



Oregon State
University

**2017-2018 OEC Survey of OSU Faculty/Staff
Online and Hybrid Education Teaching**

Online Education Committee 2017-2018

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2017 All Faculty/Staff Survey

Online and Hybrid Education at OSU

Table of Contents

Executive Summary	3
Action Plan.....	5
Introduction	6
Q1. Please select the statement below that best describes your teaching assignment at OSU	7
Q2. What is your primary unit?	7
Q3.What is your primary position at the university?	8
Q4. Please select your gender:	11
Q5. Select the boxes that describe the kinds of courses you teach at least once per year	12
Q6. Note how many of each of these courses you teach in an average year, including summer term:	13
Q7. Why have you not taught online courses? Please select all that apply	14
Q8. Why have you not taught hybrid courses?	15
Q9. Have you in the past 5 years developed an online course?.....	16
Q10. Why have you not developed an online course in the past 5 years?	17
Q11. Have you in the past 5 years developed a hybrid course?	20
Q12. Why have you have not developed a hybrid course in the past 5 years	21
Q13. Have you participated in the OSU Ecampus “Developing an Online Course” training?	23
Q14.Have you participated in a Hybrid Faculty Learning Community through the Center for Teaching and Learning?	24
Q16. With regards to online course design and delivery select up to three issues of importance to you related to training, professional development, and support.....	25
Q18. Please help us identify top issues related to hybrid education that the OEC should focus on during the next three years.....	31
Q19. Does your department/program have a formal review process or policy for reviewing on campus courses?	33
Q20. Does your department/program have a formal review process or policy specifically for reviewing online courses? (N=168).....	35
Q21. Does your department/program have a formal review process or policy specifically for reviewing hybrid courses?	36
Q22, 23, 25. Has anyone at OSU ever observed your teaching in your ____ courses as part of a formal review process?	37
Q24. Who observed your online teaching? (check all that apply)	38
Q26. Who observed your hybrid teaching?.....	39
Q27. If your online or hybrid course was going to be reviewed for professional development or promotional purposes, what attributes would you look for in your ideal peer-reviewer? Please list three attributes you would hope for:	40
Q28. Overall, as a result of teaching hybrid or online courses, have your teaching practices or teaching philosophy changed?.....	42
Q29. Please list a few ways that your teaching practices or teaching philosophy have changed.	43
Q30. If there are any other comments/questions you would like to share with the Online Education Committee, please do so here.....	45

Executive Summary

The Faculty Senate Online Education Committee (OEC) distributed a survey to the Oregon State University faculty and staff with the goal of learning more about Online and Hybrid teaching needs at Oregon State to help the inform the OEC 2019-2021 agenda.

The survey objectives were:

1. Establish what the most important topics are with regards to online and hybrid education from the perspective of OSU faculty/instructors in order to inform the Online Education Committee's work
2. Determine if faculty/instructors are evaluated for their online and hybrid teaching and by whom
3. Determine what impediments may inhibit faculty/instructors from developing and/or teaching online and hybrid courses

Members of the OEC developed the survey in 2017 with input from Academic Technology, Center for Teaching and Learning, Ecampus, OSU Libraries & Press and other stakeholders. The survey was distributed on January 22, 2018 to anyone with teaching in their FTE, including GTAs. Human Resources provided the OEC list of approximately 5,455 email addresses for survey distribution. However, some of the emails bounced and the survey was likely redistributed within colleges and departments so the number of actual recipients is not available. The survey was open for a month.

The OEC survey received 432 responses. Of these, only 354 respondents indicated that they teach online or hybrid courses. Those who indicated they only teach face-to-face were excluded from the results.

During the winter and spring quarters of 2018, members of the OEC conducted a preliminary analysis of the results. Members coded open-ended questions for themes. Quantitative data is presented in the form of charts and graphs.

The OEC does not intend for this report be used to compare colleges to each other but to find out what the needs of the teaching faculty and instructors are regarding online and hybrid education. Therefore, most questions are not broken out by college but rather by position.

The OEC identified the following issues as most pressing regarding online and hybrid education at OSU. In most cases, the issues raised for Online courses are the same as those for Hybrid courses.

Main Barriers Identified in Survey Responses

Time – One of the overwhelming concerns from the respondents is not having enough time and/or not being given time to develop online or hybrid courses. Respondents recommended course release options for developing online/hybrid courses rather than this being added to the current teaching load.

Compensation/Equity-Respondents expressed concern about a lack of equity regarding compensation for teaching courses as well as an inequity in workload distribution. The sentiment was particularly strong among instructors, who do the majority of online teaching. Some respondents stated that the lack of incentives (financial or otherwise) was preventing them from teaching online/hybrid courses.

Quality/Consistency-Some respondents feel there is currently not enough documented evidence that online/hybrid teaching is as effective as face-to-face (F2F) teaching. Respondents questioned how to verify that the quality of teaching the same course online/hybrid and F2F is consistent and that Oregon State needs to ensure the quality of teaching in all formats (online, F2F and hybrid).

Support (Technical or Pedagogical) - Many respondents asked for additional professional development opportunities. In particular, collaborative learning in an online/hybrid course and managing large class sizes and overall best practices in pedagogy and use of technology (Canvas). Instructors of hybrid courses in particular asked for more support in developing media for hybrid courses. They are also looking for mentorship from experience hybrid instructors.

Transparency of revenue models – One third of the respondents want more transparency at the college, department, and university level about how Ecampus funds are redistributed in departments or programs.

P&T, Promotion and Annual appraisals – Peer-review of teaching for online and hybrid courses is significantly less than the peer-review of F2F classes. However, this is a requirement for promotion or promotion and tenure (P&T) and respondents want clear and specific guidelines for demonstrating excellent in online course development and delivery for the purpose of P&T.

Intellectual Property concerns – Respondents want clearly defined policies related to intellectual property and ownership rights to materials developed for online or hybrid courses as well as face-to-face courses.

Other

In addition, the survey included some questions about teaching and reviews of online teaching

- **How teaching has changed:** We asked if the respondents felt if their teaching practices or philosophy had changed as a result of teaching an online or hybrid course (Q28). A little over 50% said it had. They stated that they included more active learning in all their classes; an improvement in the quality of feedback they provide their students, better course organizations and more use of Canvas. They also noted an increase in developing learning outcomes, using the flipped classroom technique and in general a more positive view of online and hybrid learning.
- **Review of Online Teaching.** The survey included a section specifically on peer-review of online teaching. This issue was raised with the OEC so several questions directly related to this issue were included (Q19, 20, 21, 22, 23, 25). While many respondents indicated that their F2F classes are being reviewed, most of the respondents teaching online or hybrid courses had no peer-review.

Action Plan

Based on this preliminary review of the findings, the OEC recommends the following actions:

Professional Development - Ecampus communicate classes and professional development offerings more widely. According to the survey result only 44 % of those individual who teach online have actually taken advantage of the Ecampus offering (n=299). For those who teach hybrid courses, 83% indicated they had not taken any of hybrid workshops offered. Interested individuals need to be given the opportunity by their college or department to take advantage of Ecampus or other professional development opportunities. Oregon State should also look into subscribing to Lynda.com where instructors and faculty can do some technology training at their own pace.

Peer-review of teaching – The OEC is currently working on peer-review guidelines for evaluating online teaching. These can serve as a template for colleges conducting peer-review of online teaching and can be adjusted to specific college or departmental objectives. The OEC anticipates completing these guidelines this summer (2018). Once these are completed, the OEC will work on a similar document for peer-review of hybrid courses.

Intellectual Property/Copyright issues – OEC, Ecampus and General Council need to meet to review the current policies and clarify this issue. Faculty Senate can help distribute this more widely.

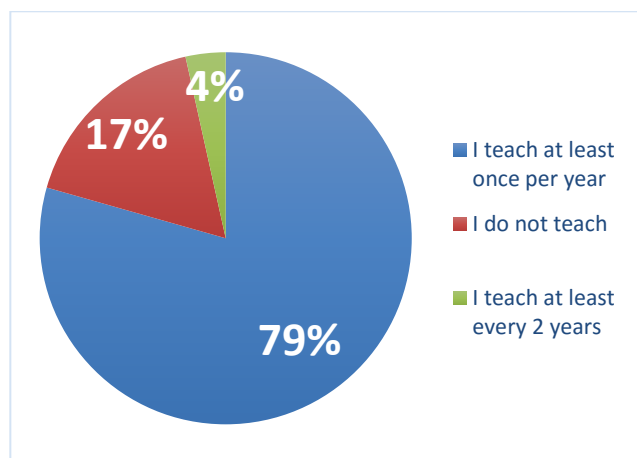
Survey Introduction

The following introduction is part of the survey. It explains the purpose of the survey and the who is collecting this information.

As OSU's initiatives expand to include a focus on the strategic growth of online education programs, faculty are increasingly likely to find themselves in the online or hybrid classroom environment. The Faculty Senate Online Education Committee (OEC) is seeking to collect information from faculty regarding issues of highest interest and concern to them in relation to online and hybrid education. Information collected from this survey will inform the committee's work and contribute to establishing recommendations that can shape the future of online and hybrid education at OSU. We appreciate you taking the time to complete the survey which will take approximately 15 minutes. Your responses are voluntary, confidential and will not be identified as individual. If you have questions or concerns, please contact Raven Chakerian (Online Education Committee Chair), raven.chakerian@oregonstate.edu. For the purpose of this study, please consider the following definitions:

- **Hybrid:** Includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components, that replace regularly scheduled class meeting time. Hybrid courses may be offered on the Corvallis, Cascades and Hatfield campuses or via Ecampus.
- **Online:** A fully developed course where the dominant medium tool is the internet. Students spend a significant amount of time using internet in the areas of content, assessment, and interaction to the degree that the student must participate through the use of a computer to complete course requirements.
- **Online Education Committee:** Faculty Senate committee that considers and provides recommendations to the Faculty Senate on issues related to online education at OSU that are considered important to faculty and students.

Q1. Please select the statement below that best describes your teaching assignment at OSU

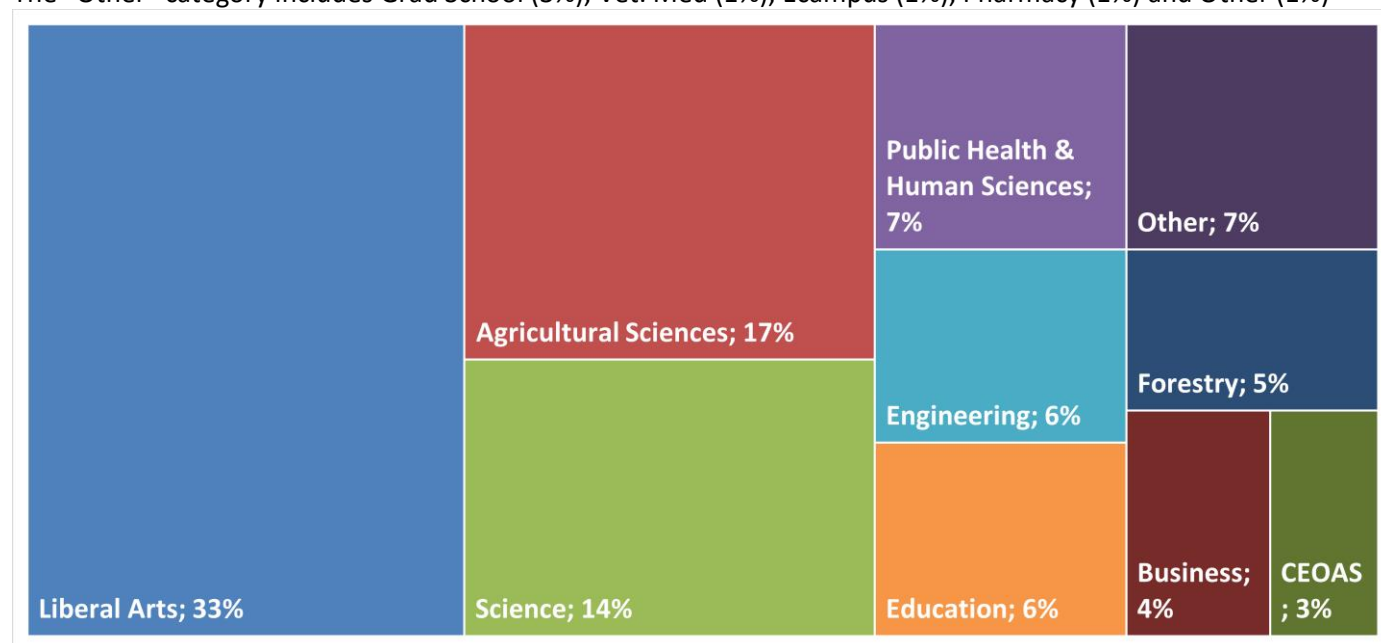


Respondents who indicated that they do not teach exited the survey.

(n=432)

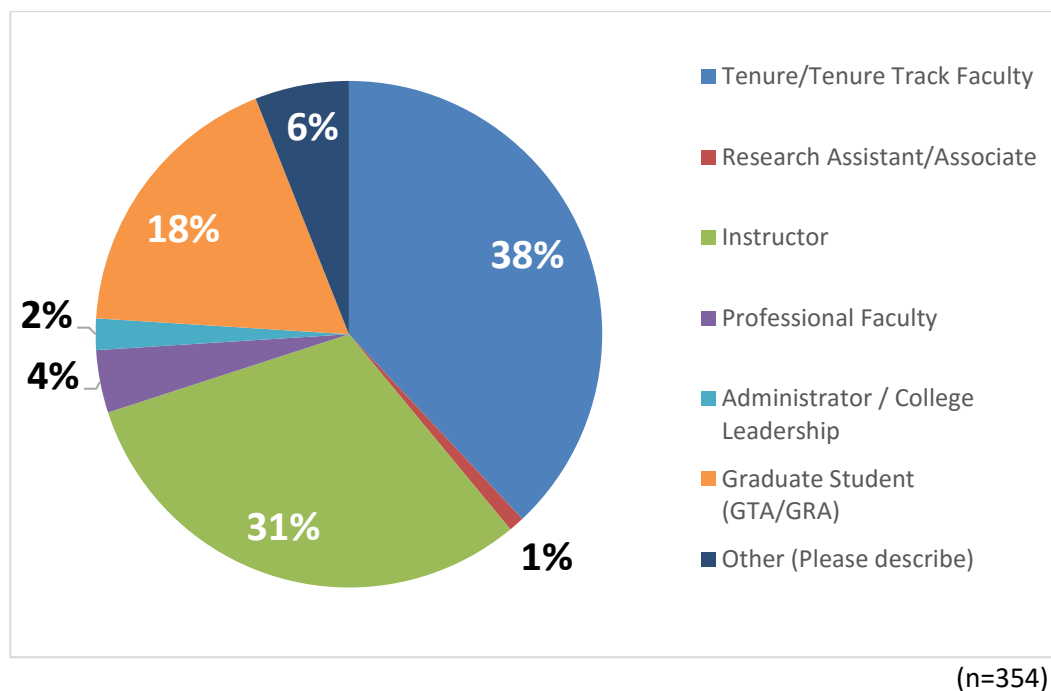
Q2. What is your primary unit?

The "Other" category includes Grad School (3%), Vet. Med (1%), Ecampus (1%), Pharmacy (1%) and Other (1%)

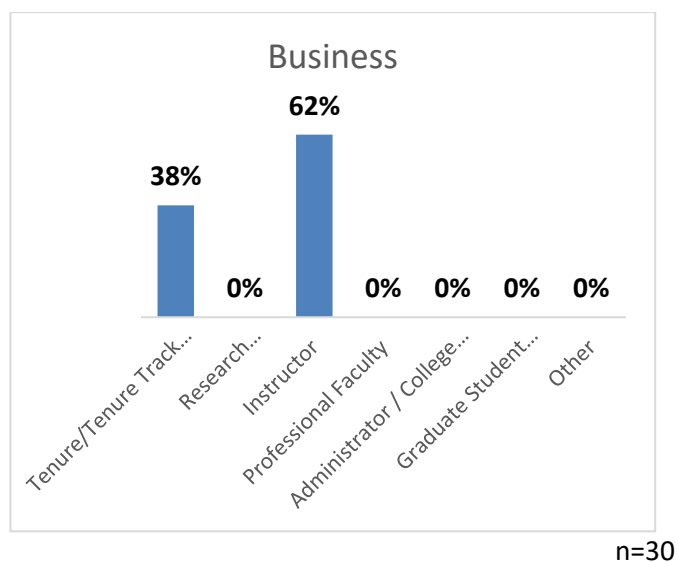
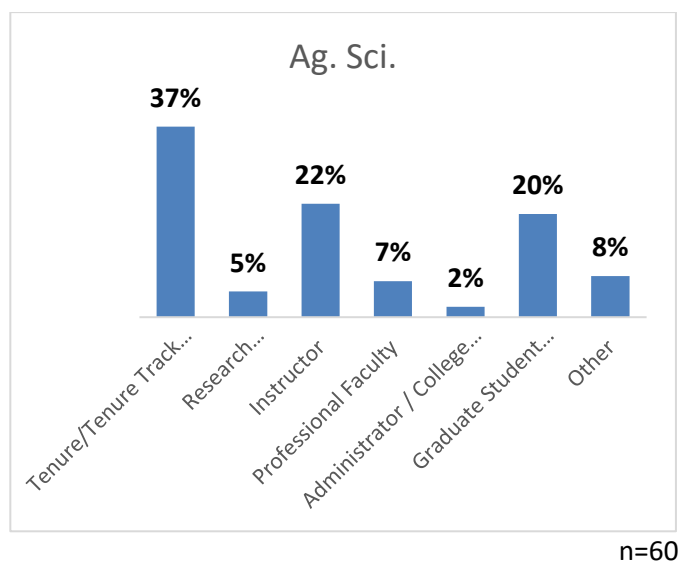


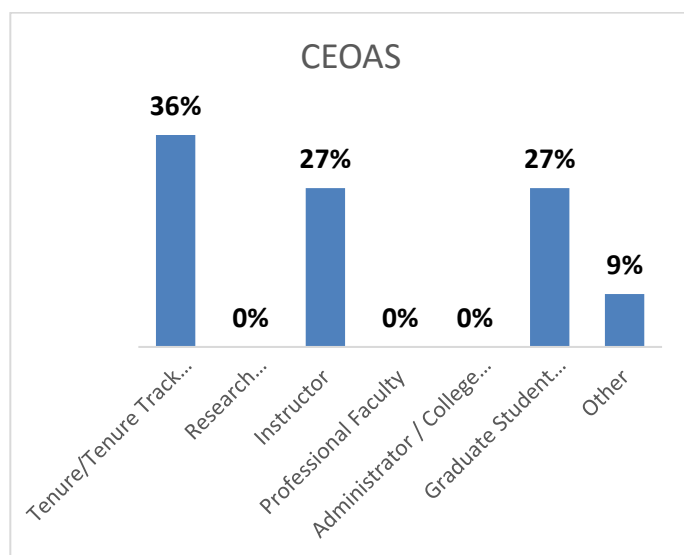
(n=354)

Q3.What is your primary position at the university?

