how PD trainings can meet the needs of faculty with all levels of teaching experience by understanding faculty perspectives, what they have experienced, and what they would like to see in their PD opportunities. When looking to grow and develop in the field of online teaching, the researcher found an abundance of material on professional development and training for novice online faculty or for instructors transitioning from on-ground to online teaching.

Context. Little research has been done on the needs of advanced faculty or those who desire to advance their skills in the online environment (Aust, et al., 2015). Past research has explored subjects such as various areas of PD, including PD practices (Meyer & Murrell, 2014),

modes of delivery (Grover et al., 2016; Samuel, 2016) and even types of PD (Baran & Correia, 2014; Elliott et al., 2015). Recent literature has begun to look at assessing and identifying faculty needs and soliciting their feedback on PD; however, this has been done less frequently (McGee, et al., 2017; Rhode et al., 2017). The researcher used three domains of knowledge for the online environment as a framework for organizing faculty perspectives regarding PD: the knowledge of technology (T), the knowledge of pedagogy (P), and the knowledge of content or curriculum (C).

The TPACK lens. Shulman (1986) first introduced his seminal theory of Pedagogical and Content Knowledge (PCK) as a way to focus on the interaction of the two domains of knowledge. However, Herring et al., (2016) expounded upon the idea by integrating technology into the framework, thus expanding and explaining the interactions between the three domains: technology, pedagogy, and content (TPACK). It is from these three domains that four additional constructs emerged: (PCK) Pedagogical Content Knowledge, (TPK) Technological Pedagogical Knowledge, (TCK) Technological Content Knowledge, and TPACK. The subtle interplay and overlap between these domains highlight the complexities of teaching online. Online PD training developers may create PD that falls within the three domains, whether intentionally or unintentionally. The combination or concentration of how much emphasis is given to each domain depends on faculty needs, the culture of the institution, student needs, and institutional goals.

Transformational learning theory. Mezirow (1997) defined transformational learning as a shift in knowledge. The transformational learning theory additionally asserts that in order to develop a fresh interpretation of one's experiences toward a new action or practice, one will need to engage in the process of critical reflection of prior experiences and interpretations (Mezirow,

1997). Perspectives will vary and change at different points of one's online teaching experience. Transformational learning theory presumes adult learners maintain ongoing critical reflection that pulls together their former experience with current online practices (Dhilla, 2016; Lichoro, 2015). Advanced instructors have different online experiences than their newly trained peers. They have overcome many of the initial obstacles encountered when they first began to teach online (Dhilla, 2016). They may have experience with different technologies and facilitation techniques and can develop advanced online teaching practices over time, which presents new issues. Yet, there is less empirical research focusing on the needs of an advanced instructor.

Faculty meaning schemas, as described by Mezirow (1997), will have to change in order for transformational learning to continue. Professional development, training, and informal learning opportunities can influence new meaning schemas in online faculty. This study will encourage reflective conversations to examine if faculty meaning schemas have changed over time as skill and experience are acquired. Further, instructors teaching online may encounter "the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation and action" (Mezirow, 1997, p. 1). This study used transformational learning theory and TPACK as a lens for exploring faculty perspectives in professional development. Use of TPACK provides a lens to examine professional development programs through the three domains of knowledge: pedagogy, content, and technology. Mezirow's theory provides a framework to explore faculty perceptions and experiences in reflective conversations in one-on-one interviews.

Review of Research Literature and Methodological Literature

An annual Sloan study conducted by Allen and Seaman (2015) over the past 12 years has asked higher education administrators if faculty acceptance of online learning has increased. In

2009, 2,500 colleges and universities asked this question and less than 33% of faculty surveyed accepted the value and legitimacy of online education (Seaman, 2009). Five years later, although online offerings have increased, the Sloan study found that the number of faculty who accepted the value and legitimacy of online education dropped to 28%. As faculty gain more experience and training in the online environment, they may still have some concerns around the value and legitimacy of it due to student feedback, unresolved pedagogical or technological challenges, and increased online program demands (Hunt et al., 2014; McNair-Crews, 2015). Accordingly, even faculty who are advanced and already buy into online education should be provided PD training that is diverse and multi-dimensional to continue to allay their concerns (Henry, 2014; Sanderson, 2017).

The multifaceted role of the online instructor. Henry (2014) found that the role and expectations of online instructors could be very different from the role and expectations of an instructor teaching in another environment. Faculty who teach online have to meet the needs of students in the online environment, foster a sense of community and interaction, and resolve problems unique to online teaching. Even after gaining online teaching experience, there are various responsibilities faculty are expected to embrace in the wired environment. For example, an instructor in a classroom is expected to meet in an office space or designated physical space with students at a given interval. In a blended course, instructors divide time between the classroom and the online environment. In a fully online course, there may be different levels of interaction, ranging from synchronous interaction to asynchronous interaction, calls, e-mail, and virtual office hours between the instructor and the students. For example, students have the ability to reach out to instructors via email at any hour on any given day. Moreover, not only might students have problems understanding course content, but there may be a learning curve

associated with being able to work within discussion board forums, watch online videos, or download software and plugins needed to confidently navigate their online courses. Faculty might be expected to be plugged in and connect to their students in order to ease technology tensions and content transitions more than they would be if teaching outside of the online environment (Boettcher & Conrad, 2016; Ma, Han, Yang, & Cheng, 2015; Parker, 2014)

Online faculty are responsible for building community, and for encouraging student engagement; oftentimes creating social activities in the online environment (Alexiou-Ray & Bentley, 2015; Anderson, 2015). Social activities and interaction has led to students reporting higher satisfaction in online coursers (Kennedy, 2015). Instructors who have experience teaching online understand the importance of student engagement and may wish to intentionally create opportunities for students to connect with each other (Kennedy, 2015). Finding new or up-to-date tools needed to build student engagement and collaboration may prove to be challenging for online instructors who are also looking to balance teaching responsibilities (i.e., responding to discussion forums, email, grading assignments) with the skills needed to foster and maintain student engagement. Plante and Asselin (2014) found software such as "Skype or FaceTime" are tools that when/if implemented can enhance social presence, communication, and student satisfaction by encouraging opportunities for synchronous learning (Montane, 2016). However, inclusion of these tools has to fall in line with the teaching faculty's pedagogy. Appropriate pedagogical choices have been found to be the best way to cultivate student engagement (Meyer, 2014).

As mentioned earlier, deliberate actions by faculty displaying an online presence encourages interaction in the online environment (Richardson, Besser, Koehler, Lim, & Strait, 2016). While there are many tools to encourage active engagement and collaboration in the

online environment, the adoption and acceptance of new teaching approaches is not necessarily required in online course delivery (Zanjani, Edwards, Nykvist, & Geva, 2016). "Lecturers generally apply new technologies with their regular teaching style instead of adopting effective teaching approaches for using the online tool" (Zanjani, et al., 2016, p. 520). The inclusion of information and communication technology into online environments allows faculty to change their teaching behaviors, assuming they have technological abilities (McMutry, 2016). There is an onus on administrators and faculty developers to provide faculty with assistance in finding tools for engaging students and in providing the training they need to successfully integrate opportunities for collaboration between students and faculty in online courses (Montane, 2016). There is also a requisite to have resources for the appropriate teaching pedagogy so that it may be applied to collaborative opportunities.

The adoption and acceptance of technology tools. Technologies are constantly changing and the expectations of faculty are not consistent in terms of how they use technology tools in requiring faculty to be flexible (Baran & Correia, 2014; McLoughlin & Northcote, 2017). As new technologies enter and exit the marketplace, faculty members may find it challenging to integrate new technologies to support the content (Tyrrell, 2015). However, as faculty gain experience, research indicates that faculty become less concerned with technology issues and focus, instead, more on other pedagogical skill development for online teaching with technology tools (Tyrrell, 2015). Teaching is the art of delivering course content to students in ways they can understand. TPACK promotes the idea of interchanging technology, pedagogy, and content in flexible ways to allow inclusion of technology in teaching that will extend beyond the traditional approach (Koehler & Mishra, 2009).

An instructor with a strong understanding of pedagogy can use technology to deliver content. For example, Anderson et al. (2013) reported that in a qualitative study, two faculty members who had participated in professional development training centered on TPACK, showed signs of successful integration of technology, content, and pedagogy in online teaching. Further, in a related study, it was found that a strong understanding of pedagogical practices helps faculty successfully use technology in the online environment (Herring, Meacham, & Mourlam, 2016). Although a large number of online PD tends to focus on promoting an understanding of an institution's learning management system, it appears that pedagogical understanding may be the bedrock in any teaching environment. Experienced faculty who are interested in building skills in pedagogy, enhancing student engagement, and having well organized courses may all land within the demands of PD in one way or another (Hunt et al., 2014; Lichoro, 2015; Tyrrell, 2015).

Many online courses are taught by adjunct faculty who have other full-time careers (Gomez, 2015). In a study of 603 online teaching faculty, a majority of the participants entered online teaching having already had a professional career (Elliott et al., 2015). Adjunct faculty are often content experts hired for their education and experience in the field they teach (Gomez, 2015). They often desire to learn more in the areas of technology and pedagogy (Benton & Li, 2015). Programs designed to prepare faculty for online teaching may have the ability to go beyond teaching strategy and move toward including general pedagogy background and learning theory (Elliott et al., 2015). Professional development trainings that address the interplay of pedagogy, technology, and content may help faculty address these challenges.

Professional development research. Research assessing faculty professional development and training needs varies widely. Major categories of study in professional development research include: the study of faculty's preferred delivery modes (Grover et al., 2016; Samuel, 2016), the study of effective professional development content (Baran & Correia, 2014; Herman, 2012; Meyer, 2014; Meyer & Murrell, 2014), the study of challenges and obstacles for training faculty (Betts & Heaston, 2014; Hamilton, 2016; McAllister, 2016; Raffo et al., 2015; Schmidt et al., 2016), and studies of online pedagogy through faculty perceptions and voice (Baran & Correia, 2016; Golden, 2016; McMutry, 2016; Slinger-Friedman, Terantino, Randall, Aust, & Powell, 2014). The current study falls into the category of examining faculty perceptions and voice with regards to faculty PD needs for teaching in the online environment and in adding the descriptor of advanced faculty when examining the sample.

Although there are several modalities to provide training, research indicates that workshops, one-on-one training, and lab trainings are among the most widely used activities for training faculty in online learning (Baran & Correia, 2014; Henry, 2014; Meyer & Murrell, 2014). In person training allows groups of faculty to benefit from coming together and discussing issues within the online learning environment, and in helping to foster the exchange of solutions to be shared amongst the group. These environments are spaces for faculty to interact with each other and can inspire opportunities for the exchange of ideas, suggestions, recommendations, and shared concerns (Baran & Correia, 2014). Faculty who complete workshops report an improvement in teaching practice and participate in workshops and other similar programs in person on a continuum (Anderson, 2015; Henry, 2014). Some criticisms voiced of workshops is that they may be inadequate for answering the need of individual faculty, they do not serve adjuncts, and they are created to be one-size-fits-all subjects or course areas

(Baran & Correia, 2014). To ensure the needs of faculty who are not connected to campus, faculty development programs should provide flexibility with varying content and multiple modes of delivery including synchronous, asynchronous, tutorial, and webinar delivery (Elliott et al., 2015).

Although many faculty may prefer to have face-to-face interaction and support through workshops, it may be challenging to reach all faculty through one modality of PD delivery. Institutions are training faculty through a number of ways including the use of self-paced, asynchronous online training courses and modules (Brinkley, 2016; Meyer & Murrell, 2014), websites and tutorials, professional learning communities (PLC), communities of practice (COP), and webinars. Asynchronous and informal PD offerings are a way to provide faculty with resources for training that do not require restrictions on time or location, giving faculty access to PD in accordance with their schedules. Additionally, online professional development opportunities can present resources, allow for connections, and provide support that may not be locally available (Norton & Hathaway, 2015). Having faculty take the role of an online students to complete the online training courses has been found to be beneficial as well. Not only is it beneficial in terms of understanding the online experience of students, but it is also a way for faculty to learn how to respond better to student questions or challenges (Alexiou-Ray & Bentley, 2015; Merillat & Scheibmeir, 2016; Rizzuto, 2017). Equally important to note is the faculty's' preference for online training and professional development courses which allow them to complete work at their own pace without regard for their distance from campus. Being far away (geographically) from campuses where they teach and having non-teaching jobs outside of their duties as instructors can cut down the time available for training (Rizzuto, 2017).

Websites and static resources are also offered to faculty to serve as a training repository for self-directed learning. Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is an example of an open access website with articles, tutorials, and digital learning materials curated by an informal consortium. The MERLOT online resource is designed for online faculty by online faculty to offer peer recommended content that can be used in online learning environments (MERLOT, n.d.).

Professional Learning Communities (PLCs) also allow faculty to connect regarding online teaching and learning and may be offered face-to-face. Virtual PLCs are increasing in number to allow faculty who are away to connect with each other and to establish collective networks. PLCs are developed and supported by an institution and can meet the need of advanced online teaching faculty by allowing them to move toward the analysis and the application of the issues that are specifically relevant to their practice (Bedford & Rossow, 2017). PLCs encourage collaboration and may allow faculty the opportunity to participate in learning activities that are less formal and more social. Similar to PLCs, Communities Of Practice (COP) create environments for faculty to collaborate, foster new ideas for teaching, create content, and discuss solutions for challenges (Golden, 2016). Both PLCs and COPs give faculty informal learning and development opportunities.

Webinars offer faculty web-based training opportunities that can be explored synchronously or asynchronously. Webinars offered synchronously allow faculty the ability to engage with learning and ask questions in real time. These sessions may also serve to introduce busy or remote faculty to the institution, to explain best practices, and to introduce teaching technologies. Webinars, typically used and offered to faculty with experience, are also attended by new instructors who are more likely to attend (Gomez, 2015). However, faculty who have

participated in webinars, even if not for introductions, report finding value in being able to connect with fellow faculty and their institution (Hensley, 2015). When evaluating PD offerings, webinars are a flexible and effective method to consider.

A wide variety of professional development offerings exist for faculty. Understanding their needs and preferences can help administrators and developers narrow down what is offered (Herman, 2012). To truly provide faculty with the wide range of opportunities that will appeal to their various learning styles, availability, field of instruction, and skill differentials, faculty developers have to incorporate a way to solicit feedback and create a plan for using the feedback. Building effective, successful training programs requires adequate time for planning and research (Anderson, 2015).

PD topics and content. Training content varies widely, but has been categorized broadly in the research. Content training has been generally grouped under the following five categories: course management systems, technology tools, pedagogy transitions (from face-to-face to online classrooms), online resources, and instructional design principles (Meyer, 2014). Training on course management systems is one of the most commonly offered areas for training as faculty have to access learning management systems to facilitate courses (Britto, Ford, & Wise, 2014; Hamilton, 2016; Henry, 2014; Slinger-Friedman et al., 2014). Understanding how to use these systems and their associated tools is integral to faculty success in online teaching. Training how to use the technological features of a learning management system in order to improve online instruction is impactful because it frees up time for faculty to spend more time on the content being taught rather than on learning how to manipulate the technology (Cochran, 2015).

Research shows that faculty is clear on the type of training needed to further their teaching online. In a survey conducted by Henry (2014), it was found PD training topics for best

practices that faculty ranked highest were web 2.0 technologies and course design. These were the two topics faculty identified as having the greatest impact on their teaching practice (Henry, 2014). In the same study it was also found that when PD integrated active learning activities (the ability to practice what is being learned), the overall impact on professional development activities increases (Henry, 2014). Active learning was also found to help faculty developers get immediate feedback and to check learning of those participating in the training so that the developer knows how to support learners. "[A]ctive learning provides an opportunity for instructors to create, test, and modify instructional resources" (Henry, 2014, p. 111).

Faculty PD training offerings appear to be more sporadic than continuous (Cochran, 2015). However, working with different faculty who may require a variety of training needs, it becomes necessary to offer faculty regular formal training. Cochran (2015) noted that because of the lack of formal and consistent PD training, faculty have often found informal ways to learn how to teach online courses. Examples of this include asking peers or superiors how to complete tasks and implementing the best practices they have learned through conversations and interactions with peers.

There are noticeable benefits recognized and reported by faculty who participate in PD. PD participants are more likely to use learner-centered pedagogy, be student focused, have a deeper understanding of pedagogy for teaching online, and display improved instructor satisfaction (Kennedy, 2015; Terrazas-Arrellances, Knox, Strycker, & Walden, 2016; Tyrrell, 2016). These are invaluable skills faculty can use to influence the success of their students and subsequently the success of online programs.

As mentioned previously, the literature suggests that the benefits of PD are irrefutable. Faculty who participated in professional development have reported the following: (a) improved

attitudes toward online learning, (b) increased comfort in the online environment, (c) increased knowledge of institutional resources for students, (d) confidence increasing social presence in the online environment, (e) and a renewed energy for teaching (Anderson, 2015; Kang, 2012; Kennedy, 2015; Terrazas-Arrellances et al., 2016; Slinger-Friedman, et al., 2014; Tyrrell, 2015). Nevertheless, PD is not generally required for online faculty. A national survey by the WICHE Cooperative for Educational Technologies (n.d.) indicated that out of the 200 institutions surveyed, only 58% of new faculty were required to participate in PD online teaching. In comparison, 25% of experienced faculty were required to attend PD. An argument put forth as to what holds back institutions from requiring PD for advanced faculty is time constraints to attend (Elliott, et al., 2015) and the notion that advanced faculty do not need training (Tyrrell, 2015). However, Hamilton (2016) found that although it is not a requirement to attend PD for advanced faculty, over half (66%) of experienced online faculty studied attended professional development on distance learning after an initial or introductory training when offered. Hence, faculty who teach online regardless of their level of experience appear to acknowledge the need to attend PD in many cases even though it is not mandatory. This section focuses on some of the challenges that are inherent with conducting PD that may preclude faculty from attending.

In order to meet to meet all ability levels it is necessary to provide a wide range of training offerings. Anderson (2015) found successful online training presented activities as a larger part of other happenings in the university rather than as an isolated event. Experienced faculty can be offered professional development and training that runs in conjunction with other familiar university faculty events or development. Not only are advanced faculty ignored at times (it is presumed they do not need training), they are more likely to be motivated to participate in training when they are not new to the university (Anderson, 2015). Instead of

spending time becoming acclimated to a new course, university, or online teaching duties, advanced faculty are also more apt to offer feedback as to training design and content as well as to participate actively in training (Anderson, 2015). Although there are studies that show faculty see the need for professional development training, literature in this area is mixed.

Other research shows that faculty does not participate or attend PD when they are not engaged in the planning or development of the offerings. Betts and Heaston (2014) found that of 258 full-time faculty invited to five workshops, 10 faculty attended and only four attended more than one workshop. Without faculty participation in faculty development or training, efforts and resources will be wasted. Feedback received from faculty in the same study indicated the faculty's desire to be more involved in the development of initiatives designed to help and support them. Faculty buy-in was deemed extremely important to the success of professional development offerings. Giving faculty the opportunity to share their concerns, needs, and requests helps them to feel like a valued part of the training process. Additionally, they look to be encouraged, supported, and inspired to create and facilitate online learning that is of high quality and caliber to meet the needs of the institution and their students.

> [I]f faculty are not provided with training on how to use the technology or do not have access to technical support when problems occur, then the motivating factors in essence become demotivating and can inhibit faculty from participating actively and successfully in distance education-thus affecting faculty retention. (Betts, 2014, p. 16)

Feedback from faculty at a large southeastern university pointed out that many faculty trainers focused on the technology aspect of an online environment and not on the pedagogy and content (Schmidt et al., 2016), which was not necessarily what the participants needed. As a

result, faculty felt that the training was less effective, regardless of the subject or mode of delivery.

The barrier of time. Higher education institutions across the board are experiencing funding cuts and faculty are being asked to take on multiple responsibilities. As a result, time to participate in PD becomes scarce (Elliott et al., 2015; Koehler et al., 2004). As faculty add online teaching to their already existing responsibilities, the question of how to include time for advancing their skills needs to be considered. Additionally, planning for an online course takes time and effort. Content provided for courses may require several levels of quality checks prior to the commencement of the course, rather than having content that is developed as the course moves along. This is a challenge for some faculty who need to make course and schedule preparations with short notice (Hamilton, 2016). Raffo et al. (2015) suggested that institutions should be more conscious of faculty time by focusing on specific areas where support is needed. For example, if faculty have trouble with the tools or technology, then focusing on mastering tools and technology is the best use of their professional development time. Thus PDs must consider providing value in their training in order for faculty to feel they are spending their time productively. In sum, institutional surveys and studies can help faculty developers, and administrators home in on their faculty's training needs and aid in understanding faculty challenges.

Faculty perspectives on PD. Examining faculty perspectives is an important way to identify the training offerings to improve practice and comfort in the online environment. Faculty voice is an important element for understanding training needs of faculty. Although Golden (2016) indicated that "Providing online faculty with enriching experiences designed to improve practice, combat isolation, and share knowledge and resources is a challenge" (p. 84),

the benefits of faculty voice outweigh the challenges (Baran & Correia, 2016; McMutry, 2016; Golden, 2016). When given an opportunity to express their needs or perspectives, Baran & Correia (2016) noted that faculty feel empowered to make decisions about their online teaching practices and results in improving their teaching satisfaction.

In a 2016 study, McMutry interviewed faculty who received a national award in online teaching, which qualified them to be named "exemplary faculty" (p. 3). Using a descriptive case study approach, the author did a pre-interview reflection, a semistructured interview, and then a review of an online course taught by an exemplary faculty member. From these data sources, the author found faculty had two teaching practices paramount in their teaching success: their ability to connect with students and the desire to have a clearly organized course with chunked content to keep students focused (McMutry, 2016). Easily accessible content allows students to spend their time in their online classes engaging with other students and with their instructors. Students concluded, "the instructor's teaching approach is student-centered, focusing not just on providing the content and grading the student's efforts, but also on whether each student is engaged in the learning process, understanding the content, and making progress toward the course goals" (McMutry, 2016, p. 45).

In a study seeking faculty perspectives, Slinger-Friedman et al., (2014) used open-ended questions to ask faculty for their perspectives on the usefulness of a faculty preparation online course for advanced online faculty. Faculty participants noted that pedagogy, skill-development, and trends for new teaching technologies should be the focus of training. As a conclusion, the authors emphasized the importance of faculty input on faculty development to ensure improvement of the current offerings and to gain their buy-in. When looking for factors that specifically improved their teaching practice, faculty mentioned innovative and current

pedagogical and technological practices as being most helpful after training. As indicated from the studies, faculty perspectives are not only valuable, but wide-ranging and may also offer creative ways of conducting PDs that will meet their different needs.

Research conducted on faculty perspectives on different PD training formats indicated that small groups and informal sessions were popular. Schmidt et al., (2016) found the most common and most effective training for faculty was small group, informal sessions allowing advanced faculty to share their experiences. "Learning to teach online is an ongoing process, and instructors learning to teach online are continually looking to strengthen their networks and communities" (Schmidt et al., 2016, p. 5). Faculty prefer informal conversations and like to be self-directed even when looking up tools or doing searches to find help. They also stated a preference to be a part of small group sessions that give both advanced and novice online faculty the opportunity to connect with each other.

Although there is some literature exploring the needs of advanced faculty, there remains a gap in the research that looks at rich and detailed descriptions of advanced faculty perspectives. One study found that even advanced faculty (over three years of online teaching experience) find value in getting help from faculty developers, but allowing for approach training and support as self-directed learners (Samuel, 2016). Self-directed learners look for opportunities to learn from a variety of sources both formally and informally (Schmidt et al., 2016). Faculty "utilize resources that they perceive will best suit their needs, be it training from the institution or peer support" (Samuel, 2016, p. 232). The utilization of essential training, can be an important consideration for any faculty developer looking to meet the needs of online teaching faculty. Many factors affecting faculty are beyond an institution's control. However, hiring faculty who are motivated to help students learn and ensuring that faculty feel supported by offering the

appropriate training and resources they need is well within an institution's control (Kane, Shaw, Pang, Salley, & Snider, 2015**).**

Exploring faculty skill acquisition. The journey of moving from the first year of teaching online to subsequent years of teaching online presents many opportunities for faculty. One such opportunity is for faculty to further learn and enhance online teaching strategies and skills through both direct instruction, PD, or experience. The Dreyfus & Dreyfus model of adult skill acquisition introduces several stages for skill development ranging from novice to expert. In Figure 2, developed by the researcher to illustrate the model, Benner defined a *novice* as a beginner who has no practical experience to provide context to new knowledge (Benner, 1984). In the context of online teaching this category would fit a faculty member who has not taught both face-to- face and in the online environment (Dreyfus &Dreyfus, 1980).

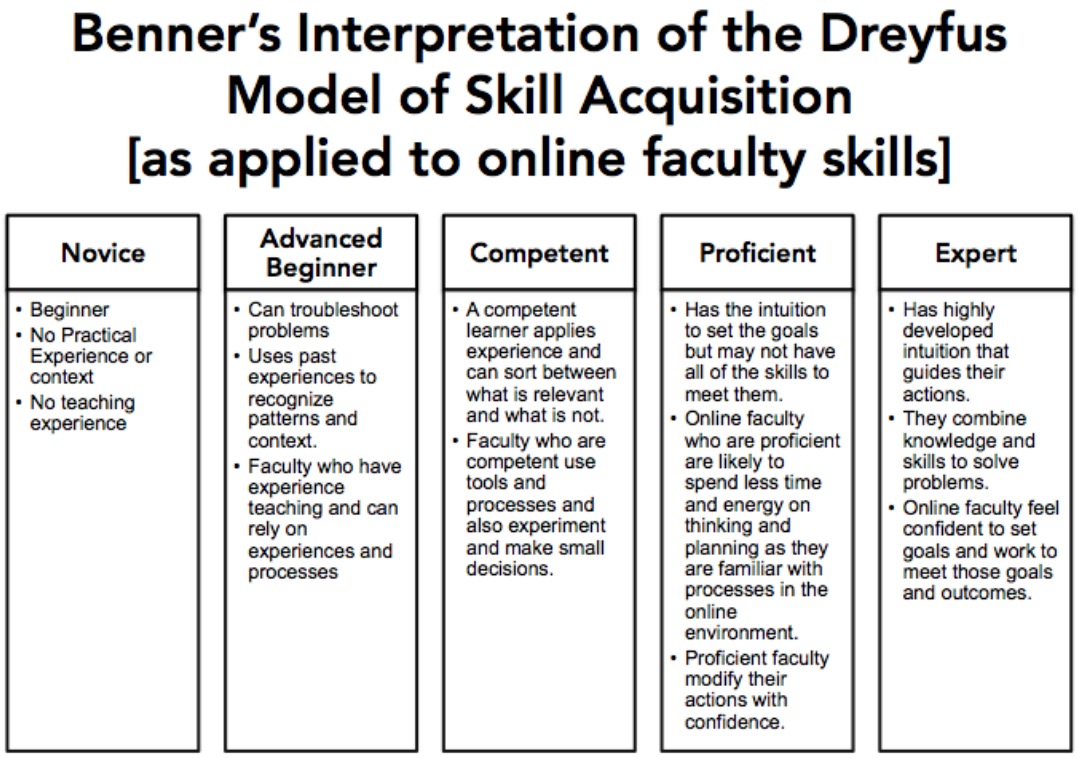

Figure 2. Benner's Interpretation of the Dreyfus Model of Skill Acquisition.

Although Dreyfus and Dreyfus (1980) did not gain much recognition when they first introduced the model, Benner in 1984 popularized the Dreyfus and Dreyfus model by applying it to the field of nursing education. Benner's interpretation of the model offers five categories of experience to distinguish a novice from an expert. As shown in Figure 2, the model delineates incremental skills based on experience and education and includes the terms: novice, advanced beginner, competent, proficient, and expert (Benner, 1984). The following section explains the differences in skills and applies categories of experience to online teaching skills.

The next category is *advanced beginner* who is a novice learner who moves to being an advanced beginner learner, has experience teaching, can troubleshoot problems, and use intuition and prior experience to recognize patterns and contexts of unique situations. "Advanced beginners use principles, checklists, experience, and intuition to apply learned rules that guide action" (Thomas & Kellgren, 2017, p. 229). The advanced beginner in this study's context is likely to be faculty who have little teaching experience online and rely on former experience and processes to guide teaching in this environment. The next category is referred to as *competent*. A big difference between the previous category and this category is that the competent learner is able to apply more experience to the particular context. They have the experience to sort between what is relevant and what is not. Faculty in the online environment who are in this category would feel more confident in using the tools and processes when needed but also would be able to experiment and make small independent decisions related to their context. The next category is *proficient*. A proficient learner has the intuition to set goals but may not have the all the skills to meet them. Proficient online faculty are likely to spend less time and energy on thinking and planning as they are familiar with the processes that work well in the online environment. Instead, they recognize situations and modify their action based on the

circumstances more confidently. Finally, there is the *expert*. This learner has highly developed intuition guiding actions and reactions. The expert combines knowledge and skills to solve problems (Thomas & Kellgren, 2017). Expert online faculty feel confident setting goals, work independently on meeting the goals, and feel emotionally vested in the outcomes. Thomas & Kellgren (2017) concluded that "Benner's model provides a pedagogical foundation for planning and implementing facilitator development programs at various levels based on individual needs; this can provide flexibility to meet diverse educational needs" (p. 228).

Sanderson's 2017 study made a further classification. Sanderson found that of the online faculty who participated in a study, 69% had more than two years of experience teaching online or instructing technology enhanced courses, and over 70% described themselves as either digital moderate (intermediate ability) or digital native (experienced with technology). Digital moderate and digital native are classifications made by Prensky (2001) to describe learners who are "native speakers" of the digital language. Digital moderates are not native to technology but have ability that is a step above a beginner. Both Benner and Prensky's models highlight that there is a continuum of skill acquisition for any learner and that the needs can be classified to distinguish a beginner from an expert. This study takes the skill acquisition frameworks into consideration to provide context to the particular learner studied. By using the category *advanced* to describe faculty, there is a narrowing of participants of those who meet three criteria: they must have three years of experience teaching online, within the last three years they have attended PD workshops related to online teaching, and have taught a minimum of six courses online. These faculty are likely to spend less time and energy thinking and planning for their online courses as they are familiar with the process. Instead, they recognize situations and confidently modify their action based on the circumstances. The advanced category in this study corresponds closest

to Dreyfus' and Benner's competent and proficient categories and Prensky's digital moderate classification.

Upon consideration of the many various faculty skill levels identified by Benner and bearing in mind the context of this study, PD offerings for online faculty may wish to consider how to encompass multifaceted learning needs. One theory that supports the development of a learning process based on a learner's need is Vygotsky's (1978) cognitive and social development theory. Vygotsky's (1978) theory encouraged the idea that learners gain skills through interaction and guidance from teachers or peers. Moreover, as they gain confidence and knowledge of a skill, they become more autonomous, as described in Rosser-Mims, Dawson, & Saltiel (as cited in Wang, H., 2017).

Thus, when considering ways of meeting the needs of learners ranging from novice to expert, scaffolding PD's can be beneficial. For example, faculty developers could scaffold a variety of tasks or activities within PD design so that all learners within the spectrum would benefit. The developer does this by systematically building on students' experiences and knowledge as they are learning new skills, gradually adjusting and removing temporary supports. Additionally, this approach would reduce any social isolation for one ability level and give faculty an opportunity to learn from each other. When mixed ability learners are placed in the same PD, novice learners would have an opportunity to dialogue with advanced learners to understand practice in real context rather than in theory, and, as a result, they would have an occasion to tackle problems they may experience in practice. By combing learners in development workshops, all participants benefit. Additionally, if PDs are scaffolded, advanced learners may have an opportunity to reflect on their experiences and practices, provide examples of how to analyze situations, and determine what steps should be taken as they continue to learn

and grow in their online teaching practice. These considerations make the climate for dialogue, interactions, and reflection ripe for birthing transformational learning experiences.

Institutional support and resources. Administrator's support of faculty and faculty developers is important. Professional development, no matter how useful or well intentioned, cannot be designed without adequate resources (Schmidt et al., 2016). Services within the university like access to course designers, the library, and office support can all influence the quality of online instruction (Hoekstra, 2013). Informal support opportunities can be cultivated and promoted to include communities of practice for online teaching faculty, highlighting best practices and success stories, and encouraging the sharing of resources and expertise amongst faculty. The institution can be an environment that encourages and fosters growth for faculty teaching online. Examining the support structures that are available and offering the appropriate opportunities for formal and informal training can encourage faculty engagement and involvement (Hoekstra, 2013).

Needs assessment tools. It is recommended that institutions make deliberate efforts to provide an opportunity and outlet for online instructors and faculty to connect with each other and with program directors, deans, and administrators. Elliott et al. (2015), recommended institutions undergo a needs assessment to ensure resources spent on faculty development activities will effectively serve the faculty at the institution. More specifically, the needs assessment can be used to gauge faculty's challenges in pedagogy, technology, course curriculum, institutional processes and procedures, and may ask about the faculty's desires for networking and training (Elliott et al., 2015). These suggestions are specific and may give faculty developers a place to start when creating training or professional development. When developing a needs assessment, general guidelines may be followed. However, each needs

assessment will be unique and specific to that organization at a particular time (Anderson, 2015). Creating a cycle of evolving feedback on training from online faculty will serve to help revise, develop, and improve training content, mode, and offerings.

Incentives. McAllister (2016) found that institutional incentives may help faculty engage in the training or professional development they are offering. The importance of incentives and additional institutional support was emphasized, as without them, faculty may opt out of the PD offered them (McAllister, 2016). PD offerings are specifically designed "for teaching skills, time management, and course development which may ultimately reduce faculty's course load, free up their time, and create better learning environments conducive to student learning and achievement" (McAllister, 2016, p. 87). Faculty may find time in their schedules for professional development if they are given incentives.

Review of Methodological Issues

The voices and views of teaching faculty are important in research and in conversations around shaping the future of training for faculty teaching online. Many of the studies capturing faculty voice in the design of professional development use a qualitative approach to identify best practices (Henry, 2014; Mohr & Shelton, 2016), understand what format and delivery options work best for faculty at a particular institution (Grover et al., 2016; Schmidt et al., 2016; Slinger-Friedman et al., 2014), and to understand how to train faculty on pedagogy (Henry, 2014; Kennedy, 2015; Alexiou-Ray & Bentley, 2015; Zuleger, 2013). Qualitative research design gives the researcher the ability to dive into the research question to understand the inquiry and to interact with participants without a rigid formula. Qualitative researchers situate themselves within the research gathering, face-to-face, collecting a wide range of data to report an array of perspectives (Baran & Correia, 2016). Faculty perceptions on how to best use

training time can lead to faculty feeling that their perceptions are important and that their needs are being considered. This kind of support will increase their satisfaction as teachers (Kennedy, 2015).

Another way to explore the value of faculty perspectives is to identify how or if their feedback during or after PD is solicited or used to understand their needs. Faculty have found feedback led by their department to be useful in improving online teaching practices and course quality (Bowser, Davis, Singleton, & Small, 2017). Bowser et al., (2017) highlighted a peer review process based on an online course quality checklist developed by the institution. Faculty were given feedback both in writing and verbally by using the checklist. The study further explained "A formal review of online courses can measure the quality of the course and reveal changes needed for improvement in the application of the technology, the pedagogical processes, and overall clarity in the presentation of a course" (Bowser et al., 2017, p. 3). This type of feedback provides several inputs from a team to help faculty improve or change their teaching practices. Some examples of outcomes for faculty included creating a plan that highlighted strengths, challenges, and recommendations for change.

According to Baxter and Jack (2008), the case study approach should be considered when research asks a how or why questions and to cover contextual conditions when they are relevant to the phenomenon and context. Additionally, a case study has to be bound to answer a narrow question with clear objectives. The current research sought to explore the perceptions and experiences of faculty at a public university in Illinois, allowing for the depth of research with a small group of faculty who has experiences to share (Baran & Correia, 2016; McMutry, 2016). A qualitative case study using semistructured interviews, surveys, and observations were used in this study. Constructivists claim truth is relative and is dependent on a person's perspective

(Baxter & Jack, 2008). As faculty perspectives can be varying and subjective, having the ability to allow for reflection in the current study was best served by qualitative research design.

Baran and Correia (2016) used multiple cases at their Midwestern U.S. research college to understand successful online faculty teaching practices. The faculty taught different subjects across colleges and asked what their successful practices were. Themes across the interviews indicated that extra effort was needed to develop social presence in the online environment. The researchers concluded that faculty who were rated exemplary were motivated to connect with students and to provide them with high quality learning opportunities that could compare what they offered in the classroom (Baran & Correia, 2016). In a 2016 study, McMutry interviewed faculty who received a national award in online teaching and qualified them to be named "exemplary faculty" in a qualitative research study (p. 3). Using a descriptive case study approach, the author did a pre-interview reflection, a semistructured interview, and then a review of an online course taught by an exemplary faculty member. From these data sources, the author found faculty had two teaching practices paramount in their teaching success: their ability to connect with students and the desire to have a clearly organized course with chunked content to keep students focused (McMutry, 2016). Having content that is easy to find allows students to spend their time in their online classes engaging with other students and with their instructors. The researcher described the limitations in this study as a small number (four) of instructors willing to participate and that all of the participants were female instructors. Although both interviews had small sample sizes, there were unique needs outlined by faculty that proved valuable to the research community.

Synthesis of Research Findings

Faculty teaching online have many considerations to think over when approaching the online classroom. From understanding the best way to present curriculum, to learning how to communicate and engage students, there can be a vast amount to learn without specific or dedicated time to do so. Past studies of faculty perspectives have shown instructors find value in working through workshops and one-on-one with faculty developers, but still wish to be in control of their learning (Samuel, 2016). They want their courses to be well organized with chunked-learning (McMutry, 2016). They need PD training to offer various delivery modes and to allow access at times when convenient. Flexibility is needed for both part-time and full-time professors.

Adjuncts also wish to be connected to training that can meet their needs (Grover et al., 2016). Faculty want to learn new skills for developing pedagogy and new teaching technologies (Slinger-Friedman et al., 2014), while learning to collaborate and discover new knowledge and learning formats (Golden, 2016; Grover et al., 2016). As the needs of online students remain a priority, the needs of online faculty must be prioritized and nurtured as well. Particularly for advanced faculty, establishing motives for faculty to want to teach online and creating opportunities for them to collaborate with faculty developers is an important consideration. Advanced faculty support can be bolstered by an institution's willingness to create formal and informal support opportunities (Betts & Heaston, 2014).

Critique of Previous Research

Support for faculty who teach online varies widely from institution to institution, with some institutions having minimal support and others having mandatory training requirements before assigning faculty online teaching duties (Chiasson, Terras, & Smart, 2015). Though there

are many studies engaging faculty for their perspectives and experiences with online teaching, one critique is that there is not much detail on specific and particular needs for exploring and improving pedagogical practices while teaching online (Henry, 2014; McGee et al., 2017; Rhode et al., 2017). A faculty voice is important to the field of online faculty development research. There is a need for continued research among institutions of different sizes with varied program offerings to explore different faculty perceptions and experiences. These perceptions may be useful feedback for improving professional development offerings.