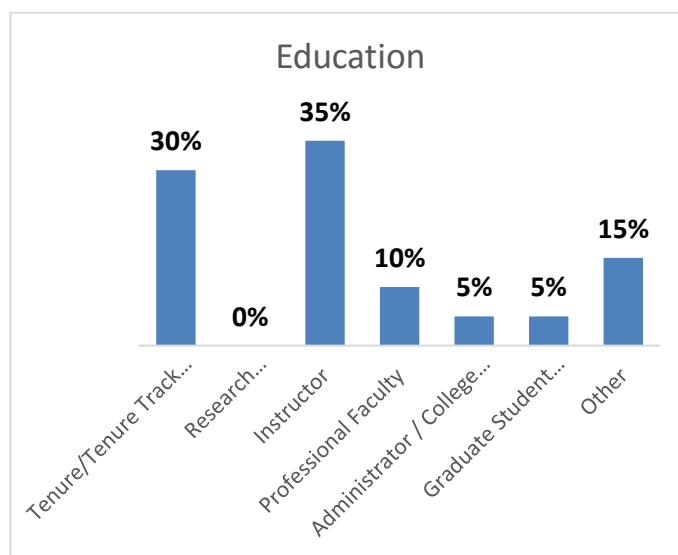


Primary position broken out by College

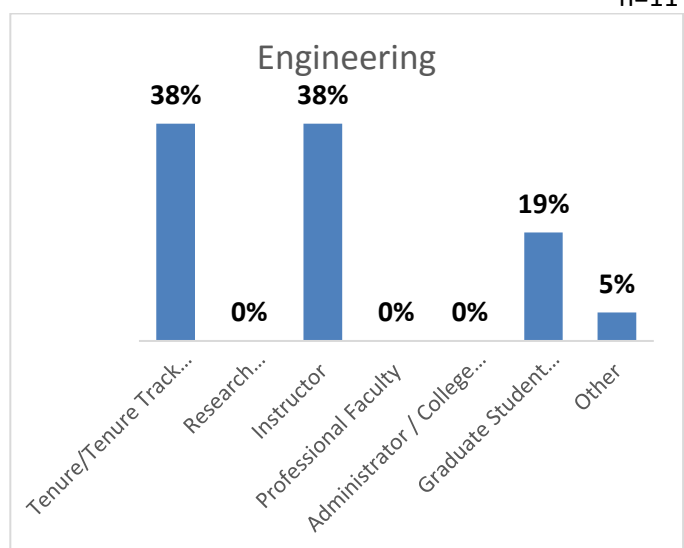




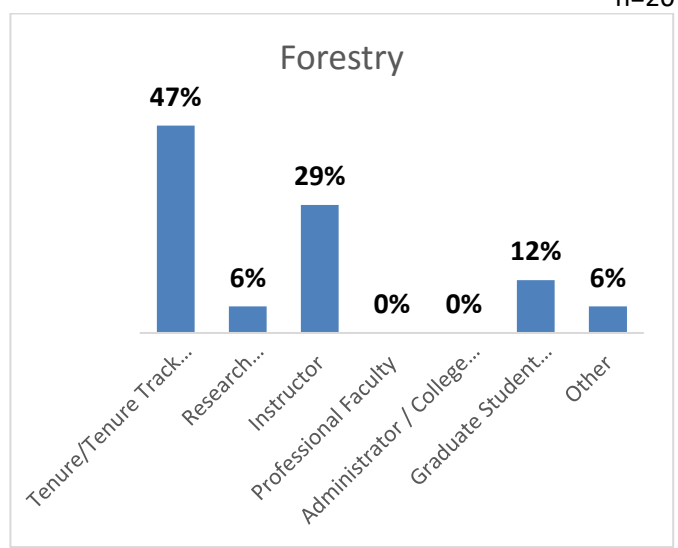
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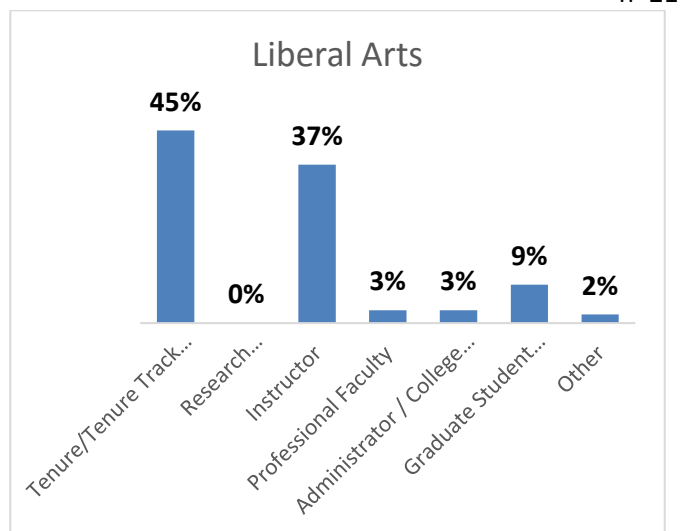
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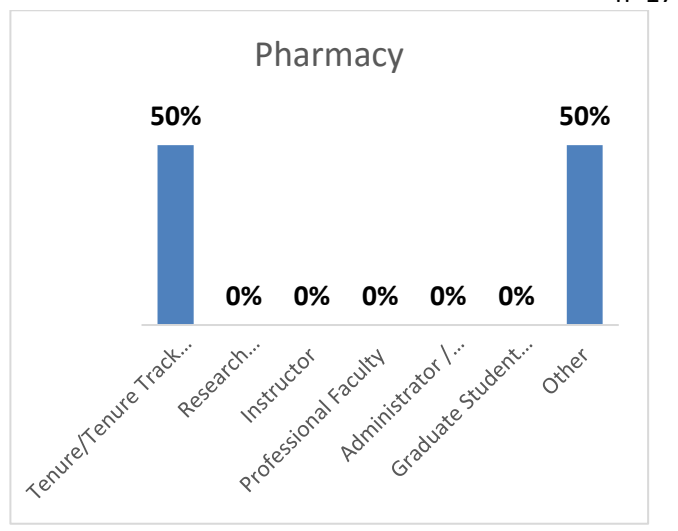
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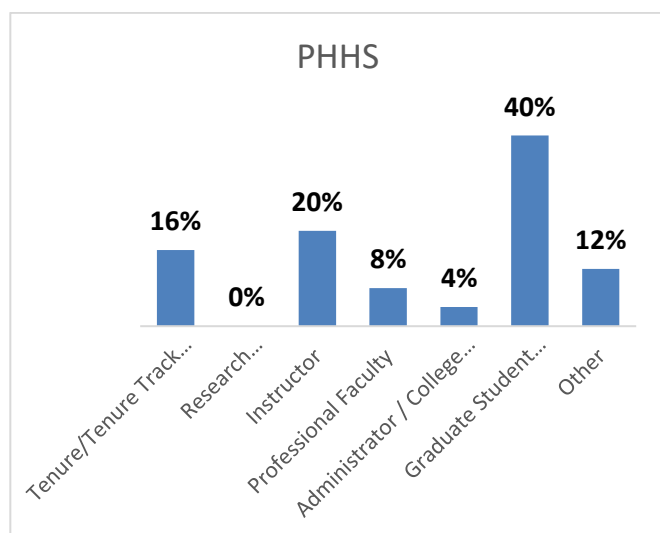
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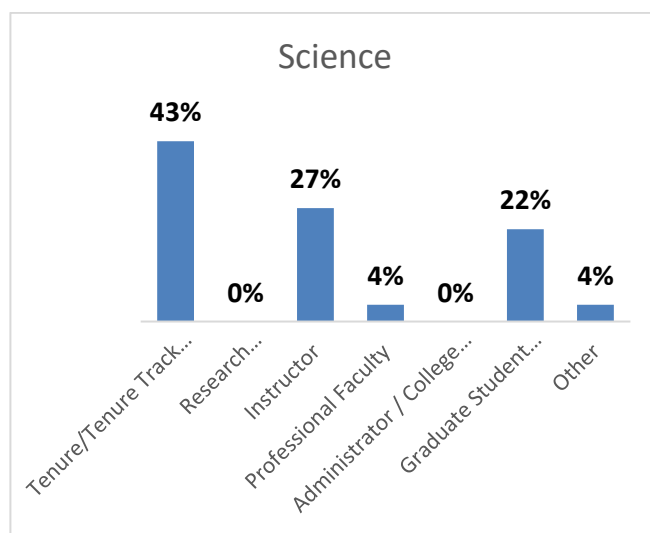
n=116