Another critique is that studies of professional development came up with several activities, content, and delivery modes to study without having any consistent themes or categories (Henry, 2014; Herman, 2012; Meyer & Murrell, 2014). This is true in research that is directly related to online teaching pedagogy as well. Studies ask faculty to share their perceptions of training and professional development related to pedagogy, but the findings in the research vary from statistical reports to narratives (Downing, 2013; Mann, 2013) This lack of consistency leads to an inability to make comparisons of measures over time (Meyer & Murrell, 2014; Mohr & Shelton, 2016) .

In Mann's 2013 study of faculty's perceived training needs in pedagogy, 88% of faculty rated their training and support as average or above, 87% said they benefited from the nine to 10 workshops they had taken through the university, and 40% said they benefited from one-on-one help from faculty developers. Faculty also cited the top three barriers for teaching online as: too much effort to prepare online courses, students not being disciplined enough to finish courses, and inadequate compensation for online instructors (Mann, 2013). Similarly, Downing's 2013 study of community college faculty found that many of the instructors interviewed were not required to participate in training related to online pedagogy and were, therefore, not as

successful as they believed they could be as instructors. Instructors also found student engagement and creating a sense of community in the online environment to be a specific area where they could use help with connecting technology tools (Downing, 2013). The author concluded that the freedom to design and implement courses without a standardized structure was also seen as a barrier to success for faculty teaching online.

There are several areas where faculty noted that they needed pedagogical support to teach in the online environment (Hamilton, 2016; Murdoch, 2015; Rohland-Heinrich, 2016; Zuleger, 2013). Faculty found engaging students to increase their participation in the online learning environment as a major pedagogical transition (Zuleger, 2013). Being able to assess student participation levels is not done in real time in an online environment, and faculty want training to learn how to use tools to help them with engagement (Murdoch, 2015; Zuleger, 2013). Lastly, faculty also requested training based on their experience level versus a universal training design in ongoing professional development opportunities (Elliott et al., 2015; Rhode, et al., 2017; Zuleger, 2013). Though these studies gave voice to useful faculty perceptions, approaches to the study of faculty are wide ranging. Desimone (2011) developed a framework to identify ways to evaluate the effectiveness of professional development; however, the framework is not used widely or consistently in studies of professional development for online faculty (Henry, 2014). Therefore, there is still a need for ways to measure faculty feedback and experiences in future studies and to be able to make comparisons over time.

Summary

As online learning continues to grow and faculty become more familiar with learning management systems and online tools, the training offered to them has to evolve and continue to help them hone their teaching skills and support online students. Any professional development

designed for online teaching faculty will likely address the three domains of knowledge, either intentionally or unintentionally. The knowledge of technology, the knowledge of pedagogy, and how it relates to knowledge of content or curriculum, specifically for the online environment, appears throughout the research. Based on the review of the literature, faculty perceptions reveal a need for professional development and training and will challenge their past face-to-face teaching or learning experiences.

Transformational learning theory provides a framework within which to study how faculty perceive their need for learning new skills, developing new knowledge, and changing their view when necessary. Training of specific course subjects are varied; therefore, it is important to consider faculty challenges, successes, and ongoing needs from instructors' perspectives.

Professional development focusing on online teaching pedagogy and strategy for the online environment has also been deemed valuable by faculty teaching online (Downing, 2013; Mann, 2013; Zuleger, 2013). Specifically, understanding how to help faculty teaching online with engaging students, creating a sense of community, replicating assignments, delivering presentations, and delivering assessments that are used in face-to-face courses can contribute to their teaching success (Zuleger, 2013). They need various delivery modes (for example, workshops, online courses, one-on-one training) to allow access at times when convenient for full time professors, and for adjunct instructors who wish to be connected to training opportunities (Grover et al., 2016).

Faculty also want professional development that will help them advance based on their teaching skills and experience. They do not want a one-size-fits-all professional development or training design (Raffo et al., 2015). Faculty are more likely to implement new instructional

strategies when faculty development is designed to meet their needs (McAllister, 2016). Lastly, faculty seek training and support with course design and delivery and want well organized courses with opportunities for chunked learning (McMutry, 2016). They want to learn new skills for developing pedagogy and new teaching technologies (Slinger-Friedman et al., 2014). Faculty input is critical for designing how to meet their training and professional development needs.

Chapter 3: Methodology

One of the aims of designing professional development sessions is to offer new knowledge and to help in areas where faculty have a need. Designing programs that fail to incorporate faculty needs falls short of achieving meaningful outcomes (Frankel, 2015). When planning for these supports at an institutional level, faculty professional developers and administrators have many considerations to take into account such as faculty skill levels, learning needs, challenges, and ongoing needs (Mohr & Shelton, 2016). Research indicates faculty prefer personalized instruction to the extent that their motivation to participate in professional development is contingent upon their involvement in the decisions about how and what they want to learn (Grover et al., 2016).

The purpose of this qualitative case study was to gain rich perspectives from experienced online faculty to examine the types of training they have participated in, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into professional development offerings at an Illinois public institution of higher education. As faculty engage in online teaching over time, gaining more experience, training, and professional development beyond basic offerings should be provided as a resource to them. When professional development sessions are scaffolded to incorporate a continuum of faculty learning needs, it positively influences student-learning outcomes (Alexiou-Ray & Bentley, 2015). As online teaching technology becomes more of a norm, it is possible this study will shed light on the perceived training needs of advanced online faculty while also exploring how (or if) their training needs are assessed and incorporated in the PD in which they are participating. This research also seeks to provide a better understanding of the types of PD in which online faculty have participated and to add to the body of literature in this field.

Research Questions

The qualitative study is guided by the following research question and sub-questions:

R1. What are the types of professional development training advanced online faculty participate and find valuable?

SQ1. What are online faculty perceptions regarding their training needs and how is feedback incorporated into professional development training?

SQ2. What are the perceived professional development needs for advanced online faculty?

Purpose and Design of the Study

The purpose of this qualitative case study was to gain rich perspectives from experienced online faculty to examine the types of training they have participated in, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into professional development offerings at an Illinois public institution of higher education. Since the level of expertise and skills of faculty who teach online are varied, providing PDs benefits to all levels of expertise is necessary (McGee et al., 2017; Mohr & Shelton, 2016). Meyer (2014) further confirmed this by finding that PD that is tailored to the learner's preferences and needs result in optimal outcomes which will benefit the faculty, students and institution. This study sought to garner a richer understanding of the professional development needs of advanced online faculty who have teaching experience and wish to continue to develop and learn in the field.

Most institutions offering online learning have some form of faculty development support centers that help online faculty with developing new courses, re-organize existing courses, and provide teaching strategies (Mohr & Shelton, 2016). At the Illinois public institution being

researched for this study, a unit is dedicated to online teaching and learning that is staffed with faculty developers and technical support. Attending PD and engaging with the instructional and technical support is voluntary for faculty.

In order to explore the study's research questions it is important to identify the right research design. A case study approach was used to explore the perceptions of online faculty training needs and to explore how training needs are assessed and incorporated in professional development offerings. A case study approach is used to investigate and develop an in-depth understanding of the needs of a specific case which can either be an event, problem, program, or person (Yin, 2014). Additionally, qualitative case studies are used to gain insight, discover, and interpret data rather than test data (Merriam, 2001). Thus, for this study a case study was used to explore and describe a phenomenon within the context of common everyday activities.

Case studies fall under the constructivist paradigm where differing points of views are recognized and subjective views of reality are accepted (Creswell, 2013; Stake, 1995) Case study research can either be classified as a single-case study where the focus is on a single holistic case or multiple or collective case studies where the context for each of the cases is different (Baxter & Jack, 2008; Merriam, 2001; Yin, 2014). The current research project methodology used a single case study design to examine the perceptions of online faculty.

There are different types of case studies that help guide a research study such as explanatory, descriptive, exploratory, intrinsic, and instrumental. Using a descriptive case study, the researcher hoped to understand faculty and their perceptions, discover connections, derive themes, and examine patterns related to online faculty PD needs (Creswell, 2013; Mills, Durepos & Wiebe, 2010; Yin, 2014). Since the study looked at perspectives, a case study was also used to allow for rich conversations and reflections. Examining advanced faculty's needs and

specifically their experiences with PD allowed the researcher to begin understanding the perspectives of the participants (Creswell, 2013). This approach also allowed advanced faculty to share their unique experiences and perspectives with PD and allowed them to feel connected and active in research for developing PD faculty needs (Elliott et al., 2015).

Research Population and Sampling Method

The goal of qualitative research is to get an in-depth understanding of the phenomena being studied. Hence, the target sample is more specific to the group, event, or person who participates in the phenomena being studied (Yin, 2014).

Population. The site where this study was conducted is a public institution of higher education in Illinois with a faculty (including adjunct) population of approximately 450 members. Faculty participants for this study included only faculty who teach fully online courses and have taught a minimum of six courses online with at least three years of online teaching experience. In addition to online teaching experience, participants had participated in PD offered by the institution over the last year or have agreed to do so during the data collection period. Currently, training at the institution is offered with a "one-size–fits-all" approach without any training distinctions for the courses that faculty teach.

Sample. Purposeful sampling is one of the most common sampling methods used in qualitative research where participants are recruited based on the criteria that helps answer the research question. For this study, purposeful sampling was employed. Online faculty participants were recruited for this study were considered advanced. Advanced was defined by the number of courses they have taught (have taught six courses in an online environment for more than three years) and the requisite that they had attended a PD offered by the institution related to online learning. The sample needed for a qualitative study is generally small since the

researcher was seeking an in depth understanding of a phenomena. Although sample size can vary in each study, it is common practice to have a sample size between five and 15 participants in a case study (Bertaux, 1981; Creswell, 2013)

Instrumentation

A case study usually has multiple sources of information to guide the researcher's understanding of the phenomena (Creswell, 2013). This study used three forms of data collection: an observation checklist of a online teaching professional development to observe the training and faculty reactions to it, semi structured interviews, and a survey administered to participants who have completed a professional development training. The researcher was seeking a well-rounded view of faculty experiences with professional development by examining three data sources to answer the research questions. The study protocol details are summarized in Table 2.

Table 2

Study Protocol Details Summary

Type of Data	**Answers RQs**	**When administered**
Observation	R1, R2, R3	1st
Survey	R1, R3	2nd
Interview	R1, R2, R3	3rd

Observation. Observation is a common data collection approach in qualitative research (Creswell, 2013). For this study, the researcher used an adapted version of the Observation Checklist for High-Quality Professional Development Training checklist to guide observations (Noonan, Gaumer Erickson, Brussow, & Langham, 2015). Additionally, observation notes were recorded and used to provide perspectives and lend insight that may lead to additional inquiries when reviewing the results (Taylor, Bogdan, & DeVault, 2015).

Survey. A qualitative survey sheds light on the diversity of behaviors of a small population, but not on the distribution of the population (Jansen, 2010). The survey used for this study was originally constructed by Henry (2014) to measure faculty perceptions of professional development and its impact based on Garet, Porter, Desimone, Birman and Yoon's (2001) model of effective professional development. The purpose of using this survey was to garner preliminary information from faculty to begin to understand the landscape of professional development in which faculty had participated. This information was then used to develop a guide for the in-depth analysis that was provided by the follow-up interview for those who volunteered to be interviewed. The original survey was designed to measure faculty perceptions in six areas of PD: type of activities, content, duration, collective participation, active learning, and coherence. The survey instrument was validated by the author (Henry, 2014, p. 9), and was used in this study with written permission. The survey was modified for this study to exclude questions that distinguished between employer-sponsored professional development and personally sponsored professional development. This distinction was made because this study was focused on personally sponsored professional development that slightly differed from the original study.

Interviews. To best understand in-depth faculty perceptions regarding professional development, semi structured interviews were conducted with participants. Interviews are common in case study research as a method for data collection (Hancock & Algozzine, 2017). The participants were asked open-ended questions and prompted when additional information was required for clarity (Stringer, 2014). The interview questions (see Appendix A) focused on faculty perceptions of professional development related to online teaching, challenges related to

teaching online, areas of training and support in online teaching, and the exploration of other training content and support the participants perceived as useful for online teaching.

Data Collection

This research study had three data collection processes to triangulate the data (Creswell, 2013). The researcher conducted interviews, sat through an informal observation of PD, and surveyed advanced faculty. The following was the data collection process that took place after receiving IRB approval from Concordia University–Portland IRB and reciprocal IRB approval from the institution studied. Informed consent was also offered to the participants via email when recruiting them for participation. All of the faculty who met the study criteria were invited to participate.

Recruitment. An email was sent to all online faculty who have participated in professional development to ask if they met the criteria for being advanced faculty and if so, would they be willing to participate in the research study. The criteria for advanced faculty were outlined as having a minimum of three years of experience teaching online, having instructed at least six fully online courses and having participated in PD in the last two years (see Appendix B). Once responses were received, the researcher asked the participants again if they met the requirements for the study. Upon confirmation, the faculty received a consent form.

Observations. The participants were observed in a face-to-face professional development session to document PD delivery style, environment, and programming. The PD session was scheduled for an hour and took place in a computer lab housed in the institution's library. An informal checklist was used to guide the observation and notes were taken while observing (see Appendix C). After the observation of professional development, faculty were

sent another email that included a follow-up survey. The follow-up survey asked participants to opt into an interview scheduled by appointment.

Surveys. A survey originally constructed by Henry (2014) was used for this study. It was designed to gather faculty perceptions of professional development and its impact based on Garet et al. (2001) model of effective professional development. The purpose of using this survey was to garner preliminary information from faculty to begin to understand the landscape of professional development faculty had participated in and to develop a guide for the in-depth analysis provided by the follow-up interview for those who volunteered to be interviewed.

Interviews. Interviews with faculty were scheduled for 45 minutes and took place on campus in conference rooms or offices. Participants were able to schedule interviews at their convenience over a two-week period. The participants were asked if the interview could be recorded. A digital recorder documented the session for those who agreed. After the interview, the researcher had the interviews transcribed and sent a copy of the transcript to the participants asking them to check for accuracy. Participants were reminded that they were able to withdraw from the study at any time.

Identification of Attributes

The attributes defining this study are faculty perceptions, satisfaction, and support. Faculty perceptions of professional development can reveal their motivation and commitment levels (Tyrrell, 2015). "If we can understand how faculty professional development is perceived, there is a potential for changing faculty perceptions that will improve their motivation to attend faculty professional development programs" (Tyrrell, 2015, p. 52). Outside of the potential benefit of increasing motivation and attendance, identifying faculty experiences with PD to determine if the workshops were satisfying as well as supporting faculty needs was explored in

this study. The researcher read the transcripts of each interview, divided them to look at the data one section at a time, and looked for main themes to discover if faculty who participated in professional development had commonalities. The researcher looked to identify patterns or units to help answer the research questions and gained insight into faculty's perceived experiences with PD and how the trainings influence their skills, satisfaction, and support.

Data Analysis Procedures

Using the findings from this research, the researcher followed the linear approach identified by Creswell (2013) involving five steps: organizing data, identifying themes, coding the data, reducing overlap of codes (narrowing them), and reporting the results to answer the research questions. This approach was followed by an inductive analysis. Inductive analysis is defined as one that primarily uses detailed readings of raw data to derive themes, or interpretations of raw data by a researcher (Thomas, 2006). This study relied on observations of a PD, one survey, and interviews to understand the perceived PD needs of online faculty. General terms and themes related to faculty professional development were coded after several readings, coding, narrowing of codes. The inductive analysis allows findings to emerge in research based on the frequent or significant themes in the raw data without the restraint of a structured methodology (Thomas, 2006). This is useful when condensing varied raw data sources into a brief, summary format (Thomas, 2006).

Observations. An informal observation was used to capture an in-person PD training. This was done by using a High Quality Professional Development Training checklist to keep the researcher focused. The checklist noted if there was engagement in the PD by the participants and allowed the researcher to record notes to prompt additional inquiries. Participants were made aware of the PD session that would be observed for this research study by an emailed

invitation. The researcher used information gathered from the checklist as a part of the coding process. Observation data included as a part of the narrative was used to describe PD offerings and to build context for the analysis of the interview data.

Analysis Observation Protocol. The observation was informal as the researcher wanted to be as unbiased as possible. Observing the PD as a researcher required that the researcher act solely as an observer; therefore, the checklist and notes became a focal point of concentration. The intent of the observation was to build context that may help answer the research questions or provide further inquiry for the study. The following list describes the observation protocol:

- The researcher used the checklist to guide observations and to continuously have a focused point of view.
- The researcher kept notes while observing the PD to maintain personal thoughts or observations separate from the focus of the checklist.
- The researcher used a journal to write further notes and observations immediately following the observation to keep track of biases and feelings.

The informal observations gave an opportunity to collect data, to provide context, and to understand the format and delivery of PD.

Survey. The survey in this study was offered to faculty to gather preliminary information about their perceptions of PD. Surveys responses were collected using Qualtrics software and were sent to faculty by email. The responses were collected over a three-week period. Faculty were sent the survey and reminded twice of the deadline to complete the survey.

Survey Analysis Protocol. The following protocol was observed to collect faculty surveys:

- Once the survey was completed the data was downloaded into an Excel spreadsheet.

- Using the spreadsheet, the researcher created tables to summarize the data collected from each question.
- The survey was divided into the following sections: (a) demographics, (b) format and content, (c) topics, (d) greatest impact, (e) participation, (f) feedback, and (g) motivation.
- When reviewing the results of the survey, the researcher took notes to reflect questions and personal feelings to remove biases.

The surveys provided data from 34 participants and gave faculty an opportunity to share their PD experiences. After taking the survey, five participants volunteered to be interviewed to further provide their perceptions.

Interviews. Participants were interviewed using the questions in the protocol. The researcher probed or clarified questions as asked by faculty (Harding, 2013). After each interview, the recording of the interview was transcribed and a read through was conducted. Notes were made to capture any thoughts or questions that needed noting. The interviews were transcribed verbatim and anonymized using pseudonyms to protect the privacy of participating faculty.

After transcribing the interview recordings, ATLAS Ti, qualitative data analysis software, was used to analyze the transcripts and to categorize words and phrases. Broad categories were then created based on the terms and themes that emerged from participant's responses (Merriam, 2001). The broad categories were narrowed to smaller categories and then sub-categories were developed and analyzed. An example of the phrases and words that were coded can be found in Appendix D. The transcripts were analyzed and the codes generated by

ATLAS Ti were coded by hand using Excel. An analysis of the interviews is presented in a narrative format, guided by the research questions and themes.

Interview Analysis Protocol. Individual interviews were conducted face-to-face in the participant's offices or in a conference room on campus with permission to use a recording device during the interview. While the researcher did not have a personal relationship with any of the participants, and moreover had not previously met some of them, they were approachable and seemed comfortable. The researcher was careful to not let anything heard bias the researcher's reactions and the researcher focused on the interview questions to stay on track without creating a conversation (Harding, 2013). The following is the outline of the details of the interview analysis protocol:

- The researcher did not identify the participants by name during the interview in order to keep the anonymity of the participants as the researcher was going to use a transcribing service.
- The interview audio files were saved to a password protected Google drive folder and then sent to a transcriber who emailed a transcript back to the researcher. The Google drive folder was deleted after the successful defense of the researcher's dissertation.
- After the interviews were transcribed, the participants were emailed a copy and asked to verify their interviews. Participants were asked to review the transcripts, make a note of any errors or concerns, and reply by email by a certain date.
- No errors were reported by any of the participants.
- Once the transcripts were confirmed as accurate by faculty, the identity of the interviewees was stripped from the transcripts and labeled with pseudonyms.

- In order to organize the data for coding, the researcher created a digital file that was labeled to be identified by the number of the interview question and a short description of the question (for example, 1. Interview Question 1-Talk About PD Experience).
- Next, each participant's answer to the question was added to the document, and each response was given a name beginning with a letter in the alphabet from A-E (Ann, Brian, Charles, David, and Erica).
- Once each interview question was labeled and answers were added to the file, the transcripts were read three times to build an understanding of the material.
- Next, each digital file was uploaded to ATLAS Ti software to be coded.
- The data were coded using ATLAS Ti. But, the researcher decided to also code the data manually using a notebook, highlighters and multi-colored index cards. The manual coding was an effort by the researcher to make the data feel less overwhelming as over 100 codes were derived when initially using ATLAS Ti software. The manual codes were used to guide the coding process that eventually was completed by the software.

These steps were noted in a journal to help keep any possible bias in check and to allow for bias to be recorded.

Limitations of the Research Design

Limitations are influences on study that may be outside of the researcher's control. Limitations in this study were related to qualifying criteria, duration, and the researcher having experience working as an online learner and being an informal observer of a PD for data collection.

Qualifying criteria. There were three limiting criteria used in order to narrow the sample to faculty who were advanced: a) faculty had to have three years of online teaching experience; b) faculty had to have taught six online courses over a three year period; and c) faculty had to have participated in PD or agree to participate in a PD during this study. This limited the potential of the sample size to a small subset of the online faculty.

Duration. Data were collected over a five to six-week period. This short period of time may have eliminated participants who were unavailable during this time. It was also a period of time nearing the end of a semester which means faculty may have been unavailable due to teaching or personal demands. Holding the study over a longer period of time may have given more faculty the opportunity to respond or participate.

Informal observer. as the researcher's being someone experienced in online learning while also being an observer in the study could be a limitation. However, using reflexivity to work against bias included using a reflexive journal and taking notes of personal feelings, biases, and experiences. The researcher worked to be keenly aware of the actions of the participants while focusing on the research questions and study inquiry.

Validation

In qualitative research, the trustworthiness of process and data are guided by four principles: (a) credibility, (b) dependability, (c) transferability and (d) conformability. Qualitative research recognizes that the researcher is part of the instrument and brings bias in the lens in which they collect and interpret data (Creswell, 2013). To address this bias and establish trustworthiness, the four principles noted above were addressed as follows:

Credibility. Credibility is a way to ensure researchers adopt research methods that are operationally sound for the concepts studied (Yin, 2014). There are several ways to ensure

credibility including triangulation of the data and member checks. Both were done in this study. Pandey and Patnaik (2014) noted triangulation of data collection as a means of validation. Triangulation of data in this study included observation notes, which consisted of a checklist that was kept during the observation of a professional development training during the 2017-2018 school year. In addition, a survey of faculty experience with professional development and individual interview transcripts was created from audio or web recordings of the faculty interviews. Member checks, where participants are asked to read the transcript of their interview, were also completed (Stringer, 2014). This validated that the statements recorded and transcribed lined up with the participant's intentions (Pandey & Patnaik, 2014).

Dependability. In order to provide dependability, Pandey and Patnaik (2014) describe reflexivity as a tool. Reflexivity provides an opportunity for the researchers to limit bias in the study by ensuring their perspective and opinions are attended to at every stage of the research study. A research journal is for researchers to make entries during the research process to reflect on decisions, logistics, and progress in the study. A journal was used in this study to take field notes at the observations when participants answered interview questions and to reflect on thoughts or personal biases that may have been present during the research process. Reflexive notes were taken by the researcher to minimize the effect of bias.

Transferability. The degree to which the results of qualitative research can be generalized or transferred to other contexts or settings describes transferability (Kumar, 2010). This study follows Lincoln and Guba's (1985) recommendation of providing thick descriptions of the data collection experience to establish transferability. The findings of this study are not generalizable but they are transferable.

Conformability. Conformability is the degree to which results can be confirmed or corroborated. Conformability can be established by the use of reflexivity (Kumar, 2010). The researcher used a reflexive journal to keep notes on the research process and used reflexivity to establish conformability.

Expected Findings

The research questions in this study explored faculty perspectives related to their professional development needs in online teaching As the landscape for online learning evolves and more faculty continue to engage in online teaching, the need arises to go beyond basic professional development focusing on getting familiar with learning management systems and etiquette. When professional development sessions are scaffolded to incorporate a continuum of faculty learning needs, faculty are empowered and have resources to potentially influence student learning outcomes (Alexiou-Ray & Bentley, 2015). As online teaching is becoming more of a norm, the research findings are likely to shed light on the perceived training needs of advanced online faculty and to provide information on how training needs are assessed and incorporated in PD.

The researcher hopes to gain a better understanding of the types of PD in which online faculty have participated and to understand what they would like to see incorporated in their PD. Faculty may ask for ongoing training and professional development that consider their experience level and content area as a departure from the one-size-fits-all approach toward current professional development offerings. Perhaps with these perspectives collected, faculty may influence the design and planning of professional development that has specific elements they have found necessary or useful in their training. Higher education administrators and faculty developers may find the use of perspectives and experiences of expert online faculty can

support their desire to offer high-quality online courses. As faculty are encouraged to reflect on their practices and training, a baseline of training needs will develop and past practices can be transformed. The researcher is also optimistic that in answering the research questions, a useful contribution has been made to the body of literature in this field.

Ethical Issues in the Study

Ethical issues in the study were evaluated by exploring a conflict of interest assessment, evaluating the researcher's position and by citing additional ethical concerns. The researcher's position as a former employee of the institution being studied gave a unique perspective and access to participants that were not taken for granted in the evaluation of the study. The details of the possible ethical issues in this study can be found in this section. The recommendations of the Institutional Review Board were carefully followed to protect the participants of this study.

Conflict of interest assessment. The researcher has a prior connection to the institution as a former employee. However, the researcher worked solely as an online faculty resource, and was not responsible for faculty oversight or supervision. The researcher was not routinely a part of any of the faculty meetings and did not collaborate with faculty on a regular basis other than to solve technology issues with Blackboard software. To address the possibility of bias, the researcher reflected honest thoughts, ideas, perceptions, and biases that occurred during the data collection process. This intentional reflection allowed the researcher to set aside personal experiences by attempting to isolate biases, and to be open to the experience of research, while focusing on the experiences of the participants (Van Manen, 2014). The researcher also took notes to include personal thoughts, ideas, perceptions, and biases during data collection.

Researcher's position. As a principal investigator of this study, the researcher maintained the position of an outside observer. The observation and survey participants were

unknown to the researcher, the participants in the interviews were known professionally by the researcher. The researcher is optimistic that the results of this study will shed light on the perceived training needs of advanced online faculty.

Additional ethical concerns. Participants took part in the study with their consent and without penalty. Participation in the study did not have any impact on their employment, rank, or tenure in the university. The researcher formerly worked at the institution but, no longer works there. At the time, the study's researcher had no employment-based supervisory role or connection with the study participants. Faculty who participated in this study were invited to participate and there was no requirement for them to do so. Participants were assigned a pseudonym for identification. Participants were also observed during a professional development session that took place during the 2017–2018 school year, but the session is not identifiable. Participants were interviewed and a transcript of their responses were offered to them. After review, they gave consent to use their statements. All Institutional Review Board (IRB) guidelines were respected and participant protected. Participants were allowed to withdraw at any time for any reason and all recordings and transcripts were confidential. Participants received informed consent forms along with a description of the survey (criteria for participation) and the background that facilitated the purpose of the research.. There were minimal risks to the participants in the study.

Summary

Institutional administrators have identified increasing the number of online courses and programs as a strategy to accommodate increasing enrollments (Allen & Seaman, 2015; Samuel, 2016). In this study, perspectives on faculty experiences with online teaching were examined to determine the types of professional development the participants attended, what they perceive

their needs to be, and how their needs and feedback may be incorporated in future professional development workshops. These perspectives were explored by observation, a survey, and 10 interview questions that tie back to the three research questions of this study. The important work of faculty training can be influenced by the perceptions of experienced online faculty members. This has been shown in many research studies (Downing, 2013; Henry, 2014; Mann, 2013; Zuleger, 2013).

Faculty experiences in online learning have long been used as a resource for administrators and faculty developers to understand best practices and institutional needs (Baran & Correia, 2016; Chang, et al., 2014; McMutry, 2016). Perhaps with these perspectives collected, faculty may continue to influence the design and planning of professional development that has specific elements they have found necessary or useful based on their experiences. Higher education administrators and faculty developers may find the use of perspectives and experiences of expert online faculty can support their desire to offer high-quality online courses. As faculty is encouraged to reflect on their practices and training, a baseline of training needs will develop and past practices can be transformed. Ultimately, online teaching and learning can continue to improve. This study will contribute to the research in areas that explore faculty experiences and perceptions in online training.

Chapter 4: Data Analysis and Results

The purpose of this qualitative case study was to gain rich perspectives from experienced online faculty to examine the types of training they have participated in, what training they perceive they need, and to inquire if they perceive their feedback is incorporated into professional development offerings at an Illinois public institution of higher education. Examining faculty perspectives based on their experience allowed an exploratory assessment of PD needs which might promote a better understanding of advanced faculty needs. While the research shows novice faculty may participate in mandatory PD to help understand the online learning environment (Herring, Meacham, & Mourlam, 2016; Kearns, 2015), advanced faculty's PD perspectives, inquiries, and an understanding of their needs is less evident in the research (McGee et al., 2017). For the purpose of this research, advanced faculty included faculty who had experience teaching online courses and were no longer at a novice level in the online environment (Aust et al., 2015; Samuel, 2016).

Research was conducted at a public institution of higher education's special unit with staff dedicated to delivering PD and support to online faculty. The invitations to participate in the study began with online faculty who voluntarily engaged with this unit over the 2015–2016 or 2016–2017 academic years. Purposeful sampling was employed to invite participation in a survey by faculty who had online teaching experience consisting of six years and at least three courses, and had already participated in some form of PD offerings at the university in the last two years. After the initial mass emailed invitation to faculty who have participated in PD (as noted on PD sign-in forms) was sent out, follow-up invitations were sent to faculty individually one week before the survey deadline. Faculty who agreed to participate in the study were given a consent form that had to be completed before the study began. Questions examining faculty's

years of experience and the number of courses taught are asked immediately in the survey. Additionally, a PD offered by the online teaching and learning unit was hosted for participants, and they were observed to note insights into the PD offering to observe contextual conditions relevant in case study research. Finally, participants were sent a follow-up email to schedule an appointment for an interview. Interviews were confirmed and took place with five participants who provided in-depth perspectives related to the three research questions.

The researcher sought to limit bias by using a reflexive journal to account for personal questions and experiences along the way, which may have had an impact in how data was interpreted. In the journal, the researcher recorded entries to reflect on decisions, logistics, and progress of the study. The journal was also used to take field notes while recording interviews and during observation along with the observation checklist. Prior to this research, the researcher's interaction with faculty was transactional. The researcher had never asked them what their experiences were or if they had feedback pertaining to PD. The goal was to explore and describe the perspectives of faculty and to gain a rich understanding of their needs based on past PD participation as well as their projected needs.

Description of Sample

When studying the PD needs of advanced faculty, the study was designed to sample faculty who have participated in PD and had experience teaching online. The participants sampled included faculty who met the criteria and participated in an observation, a survey, and interviews. Each data collection had a sample of faculty who met the criteria. There were a total of 34 participants who took part in the study. Twelve participants showed up for the observation. Five partakers agreed to be interviewed. The sample sizes for all three data collections were based on the qualifiers for participation including having online teaching experience and

participation in PD. The researcher was seeking an in depth understanding of a phenomena from a specific sample of faculty participants.

Observation. Participants in the PD session that was observed by the researcher were anonymous. Identifying data were not collected from them as they were not personally invited by the researcher, but, instead, participated in a PD session as they normally would. This was intentional as the researcher wanted to understand as an outsider how PD sessions were held, what the format would be, and how faculty would participate and interact without having a way to identify them. The Observation Checklist for High-Quality Professional Development was used to guide the observation. This checklist asked if a PD provider delivers preparation, an introduction, demonstration, engagement, evaluation, or mastery by asking 22 yes or no questions related to each delivery area.

Survey. Survey participants were invited to participate via email using a link generated by Qualtrics (see Appendix E). Participants could be identified by their email addresses if they entered it when beginning the survey. However, there were several questions that asked demographic information. Access to information related to the survey was kept in the researcher's Qualtrics account, which was kept confidential and required a password for access that only the researcher knew. The survey asked participants to identify their work status as online faculty. The results indicated that participants in the study were comprised of both full-time (53%) and part-time (41%) faculty. Additionally, there was a fairly even representation from all of the major teaching departments at the university including faculty in education (24%), health (18%), arts (18%), and business (24%). For the purpose of this study, advanced faculty in this study was described as having both experience in teaching online and PD attendance. As previously mentioned, advanced proficiency in this study was established as

having three years or more experience teaching online and instructing at least six courses over that period of time (McGee et al., 2017). Faculty were also required to have been a participant in at least one PD over the last two years or to be willing to participate in a PD during any PD offered during the data collection period. Despite these narrow requirements, the researcher was pleased to learn many participants reported that they have been teaching online for more than five years (47%) and had taught six or more online courses over the last two years (72%). This was more than the minimum criteria.

Interviews. Interview participants were those who participated in the survey and indicated their willingness to participate in an interview. Seven out the 34 participants agreed to participate in an interview. However, from the seven initial participants, two participants dropped out of the study because they were unable to engage in the interview due to scheduling conflicts or changes in availability. All five of the interview participants had greater than five years of online teaching experience and worked full-time as instructors, and three of them taught six or more online courses in the past three years. Table 3 summarizes the demographics of the interview participants for easy comparison.

Table 3

Interview Participant Demographics

Pseudonym	**FT/PT**	**Years Teaching Online**	**Number of Online Courses Taught in the Last 3 Years**
Ann	FT	>5	3–5
Brian	FT	>5	6 or More
Charles	FT	>5	3–5
David	FT	>5	6 or More
Erica	FT	>5	6 or More

Research Methodology and Analysis

In the literature review in Chapter 2, the models of skill acquisition and learning described advanced professionals as those who apply their experience to a particular context (Benner, 1984; Dreyfus & Dreyfus, 1980; Prensky, 2001). Advanced faculty have the experience to know how to sort between what is and is not relevant. They are willing to adopt new technologies and adapt new frameworks to better serve students (Aust et al., 2015). This descriptive single case study allowed for rich conversations and reflections with advanced faculty about their experience with PD allowing the researcher to begin understanding the perspectives of the participants (Creswell, 2013). The researcher used observation, faculty surveys, and interviews to explore this phenomenon. Their responses reflected faculty practices, perspectives, and needs.

Observation. The researcher has experience participating in PD as an adjunct faculty and designing PDs as an instructional designer. However, observing a PD through the lens of a researcher prompted less of an active participant role in the session and more of an observer role. Being in a PD and being inactive was a new role for the researcher and was, as a result, at times uncomfortable. The researcher had to be mindful to be present and not assist in the session.

Observation is used to help a researcher understand what is happening within a setting and in this case, to understand how the PD is organized, to build context for answering the research questions in the survey and interview portions of the study (Kawulich, 2005), and to gain an understanding of faculty needs within a PD. The PD session used during the observation was not designed or offered as a part of this research project. Instead, it fit within the schedule along with topics of PD that were offered on a regular basis by the instructional unit. This was a

general observation. The researcher was not included in the planning or design of the PD unit because the researcher intentionally stayed out of any decision-making process. The researcher was acquainted with the instructor of the PD, but did not know him personally.

There were two PD sessions scheduled during the time of this research study. One was an open session designed to have faculty drop-in if they had questions that needed to be answered. The second was described as a Blackboard workshop that explained how to use elements and tools of the LMS. The researcher picked the Blackboard workshop session to observe because this was the only structured PD session that was offered within the data collection timeframe and guaranteed participation from faculty by asking for registration in advance. The description of the session indicated that the PD would cover Blackboard tasks related to final grades, student participation, and engagement with an overview of the tools. During the PD, the researcher was surprised to see that the trainer did not adhere to the format of agenda, but instead, the PD morphed into a discussion with the participants. The participants brought up specific challenges related to the courses they were teaching and wanted to discuss. The results of the observations are explained in the presentation of the data section in this chapter.

As an instructional designer, the researcher wanted to minimize bias as much as possible while observing a PD session and, therefore, stayed focused on the categories and prompts in the PD checklist. As such, in the notes section of the checklist some of the questions and observations were described in more detail (see Appendix C). For example, the presenter was open to being interrupted by the participants for them to have an opportunity to ask questions. This led to faculty asking about topics or challenges that may have been presented further along in the PD, but since the questions were addressed immediately the structured format of the PD

was interrupted. Faculty felt comfortable asking several questions. At one point during the workshop there were four or five questions asked in sequence by a participant until the inquiry was considered resolved. From observations, the researcher noted that the interactions between the presenter and PD attendees were positive. Participants listened to the presenter, and they had many questions that were specifically focused on their courses or teaching experiences. The presenter took time to answer the questions and make sure the participants had what they needed before they left the PD, making the session feel less formal. The session attendance was small which gave the presenter time to address the participants' individual needs.

Using an adapted version of the Observation Checklist for High-Quality Professional Development Training checklist (see Appendix C), "X" marks were used to mark sections of the checklist after the PD session concluded. The researcher made notes on six indicators noted in the checklist: (a) preparation, (b) introduction, (c) demonstration, (d) engagement, (e) evaluation, and (f) mastery. The Observation Checklist for High-Quality Professional Development describes a picture of the level of quality of PD offered based on the number of indicators selected during the observation. This checklist asks if a PD provider delivers preparation, an introduction, demonstration, engagement, evaluation, or mastery by asking 22 yes or no questions related to each delivery area. The researcher observed that there were 14 out of the 22 items available checked as yes (see Appendix C). According to the checklist instructions, the fidelity percentage formula can be measured by calculating "Yes Items/Applicable Items x 100." In this observation, the fidelity percentage formula: 14/22 x 100 showed a fidelity percentage of 70%. This is slightly below the 80% requirement to be considered high fidelity. While this assessment of quality was useful, the current study was more about observing PD for context rather than quality.

Surveys. The initial invitation email to participate in the study was sent to 150 faculty members (see Appendix B). These were faculty who participated in PD in years 2015–2017 at the university as evidenced by sign-in and registration forms. Eight of the faculty invited to participate in the study did not receive the invitation because their email addresses bounced or the email returned an error. Out of the 150 faculty invited by email, 34 completed the survey that was sent via a link generated in Qualtrics Survey Software. The survey requested that participants give formal consent before beginning, and confirmed that they met the requirements for the study which included having more than three years of experience teaching online, and had taught six or more online courses over the last three years. A question confirming their participation in PD in the last 24 months was also asked. Since perspectives were being sought from faculty who were advanced, it was important to note that faculty not only had several years of experience and had taught several courses, but that in the last 24 months had participated in a PD. This helped to ensure that the participants would have context and a rich understanding of the online environment.

Surveys responses were collected using Qualtrics. The responses were collected over a three-week period. Once the surveys were completed, the data was downloaded into an Excel spreadsheet. From the spreadsheet, the researcher created tables to summarize the data collected from each question. The survey was divided into the following sections: (a) demographics, (b) format and content, (c) topics, (d) greatest impact, (e) participation, (f) feedback, and (g) motivation. When reviewing the results of the survey, faculty participated in workshops and in-service sessions more than in other types of PD. Furthermore, the participants had mostly favorable experiences. Nearly half of the participants gave their most impactful PD experiences

a rating of seven or eight on a 10-point scale. More details on faculty experiences with PD are detailed in the findings below.