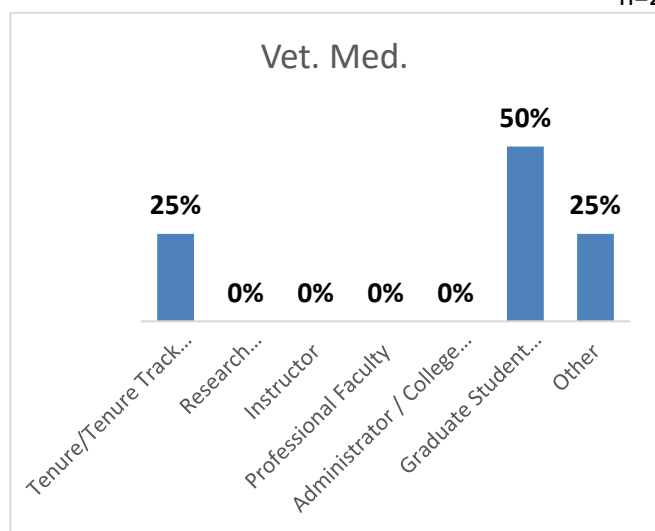
n=2



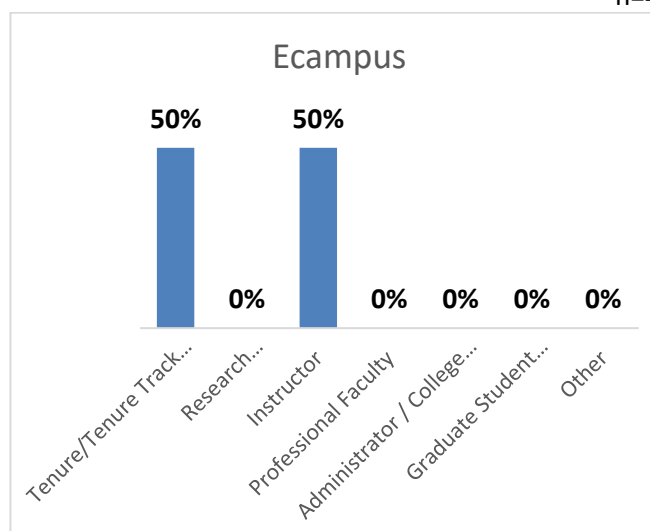
n=25



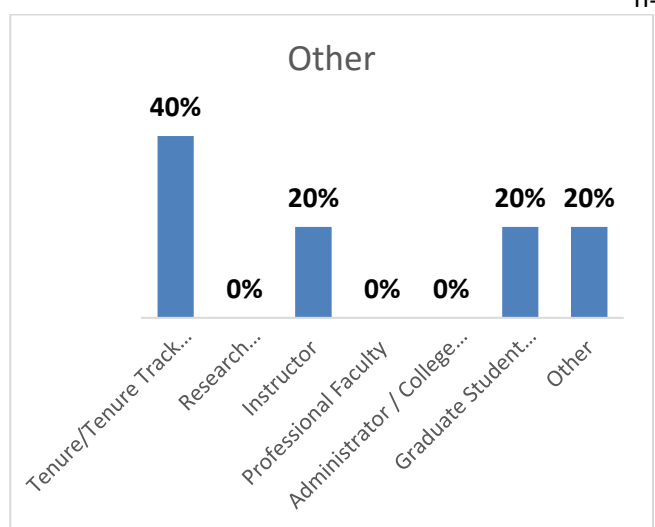
n=49



n=4



n=2

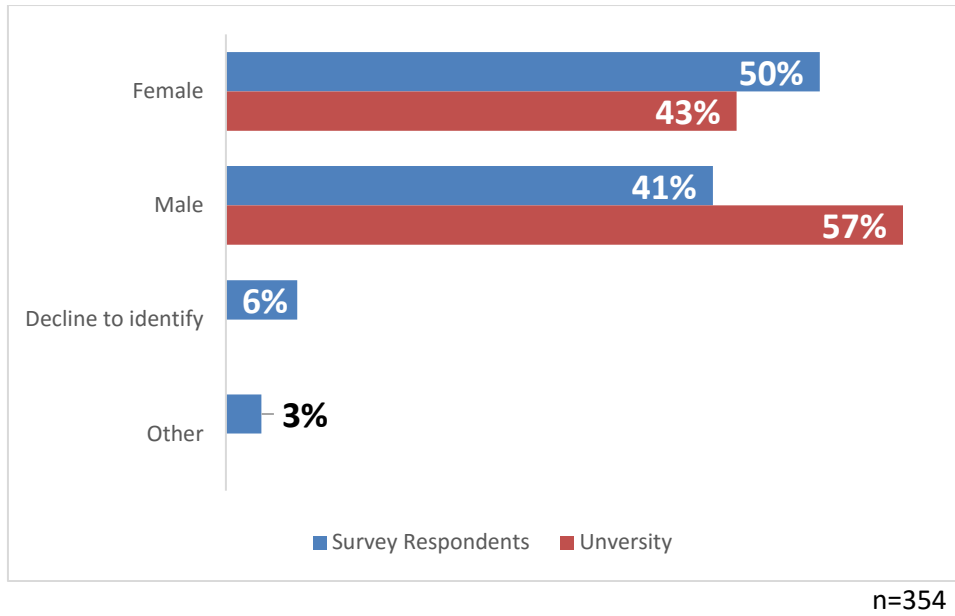


n=5

Other includes

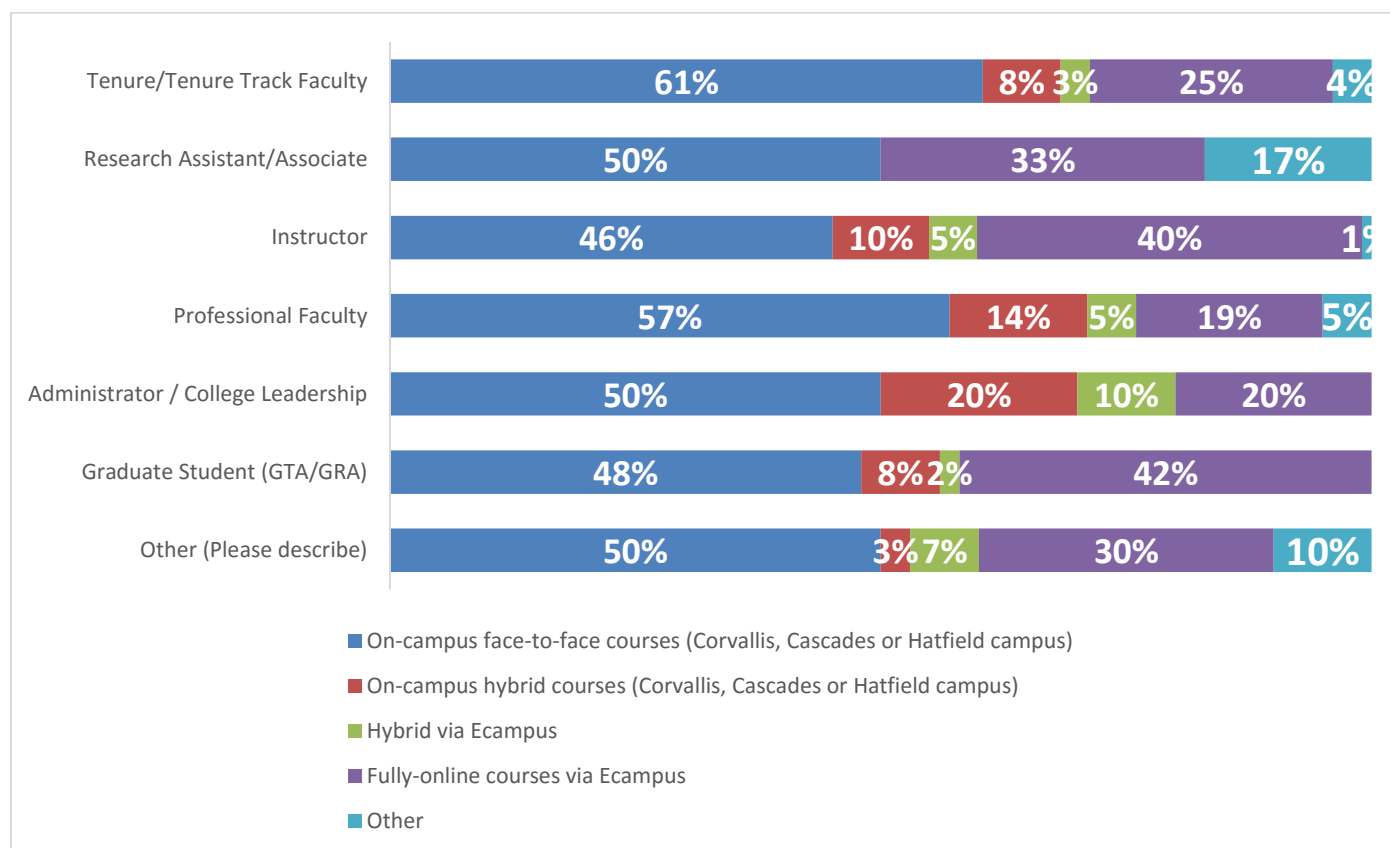
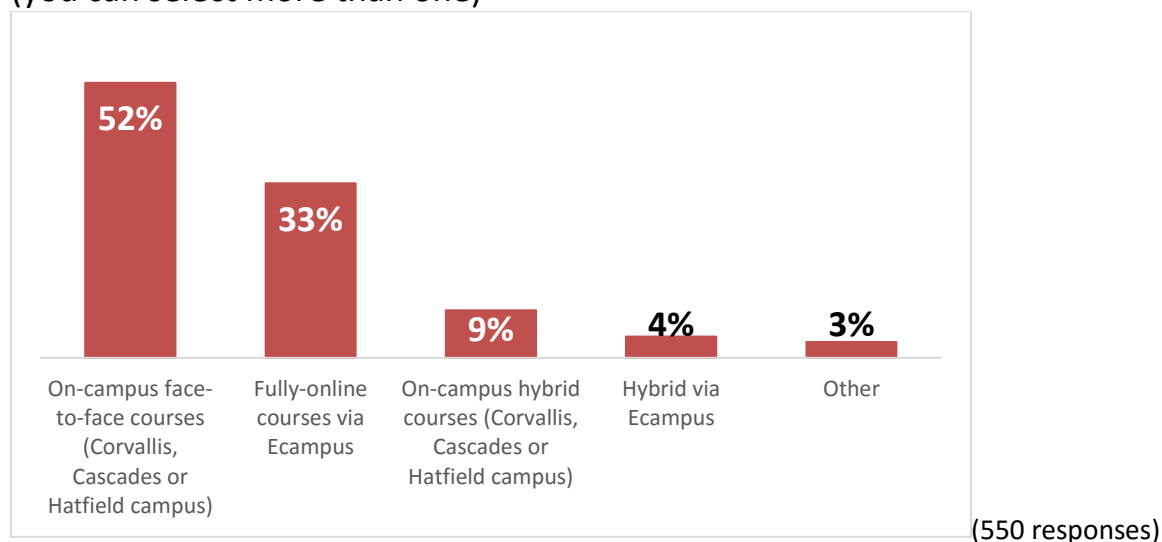
- Extension services
- School of History, Philosophy and Religion
- APLI
- Speech communication
- Decline to identify

Q4. Please select your gender:



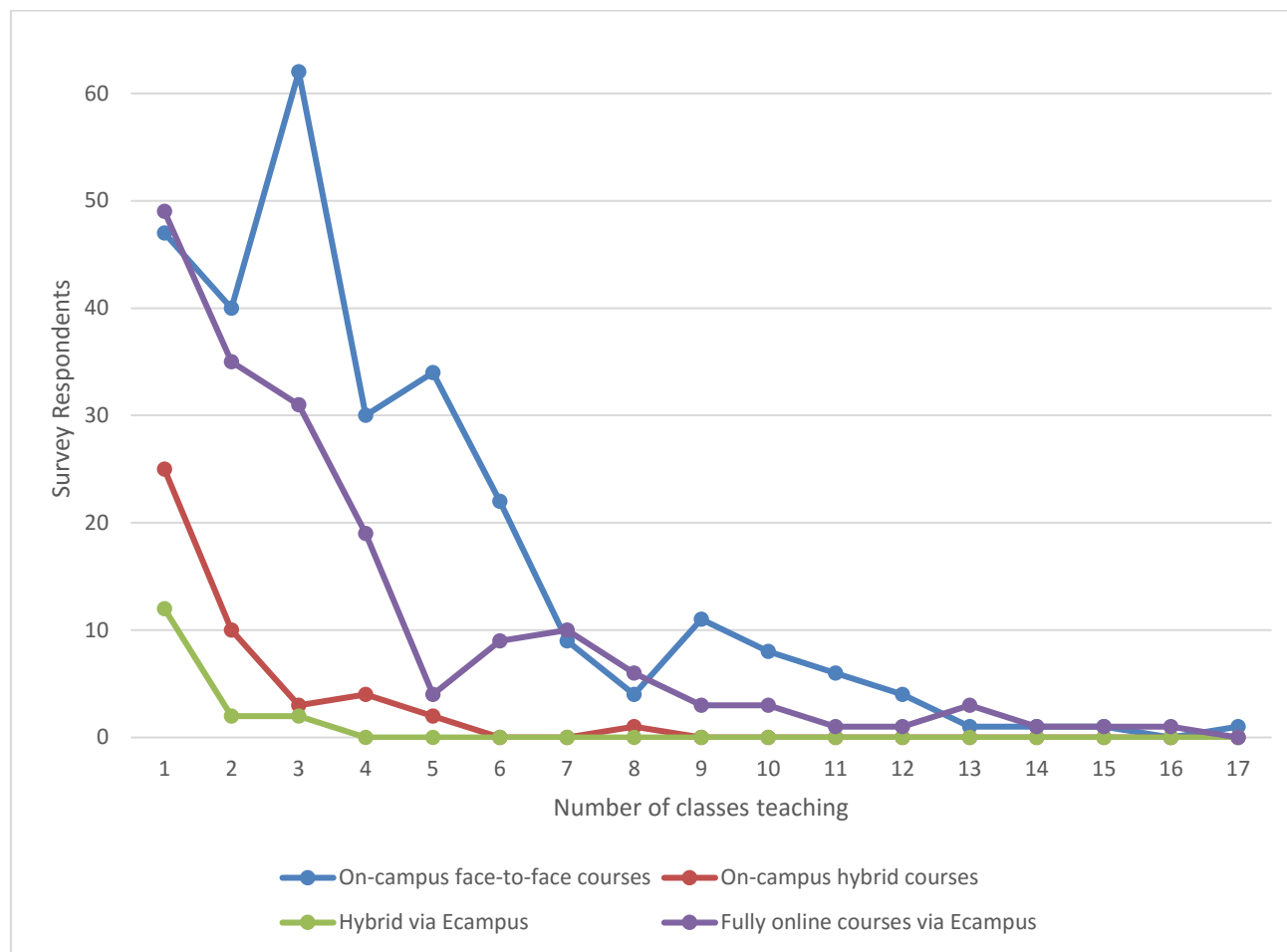
According to the OSU Common 2016-2017 Common Data Set available at <http://institutionalresearch.oregonstate.edu/common-data-set>

Q5. Select the boxes that describe the kinds of courses you teach at least once per year (you can select more than one)

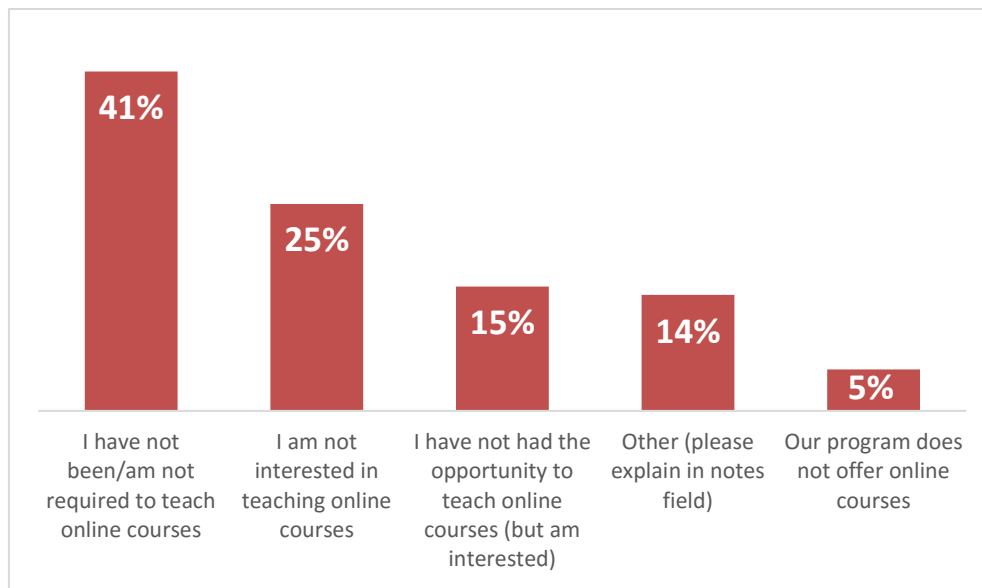


“Other” included Extension hybrid courses, HMSC, and Linn-Benton Community college courses

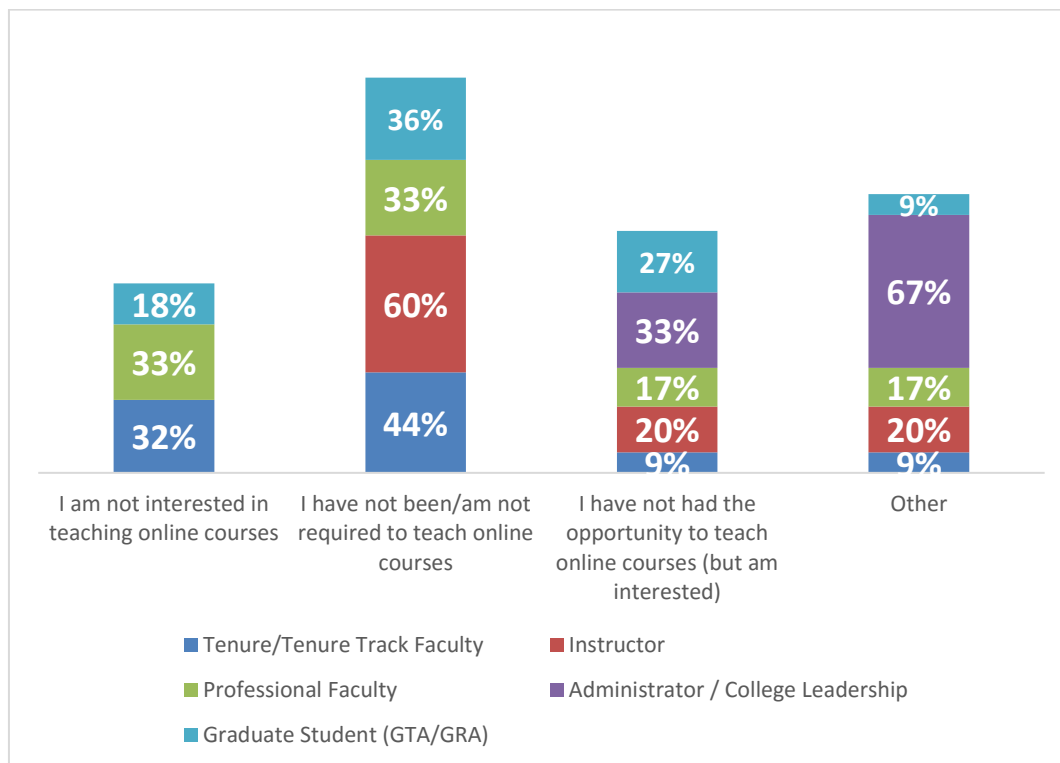
Q6. Note how many of each of these courses you teach in an average year, including summer term:



Q7. Why have you not taught online courses? Please select all that apply



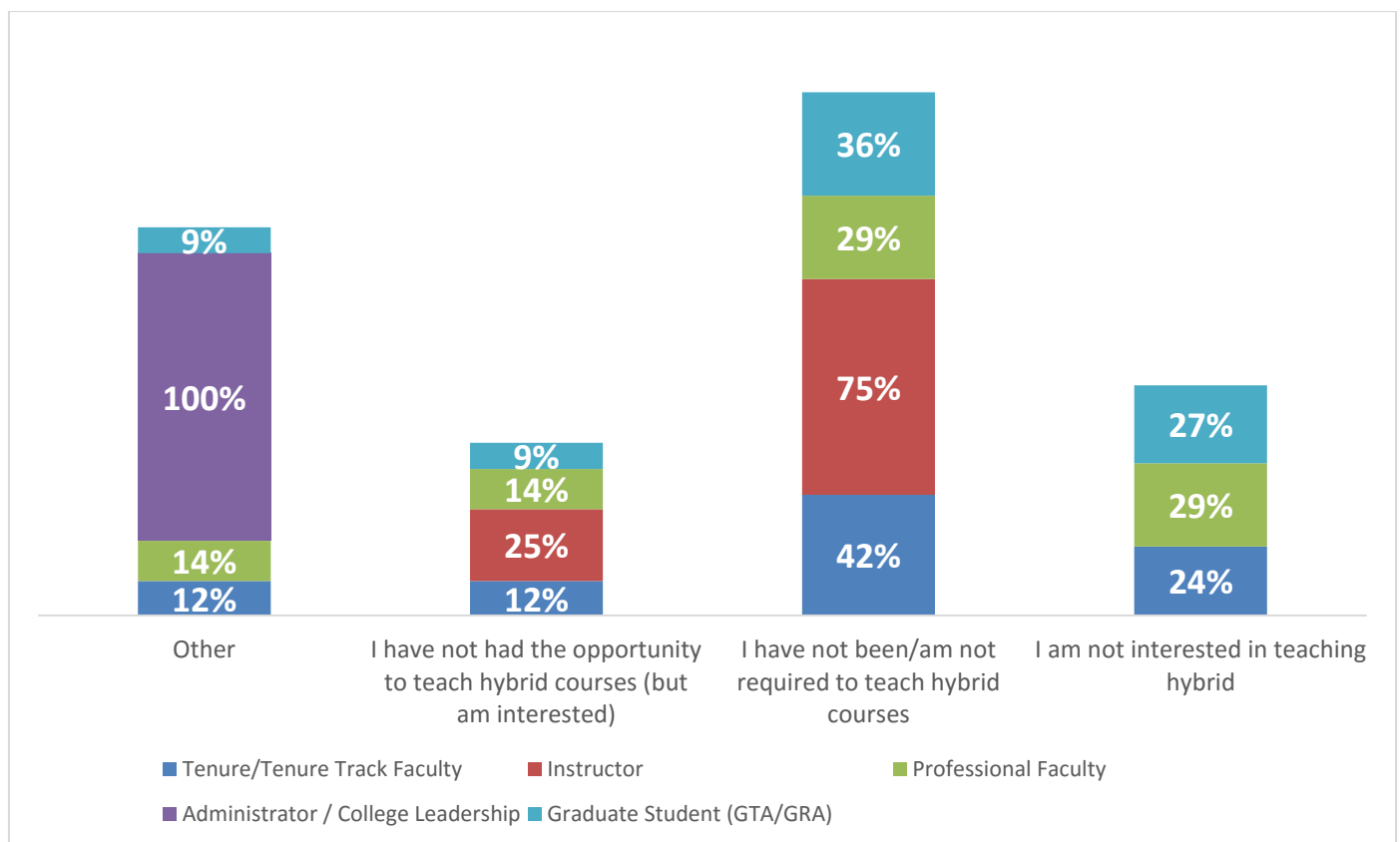
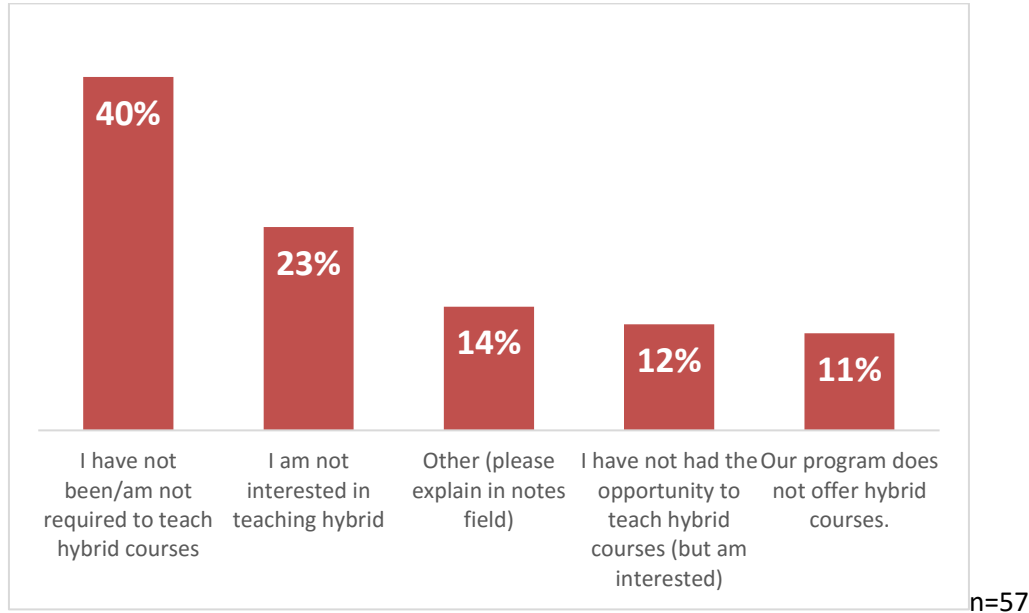
n=59



5% indicated that their program does not offer online courses. These responses were excluded in this chart.