Interviews. Five out of the 34 faculty who participated in the survey agreed to be interviewed to further describe their PD experiences. Individual interviews were conducted face-to-face in the participants' offices or in a conference room on campus with permission to use a recording device during the interview. The researcher did not identify the participants by name during the interview in order to keep the anonymity of the participants as the researcher was going to use a transcribing service. The interview audio files were saved to a Google drive and then sent to a transcriber who emailed a transcript back to the researcher. After the interviews were transcribed, the participants were emailed a copy and asked to verify their interviews. Participants were asked to review the transcripts, make a note of any errors or concerns, and reply by email by a certain date. No errors were reported by any of the participants.

Once the transcripts were confirmed, the identity of the interviewees was stripped from the transcripts and they were labeled with pseudonyms. In order to organize the data for coding, the researcher created a digital file that was labeled and identified by the number of the interview question along with a short description of the question (for example, 1.Interview Question 1-Talk About PD Experience). Next, each participant's answer to the question was added to the document, and each response was given a name beginning with a letter in the alphabet from A–E (Ann, Brian, Charles, David, and Erica). Once each interview question was labeled and answers were added to the file, the transcripts were read three times to build an understanding of the material. Next, each digital file was uploaded to ATLAS Ti software for coding.

Coding process. The collection of PD observation data, surveys, and interview data allow for multiple data sources on faculty perspectives on PDs. These perspectives shed light on

faculty experiences and allowed for triangulation of the data to provide a holistic picture of faculty PD needs (Creswell, 2013; Yin, 2009). Initially, descriptive coding was done using ATLAS Ti software to create broad categories of general words and phrases. A second level coding was done to create sub-categories and to synthesize the data to make the codes more manageable for analysis. When words or phrases were repeated, they were given a second code to link them together. Faculty were forthcoming, candid, and had in-depth and personalized recommendations for PD types and delivery. The interviews gave the rich and in-depth data and helped to explain and expound upon the data collected in the surveys. In coding the interviews, faculty had positive experiences with PD and looked for convenient, customized, and specific PD offerings.

The researcher followed the coding process suggested by Saldaña (2009) to develop themes and organize data. This process if often used by social science researchers where researchers initially might generate 80-100 codes used to organize the data. These codes were synthesized into categories and then reduced further to develop major themes. As an instructional designer and adjunct faculty, the researcher's analysis may be colored by concepts, theories, and constructs learned over time. The researcher understands that this experience will influence the structuring of the analysis and coding of the data (Saldaña, 2013). The goal of the interview protocol was to have interviewees express themselves without the researcher's biases (Hancock & Algozzine, 2017). Ensuring that each question was linked to a research question helped give the interviews focus that influenced the organization of codes and themes. Additionally, an external auditor reviewed each code and checked to understand and follow the logic of the codes, categories, and themes, thus validating that the codes reflected the data and increased the trustworthiness of the data (McMillan, 2011). Coding is subjective but it is also

just the first step toward a rigorous and evocative analysis and interpretation (Saldaña, 2013). The details of the coding process are in this section.

Analysis

To analyze the interviews, a five-step linear approach (Creswell, 2013) was used. This approach required the researcher to organize the data, code the data as described previously, reduce the overlap of codes (narrow them), identify themes, and report results. ATLAS Ti was used to have each interview question and all five answers labeled by question numbers and a short description of the question as described earlier in this chapter. The first coding was open coding after reading through each interview three times as advised by Auerbach and Silverstein (as cited in Saldaña, 2009, p. 44). When coding, having the research questions, goals of the study, and theoretical framework at hand helped to focus coding decisions (Saldaña, 2009). The researcher initially coded phrases and quotations to gain an understanding of the data. Another coding was then conducted based on the use of the words and phrases in the context of the research questions tagging all codes that fit within those predetermined categories. As the researcher wanted to focus the context of interviews, a lumping coding method was used which Saldaña (2009) describes as getting into the essence of a phenomenon without scrutinizing the social actions of the data. While the majority of the codes came from interviews, themes from the observations and surveys carried into the interview responses.

In examining code patterns, there were several categories that were referenced multiple times and could be used to capture faculty's perspectives and experiences. Those categories with the most faculty references connected to them are noted below (see Table 4).

Table 4

Code Categories that Appear Most Often in the Data

Code Categories	Number of references by faculty
Feedback on specific PD experiences 2	57
PD Attitudes and Comments 3	50
Online Teaching Practices 3	37
PD Needs (Specific)3	28
PD Types (Delivery)1	22
Reflections specific to the LMS 1	20

Six themes emerged from the category and axial codes. Themes "combine several codes in a way that allows the researcher to examine the foreshadowed questions guiding the research" (Lodico, Spaulding, & Voegtle, 2010, p. 307). The six themes that emerged were: (a) advanced faculty participate widely in PD, (b) LMS training is ongoing, (c) faculty feedback is important and has to be measurable, (d) instructional strategies and coaching are welcomed, (e) communities of practice should be promoted, and (f) collaborative and convenient PD are needed. Dialogue from instructor interviews was used to show support for the themes (Creswell, 2013).

Summary of Findings

The data collected and analyzed for this study were done within context of the three areas explored in the research questions:

R1. What are the types of professional development training that advanced online faculty participate and find valuable?

SQ1. What are online faculty perceptions regarding their training needs and how is feedback incorporated into professional development training?

SQ2. What are the perceived professional development needs for advanced online faculty?

As such, the data reflects thoughtful insights that connect faculty perspectives to online teaching challenges and successes. In their responses to the interview questions, faculty offered perspectives related to improvements with their online teaching practices, their observations of fellow faculty, and their experiences with institutional PD in general. This data provides a rich collection of thoughts around the advanced online teachers when asked about their experiences in both the online environment and PD.

Presentation of Data and Results

The data is organized by the themes that emerged in answering the research questions and sub-questions. For each research question, the observation data, survey responses, and interview results are summarized by connected ideas or linked themes. Survey responses are presented in tables to make it easy to understand faculty responses at a glance. Interviews and observation data is presented by summary, direct quotes, and their connection to research questions by theme. When forming the results, having the research questions, goals of the study, and theoretical framework at hand helped to focus coding decisions (Saldaña, 2009).

Theme 1: Types of PD for advanced faculty. This case study explored the types of PD online faculty experienced within the last two years. The participants commented on more PDs than just those offered in the survey, and shared experiences and perceptions that stood out to participants as explored in this section. One theme that emerged in the data was that faculty have participated in a wide variety of PD offerings. However, participants felt they needed more offerings with an integration of additional pedagogy and content offerings.

Of the types of PD related to online teaching and learning, faculty had the following categories to choose from: (a) in-service, (b) training workshop, (c) conference, (d) webinar, (e) college course, (f) print material, (g) peer-to-peer, (h) consultation with an instructional designer

for e-learning course planning, or (i) other. The results indicated that a fairly large group preferred participating in workshops/in-service (26%). Other popular forms of PD were peer-to-peer discussions or mentoring related to improving e-learning (14%), read print material (14%), and finally a consultation with an instructional designer (10%). The types of PD reported and number of faculty participating are summarized in Table 5.

Table 5

Types of PD Online Faculty Has Participated In the Last 24 Months

PD Type	**%**	**Count**
In-service	5.00%	4
Training workshop	21.25%	17
Professional Conference	11.25%	9
Webinar (or web resource)	11.25%	9
College course	6.25%	5
Print material (Book, journal article, etc.)	13.75%	11
Peer-to-peer discussion/mentoring (related to the improvement of e-learning)	17.50%	14
Consultation with an Instructional Designer for e-learning course planning and design	10.00%	8
Institutional website (which one/ones Respondus and COTL)	3.75%	3
Other	0.00%	0
Total	100%	80

The faculty had the ability to expound on the types of PD they partook in over the last 24 months in the interview. They often described the types of PD they attended when they began teaching and then compared what they did initially with what was offered as they became more advanced. For example, Ann, a full-time faculty member with over five years of online teaching experience said the following:

> One of the first things that you would have to do if you were interested in actually teaching, online courses was that they had kinda like an online teaching- not a certification, per say. But it was just like a recommended course...maybe I would say about four workshops they...strung together. And you would just complete the modules

> one two three four in order. And at the end of it then you kinda got the OK to embark on teaching online. And then, after that, every year they would have a strongly suggested blackboard training.

Once faculty were experienced, they reported that PD was not mandatory and at times the PD offered was repeated. One participant explained that PD was suggested but not required. However, regularly participating faculty seemed to consider PD as a part of their everyday teaching practices. In covering this point, Charles said:

> I always participate in the faculty summer institute and like workshops during the course of the semester. Not as much this semester but over the time I've been here I've been to almost all of them. And then you can also email people and schedule sessions with them one on one to kind of talk about how it's going and to get feedback.

Charles noted that he engages in PD frequently and, therefore, participates in multiple types of PD including in-person, webinar, or readings. In thinking about their PD experiences, participants included the types of PD they experienced and shared exactly how it was delivered. For example, Charles said:

> I did faculty development on Blackboard, for everybody that was gonna teach, in the online MBA….. Back then, and it was long it was like six months, and at the end of it we all got a certificate. (We also participated in) some webinars on tools like Camtasia, Blackboard, and how to use Google slides.

Even though the PD types offered were varied, faculty seemed to find ways to continue to participate. Certain things such as receiving a certificate or learning something new (for example, learning how to use and incorporate Google slides) stood out to them. As an example, Erica gave a recommendation for administrators to incentivize faculty to participate in PD by

giving them credit for doing so. Since faculty have to prioritize their time, having certificates or proof of PD to add to a faculty portfolio or to count toward tenure requirements may give faculty a reason to prioritize PD. Faculty appeared to believe there would be more buy-in if PDs were included as a part of their faculty responsibilities. Erica expanded on this point by stating:

> Giving certificates. I put those, in my promotion materials. It's a way of letting faculty you know say hey I have been doing- so to me it would be a lot better if we said hey, to get your promotion to get your tenure you gotta be serious about professional development. And at minimum you better have, you know five to 10 certificates, you know you should have at least one a year in there.

Ann shared that her online PD worked for her because she was able to go back and review the materials when it was convenient for her.

> being able to go back to it as often as I needed to, you know learning at my own pace….was how I pretty much feel like I got the best use of the professional development that was offered to me.

David had a different perspective. He believed that face-to-face PD increases engagement for him. When looking to learn something new or difficult, he prefers to have PD in person:

> If I'm trying to learn a new tool, or a new- if something comes up again, you know that somebody buys blackboard and then there's a new, best practice solution out there, I'm trying to learn it. I prefer to do it face to face. Rather than online.

Theme 2: LMS Training is Ongoing and Sustainable. Another theme that emerged was related to faculty largely participating in training related to the LMS. When looking at faculty's experience with PD, results indicated that 56% participated in PD related to technology or the LMS, 26% participated in PD related to pedagogy, and 16% participated in PD in content related topics (TPACK). The support unit offered regular training (monthly), primarily on the use of Blackboard and topics related to online teaching. However, when looking at just technology without including the LMS as a topic, the faculty reported spending almost an even amount of time with topics in pedagogy, technology, and content. The data in Table 6 reveals PD attendance in terms of the topics that advanced faculty chose.

Table 6

PD Related to Topics In Technology, Pedagogy or Content

Answer	**%**	**Count**
Content related topics (PD specifically for the type of course content you teach i.e.; Science, Math, Business, History, Art, etc.)	15.79%	9
Pedagogy related topics (PD on best practices, strategies or learning theories, etc.)	26.32%	15
Technology related topics (Web 2.0, Google docs, Twitter, Skype, Etc)	26.32%	15
A Learning Management System (LMS) i.e., Blackboard, Moodle, D2L, etc.	29.82%	17
Other (please describe)	1.75%	1
Total	100%	57

Faculty were asked to share an experience with PD that had an impact on them. Ann mentioned that she had experienced being both an online teacher and an online student. This gave her a lot of time in the LMS making her feel comfortable with knowledge of the system. Nevertheless, it was a PD related to the LMS that she described as leaving an impact on her. She described the PD as one that helped faculty to unlock features in the LMS that would help her in her improve teaching engagement. She came away with excitement about what she learned

because she could help her students. She said: "[The training] really just opened and expanded (the LMS) for me and I had an idea like 'oh, wait I think I know how to better….help my students in the online environment'". Changes or updates in the LMS and new additions or enhancements to it will create opportunities for PD that should be sustained.

Theme 3: Collaborative, Customized, and Convenient PD is Necessary. As the study continued to explore faculty's most impactful PD, the theme of having collaborative, customized, and convenient PD emerged. Collaborative PD means having an expert delivering PD and working in partnership with faculty to extend their knowledge. Brian's purpose for attending PD was to learn something new or useful. He views PD as impactful by measuring the presenter of the PD by determining if the presenter is interesting and if their delivery could keep his attention. Brian said specifically:

> often time professional development is - kinda - utility in nature, where I'm taking it so that I can get better at something….sometimes I'm super excited about it, sometimes I'm not. But if it's a good presenter, someone that can engage the material, that has a lot of experience with the material, that can answer a lot of detailed questions, that makes it helpful and more useful for me to then go and apply it into my class.

Similarly, David found that the person giving the PD (the presenter) was important too. He expects the presenter to know how things work and for the presenter to be able to assist faculty with understanding the tools used in online learning since they are familiar with them. He shared "I had this great training from people who are very familiar…. with the platform, and the different tools built into the platform already." Having PD with expert presenters who could provide extended knowledge of a platform and tools had a great impact on faculty. Faculty associated this impact with the improvement of their knowledge and skills. This was of great

value to them. When asked to rate the extent a PD made an impact on them, most faculty (over 56%) choose a rating between seven and eight as depicted in Table 7 below.

Table 7

PD with an Impact in the Last 24 Months Improved Knowledge & Skill on a Scale from 1–10

Answer on a scale from 1–10	**%**
1 (least improved)	0.00%
2	0.00%
3	4.35%
4	0.00%
5	8.70%
6	8.70%
7	30.43%
8	26.09%
9	8.70%
10 (most improved)	13.04%

Another consideration to make when examining faculty need showed up in the form of having convenient PD options. Participants perceived one-on-one PD as being most useful because it was convenient. In addition to being better for scheduling, they also mentioned that they needed one-on-one time to have the ability to ask questions and seek help in private. The privacy of a one-on-one session allows faculty to have direct questions answered and complex problems resolved. Faculty also mentioned that one-on-one PD provides those who may not be comfortable or knowledgeable about the online learning environment the opportunity to ask questions and find help without being embarrassed. David shared his perspective in the following:

> I feel like a one on one session would be best because maybe you might have some opinions that you may not feel comfortable sharing you might not be as familiar with the online learning environment and you don't want to have anyone perceive you as being green or just, not knowledgeable of this type of medium.

Brian believes the faculty should be encouraged to participate in PDs. He also emphasized the need to have great presenters offering differentiated PDs that directly address faculty needs. David's suggestions were more along the line of recommendations for content offerings: "maybe have a menu of possible tools and behavioral ways in which faculty can be more productive in blackboard. And then start to then offer those, on a semester by semester basis."

Along the lines of having something specific that they need, Erica shared a specific goal when asked about personal PD needs. Not only did Erica recommend that faculty be invited to PDs that were designed specifically to improve their practices, she also made recommendations based on her future in online teaching. For PD generally, Erica suggested "you could target invitations based on user needs. (For example, if) you don't know anything about discussion boards, well there's….50 other people here who don't know about discussion boards. Let's invite those people (to PD)." She also shared that she wants to expand online teaching more globally. She mentioned giving access to her course and materials online to students who are not enrolled in the course. She shared that she wants to grow beyond teaching online in an LMS and it seems that when thinking about PD and improving it, she reflected upon her own desire to improve what she teaches and how she delivers her content. Erica shared the following statement concerning her PD:

> I've got this goal in mind is to- become like a YouTube professor, where everything I do is out on YouTube. And where all of my learning activities, my Power Points, my hand outs, anything, all the takeaways are up in Google drive so that students can access that, not just when they're in my class but forever after if they want to.

Some faculty shared that they needed more ways to find out about PD offerings and more ways to access PD that do not require a visit to campus. This study had 56% of survey respondents designated as adjunct faculty. As a result, professional development offerings have to be delivered in a variety of ways to provide access to faculty who may never actually report to campus. However, even full-time faculty have autonomous schedules and may not come to campus, particularly for PD. Brian, a full-time faculty member who admitted that he does not come to campus everyday shared more details about faculty's autonomy. He specifically detailed the issues with scheduling meetings on campus with faculty, explaining that it is difficult to bring faculty on campus if they are not planning to come in for teaching or other duties. He shared the following narrative:

> In general, it's just, you need to make it easy for faculty no matter what. I mean, and so if it is, so that's why one on ones can be helpful for all faculty really. Because you can schedule a meeting with them, sit down with them, and then you're gonna touch every faculty member versus having a training where folks are gonna come to, they may or may not. I prefer convenient. [LAUGHS] I'm pretty flex- I mean if I'm on campus and there's a training and I want to go to it I'm gonna go to it. You know but I'm not scheduled to be on campus that day it's not likely that I'm gonna come to campus, so probably things that have multiple ways of getting the information like I can either come in or I can stream it from the comfort of my own home because there are things that I want to, ways that I want to expand my instruction PD should also be customized to give faculty the specific help or skills they need most.

Charles shared that he primarily engages faculty developers for specific issues and receives personalized help with issues as they arise in his online course. He has had personal

demonstrations and interacts with faculty developers on campus one-on-one. When interviewed, Charles made a note of the personal help he has received. He talked about the option of sending an email for help and shared that he can call someone to his office to help him with his online classes as follows:

> if I have trouble, I am the kind of person that will email a resource and say hey can I talk to you about…? They'll come to my office and walk me through it or I'll go to the computer lab and explain what I'm trying to do and they'll, you know show it to me.

Ann agreed, particularly noting that faculty need personal attention. Faculty need a "one on one type of thing, like, you know let's make an appointment, why don't you come in and let's talk about it…" Personal faculty attention may attract faculty who may need more help, giving them the opportunity to ask specific questions or solicit help with the things holding them back from embracing the online learning environment.

In Eric's experience, having online teaching experience was something that stood out as a necessary skill needed in order to be hired at the institution in the first place. As a result, he did not feel that basic or introductory PD was really necessary for advanced faculty. If faculty have experience when they are hired, there will be less need for introductory PD or orientations to train them or incorporate them into the online environment. "I think that they hired me because I had some experience in online learning, but there wasn't any kind of professional development that was really offered or mandated." As the participants thought about their needs, they seemed most interested in having exactly what they needed on the PD menu. Developing PD without their input could create offerings that are less attended or not valued as highly as those that will meet the demand and need of the audience or faculty they are designed to serve.

Despite there being a need for advanced PD at some level, Brian shared that PD has not necessarily been relevant to him as an advanced faculty member: "(In the beginning) I was probably an eager faculty member so I was more willing to go to (PD) even though I was in... training and didn't feel like it was - necessarily helpful to me because I already kinda knew" (Interview, 2018). In continuing to talk to the participants, they seemed eager to have a voice in determining how PD is developed and offered at the institution.

Theme 4: Advanced Faculty Need Instructional Strategies and Coaching. Advanced faculty offered several ideas to increase participation in PD including changing how PDs are offered. Offering differentiated instruction and giving faculty a chance to just sit and talk to a faculty developer one-on-one were mentioned specifically. Brian explained more about differentiated PD in the following passage:

> Those (faculty) that are (new or with limited experience).....probably need like group work. And probably group face to face kind of interaction. Those that are experienced probably could benefit from some type of webinar type process where they're getting refreshers or added tools so I think it depends on the level of engagement, (and) the level of experience that the instructor has with online learning.

Another theme of faculty needing instructional strategies to support students emerged when asking faculty about their needs. Charles pointed out one challenge he sees in the online environment is that students have problems with understanding how to post or use the tools in the LMS. This presents challenges for faculty because it can undermine what faculty are able to do. In some cases, students are taking classes online, but they are not always comfortable with technology and the LMS. Charles mentioned the idea of making technology training a requirement for students would also result in helping faculty teaching online. If students

participate in training before taking an online course, he would reward them with points in class. Charles said specifically:

> I'm planning to try this time, is in my syllabus there's going to be a list of the workshops and they have to go to one and bring me some type of ticket or receipt by a certain date in the class and that's gonna be worth like the same points as a quiz.

While faculty surveyed indicated participation in PD consistently across technology, pedagogy, and content areas, they also seemed to understand the importance of course design and organization. Participants engaged in professional conferences (11.25%) and webinars (11.25%) at almost the same rate as they engaged instructional designers for course planning (10%). In the survey, participants described needing help specifically with enhancing the design and organization of their online courses. Erica described in detail, the importance of having collaboration and partnership with an instructional designer when it comes to online courses. Erica further reflected upon the experience with PD and preferred PD that was more styled like coaching, to help bring out what she needed to enhance her course and teaching strategies saying:

> I think we need instructional design support, so it's great to know these things and I think there should be, and you have to have professional development as faculty to know what's possible. I was thinking I started designing online classes about a dozen years ago, and this was at a different university. But I got paired with an instructional designer. And that person was like a coach to me, so they knew what they were doing, and I had some ideas but you know they gave me homework to do, I did my homework, I'd come in and do recordings. They helped me develop, they developed

some of the learning tools for me, but it was like a partnership where they were kinda leading it at that time.

Brian agreed and noted that some of the challenges he has seen in the online environment may be best changed by administrators requiring that courses meet certain standards in organization and design. Brian also pointed out the need for benchmarks and standards for content areas from a management perspective when stating the following:

> We need some standardization across (online programs), at least undergraduate and then graduate programs. So that, it doesn't matter what you're teaching it's kinda like the same, format for teaching in an online space. And, I mean this is more of a management issue.

Standardization of online course offerings is seen as a way to eliminate issues with course design and could even eliminate some of the confusion that may be associated with being able to independently design at will.

Theme 5: Incorporate and Measure Faculty Feedback in PD. This study looked to discover how feedback played a role in PD from the faculty perspective. Understanding feedback was approached from two perspectives in this study. The first approach was to determine if faculty were getting an opportunity to give feedback to the PD facilitator while in a PD session (during the session). The second approach was to explore when faculty had an opportunity to provide feedback and if that feedback incorporated for future PD sessions. Since faculty time is limited, having PD that is customized or designed around faculty needs (based on the feedback they give during and after training) would be beneficial.

A question asking participants if they could think of PD offerings that would not be useful was asked. This question was asked to understand if there were things that should be

eliminated from PD offerings and to allow for feedback on PD that did not serve the participants needs. Erica felt that PD explaining how to teach online was overdone. Topics of PD explaining to faculty how to teach online was one of the offerings she felt was repeated and offered to teaching faculty even after they had experience teaching. She described simplified ways she developed to help her with teaching or facilitating online courses over her years of experience that would not necessitate a course. Some of the things she shared that she does to help her in teaching included: creating little reminders to check in with students, creating announcements to be broadcast to students, and remembering to be active in discussion boards. These were examples she used to describe how easy it could be for an experienced faculty member to facilitate an online course. Rather than learning how to facilitate, she stated there would be more value in understanding how to design and build online courses using technology and tools in the learning management system in the best ways possible. In other words, using the LMS and tools efficiently in teaching seemed to be more valuable than being reminded of ways to facilitate engagement in the classroom. This difference in focus was an example of the detailed feedback advanced faculty could give if solicited.

Faculty were also asked if they saw evidence of feedback being collected during their PD sessions. Over half of the participants (55%) reported that they were able to gain feedback on what they were learning when taking a PD that included active learning or activities. However, 32% reported that they were not.

Table 8

Were Faculty able to practice what they learned and gain feedback during their PD activity?

Answer	**%**	**Count**
Yes	54.55%	12
No	31.82%	7
N/A	13.64%	3
Total	100%	22

Despite half of the participants sharing that they felt feedback was included in PD sessions, there were 32% who did not feel the same. For example, David did not feel faculty feedback played a part in PD offerings at all. David offered more details about experiences with giving feedback by saying:

> I don't think I've ever seen anybody do a survey of faculty on their experiences with Blackboard, and they're just not using the feedback from that, as a basis for deciding some intervention like, to make you know faculty use Blackboard more effectively and more efficiently.

Feedback that is collected is generally collected by survey. One participant left the PD jaded because there are so many surveys being sent to faculty. Another faculty, Charles recalled being given an exit survey during an in person PD that was collected from each participant as they exited. Charles shared the importance of measuring actual improvement once the PD was offered to the faculty by saying:

> (There) should be a round of assessments of faculty, you know (online) classroom shells. To audit what was done. There has to be a record, as to what faculty were told to improve. Somebody should go back and see what actually happened since that.

Erica echoed the sentiment by saying that feedback incorporated into PD would need to have follow-through after faculty participate to determine if the PD offerings was meeting faculty need. "I mean there's some feedback, there's some evaluation, but it's not going like as far as it could go."

One participant, Ann, shared an appreciation for survey feedback that solicited short, direct questions of PD participants. She believed that candid, genuine feedback could be

collected as long as surveys were direct and to the point. Specifically, she described an experience with feedback that she thought was worth replicating:

> I did have an experience where, I did an online training and the trainer, it was like just a simple kinda two questions in an email (for feedback). We just go two quick questions and that's it. And it was like…. give us your written responses and be as...forthcoming as you wish. It gave me...permission to say exactly what I felt because they understood that there might be some critical feedback there.

Another participant, Erica, suggested that feedback was important and in fact should be considered when customizing PD offerings:

> In a small place like this you could have like a profile on each person. And say OK this is what they know this is where they're at. And we could be pushing out, and you could have like serious professional development plans.

Asking faculty for their feedback after a PD seems to be common, however, including the feedback for future PD that is designed or developed may not be a practice at the researched institution. The responses of the faculty in this study show a trend toward faculty wanting their feedback to be considered. Having their needs and suggestions addressed by developing PD offerings to meet their needs is one way an institution can give faculty feedback weight and value. David suggested creating a list of best practices and behaviors and then offering PD based on the list for faculty to help learn appropriate online teaching practices and behaviors. Faculty seem to embrace being knowledgeable as it relates to online teaching and conceded that when they need help, it is for something specific. This would make general PD workshops or in-services feel unnecessary for faculty once they are advanced and experienced in the online environment.

Theme 6: Communities of Practice Should be Promoted. Communities of practice create environments for faculty to collaborate, foster new ideas for teaching and creating content, and discussing solutions for challenges (Golden, 2016). Though this study did not ask the participants about communities of practice per se, the topic came out in the results as a means for faculty to collaborate and learn from each other informally. These communities seem to exist around content areas, departments, or even college goals. The study did ask faculty if their colleagues (from their college or content area) participated in PD with them. In other words, did they attend PD as a unit or as a department? They were also asked if the PD they participated in was connected to their college, accreditation, or personal goals. Tables 9 and 10 display the responses.

Table 9

Did other instructors from the same college or content area participate in the PD with you?

Answer	**%**
Yes	30.43%
No	69.57%
Other	0.00%
Total	100%

Table 10

Was the PD directly connected to college goals, accreditation, or personal goals?

Answer	**%**
Yes	73.91%
No	17.39%
I don't know	8.70%
Total	100%

While many faculty reported that colleagues from their department or content areas did not attend PD with them (69.5%), they did overwhelming report that the PD they attended was directly connected to their college goals, accreditation, or personal goals (73.9%). Participants were also asked if field of instruction PD (for example, PD for biology or marketing instructors)

was important to them. The responses were mixed. Three of the faculty believed that it was not important for PD to be focused within their field. Two faculty participants stated that they could see the value. Ann stated that any PD related directly to content for online teaching was not necessary because there is value in PD no matter which subject was being taught. She said "I think some of the skills that are universal, to just good teaching, good instruction period. You know should not necessarily be pigeon-holed into just this particular discipline or this particular area of instruction." Brian agreed. He felt it would be difficult to have PD that was focused on the teaching discipline or content area itself. He said, "I think that there could be some differentiation between like, levels of instruction but not necessarily specific to, my discipline or anything like that. I don't think that that's required." Erica, though, made another point: "I think we use technology in different ways. You know if you're talking about, a physiology lab, versus a business communications class, there's whole different needs in place there…" Perhaps online instruction in vastly different subjects could benefit from having specific tools and resources for their particular subject included in PD.

Two faculty participants mentioned the idea of having informal PD through conversations and communities of practice. Erica said the following statement about her informal PD experiences:

> I think we need to exploit existing communities of practice more. So, divisions, departments, people teaching the same class. These are existing, really practical, communities of practice. And, that's where the learning takes place, you know because it's those neurons firing and those synapses connecting...that's what makes lasting learning and you need a social context to do that.

Another participant echoed the idea of getting together and discussing online teaching experiences. Often, faculty gather and talk and share information about their teaching practices and LMS experiences. The participants rely on each other for new ideas and explore their challenges together in places outside of formal PD. As an example, Ann mentioned the use of Twitter as a medium of exploration and communication with her online students. This was an impactful exercise for students that took them beyond the walls of their online classroom. Erica further explained:

> Instead of doing Blackboard discussion questions, I would post an article or repost something on Twitter. (Students) would then have to comment or find a similar article or an article to refute what I did. So, they're short of using Twitter to create more information or to add to the scholarly conversation.

She found other educators were using Twitter similarly and was able to foster collaborative discussions on certain issues related to social media in online learning. The faculty shared that students found educational value in the discussions and point values because they earned points for participating. But, there was a unique connection between students and educators that provided social value to their online learning experiences.

Faculty placed value in the ability to connect with each other and exchange and share information even after finishing PD sessions. In asking faculty to share their needs, a wide array of necessities was revealed. From asking for more course standardization to asking for more PD across the board, the participants shared practical, theoretical, and candid perspectives.

Summary

Faculty participants for this study have been teaching classes online for many years and understand the value of online education. In fact, not only do they understand their needs, but

they also notice and understand the needs of their fellow faculty. They describe their experiences with PD and the ways it has helped them. From help with the LMS to the need for coaching and advice from professionals, advanced faculty have a wide array of perspectives related to PD. They want to learn more about best practices and improve their teaching behaviors. They understand challenges with technology tools and want to help their online students to identify specific issues they can help resolve. When faculty identify specific issues to their teaching practice, they choose to call on help for one-on-one assistance. However, if they are able to attend PD, they want it to be customized and differentiated. They also seek more oversight with course design and want to have instructional design help to plan their courses.

Chapter 5: Discussion and Conclusion

This study is a descriptive case study that examined the perspectives of advanced faculty and their experiences participating in professional development for online learning. Information gathered in this study about the participant's PD experiences can provide a better understanding of the needs related to PD topics, and format. Research indicates that there is a correlation between faculty success in online teaching and faculty development of skills and knowledge through PD's and teaching experience (Mansbach, 2015; McAllister, 2016). While most of the research is related to novice faculty perspective, there is a gap in the research related to advanced faculty perspectives. In this study, advanced faculty are those participants who have teaching experience and participate in training. Specifically, faculty have three years of teaching experience, have participated in PD in the last two years and actively teach online (at least six courses over the last three years). The data in this study shows that advanced faculty were willing to share their past and present experiences regarding PD, and expound upon their online teaching challenges that can be addressed with relevant PD. Six themes emerged from the data that may help understand needs. All of the themes connect to the research questions, and these connections are explored in this chapter.

The aim of Chapter 5 is to discuss the results of this study, the themes found in the data, and to connect the results to the literature. In this study, advanced faculty were asked about the PD types they participated in within each of the domains of the TPACK framework: technology, pedagogy, and content. They were asked about their inclusion of feedback into PD offerings and asked about their perceived needs for PD. This chapter summarizes the results of this study through analysis and inference. However, suggestions for how this research intersects with the literature as discussed in Chapter 2 is offered. Moreover, implications for how this research may

affect online teaching practice is discussed. Finally, recommendations for further research are explained.

Summary of the Results

This case study offers a descriptive look at advanced faculty perspectives regarding PDs for teaching online. In other studies, faculty who continue to develop new skills and knowledge in online teaching even as they gain experience, improve the likelihood of success in online programs (Mansbach, 2015; McAllister, 2016). However, there is a gap in the research related to advanced faculty perspectives and experiences with PD (Henry, 2014; McGee et al., 2017; Rhode et al., 2017). Further, there are no widely available, consistent standards developed for preparing faculty for the online environment (Mohr & Shelton, 2016).

Perhaps information about the participants' PD experiences and needs can help inform faculty developers and institutional administrators in the planning of their PD design, incentives, content, and offerings. In Chapter 4, six themes that emerged in the data were discussed. In this chapter, those themes will be examined and connected back to the three research questions, and the implications for future study will be examined.

Research Questions

This qualitative case study sought advanced faculty perspectives to answer three research questions:

R1. What are the types of professional development training that advanced online faculty participate and find valuable?

SQ1. What are online faculty perceptions regarding their training needs and how is feedback incorporated into professional development training?

SQ2. What are the perceived professional development needs for Advanced online faculty?

These questions were answered with data collected with three research instruments:

- A PD observation of a regularly scheduled PD session offering training on a LMS function,
- A validated survey that had questions to answer all three of the research questions (C),
- An interview with five faculty who elected to be interviewed for this study.

Demographic information was collected in the survey in questions one through six.

The research questions were directly connected to interview questions and survey questions. An outline of their connection can be examined in Table 11. Based on the survey and observation yielded data in this study, advanced faculty desire well rounded PD offerings addressing their specific needs across all experience levels. These faculty seek concrete, hands-on PD opportunities and look for convenient options so that they may participate to advance and learn new skills. The faculty needs discovered in the survey were backed by the observation data and one-on-one interviews.

Table 11

Summary of all Research Questions

Research Question #	**Interview Question #**	**Survey Question Number**
R1. What are the types of professional development training that Advanced online faculty participate and find valuable?	1, 2, 3, 4, 8	7, 8, 9, 10
R2. What are online faculty perceptions regarding their training needs and how is feedback incorporated into professional development training?	5, 10	15, 16
R3. What are the perceived professional development needs for Advanced online faculty?	6, 7, 9	14

In several instances during the interviews, the participants addressed stakeholders, such as institutional administrators, faculty developers, and instructional designers, to share in detail their experiences and needs. In summary, the participants were candid with their needs and at times even offered suggestions for resolving challenges. Furthermore, the participants were able to discuss what they believe is missing in PD offerings for novice and advanced faculty. Harnessing faculty experiences, and needs, then using them to help inspire the development of PD that can address their needs is one way that faculty developers, instructional designers, or other stakeholders can support the growth of online programs, as further explained in this chapter.

Discussion of the Results

Participants who participated in the PD observation, survey, and interviews in this study provided a vibrant picture of their online teaching challenges and PD experiences. While sharing their PD needs, they also shared both the positive and challenging aspects of their experiences participating in PD over the last two years. As institutions look to grow and develop online learning programs, investing in an assessment of faculty PD needs can help provide clarity, direction, and the timely use of resources (Mohr & Shelton, 2016). This case study provided insight into the participation, feedback and needs of online teaching faculty for an Illinois public institution with on-campus and online classes. The results highlighted that advanced faculty attend PD to meet their needs and for a variety of other reasons detailed in this section. While they engage in many PD offerings and give feedback, they did not see evidence that their feedback was used to shape future PD offerings. One participant noted:

> I don't think I've ever seen anybody do a survey of faculty on their experiences with Blackboard, and using the feedback from that, as a basis for deciding some intervention like, to make you know faculty use Blackboard more effectively and more efficiently.

Assessing faculty needs and using their feedback as a way to differentiate and customize PD offerings could offer faculty who are advanced the tools and content, they need to satisfy their quest for learning and developing their skills. Faculty also admitted they would have even more incentive to participate in PD if the offerings were customized to meet their needs.

As previously explained, advanced faculty participated in PDs for a variety of specific reasons. One reason is because they went to develop their skills in technology or pedagogy. Tyrrell (2015) found that online faculty are often hired for their subject matter expertise but, may

not have skills in pedagogy or technology, necessarily. As a result the participants in the Tyrrell (2015) study sought opportunities to improve their technology and pedagogy skills most often. Similarly, the participants in this study reported that they attended PD related to technology more often than other areas. However, once they had the experience of online teaching for a few years, the participants reported that PD was not mandatory and at times, the training offered were not new or advanced. Instead, they were the same topics, repeated throughout the school year. Nevertheless, those faculty who participated in PD regularly, seemed to just consider participation as a part of their everyday teaching practices. One participant said "I always participate in the faculty summer institute and like workshops during the course of the semester. [O]ver the time I've been here, I've been to almost all of them." It was a routine effort made toward being consistent and showing up for the support offered. It seems important to note that while some of the participants did not see the current primary or general PD offerings as particularly useful to their growth, they attended anyway because they wanted to connect with the presenters and other colleagues. More data in this study of advanced faculty's perspectives and experiences with PD can be tied to the research questions as outlined in the next paragraph.

Types of PD in which Advanced Faculty Report They Have Participated

In looking at answering the first research question, two themes emerged (See Table 12). The first theme was that advanced faculty participate in a wide variety of PD and desire access to it, even if the subject of the PD was not explicitly designed to address the needs of advanced faculty. While full-time faculty working on campus noted that they could easily participate in on-ground PD or workshops, they also appeared to have more asynchronous PD offerings. Similarly, adjunct faculty noted the need to have more PD's that were asynchronous to fit their schedules. Additionally, both on ground- and adjunct faculty stated that they enjoyed informal

PD opportunities like peer-to-peer discussions, mentoring, and consultation with an instructional designer. Hence, training and instructional design departments may have to consider and provide multiple modes of PD offerings if they want to increase opportunities for participation and skill development.

Table 12

Research Question 1 and Related Themes

Research Question 1	**Themes**
What are the types of professional development training that online faculty has participated?	**Theme 1:** Faculty who are Advanced participate in a wide variety of PD offerings to include in-person, online, formal, informal, one-on-one and others**.** **Theme 2:** LMS training is necessary and still sustainable for *advanced faculty*.

This study found that even when PD topics may not have been specifically beneficial for advanced faculty, the participants perceived that there was value in having an engaging and knowledgeable presenter and participated for access to that person. As noted in the literature, an effective facilitator or presenter has the responsibility to challenge and guide participants toward understanding the content, application of knowledge and preparing participants to ask questions to improve their teaching practice (Patton, Parker, & Tannehill, 2015). Similarly, advanced faculty in this study pointed out an appreciation for having access to an expert facilitator. With limited time to attend PD and increased workload, faculty are often asked to attend PDs without extrinsic incentives to attend. For some faculty, PD provides an opportunity to create or meet goals, collaborate with others, and develop skills they can use when facilitating courses (Patton et al., 2015). Highlighting the value of participating in PD for an intrinsic value like "access to an expert", is important in times where budgets for incentives may be decreasing, and online teaching demands may be increasing. Incentives will be further discussed later in this chapter.