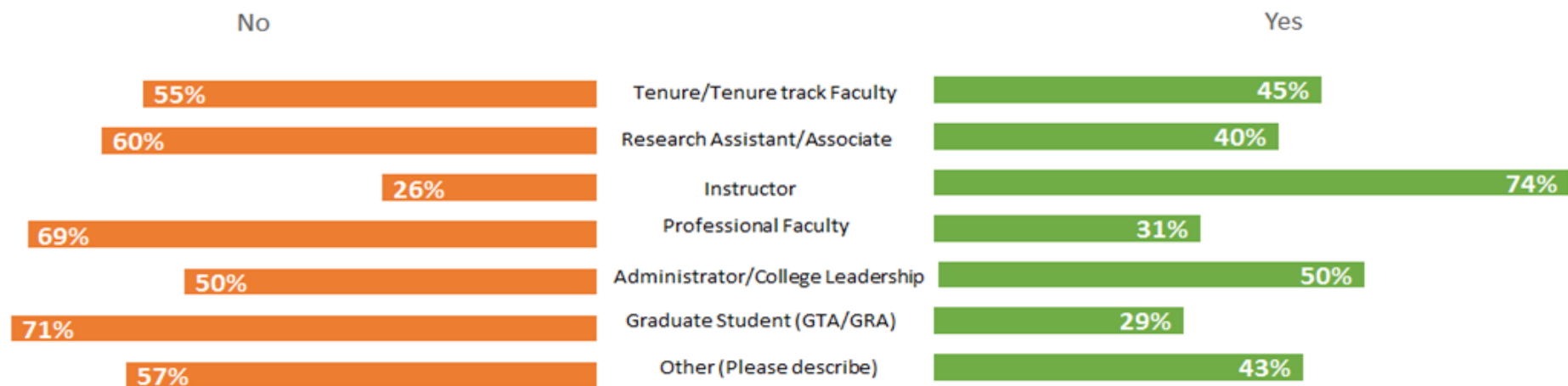
Other (n=8): Departmental needs; department rules; efficacy; irregular schedule

Q8. Why have you not taught hybrid courses? Please select all that apply



Other (n=8): Time; department needs; efficacy

Q9. Have you in the past 5 years developed an online course?

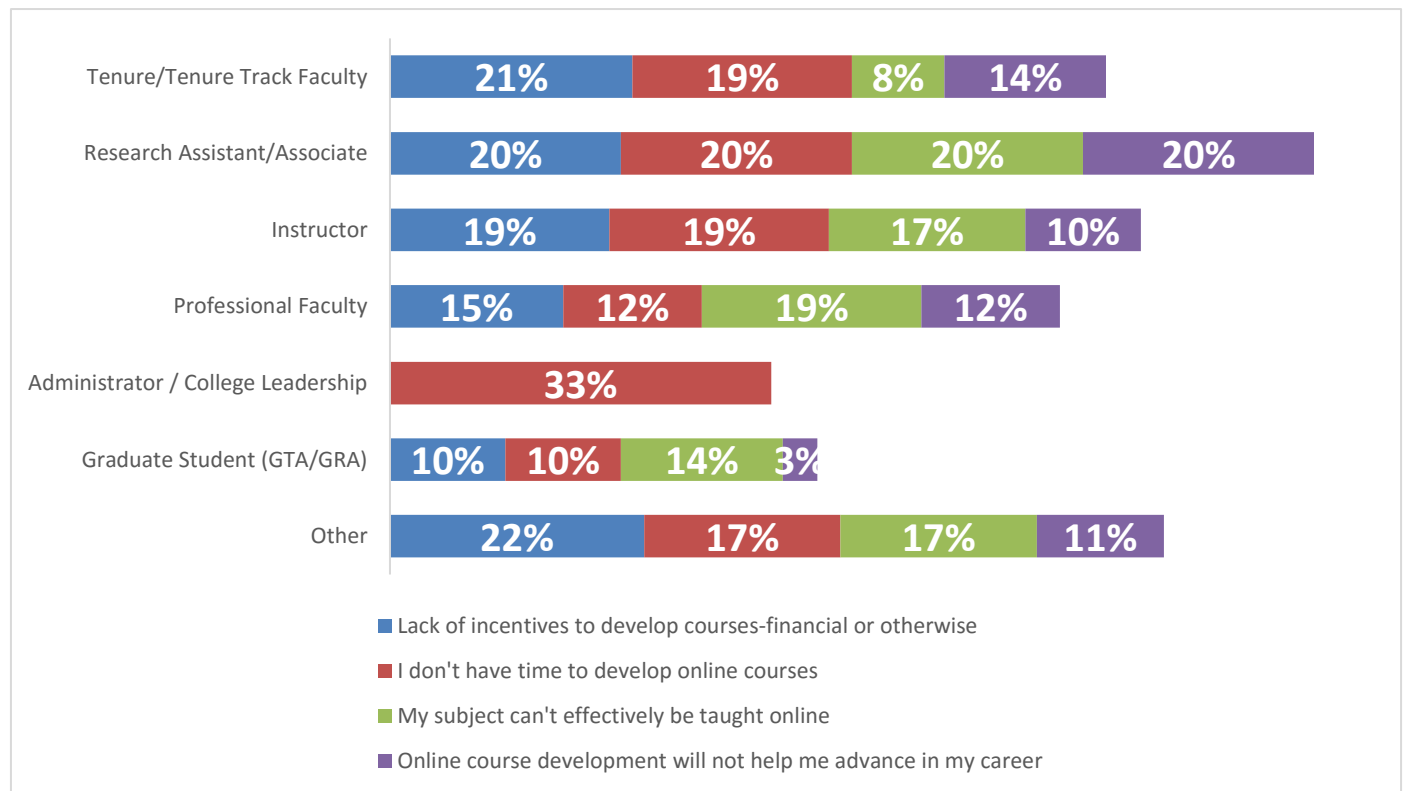
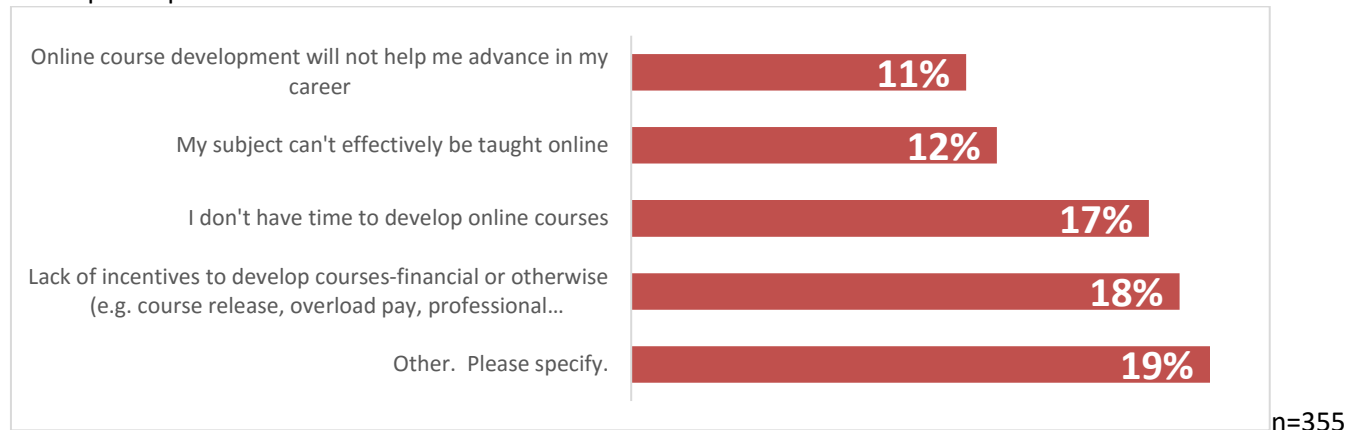


n=342

	No	Yes
Ag. Sci.	22	36
Business	3	9
CEOAS	6	5
Education	5	14
Engineering	11	10
Forestry	6	9
Liberal Arts	54	60
Pharmacy	2	0
PHHS	14	10
Science	33	13
Vet. Med.	4	0
Grad. School	6	3
Ecampus	0	2
TOTAL	169	173

Q10. Why have you not developed an online course in the past 5 years? Check all that apply.

The top 5 responses:



Q10 - Why have you have not developed an online course in the past 5 years? Check all that apply.

Top 3 responses:

1. Other. Please specify. (N=67, 19%)
2. Lack of incentives to develop courses—financial or otherwise (e.g. course release, overload pay, professional development funds, etc.) (N=65, 18%)
3. I don't have time to develop online courses (N=61, 17%)
4. My subject can't effectively be taught online N=42 + 7 = 49, see explanation below*)

Other responses (N=88, 20%):

"Other, please explain" was the most common response for this question with 19% of participants selecting this as one of their top 3 concerns in online education at OSU. The responses were manually coded, analyzed and grouped into recurring themes. Two main themes (see below) surfaced with the most common being "Haven't been asked to/haven't had the opportunity to". The second most common theme was a dislike or lack of belief in online education. This included responses related to a belief that online education was less effective than face-to-face education. Responses related to efficacy were manually redistributed to be included with the selectable option "my subject can't effectively be taught online" which bumped this into the top three concerns for faculty (see explanation below*).

Haven't been asked to/haven't had the opportunity (N=42)

Many participants simply stated that they had not been asked to develop an online course or had not had the opportunity to do so. Many (N=17) identified that their status as GTA or instructor did not put them in the position to choose their courses or make decisions about course development. Others simply stated that they had not been asked to develop an online course without further specifying the reason. Some participants were teaching online courses developed by others and identified being new to online teaching as their reason for not developing courses; others had developed courses but not in the past five years.

"As an instructor I teach classes under the control of faculty who do the development."

"As our program was no encouraging faculty to teach online courses, there was no reason to develop them (it was generally seen as better to have the courses developed by the people that would be teaching them.)"

Dislike (N=19)

Some participants reported not believing in or simply not liking online education. Among these, a small number of faculty (N=7) expressed doubt or concern regarding the efficacy of the online format, particularly the asynchronous online format. While most respondents did not specify their reason for not believing in or liking online education a few specific concerns were identified. Respondents most commonly identified overall lowered job satisfaction and working conditions due to loss of human interaction and physical strain (eyes, back, etc.) as the primary reason for disliking or not believing in online education. A few respondents noted that there was not an adequate online audience for their subject area.

". . . I think the most effective way of teaching is face-to-face and I am implementing a collaborative learning environment based on live discussion, live demonstrations, and live interactions between students and the instructor (both ways). Online courses tend to go in an opposite direction . . ."

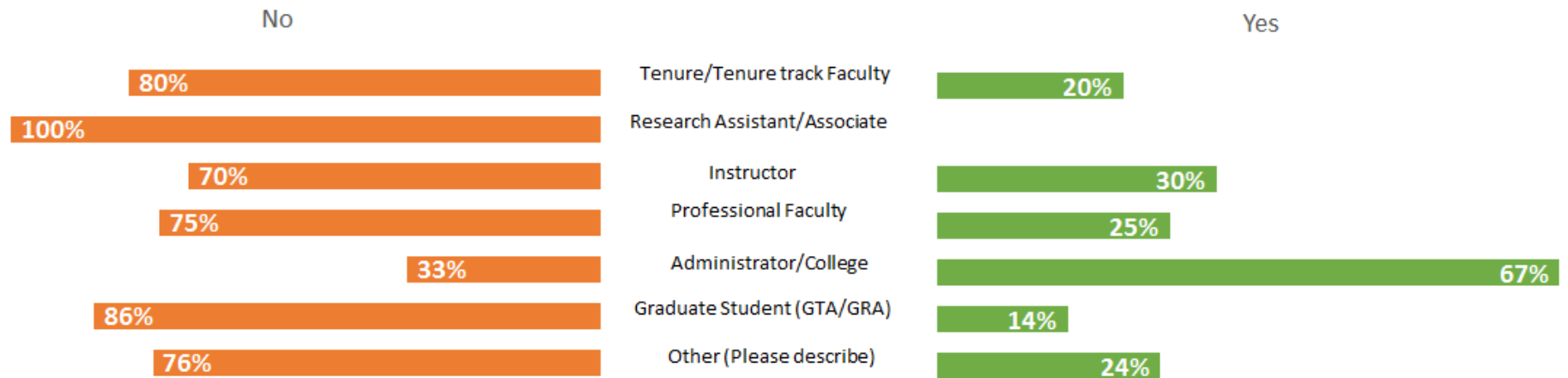
"Although I recognize some benefits to online/hybrid classes, I do not trust that a widespread move toward online teaching will benefit public education and the students this institution is supposed to serve. Furthermore, the working conditions for online instructors are often precarious."

***Efficacy (N=49)**

While "my subject can't effectively be taught online" was not among the top three concerns generated by the initial quantitative data within Qualtrics, a closer analysis puts this as the 3rd highest concern for faculty. The number one concern selected was "other, please specify". When the comments related to this selection were manually sorted and grouped for themes, 7 additional respondents were identified as seeing efficacy of online courses as compared to face-to-face courses as a top concern. When this number was added to the original 42 respondents selecting this option as a top concern, the resulting number was 49. Given that none of the themes within "other" surpassed this number, efficacy concerns jumps to 3rd place.

"I don't think online classes deliver effective teaching."

Q11. Have you in the past 5 years developed a hybrid course?

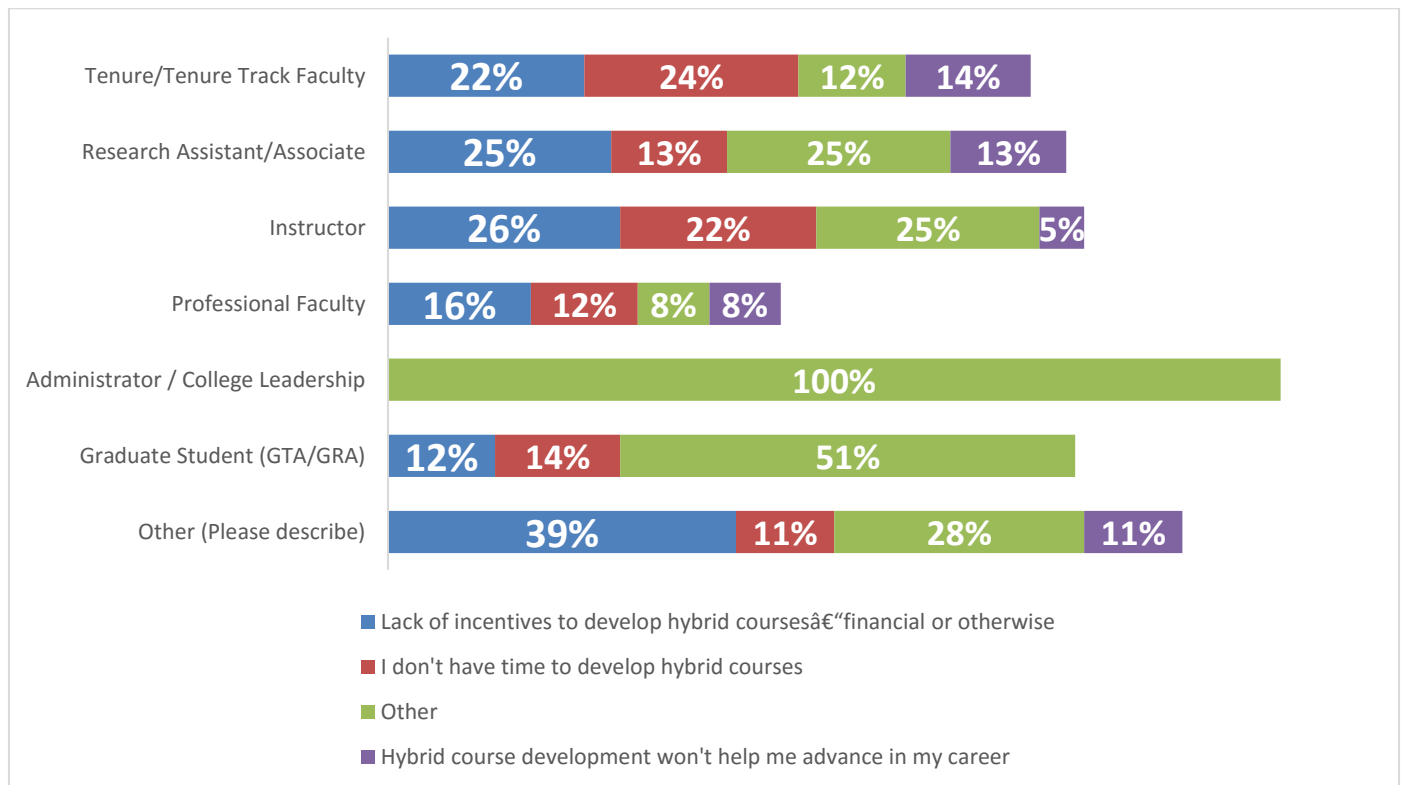
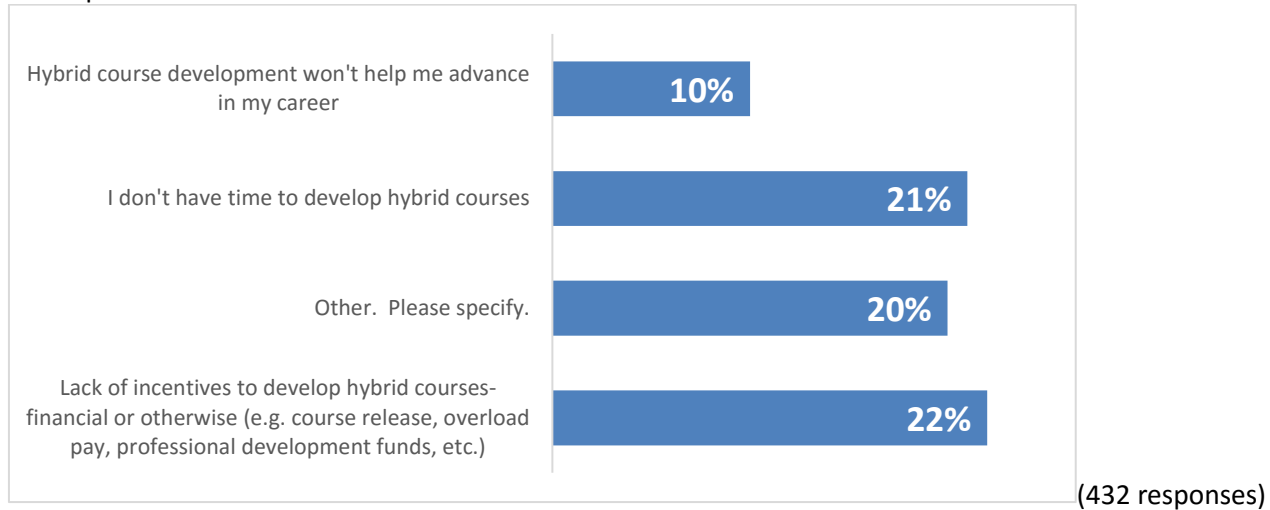


n=333

	No	Yes
Ag. Sci.	43	13
Business	2	10
CEOAS	7	3
Education	7	12
Engineering	17	3
Forestry	12	3
Liberal Arts	98	14
Pharmacy	2	0
PHHS	18	5
Science	38	6
Vet. Med.	4	0
Grad. School	5	4
Ecampus	1	1
Other	3	2
TOTAL	257	76

Q12. Why have you have not developed a hybrid course in the past 5 years? Check all that apply.

The top 4 reasons



Q12 - Why have you have not developed a hybrid course in the past 5 years? Check all that apply.**Top 3 responses:**

1. Lack of incentives to develop hybrid courses—financial or otherwise (e.g. course release, overload pay, professional development funds, etc.) **(N=97, 22%)**
2. I don't have time to develop hybrid courses **(N=89, 21%)**
3. Other. Please specify. **(N=88, 20%)**

Other responses (N=88, 20%):

"Other, please explain" was the third most common response for this question with 20% of participants selecting this option as one of their top 3 concerns. The responses were manually coded, analyzed and grouped into recurring themes. Many of the comments could have fit within the selectable responses built into the survey. If redistributed accordingly, this could significantly impact the percentage distribution generated by Canvas for the option "My department does not support hybrid education/is not interested in developing or offering hybrid courses." Lack of department support surfaces as a primary concern (see below). Some discussion of "official" versus "unofficial" hybrid status took place with some faculty considering their courses to be "hybrid" though they did not have that designation.

"I create and use Canvas assignments in all my on-campus classes. In a sense, all my on-campus classes are already hybrid."

Haven't been asked to/haven't had the opportunity (N=45)

Many participants simply stated that they had not been asked to develop a hybrid courses or had not had the opportunity to do so. Many (N=17) identified that their status as GTA or instructor did not put them in the position to choose their courses or make decisions about course development. Others (N=20) simply stated that they had not been asked to develop a hybrid course without further specifying the reason. Among these respondents, some expressed in interest in hybrid courses. It is not clear from the responses whether respondents' departments do not support hybrid development in general or whether they are not supportive of the respondents' taking on the role of hybrid course developer. Finally, a number of participants (N=8) identified their locations as limiting factors (Ecampus faculty residing out of the area).

"I did not receive any information about hybrid courses since I started here three years ago."

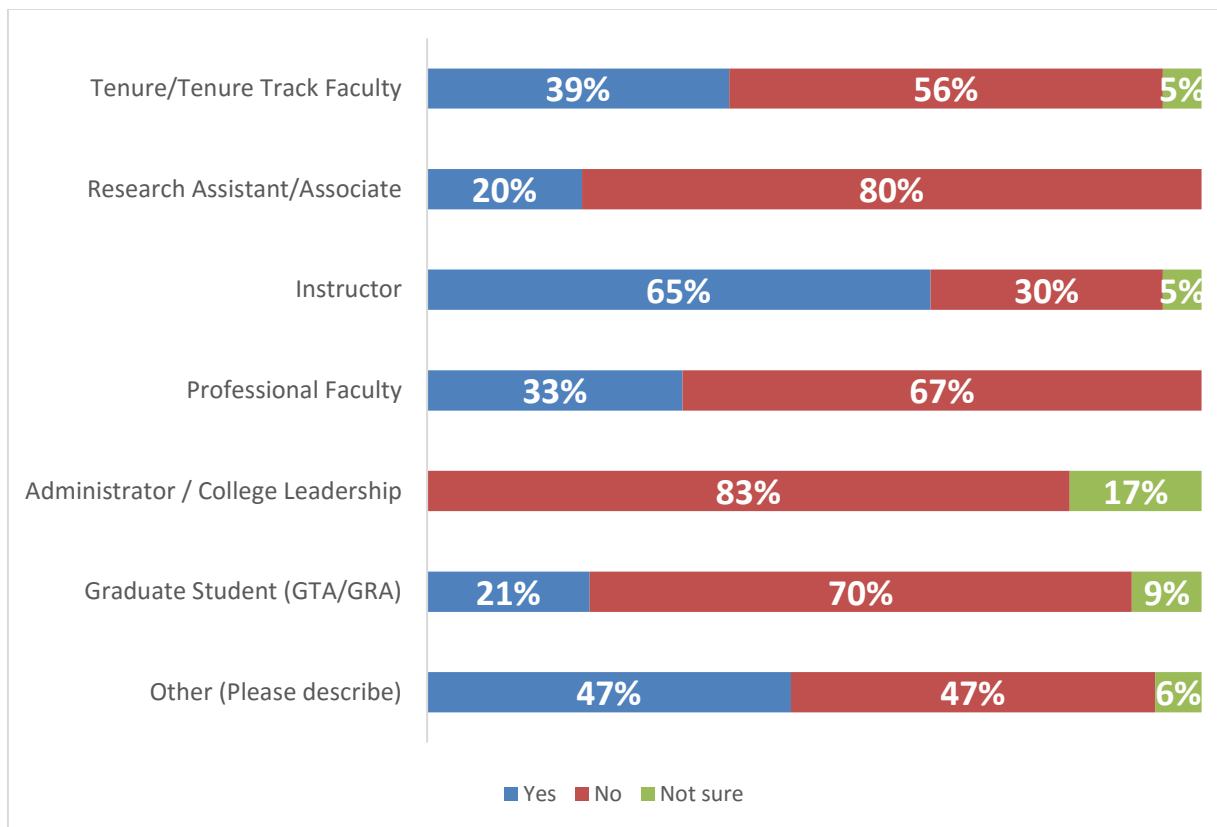
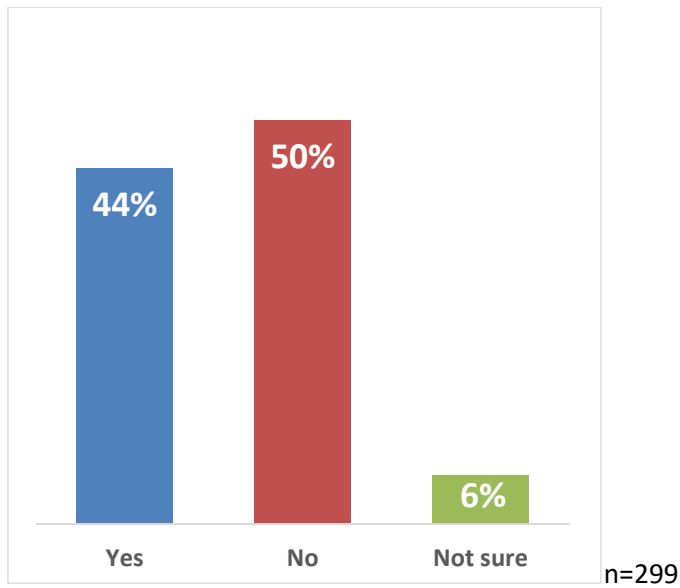
Efficacy concerns (N=8)

A small number of faculty expressed doubt or concern regarding the efficacy of the hybrid format and the ability for their subject to be taught effectively via hybrid courses. These responses could be incorporated into the selectable option "My subject can't effectively be taught in the hybrid environment". This would place this concern above intellectual property concerns but not in the top 3 concerns for faculty.

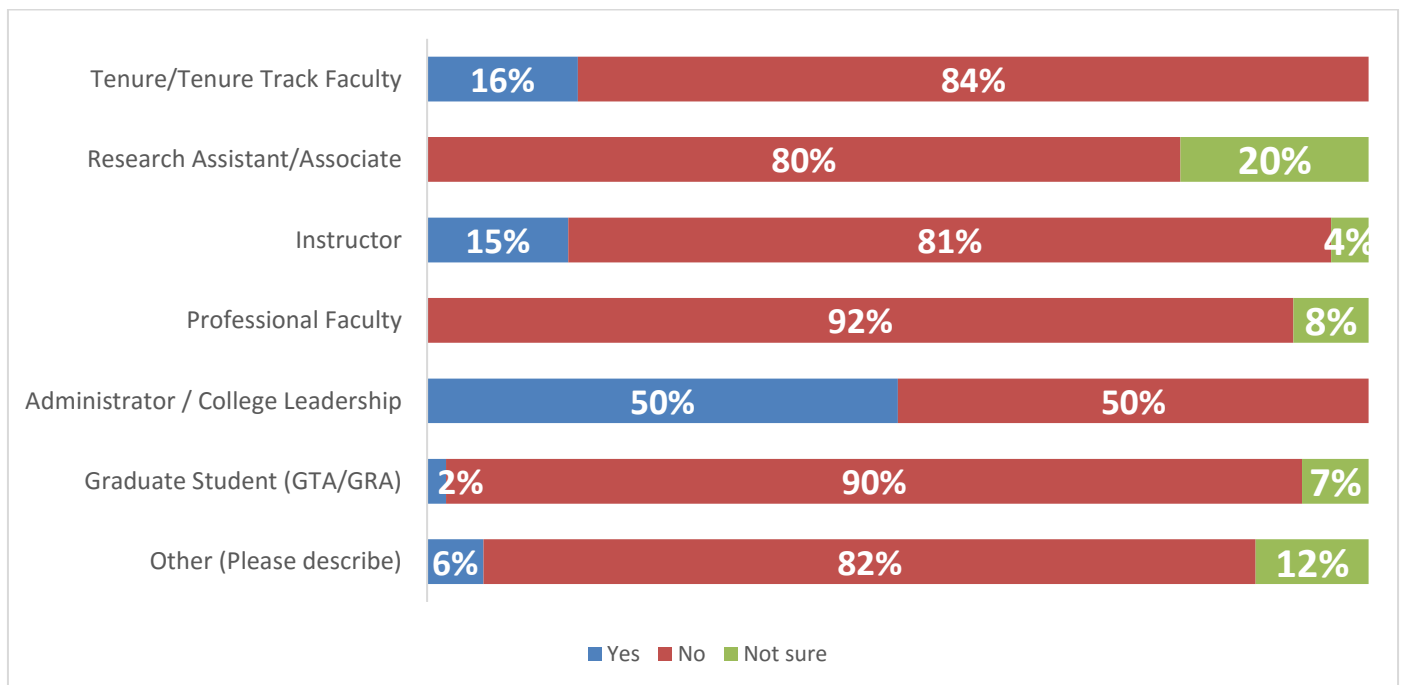
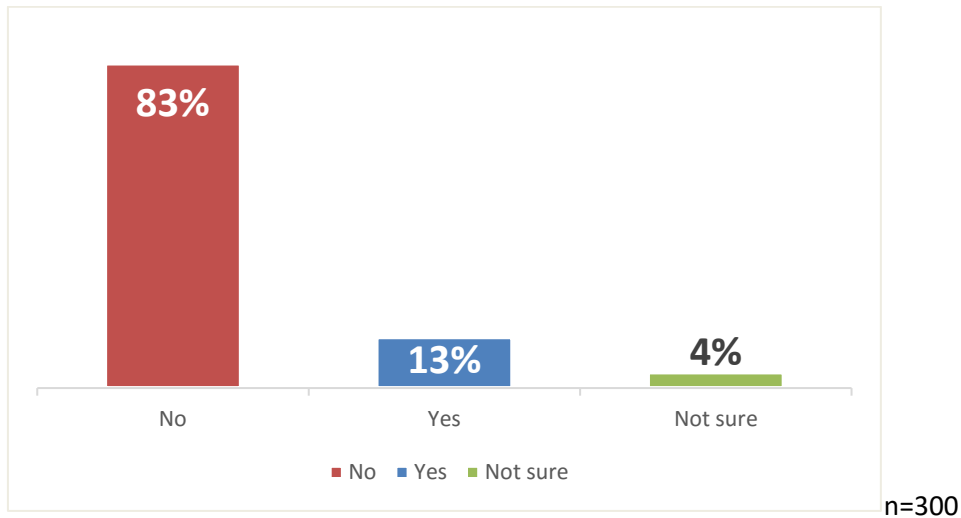
"I don't believe in hybrid courses."

"I would be more likely to develop e-Campus, which could reach populations that can't get to campus. Not sure I really understand the point of hybrid classes."

Q13. Have you participated in the OSU Ecampus “Developing an Online Course” training?

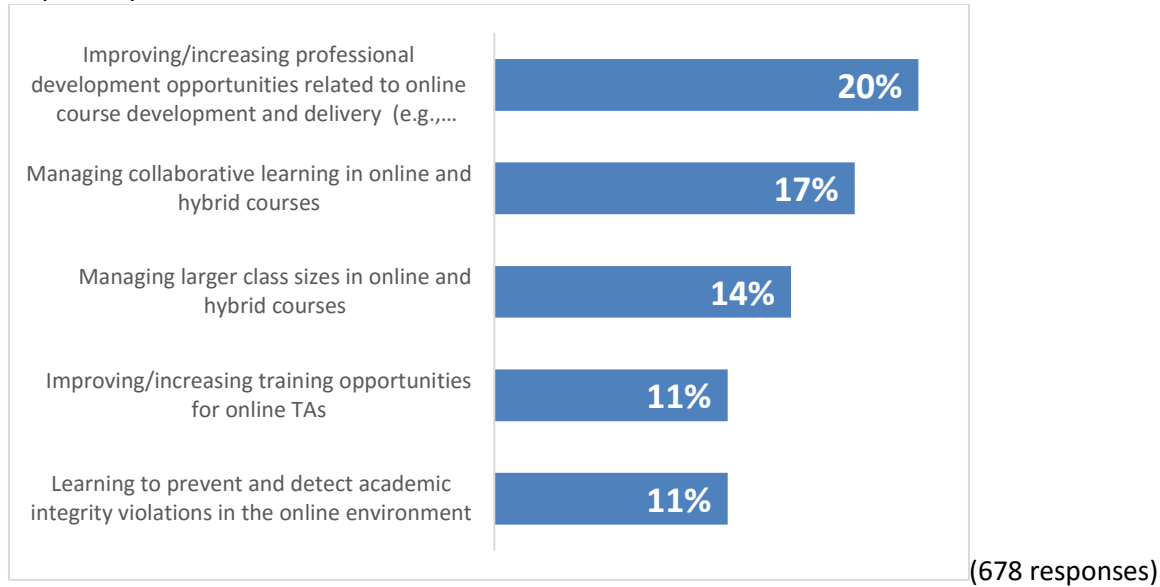


Q14. Have you participated in a Hybrid Faculty Learning Community through the Center for Teaching and Learning?