A second theme related to the types of PD In which faculty participated emerged and indicated faculty have a desire for ongoing and sustainable (meaning able to be maintained) LMS training options. Participants in this study, like those in other studies, attended training or workshops related to the LMS more than training or workshops in pedagogy or content (Henry, 2014; Meyer & Murrell, 2014; Tyrrell, 2015). While this was not surprising to learn, it does lead to an inference that LMS training is an ongoing need for higher education institutions for as long online courses are hosted on LMS platforms and should be sustained as much as possible.

A study of LMS use showed that many faculty limit their usage of the tools to the basic functions rather than the advanced features such as those for interaction and collaboration (University of Buffalo, 2019). If the LMS is used as a platform and host for online courses, faculty at all levels can benefit from ongoing training to learn more about the advanced features, upgrades, and changes to the technology. While the LMS is a platform for hosting online courses, it can also be used as a tool for faculty to promote active learning, and student interaction, both of which are goals in online course best practices (Wang, Doll, Deng, Park, & Yang, 2013).

Besides the need for an understanding of LMS functions, tools and upgrades, there were a few other things worth highlighting in faculty's experiences with the LMS and technology in this study. First, faculty mentioned that they associate technology and LMS training with learning how use technology tools both inside and outside of the actual LMS. The participants wanted to learn how to unlock the tools or features of the LMS that would help them with course facilitation. Lastly, the participants hoped to understand how to make sense of the many software and engagement options available outside of the LMS environment that could be incorporated in their online teaching experiences. As a result, training for the tools, and

functions of technology both in and outside of the LMS can be ongoing and may still be needed by faculty, even when they have been teaching for awhile. Perhaps faculty developers and instructional designers can find better ways to include the merge of Technological Pedagogical Knowledge (TPK) into training offerings. As previously explained, as faculty gain experience in online teaching, they begin to demonstrate their confidence and desire to find flexible ways to include technology tools and innovation in their teaching (Herring et al., 2016).

Despite faculty engaging in these LMS and technology PD offerings, surprisingly, they admitted to working around the LMS if they have an issue they cannot resolve. This data may lead to questioning the necessity of having an LMS, and perhaps should inspire institutional stakeholders to ask if faculty's needs are being met with the systems they have (Rhode et al., 2017). While training related to the LMS is sustainable to help faculty with implementation challenges, over time, evaluating the usefulness of the LMS should be explored. Perhaps it is time for institutions to ask if overreliance on one ecosystem like the LMS system serves faculty needs. In fact, with the rapid advancements of technology and learning technology options rising, exploring online teaching outside of a LMS cannot be overlooked (Rhode et al., 2017).

To explore further the restrictions of working within the LMS system, several participants revealed that they wanted the ability to expand their teaching to environments outside of an online learning environment (LMS). This is in line with other research that calls for giving freedom to instructors to teach and explore beyond the structure and restrictive nature of a LMS (Rhode et al., 2017). Faculty wanted the opportunity to expand their teaching practices, give students access to course materials, and/or have communication that stretched beyond the LMS. Participants also mentioned the use of social tools such as YouTube and Twitter as helping to taking educational experiences beyond the online classroom. For example,

social video sites such as YouTube can reach students globally with lectures and other educational content. Similarly, one of the participants talked about the ability to connect online classroom content to others around the world by using Twitter to complete an assignment. The participant in this study incentivized students by allowing them to earn points for discussing educational topics with each other and cooperating with online students from other universities on Twitter. Twitter has shown to be useful in engaging students in collaborative conversations that expand across the world (Chawinga, 2016). Further consideration of ways to include innovative social media and technological advancements into PD offerings for faculty is worth exploration. The next paragraphs will explore faculty feedback and its use in PD offerings.

Faculty Needs Assessments and the Deliberate Use of Feedback.

This study asked questions about PD feedback from faculty both in the survey and in interviews**.** A component of high-quality and effective PD includes making time for feedback and reflection (Darling-Hammond, Hyler and Gardner, 2017). Most of the faculty who answered the survey admitted that they were able to ask for and receive feedback with hands-on opportunities to practice or ask questions in the PD while in attendance. Thus, some benefits of faculty taking PD in-person or in a workshop could be the ability to give a presenter feedback, have questions answered by the presenter or other participants, and to have the ability to have their feedback addressed in real time. Active learning gives faculty the ability to become a contributor in their own learning process (Henry, 2014). The participants expounded upon their desires to collaborate and have real-time access to PD presenters and experts in the study's interviews (see Table 13).

Table 13

Sub Question 1 and Related Theme

Sub-Question 1	**Theme**
How do faculty perceive their online faculty training needs are assessed and is feedback incorporated into professional development training?	**Theme 5:** Faculty feedback should be measured and included in the planning of future PD offerings.

Advanced faculty have a depth of experiences that may allow them to shed light on the competencies of successful teaching or effective online teaching practices simply by asking them for their feedback (McGee et al., 2017). However, despite having offered feedback in surveys or exit interviews after completing PD, faculty noted that that did not perceive their feedback as useful to intervene or help faculty with their needs or admitted challenges in future PD offerings. Thus they felt that a feedback channel was non-existent or not functioning. Creating evaluations or feedback channels can help instructional designers or trainers with understanding the needs of advanced faculty and help establish a baseline measurement for training needs while also providing direction for the distribution of resources (Tyrrell, 2015). Feedback channels also provide faculty with the opportunity to feel supported. It is a way for institutional stakeholders to provide differentiated and specific training offerings, which may be seen as a benefit. Creating more of a channel for faculty to give measured and impactful feedback can directly impact the quality and usefulness of PD offerings.

Another finding in the data was related to measuring the effectiveness of PD. Two of the participants in this study felt an important measure that was missing in the evaluation of PD was the measure of its effectiveness. This finding is supported in research related to the characteristics of high-quality PD practices. According to Desimone & Pak (2017), feedback is an integral part of PD as there is more success when teachers have opportunities to practice what they have learned and receive feedback on it. The participants in this study offered suggestions

for improving the effectiveness of PD by asking for formal and informal evaluations. For example, one participant in this study suggested an audit of an online course after it was taught to make note of what happened during the course. The audit could include how many times students were engaged by the online instructor (announcements, discussion responses, etc.), if there were tools or technology used within the course (synchronous sessions, collaboration opportunities, video assignments, etc.), or other measures of evaluation determined by the reviewer. Once the results of the audit were made available, clear feedback could be offered to the instructor, with multiple data point evaluations being shared and discussed (Desimone & Pak, 2017). Instructional designers and other stakeholders could justify the selection of PD topics or training methods, based on the evidence they find in their own evaluations of online courses. Another participant echoed these suggestions and encouraged more evaluations of course delivery and teaching to discover if the training in PD was applied or used in the faculty's online courses or teaching. These narrative examples describe how online faculty envision a cycle of feedback working within their own experience and practice. The next question was related to faculty sharing what they need from PD asking "What are the perceived professional development needs for advanced online faculty?".

The Perceived PD Needs for Advanced Faculty

As previously discussed, advanced faculty had strong opinions about PD offerings, delivery, and content, placing a high value on these factors for themselves and their fellow faculty. They emphasized the value of face-to-face PD and described ideas for different PD offerings based on experience and convenience. The theme of faculty needing collaboration and convenience when it came to PD scheduling was identified throughout the survey and interview data of this study (see Table 14). During the interviews, all of the participants talked about the

need for PDs to be more conveniently scheduled. Additionally, there were suggestions for one-on-one appointments as a way for advanced faculty to participate in PD on their own time. While the idea of having one-on-one PD's may provide the maximum benefit, it is not a cost effective solution. Institutions should perhaps consider more cost effective ways to provide more individualized or personalized PDs. Non-traditional ways for faculty to have personal attention and informal learning opportunities can be explored by stakeholders to create new spaces for faculty development. In essence, whether faculty are able to attend PD sessions or not, participants in this study and other studies have highlighted that they want to have access to resources to which they can refer on their own time and when they are ready and available (McGee et al., 2017; Rhode et al., 2017; Tyrrell, 2015).

Table 14

Sub Question 2 and Related Themes

Sub Question 2	**Theme**
What are the perceived professional development needs for Advanced online faculty?	**Theme 3:** *Advanced faculty* need convenient PD and seek collaborative training styles. **Theme 4:** *Advanced faculty* want instructional strategies and course standards to support online learning.

At the institution studied, faculty developed online courses without much guidance for curriculum design or organization unless they sought help from an instructional designer. One thing that was unexpected in the data was the participants in this study specifically asking for standardization of online courses across programs. As such, the theme of having instructional strategies and design to support online learning emerged. Despite the number of technology and LMS PD offerings faculty attended, there was still a desire by faculty to understand course design and tools in the online environment. Most of the participants mentioned in the interviews

that they needed more intentional instructional design support. While having individual course design support for every online course or faculty may be out of reach, support can show up in a number of ways including through a course development guide or the development of a written process for course organization that faculty could reference when needed (McGee et al., 2017). This adds to the need for additional support in topics on pedagogy and technology that has emerged in this study.

Lastly, as it relates to the question of what faculty perceive they need, faculty expressed the desire to have communities of practice made available to them that are well organized, yet informal. Communities of Practice (CoP) can be used to extend or supplement PD because they help faculty collaborate to share challenges, solutions, and new knowledge in an informal setting (Stark & Smith, 2016). The participants admitted in the survey and in interviews that they learned a lot about technology tools and resource websites simply by talking to each other and sharing resources. In these informal spaces, they are able to talk about what is working in their courses and learn from each other through conversations. At the time of this study, informal PD opportunities were not curated. Instead, they formed organically and took place after PD sessions or in other meetings.

In a related finding, the participants in this study agreed that good online instruction has much to do with mastery of pedagogy and the inclusion of tools or resources more than those specifically around the subject areas they teach. So in other words, faculty may not believe they need PD related to the content they teach. But, faculty do believe sharing resources and tools related to their specific content area could be of value. For example, faculty contend that collecting online tools and resources for science, would be different than the online tools or resources that may be better suited for business courses. For example, specialized tools like

business case studies, science class multimedia for lab experiments, and even math demonstrations could be valuable for inclusion in online courses. With exposure to content specific opportunities, faculty may be surprised by the amount of resources that could be offered in PD for their specific subject area.

Providing resources for faculty that are cost effective, flexible, convenient and desirable will help institutional stakeholders with online programs adapt to the growing and changing needs of their teaching faculty. In some cases, faculty have found their colleagues to be rich sources of information and simply look for opportunities of connection in informal PD opportunities (Stark & Smith, 2016). Exploring these informal PD opportunities to find out ways to promote and grow them would provide cost effective and convenient options of support faculty. Alternatively, faculty also expressed a need to connect with experts and ask questions in more formal PD settings. It would seem that the value of showing up to connect with experts in formal PDs outweighs the inconvenience of actually showing up to campus just to attend PD, for some faculty. Therefore, both informal and formal PD offerings are valuable resources for online faculty.

In this study, participants were asked to share their experiences with PD organized by the TPACK model. This model can be used to organize PD topics. Using the TPACK model, the participants responded that they participated in PD based on technology more than they did PD related to pedagogy and content knowledge. Other researchers examining PD topics were able to see that their faculty participated in PD focused on pedagogy more than technology and content. The TPACK model can be used to help sort various PD topics into categories that can then be measured to encourage more balanced PD content. "Not only must an online instructor possess deep subject knowledge expertise and pedagogical skills, they also must understand ways to use

the technology to serve students' learning needs" (Tyrrell, 2015, p. 129). Creating diverse opportunities of support based on faculty, student, and even program needs only serve to strengthen and grow online program successes through well-rounded, supported faculty.

Discussion of the Results in Relation to the Literature

Similar to findings in prior research, faculty in this study had a strong sense of their needs and shared many ideas to improve PDs as well as suggestions on how to help push PD forward (Baran & Correia, 2016; Henry, 2014; McGee et al., 2017). In the recent past, faculty who are advanced have shared that their needs are different than the needs of their less experienced peers (Tyrrell, 2015). However, this study allowed faculty to expound upon those needs by examining their perspectives and needs as shared in their own reflections, responses, and words.

This study used three instruments to collect information about faculty attending PD. However, the faculty interviews were the instrument that most allowed faculty to share their teaching experiences, perceived needs, and PD experiences with rich, detailed descriptions. Commonalities between this study's outcomes and those in the existing research were best found within faculty interviews. An earlier study by McMutry (2016) stated faculty found two things: (a) social connections with students and (b) well organized online courses as key contributing factors to their success. This success was noted by their status as "exemplary faculty" for which they had won an award. Slinger-Friedman, et al., (2014) noted that faculty wanted to learn new skills and teaching technologies. This study allowed faculty to reflect upon similar findings within faculty's own expressed experiences. While the researcher offered faculty a valid survey to collect data, faculty expounded upon the PD experiences they had in workshops, in groups and in one-on-ones. The commonalities and differences found in faculty perspectives in this study

can expand the collection of research on advanced faculty, thereby giving way for more research to continue.

Research findings have shown faculty report time and scheduling to be the biggest barrier to their participation in PD (Elliott et al., 2015). Nevertheless, faculty still find a way to participate in workshops, training, and in-service PD as often as possible and seem to desire opportunities to do even more (Henry, 2014; Meyer & Murrell, 2014). When they are asked what they need specifically, faculty who are advanced understand that they are looking for help with something in particular and want customized PD that is considerate of their needs. The researcher believes advanced faculty perceptions are valuable and can provide more of a narrative to stakeholders looking to understand their needs beyond the data they may or may not be collecting on their faculty's PD practices.

As discussed in Chapter 2, faculty have expressed a number of ways they need to be trained through PD. They also stated that they have been trained mostly in topics related to technology and the use of the LMS. However, advanced faculty want training that expands their teaching ability and allows them to learn something, specifically with a coaching style of teaching. Faculty could also benefit from having active learning opportunities within their PD. An example would be reserving opportunity during a PD training for participants to let developer s and presenters know how to be more supportive and to transform their existing ideas about online teaching (Henry, 2014). Faculty in this study have been given the opportunity to provide feedback in PD sessions, but have not noticed many active feedback opportunities. However, faculty seem to be open to providing candid feedback when asked as evidenced by their pointed responses to the survey and interview questions.

Lastly, faculty value and benefit from informal training opportunities to supplement or replace regularly scheduled formal PD opportunities (Cochran, 2015). Continuing to dive in and ask faculty what they need, then using their feedback to direct PD resources to answer their questions and meet their needs is important. For many, PD is an obligation and an opportunity to learn, grow, or change in their teaching practice (Patton et al., 2015). Additionally, giving instructors the ability to develop goals, identify their needs, and providing them the resources they need will build opportunities for their success (Patton et al., 2015; Patton, Parker, & Pratt, 2013). The success and satisfaction of faculty can lead to extended opportunities for online programs to continue to grow, expand, and evolve.

Limitations

There were several limitations in this study. This study was conducted at a public institution in Illinois. During the research period, there was an unprecedented state budget crisis where federal funding was being cut and state funding was being withheld. While the university continued to operate, there were challenges with resources, delays in hiring, massive program cuts, and a general sense of despair in many areas. Despite this, the institutional stakeholders were working hard to boost morale and encourage faculty, staff, and students. Nevertheless, this could have had an effect on the temperament of faculty and their desire or ability to give feedback on their experiences with PD.

The number of participants in both the survey and interview was lower than expected. Though the survey had about a 20% return rate and the interviews a 15% return rate, the researcher wanted to interview up to eight faculty (the actual number interviewed was 5). Additionally, the PD observation was limiting and did not yield much data but was more of a tool to provide content for how PD was delivered. During the observation session, the format

morphed and the presenter did not cover the topic outlined for the PD. Instead, faculty were just able to ask their own personal questions and have them answered in an open question and answer, discussion format. The researcher believes this may be the case with other PD sessions, but without observing more sessions, a conclusion could not be drawn. There were also time constraints due to a semester ending and upcoming holidays that would close the institution for several weeks. This affected faculty's availability, even though full-time, in some cases.

Time constraints. The data in this study were collected at the end of a semester leading into a holiday period. Faculty who wanted to participate may not have been able to because of travel and demands on their personal time that would not allow for scheduling despite expressing a desire to participate. While the researcher could have considered extending the data collection time, there were faculty who were leaving the institution for new opportunities, others taking sabbatical time the following semester, and still others fulfilling other priorities, thereby putting them out of touch and perhaps even disconnected from the opportunity to participate in the study.

Researcher's position. Despite the researcher's not having any supervisory authority, faculty may have believed their comments about the quality of PD offerings or topics would be directly connected to the institution's administrative leaders. While faculty still offered feedback on the PD in which they participated, they may have felt less inclined to share all of their thoughts in order to not offend the researcher. Though the researcher followed several suggestions for increasing trustworthiness including code auditing, member checking, and peer debriefing, the researcher acknowledges her position as a prior employee of the institution at that time, a limitation of this study.

Implication of the Results for Practice, Policy, and Theory

This study offers perspectives of advanced faculty, their experiences with PD,

feedback, and their perceived needs. Perspectives on faculty experiences and needs in PD can inform key stakeholders like faculty developers, institutional administrators, and instructional designers as they make decisions related to PD in online learning. Addressing the many considerations that go into training and supporting online teaching faculty requires these stakeholders to be open to examining the best ways to present resources and opportunities to those who rely on their support. Implications of the results for practice, policy, and theory will be discussed in the following paragraph.

Implication for practice: Faculty support and incentives. One-way institutional administrators can maintain support for faculty teaching online is to provide incentives at every stage of their experience. According to one of the participants in this study, faculty who teach online may believe they are most in need of PD and have time for it when they are first beginning online teaching. However, once they have experience, teaching faculty may still run into challenges with fitting in all of the demands on their time and may not have as much time to invest in PD as they would like. The faculty in this study embrace PD and were intrinsically motivated to figure out the solutions they need to thrive. Yet, they still mentioned that they would find incentives like certificates as an added benefit to provide evidence of their desire to improve their teaching practices. Access to technology resources, software, hardware, or other resources can be used as incentives. "Faculty need ongoing support to ensure they can use the most appropriate technology, and that the courses they teach remain fresh" (King & Aperstein, 2015, p. 47). While monetary incentives are popular amongst surveys of faculty needs, other extrinsic rewards like free professional development, technology support, and eligibility for teaching awards also rank high as desired incentives (Chapman, 2011). Maintaining a semblance of institutional support and acknowledgement has been cited as one way to retain a sense of

community amongst faculty despite their distance from campus (King & Alperstein, 2015). This is a practice that institutional stakeholders can consider.

Implication for policy: Incorporating a mandatory feedback channel or a needs assessment requirement. When asked to reflect upon their PD needs, the participants could not help but mention that they see students having challenges in the online environment that presumably affected their teaching. With an appropriate feedback channel, this kind of feedback could be collected immediately following a semester or term end. Students who take online courses but are not comfortable with technology or the LMS can have issues with the discussion board, posting assignments, or in understanding their part in the online environment. Students who do not post or communicate can be noted as missing from the online classroom as the number of times they post or communicate can be monitored and counted. As much as faculty strive to meet the needs of their online students, making sure students are prepared for online course success was valued as a faculty need as much as it is a student need. Having an immediate way for this feedback to be collected and acted upon can go a long way in improving online course delivery.

All of the needs noted in this section could be supported at an institutional level with the implementation of policy. Creating a team, or committee of experienced, advanced faculty, instructional designers, and experts to focus on collecting feedback from faculty, evaluating course feedback, and understanding how to support students is one way an institution can begin working toward policy changes. Building a team around these and other goals can create a common mission and foster a sense of engagement and accountability among online learning stakeholders.