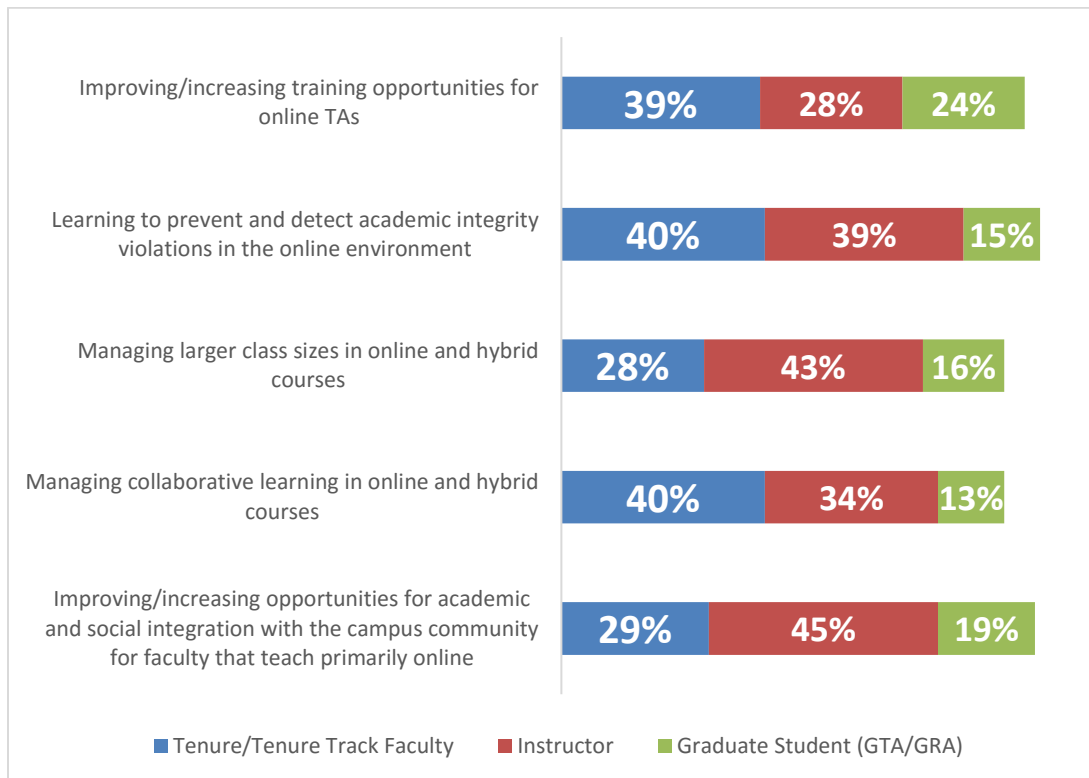


Q16. With regards to online course design and delivery select up to three issues of importance to you related to training, professional development, and support.

Top 5 responses



Regarding online course design and delivery select up to three issues of importance to you related to training, professional development, and support broken out by Tenure track faculty, Instructors and Graduate Students. Together these three groups account for 85%+ of the responses received.



Q16. - With regards to online course design and delivery, select up to three issues of importance to you related to training, professional development, and support.

Other comments (1. N=29; 2, N=43)

Top 3 responses:

1. Improving/increasing professional development opportunities related to online course development. **(N=135, 20%)**
2. Managing collaborative learning in online and hybrid courses **(N=118, 17%)**
3. Managing larger class sizes in online and hybrid courses **(N=98, 14%)**

Q16 has two open-ended sections.

1. If a respondent selected “Improving/increasing professional development opportunities related to online course development and delivery” (see above), they were prompted to “please explain”. **(N=29 of 135 total respondents choosing this option)**

The responses were manually coded, analyzed and grouped into recurring themes. These themes come to the surface in other areas of the survey as well.

Many of the training and support needs identified by respondents already exist through regularly scheduled Ecampus trainings. It should be noted that approximately 50% of survey respondents stated they had not participated in the OSU Ecampus “Designing an online course training through Ecampus”. The OEC therefore recommends better communication at the unit/school/college level as to the training opportunities available through Ecampus.

“I believe that these training opportunities exist but they are not widely used or discussed in my program.”

Pedagogy/Best Practices (N=12)

Learning the principles of online pedagogy is a concern among respondents. Some faculty expressed doubt about the efficacy of online pedagogy while also expressing a willingness to be “proved wrong”. Improving online labs and discussion boards as well as having opportunities for “field specific” trainings for online pedagogy were also identified as concerns.

Technology/Canvas (N=9)

Respondents identified needing more training in online tools. The most commonly mentioned tool was Canvas, specifically in the areas of analytics, discussion boards, and peer reviews. Lightboard was also mentioned.

Time (N=7)

Respondents expressed concern about not being allowed the time needed to learn online pedagogy and build online courses. A general lack of support from departments was identified as a barrier to getting adequate training. Respondents repeatedly mentioned “course releases” as the most desired way to allow adequate time for course development and professional development for online teaching.

"I know exactly what I want to create for e-campus. But when will I do this? It seems like it would have to be above and beyond my regular service and teaching load."

2. Only 6% of respondents chose "Other, please explain" as one of their top 3 concerns. **(N=43)** The responses were manually coded, analyzed and grouped into recurring themes. Two main themes surfaced. These themes appear in other areas of the survey as well.

Time/Compensation (N=11)

Respondents expressed a lack of departmental support that would allow them the time needed to develop quality courses. Course releases were frequently mentioned as a suggested compensation for online course development. Several respondents also felt the compensation was not adequate considering the loss of academic property rights related to Ecampus materials they develop.

*"I feel like there are plenty of training/development resources at OSU to support faculty in the process. The *substantial* time required to develop a course as an online and/or hybrid course is a major barrier to development of these courses. This is especially the case for pre-tenure faculty. Having some hourly support to help with material development would make the conversion process more realistic and feasible."*

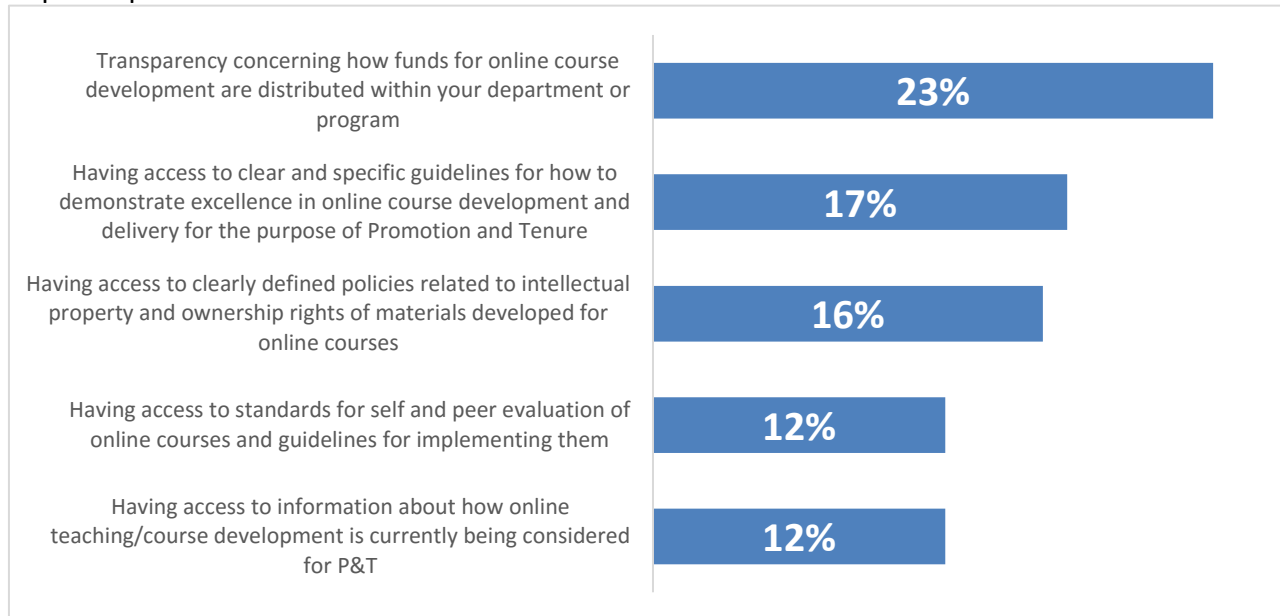
Technology/Pedagogy (N=9)

Respondents identified the need for training and technical support in areas such as using discussion boards, learning about advanced online pedagogy, conducting online research, managing online discussions around controversial topics, creating active learning opportunities online, participating in field-specific online pedagogy trainings, and teaching lab sections online.

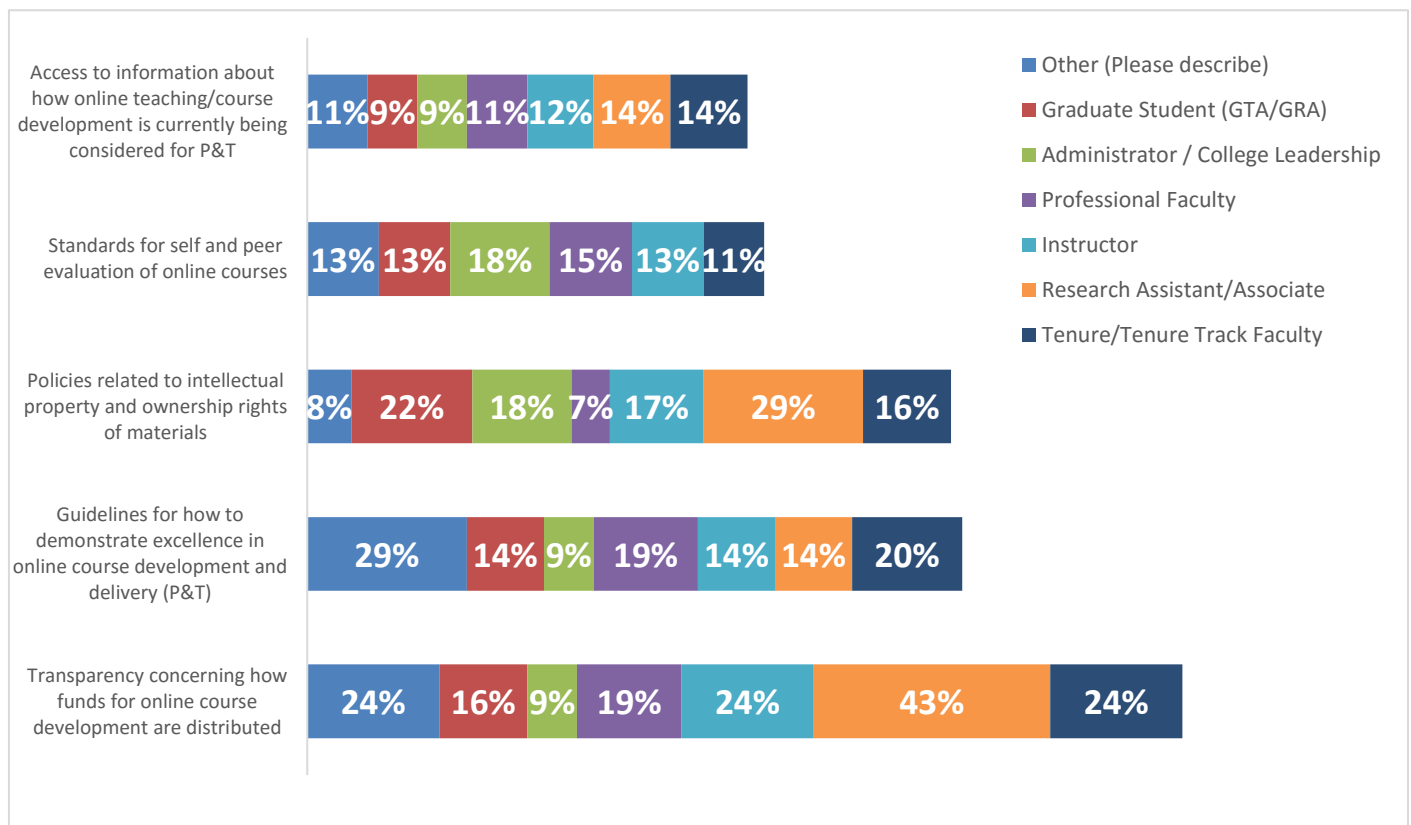
"Improving/increasing professional development for advanced pedagogy and not just the basics. What are the advanced things that experienced teachers do. What are the emerging new trends in online education and how do we stay aware of them and how do we know which ones will work for our courses?"

Q17. With regards to online program creation and management, select up to three issues of importance to you related to policy, procedures, and philosophical questions.

Top 5 responses



(670 responses)



Q17 - With regards to online program creation and management, select up to three issues of importance to you related to policy, procedures, and philosophical questions.

Top 3 responses:

1. Transparency concerning how funds for online. funds are distributed within your department or program **(N=153, 23%)**
2. Having access to clear and specific guidelines for how to demonstrate excellence in online course development and delivery for the purpose of Promotion and Tenure **(N=115, 17%)**
3. Having access to clearly defined policies related to intellectual property and ownership rights of materials developed for online courses **(N=109, 16%)**

Other comments (N=41. 6%)

Only 6% of respondents chose "Other, please explain" as one of their top 3 concerns. The responses were manually coded, analyzed and grouped into recurring themes. Many respondents selecting this option commented on issues of revenue, funding models and lack of transparency regarding these. This, in essence would increase the percentage concerned about option 1 above.

"The University Administration swallows up most revenues from online courses, so we have declined to further pursue."

"Clarification about funding model (and possible changes to this model) of how much funding comes back to the department relative to shares of funds going to Ecampus, University and College."

Two other primary themes surfaced. Both themes appear in other areas of the survey as well (see below). Many of the lacking resources identified by respondents (access to data regarding Elearning, encouragement and support of Elearning research) already exist within the Extended Campus Research Unit. The OEC therefor recommends better communication at the unit/school/college level as to the opportunities available through the Research Unit.

Data/Research/Evidence (N=13)

Many respondents expressed a desire to see more data regarding the efficacy of online teaching as compared to face-to-face teaching in terms of student outcomes. Some faculty also expresses concern that evidence was needed to document whether or not ESET scores in Ecampus are consistently lower than on-campus courses.

"I want evidence that online courses are effective, particularly when compare to face-to-face courses."

"Encouraging independent research on the impact of online/hybrid courses on student population in terms of learning and financial impact."

Lack of time/compensation/support (N=12)

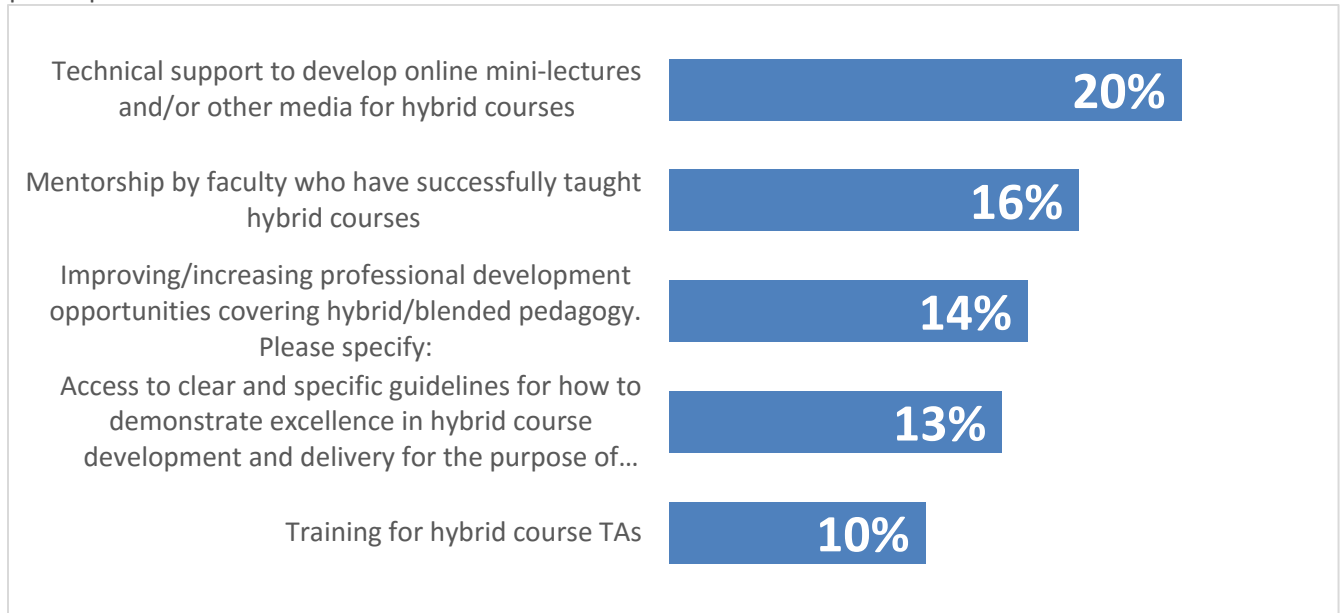
The theme of lack of time and support is echoed throughout the survey and appears in the comment section of Q17 as well. Respondents described a general lack of support from within their departments and an overall lack of adequate compensation offered for the time needed to develop online courses and programs. Some respondents

also expressed dissatisfaction with the complexity involved with developing or updating courses and called for a simplification of the process.

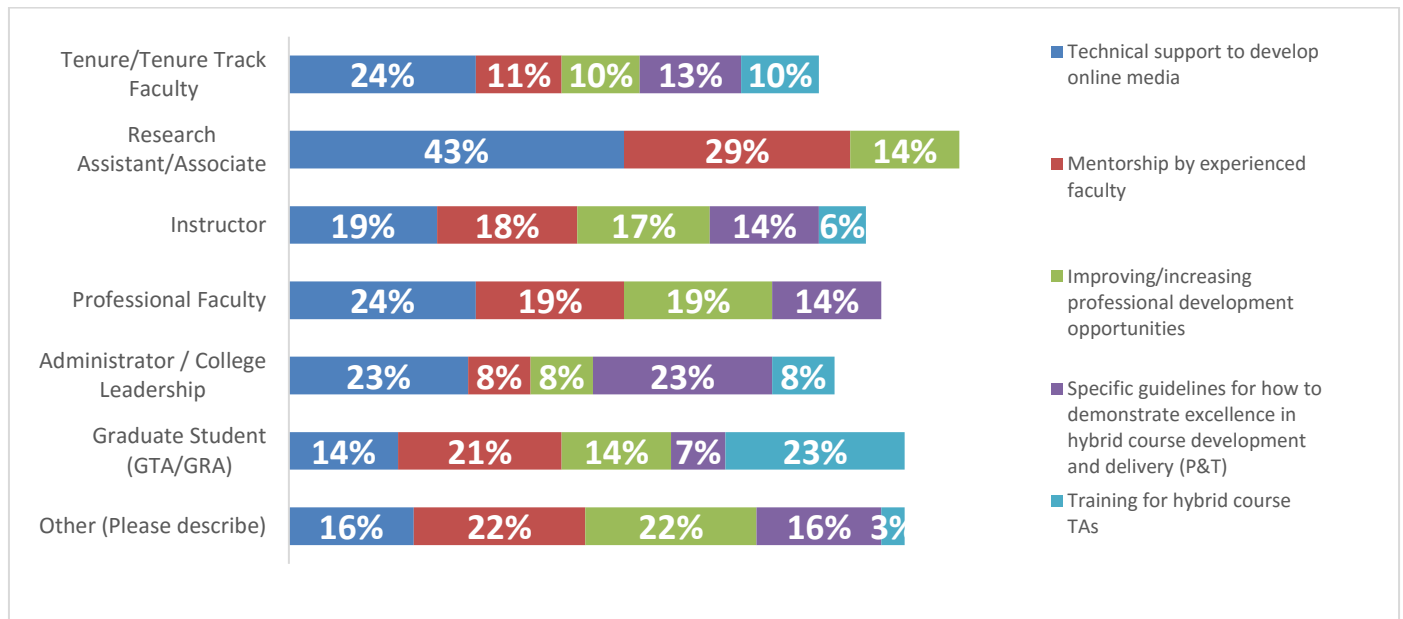
“Simplification of process for updating courses; more support for faculty (do not make faculty do the work of copyright check, formatting to QM standards, etc - let them focus on content!)”

Q18. Please help us identify top issues related to hybrid education that the OEC should focus on during the next three years. Choose up to three issues of importance to you. (581 responses)

Top 5 responses



(581 responses)



Q18 - Given the broad scope of the Online Education Committee (OEC), we are seeking faculty input. Please help us identify top issues related to hybrid education that the OEC should focus on during the next three years. Choose up to three issues of importance to you.

Top 3 responses:

1. Technical support to develop online mini-lectures and/or other media for hybrid courses (**N=119, 20%**)
2. Mentorship by faculty who have successfully taught hybrid courses (**N=94, 16%**)
3. Improving/increasing professional development opportunities covering hybrid/blended pedagogy. Please specify: (**N=81, 14%**)

Other responses (N= 20, 3%):

Less than 4% of respondents selected “other, please specify” as a top concern, with no or little commonality other than 3 responses about intellectual property rights.

“I think that intellectual property should be a top concern for OEC. As noted above, it's crucial to ensure protection of the faculty's intellectual property and provide adequate compensation for developing that intellectual property into an online / hybrid format. This format allows content to be widely distributed and used for years to come, so a small, one-time compensation to faculty is not adequate.”

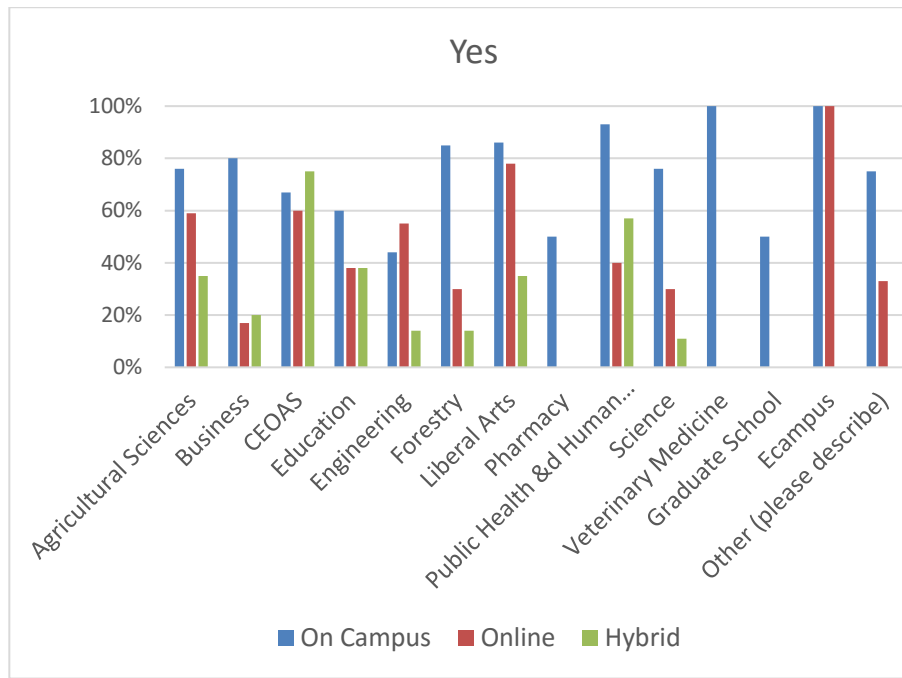
“Improving/increasing professional development opportunities covering hybrid/blended pedagogy. Please specify” responses: (N=26)

The familiar theme of lack of time, incentives and compensation for hybrid course development surfaced with a suggestion to incentivize with release time being the most common (N=5). Faculty also commented on the need for more support for general training in hybrid pedagogy and a larger support team for both initial development and ongoing support of hybrid courses.

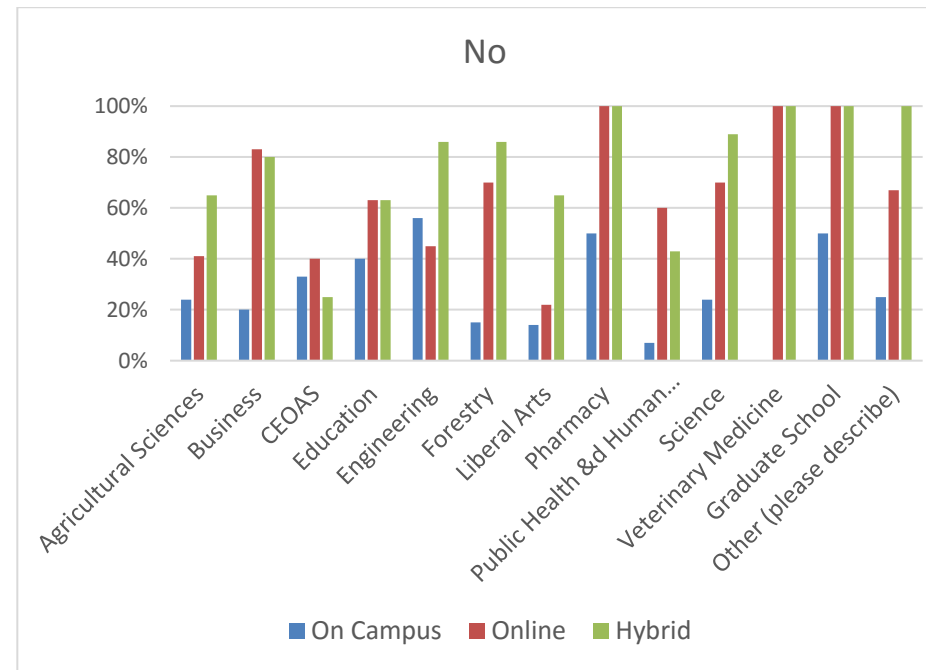
“Same time-burden issue as with online course. There is no clear motivation for us to invest the (literally) hundreds of hours to convert our classes to hybrid format, especially when our peers are seeing reduced ESET scores after conversion.”

“If the University wants hybrid courses, it needs to incentive us substantially to create them. For example, teaching release time to develop something new would be a good carrot.”

Q19. Does your department/program have a formal review process or policy for reviewing on campus courses?

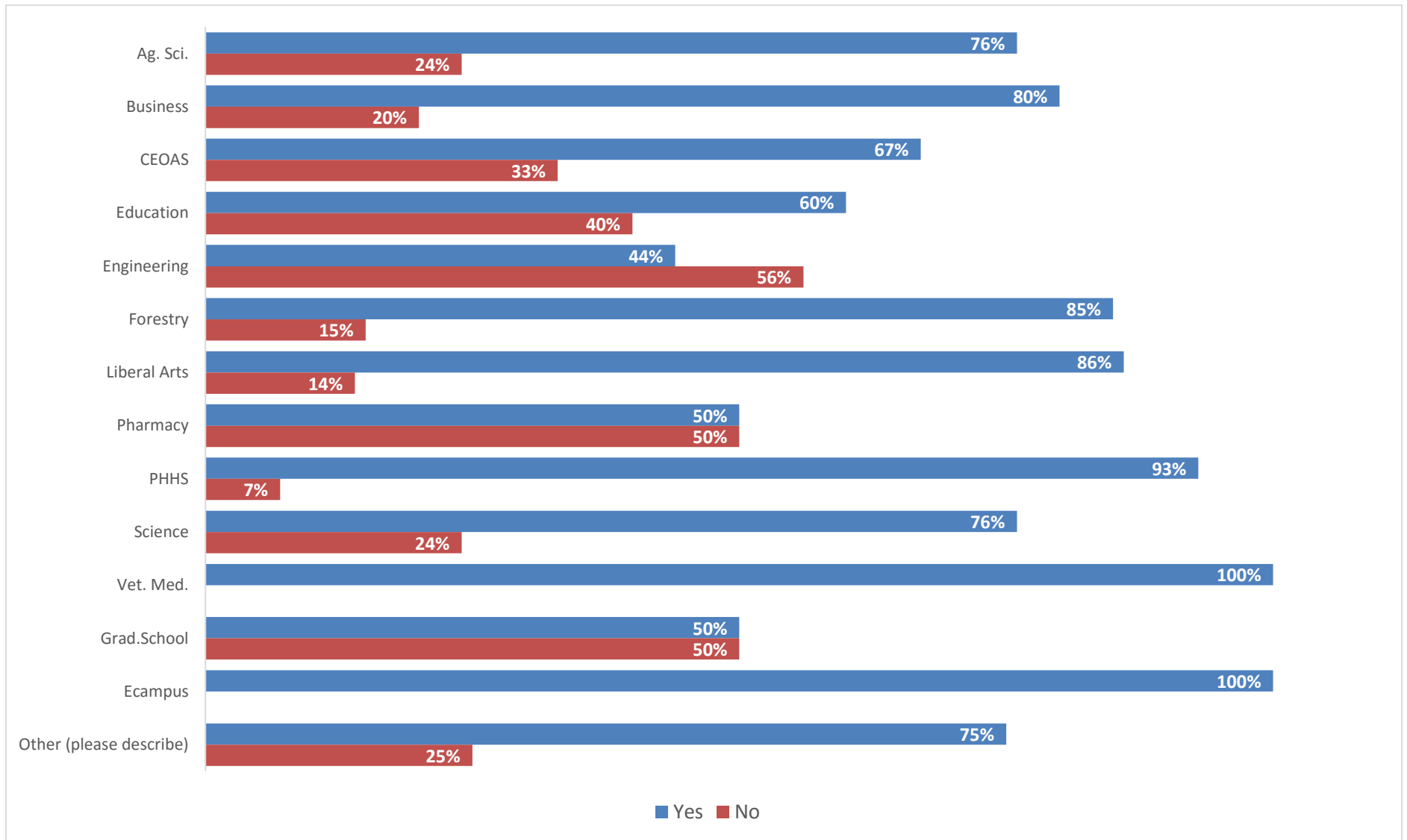


n=163 (79%)

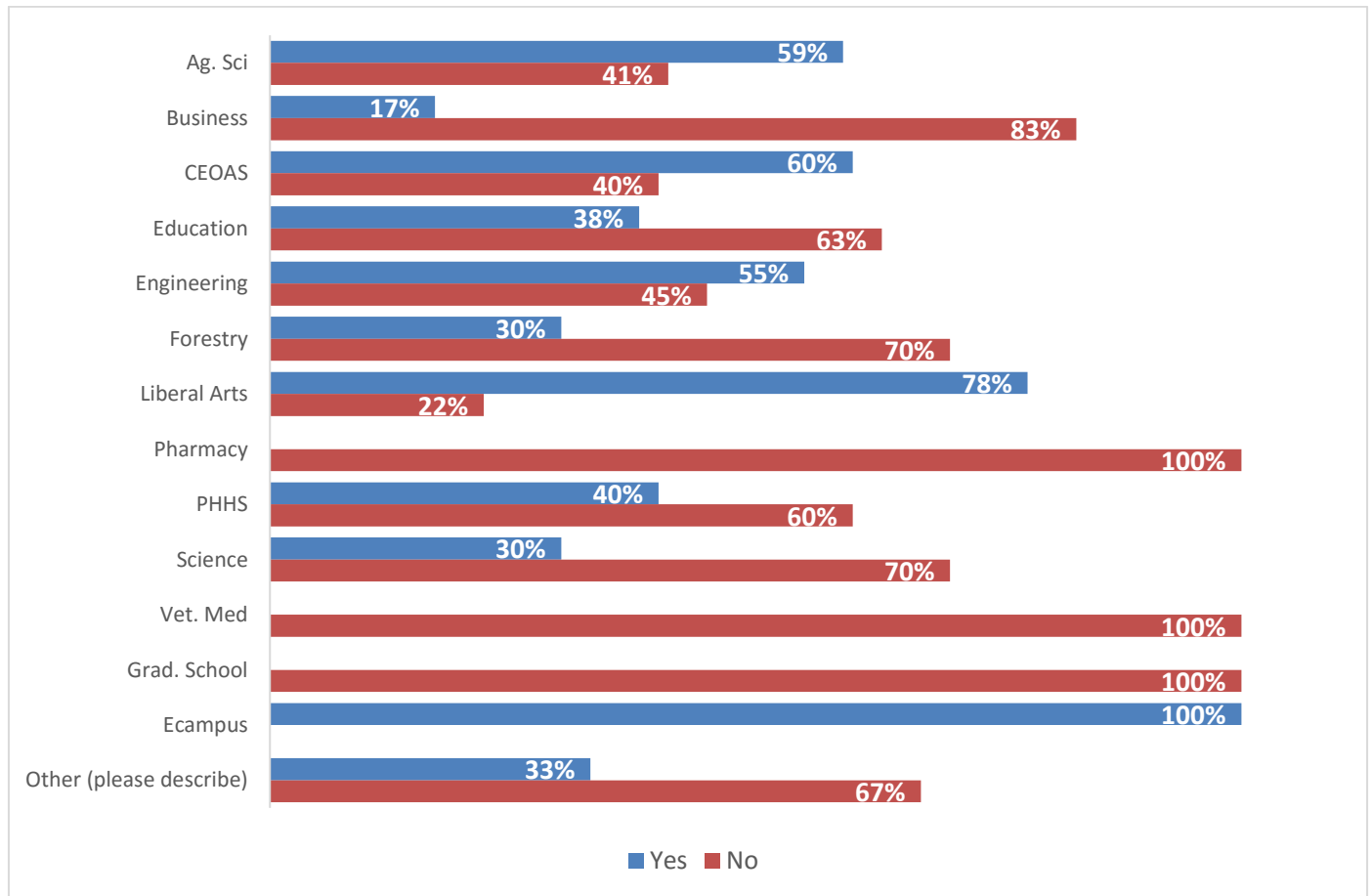


n=44 (21%)