Implication for theory: Incorporating an opportunity for peer feedback and interaction. While the researcher believed transformational learning theory would serve as a lens for exploring faculty perspectives, the results show that there is not as much of a critical reflection that pulls former experience with current practice. However, in considering how to organize and develop PD, the research supports the development of a learning process based on a learner's need. This can be tied back to Vygotsky's (1978) cognitive and social development theory. Again, Vygotsky's (1978) theory encouraged the idea that learners gain skills through interaction and guidance from teachers or peers. The findings of this study explore the perceptions of online teaching faculty and the variances that could emerge as a result of asking them what they need in their PD offerings.

Instructional designers, faculty developers and experts in online faculty professional development can continue to promote peer interaction and guidance from expert faculty. Moreover, as they gain confidence and knowledge of a skill, they become more autonomous, as described in Rosser-Mims, Dawson, & Saltiel (as cited in Wang, H., 2017). Therefore, online learning stakeholders can consider offering safe spaces for faculty to interact with each other and share as peers. Then, consider offering phased professional development opportunities that will naturally encourage faculty to move along a learning continuum at their own pace with space for peer interactions, and PD opportunities that are scaffolded. Then, offer PD both virtually or in classrooms, as indicated by asking faculty what they need.

Recommendations for Further Research

While there are studies of faculty perspectives in the literature (Baran & Correia, 2016; Golden, 2016; McMutry, 2016; Slinger-Friedman et al., 2014), the perspectives of advanced faculty are less common in the research (McGee et al., 2017; Samuel, 2016). Advanced faculty

have the benefit of having experience on their side, and are no longer wrestling with their role in the online environment. As such, research to examine their perspectives in teaching, course design or organization, facilitation, and the furtherance of online education are recommended.

Examine and explore advanced or experienced faculty perspectives. Creating opportunities for the ongoing examination of perspectives of faculty can go in many directions. Researchers can examine the course contents and organization of advanced faculty's courses. The styles of communication can be explored, and the way they assess students could be explored. Exploring the techniques of advanced faculty's facilitation styles or researching evidence of student learning in the courses of advanced faculty are recommended. Questions to explore could be: How are advanced faculty assessing student learning? What tools and technology have made changes in teaching practices or communication? Or, how can student engagement be improved? The questions to be answered are many. And advanced or experienced faculty perspectives can be an exploratory step for institutional administrators or faculty developers to uncover ideas and promote the discovery of new ideas.

Find ways to collect and use feedback about online programs. Faculty look for support with customized PD offerings that will improve their knowledge and practice (Elliott et al., 2015; Henry, 2014; Tyrrell, 2015). And, while this is noble, an institution's implementation of a low cost, low resource way to harvest faculty feedback and use it in a meaningful way may take a large effort. In the meantime, institutional administrators may promote the use of course peer reviews, faculty self-assessment tools, rubrics, or best practice checklists to try to gather and measure feedback with regularity (McGee et al., 2017; Mohr & Shelton, 2016; Rhode et al., 2017). Over time, collecting feedback, making improvements or changes, and measuring the impact of the improvements can be a valuable measure of the effectiveness of PD offerings.

Create more PD for increasing pedagogy and content offerings. Despite faculty having a desire for PD focused on pedagogy and content (Tyrrell, 2015), research shows that PD focusing on pedagogy and content are the least addressed topics in PD offerings (Hunt et al., 2014; Lichoro, 2015; Tyrrell, 2015). This was found to be the case in this study as well. Future research around PD should consider exploring the importance of pedagogy and content skill building in online learning. This could include taking a look at the perspectives of faculty developers, instructional designers, and institutional administrators holistically to add value to this body of research. "Content and pedagogy-specific professional development opportunities stimulate the interest of teachers and encourage their full participation as opposed to the one size fits all types of initiatives" (Patton, et al., 2015, p. 34). Why do institutions offer technology and LMS PD more than they do other PD content? Do they place less value on pedagogy if they are based in business, history or content areas outside of education? Gaining an understanding of the decisions for developing PD offerings and how to best serve faculty needs can be explored in greater detail.

Examine the perspectives and decisions of other stakeholders in PD. The design and development of PD cannot be designed in a vacuum. While consideration of faculty needs is important, instructional designers and faculty developers are also rich with experience. These stakeholders can largely influence PD design and offerings. Successful faculty developers find ways to use resources, research, faculty needs, and campus climate to energize and encourage the development of faculty expertise (Grupp, 2014). Though not specifically studied in this research, faculty developers are potential change agents in higher education (Grupp, 2014). Of the many stakeholders who may value faculty's needs and experiences with PD, faculty developers can utilize faculty's assessment of their needs in many ways (Rhode et al., 2017).

Faculty developers are charged with nurturing faculty members including helping them with any challenges with their role and responsibilities in the online environment (Grupp, 2014). They may develop best practices and teaching strategies, then train faculty to be successful, based on their own institution's standard practices. Or, they can organize and implement self-assessments for faculty, which can then be used to identify frameworks to help steer an institution's specific PD offerings (Rhode et al., 2017). There are many directions faculty developers can take when developing PD offerings for faculty. Along with institutional administrators and instructional designers, the use faculty's own assessment and reflection of their needs can be used in alignment with the development or revision of PD offerings.

Instructional designers use theory, models, and best practices to make design recommendations for online courses. They both hear and act upon the evidence of faculty and student successes and challenges as they navigate their online courses. Future research studies should consider engaging with instructional designers, faculty developers, and PD units to understand what they offer, why they offer the PD they do, and how/if advanced faculty influences their offerings. If faculty report participating in PD designed around technology or the LMS more than other PD, a study of important PD stakeholders can discover why these types are the most commonly offered or attended.

Conclusion

One may think online faculty are most connected to PD when they first begin to teach online courses. Understandably, there are the faculty who are new are more eager to show up for PD because they have a desire to quell the anxiety associated with adjusting to the role of an online instructor. Not only do some beginning faculty have anxiety related to taking on a new teaching role, but they may also have more time in their schedules to participate in PD.

However, when faculty are advanced, according to this study, they still wish to learn new things and grow in their capacity as online instructors. Rather than attend workshops or in-service PD, these faculty appreciate the ability to call to schedule one-on-one sessions for help with courses. Faculty embrace the opportunity to gather with their peers informally to discuss challenges and successes. Such informal gatherings allow for rich learning experiences that are of value to the learning community. Specifically, CoPs are becoming common in on and off campus learning environments. These communities promote connectivity over shared interests or challenges and provide a social network for learning through shared experiences, success and best practices (McGee, et al., 2017).

Faculty who are advanced appreciate the privacy and convenience of being able to spend a specified amount of time with an expert or specialist to ask questions. They may like the seclusion as a way to not be embarrassed by what they do not know or understand. But, their desire to understand how to use technology and tools in the best ways comes in earnest. Furthermore, faculty want to offer useful and concise feedback to influence improvements. While faculty surveyed and interviewed knew that their feedback was collected during or after PD, they did not have much to say about the processes to which they were accustomed. Instead, they offered suggestions and feedback to steer the design of opportunities from which they would benefit. Faculty developers or PD experts who request the solicited suggestions and comments by requesting feedback from faculty should use their feedback or, at least a process should exist to allow PD topics and content to be taken further in response to faculty's reactions or suggestions.

Current research divulges that faculty have specialized needs and have many varied factors that influence their online teaching knowledge and ability. As outlined in this chapter,

faculty participants shared nuances, challenges, and improvements with candor and confidence. This study has inspired the researcher to seek the perspectives of other audiences like faculty developers, instructional designers, and institutional administrators, who happened to be addressed by faculty in their responses to questions in this study. As institutional administrators, faculty developers, and instructional designers continue to look for PD content to plan, develop, and implement. Perhaps the influence of stakeholders, faculty (from novice to advanced), and students will be included into PD plans and implementation. See Appendix F for a Statement of Original Work.

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Appendix A: Interview Questions

R1. What are the types of professional development that online faculty has participated?

R1. Interview Questions:

1. You mentioned that you participated in (a type of professional development), can you tell me more about the form of professional development you participated? *SQ10

2. In your survey, you mentioned a professional development activity that had the greatest impact on you. Can you expand on the experience and why you identified it had a positive impact? *SQ9

> Follow-up question: You indicated that you were you able to/ not able to practice and gain feedback in the professional development? Expand on the how practicing it in the PD helped with applying or using this knowledge and skill in your online course? * SQ15

R2. What are the perceived professional development needs of faculty who have taught in an online environment for a minimum of three years?

R2. Interview Questions:

3. Of the professional development types and topics related to online teaching, what do you perceive online teaching faculty needs? (Training activities: face-to-face workshops, training courses, instructor demonstrations in computer labs, one-on-one training, etc.) *SQ10 and SQ11 Why?

4. Which professional development types and topics do you believe are least useful for online teaching faculty? Why?

5. Is professional development aligned to the field of instruction important to you? If so, why or if not, why not? *SQ14

6. Describe a problem or issue you have experienced in the online learning environment. How did you resolve the issue? What if anything could have been done to avoid the issue?

7. What changes or improvements would you make to the professional development available to online faculty to better serve the challenges they may face as an online instructor? Include suggestions for pedagogical content, activities, format, or anything else you believe would be useful.

RQ2. Do advanced online faculty perceive their training needs are assessed and feedback incorporated into professional development training?

R2. Interview Questions:

8. How are professional development topics decided and developed?

9. Is feedback collected and incorporated into professional development training? If so, then how?

10. Is there any additional information you would like to about PD?

Appendix B: Email Invitation For Study Participants

Dear X:

Over the last 13 years, research indicates that students taking online courses in higher education has increased year after year (Allen & Seaman, 2016). Current trends indicate that this increase in student enrollments in online courses will be steady which will influence faculty who may be teaching online, hybrid, or technology influenced courses. Faculty training and professional development is necessary as different technology, pedagogy and content are being introduced to meet student learning outcomes.

As a doctoral candidate, my research interests focuses on professional development; training and supports faculty perceive they need to be successful in an online environment. Online learning opens up opportunities for learners to engage with educational experiences, yet removes the barriers of physical space and time.

I invite you to participate in this study to give rich, detailed feedback on your experience with professional development, share perception of how training needs are assessed and incorporated into professional development. The criteria set to participate in the study are as follows:

1. Have participated in professional development related to online teaching in the last 24 months (or agree to participate in a professional development in the month of November/December).
2. Have at least three years of experience teaching online and
3. Have taught six online courses (or course sections) in the last three years.

To understand the PD experience, I will be observing a PD you participate in, inviting you to take a brief survey, followed by an invitation to participate in a 45 minutes follow-up interview.

Your time is greatly appreciated, and contribution to the field of professional development for online educators will make a huge difference in the world.

Thank you in advance for your reply, I look forward to learning with you.

Sincerely,
Keisha A. Kidan

Appendix C: Observation Checklist and Notes

Facilitator(s) Name(s): Anonymous
Location (City): N/A
Date:
12/07/
18
Area(s): PD Blackboard

The *Observation Checklist for High Quality Professional Development* was designed to be completed by an observer to determine the level of quality for professional development, as well as to provide ongoing feedback and coaching to professional development providers. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development that includes 80% or more of these indicators can be considered to be of high quality.

The professional development provider:	**Observed?**		
	Yes	**No**	**N/A**
Preparation			
1. Uses previous evaluation data and pre-assessment data to develop targeted training content		x	
2. Provides a description of the training with learning objectives prior to training	x		
Introduction			
3. Provides an agenda before or at the beginning of the training	x		
4. Connects content to participants' context (e.g., community, school, district)	x		
5. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)			x
6. Engages the participant in a preview of the content (e.g., material, knowledge or practice)	x		
7. Builds on or relates to participants' previous professional development	x		
8. Aligns with school/district/state standards or goals	x		
9. Emphasizes improving student learning outcomes		x	
Demonstration			
10. Builds shared vocabulary required to implement and sustain the practice	x		
11. Provides examples, demonstrates, or otherwise illustrates the content/practice	x		
12. Illustrates the use or applicability of the material, knowledge or practice for the participant	x		
Engagement			
13. Includes opportunities for participants to practice and/or rehearse new skills	x		
14. Includes opportunities for participants to share experiences and	x		
The professional development provider:	**Observed?**		
	Yes	**No**	**N/A**
examples with each related to training content.			

15. Includes opportunities for participants to interact with each other related to training content		x	
16. Adheres to agenda and time constraints	x		
Evaluation			
17. Includes opportunities for participants to reflect on learning		x	
18. Includes discussion of specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	x		
19. Engages participants in assessment of his or her acquisition of knowledge and skills	x		
Mastery			
20. Includes follow-up activities that require participants to apply their learning in a new setting or context		x	
21. Provides continued feedback through technical assistance and resources		x	
22. Includes coaching to improve fidelity of implementation	x		

# of total YES items: 15
# of Total Applicable Items: 22
% Fidelity:

(YES items/Total Applicable Items x 100)

For any items identified as N/A or no, provide rationale for that choice below:

Item #	Rationale
1	**Not observed**
5	**Not observed**
9	**Not observed**
15	**No time allocated**
17	**Not observed**
20/21	**Not observed**

Self-Reflection

What went well:	**Participants were eager and had a lot of questions. It was a relaxed, creative environment for learning.**
What can be improved:	**It may have been too relaxed. Some of the material wasn't covered.**

Appendix D: Interview Phrases for Coding

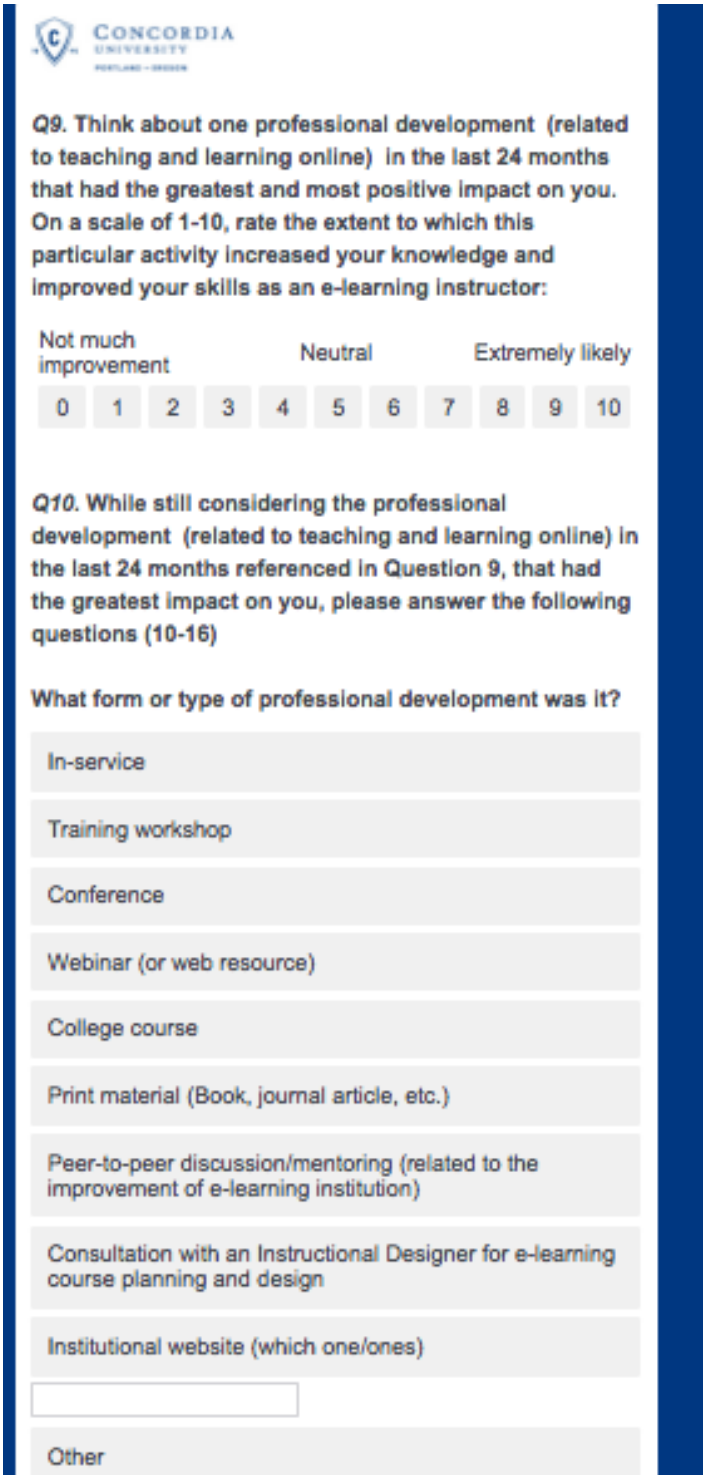
Research Question	Axial Codes	Category	Theme	Participant's Words
RQ1: What are the types of professional development training that online faculty has participated?	One-on-one PD, optional PD, specific to the institution, PD by appointment, online PD, Free PD, YouTube PD, Summer offerings	PD Types (Delivery)	Variety of PD Offerings	Technology PD is important, need longer training over time, faculty summer institute, one-on-one appointments, face-to-face PD, PD to set up your course
	Trained on the LMS, Used LMS with face-to-face class, Blackboard tools	Reflections specific to the LMS	Sustained LMS Training	The LMS seems easy but it isn't, the LMS improves academic life, faculty should use the LMS more, I know Blackboard thoroughly, PD is more about the LMS and its functions than other subject matter
RQ2: How do faculty perceive their online faculty training needs are assessed and is feedback incorporated into professional development training?	Generic feedback, PD with other meetings, surveys, Feedback isn't used, limited feedback	Feedback on specific PD experiences	Incorporating Faculty Needs to PD's	Feedback is not helpful to find out what faculty need, feedback has been collected immediately following sessions, feedback given is surface feedback
RQ3: What are the	Communities of	PD Needs	Strengthenin	Informal PD

perceived professional development needs for advanced online faculty?	practice, scaffold PD, Communities of Practice shape lasting learning	(Specific)	g Communities of Practice	happens after the workshops are over, differentiated PD, communities of practice shape lasting learning.
	Online communication skills are paramount, Student have issues in online learning (technology), Faculty need engagement and interaction.	Online Teaching Practices	Need for instructional strategies that support online learning	Students can duck participation so faculty has to be engaging, faculty should be monitored, there I no time for mediating student disagreements, students complain about awful online courses
	Face to face PD promotes follow-through, there is no advanced PD, Will not come to campus just for PD, Time is a barrier, collaboration is helpful	PD Attitudes and Comments	Convenience and collaboration increase participation in PD.	New faculty are more likely to attend PD, I reach out for help when I need it, it is uncomfortable to admit help Is needed, I will not come to campus just for PD

Appendix E: Visit this Link to Review the Survey

https://cuportland.co1.qualtrics.com/jfe/form/SV_1Li9mg087LAVYGx

Sample of Survey



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Q9. Think about one professional development (related to teaching and learning online) in the last 24 months that had the greatest and most positive impact on you. On a scale of 1-10, rate the extent to which this particular activity increased your knowledge and improved your skills as an e-learning instructor:

Not much improvement					Neutral					Extremely likely
0	1	2	3	4	5	6	7	8	9	10

***Q10.* While still considering the professional development (related to teaching and learning online) in the last 24 months referenced in Question 9, that had the greatest impact on you, please answer the following questions (10-16)**

What form or type of professional development was it?

- In-service
- Training workshop
- Conference
- Webinar (or web resource)
- College course
- Print material (Book, journal article, etc.)
- Peer-to-peer discussion/mentoring (related to the improvement of e-learning institution)
- Consultation with an Instructional Designer for e-learning course planning and design
- Institutional website (which one/ones)
- Other

Appendix F: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

Keisha A. Kidan

Digital Signature

Keisha A. Kidan

Name (Typed)

November 25, 2018

Date