n=207

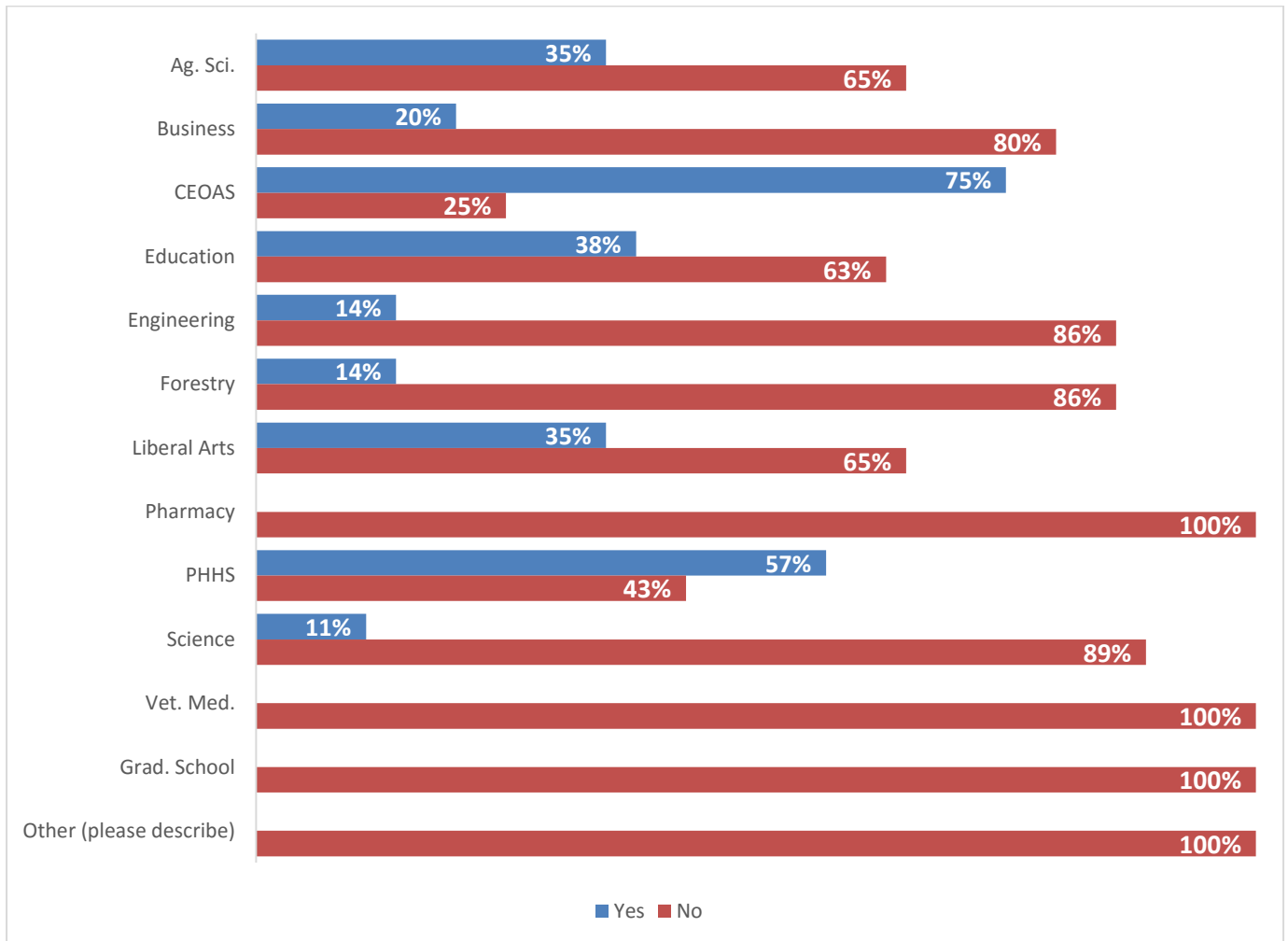


Q20. Does your department/program have a formal review process or policy specifically for reviewing online courses?



n=168

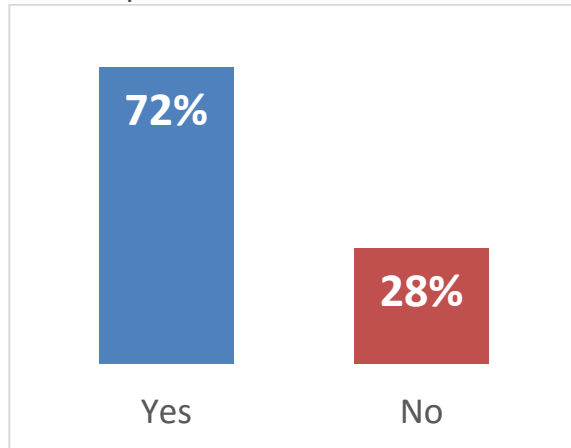
Q21. Does your department/program have a formal review process or policy specifically for reviewing hybrid courses?



n=120

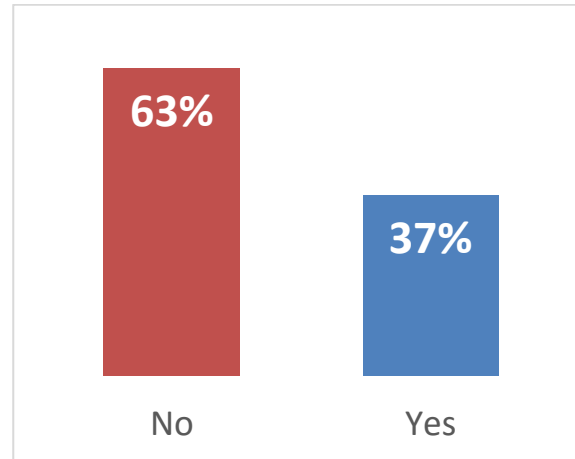
Q22, 23, 25. Has anyone at OSU ever observed your teaching in your ____ courses as part of a formal review process?

On campus



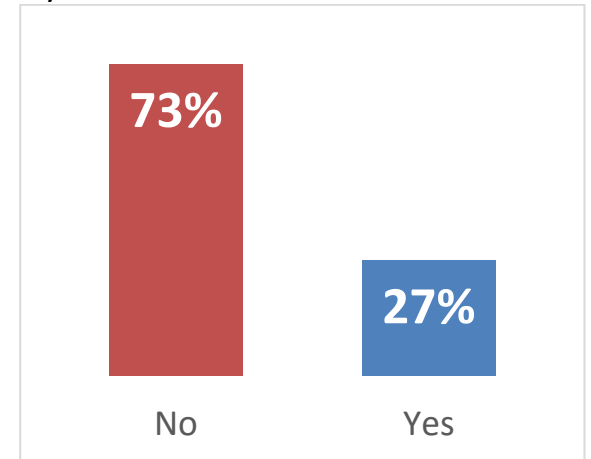
n=226

Online



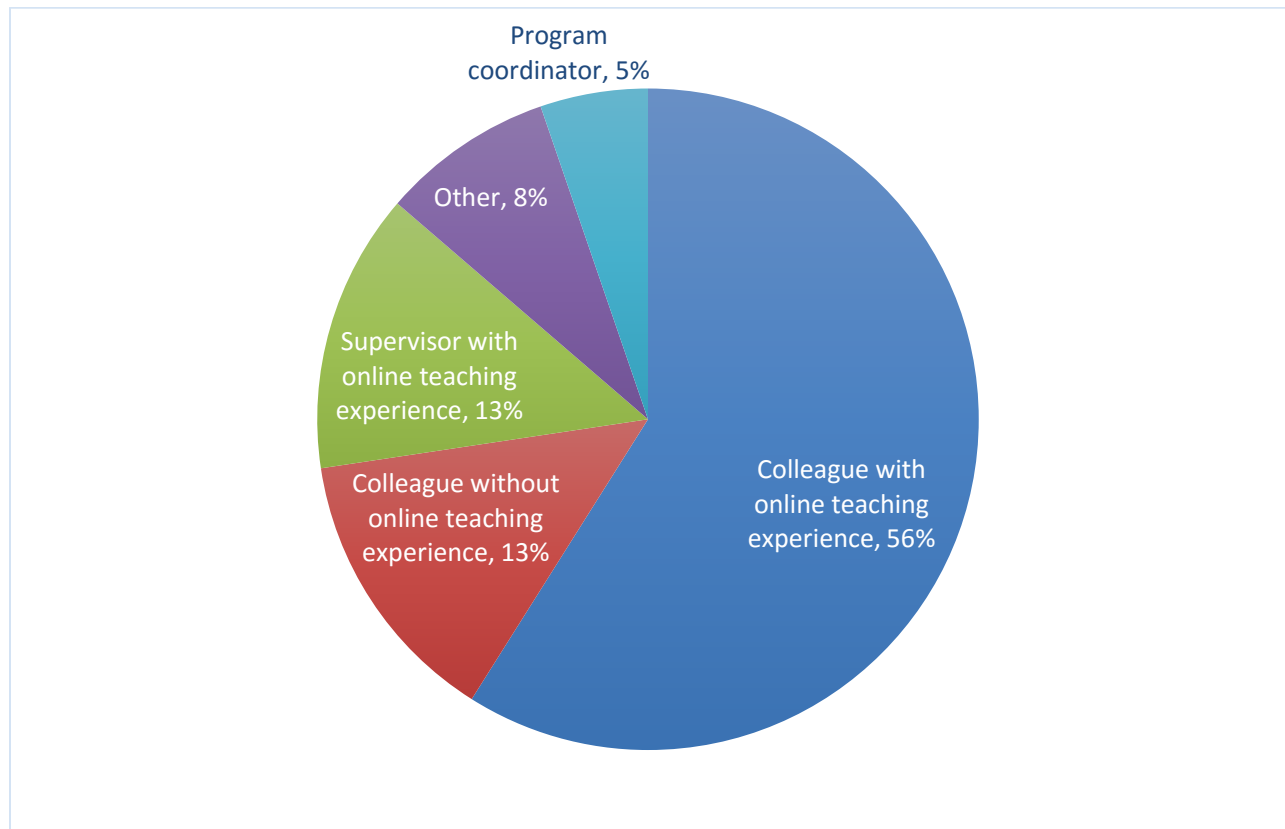
n=155

Hybrid



n=41

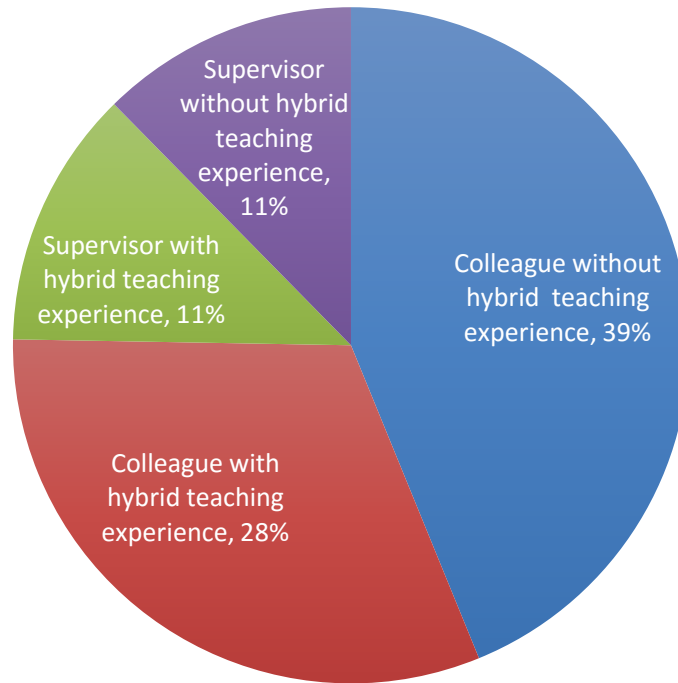
Q24. Who observed your online teaching? (check all that apply)



(77 responses)

Supervisor without teaching experience and CTL at less than 3% each.

Q26. Who observed your hybrid teaching? (check all that apply)



(18 responses)

Program coordinator and CTL accounts for 12%.

Q27. If your online or hybrid course was going to be reviewed for professional development or promotional purposes, what attributes would you look for in your ideal peer-reviewer? Please list three attributes you would hope for:

Responses to Question 27 were manually sorted and grouped into categories. Three primary qualities surfaced as those participants found to be most important in an ideal peer-reviewer for an online or hybrid course.

Online/hybrid experience, knowledge of online/hybrid pedagogy (N=143)

More than any other quality, participants would want a reviewer in their online or hybrid course to specifically have experience in that modality. In addition, many participants stated that their ideal reviewer would have experience in both online/hybrid and face-to-face instruction, not just one or the other. Many also specified that experience in not only online/hybrid teaching but also online/hybrid course development was desirable. A number of respondents would prefer a reviewer trained in the Quality Matters rubric or another tool or rubric specifically designed for online/hybrid course reviews (N=12). Still others specified they would prefer a reviewer that could focus on evaluating learning outcomes and their alignment with the course in general (N=6). Some faculty specified wanting an experienced on-line “mentor” (N=5). Open-mindedness and flexibility with regards to the online/hybrid modality and knowledge of best practices in these modalities were also specified as desired qualities in reviewers. Finally, some faculty specified that demonstrated excellence in the online/hybrid environment (not just experience), such as award-winning online teachers, and/or online/hybrid faculty of higher-ranking than their own would be preferred.

“Someone very familiar with hybrid courses already - Someone who had experience actually teaching a hybrid course who could help me improve my teaching - Some who valued both on-campus and online teaching and thought both (esp. online teaching) were equally valid.”

Content/Discipline Knowledge (N=84)

Knowledge of the content area or discipline was the second most common attribute looked for by faculty in online/hybrid course reviewers. In most cases, respondents specified that they would prefer someone with both content knowledge and experience teaching their discipline in the online/hybrid environment. Some faculty specified they would prefer someone within their own program do the review while others preferred an outside reviewer but with familiarity of the discipline.

“Similar to on-campus teaching, I would want someone familiar with the discipline. Also, I would want someone that supported online/hybrid courses (or at least not biased against them!). Lastly, the person should have some experience with developing online courses and even perhaps had participated as a student in such a course.”

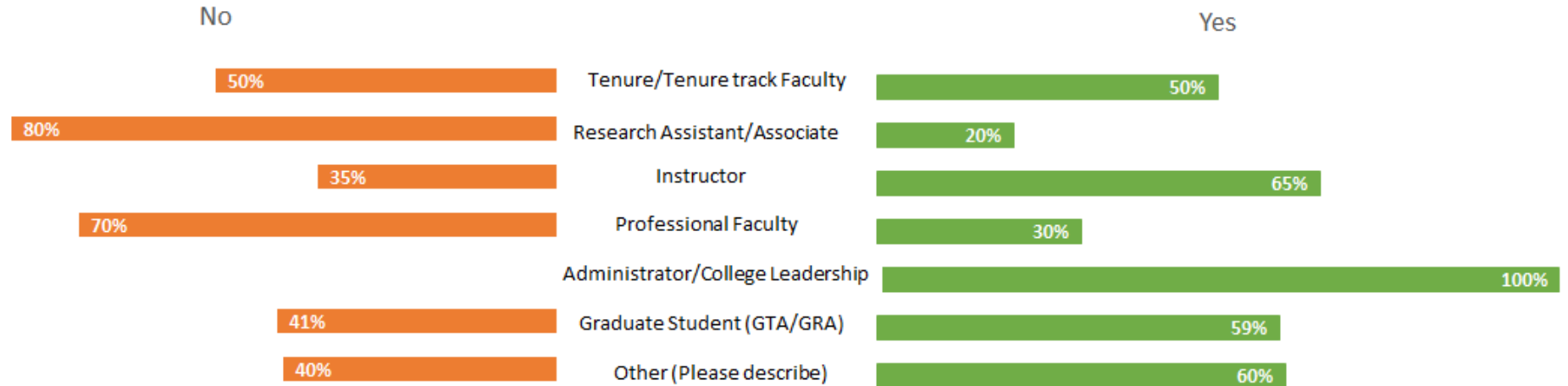
Constructive Criticism/Communication/Open-mindedness (N=40)

Many respondents were not only concerned with reviewers having online experience and knowledge of the discipline but were also concerned with the reviewers' ability to offer helpful suggestions and constructive criticism. Excellent communication skills; ability to approach the review objectively; willingness to dedicate the time needed (including meeting before and after the review); and a sincere desire to help the reviewee improve their teaching were identified as specific qualities respondents looked for in a communicative and thorough reviewer. Many respondents also specified that they would prefer a reviewer that approached the process, including the feedback given, in a creative, innovative and open-minded way (N=10).

"Someone with the time to look at my course thoroughly (I suspect this may take longer than observing an in-person class)."

"Willing to have a conversation both before and after the review. It is hard to learn from a review without conversations with the reviewer"

Q28. Overall, as a result of teaching hybrid or online courses, have your teaching practices or teaching philosophy changed?



n=280

	No	Yes
Tenure/Tenure Track Faculty	54	55
Research Assistant/Associate	4	1
Instructor	33	62
Professional Faculty	7	3
Administrator / College Leadership	0	5
Graduate Student (GTA/GRA)	17	24
Other (Please describe)	6	9
TOTAL	121	159

Q29. Please list a few ways that your teaching practices or teaching philosophy have changed.

Of the 159 respondents confirming in Q28 that their teaching practices or teaching philosophy had changed as a result of teaching hybrid or online courses, 134 responded to Q29 with further comments. The responses were manually coded, analyzed and grouped into recurring themes. 7 primary themes were identified.

Active Learning (N=44)

Many respondents reported increasing their use of active learning activities in all formats (online, hybrid, face-to-face) as a result of trainings for online or hybrid teaching. Including more collaborative assignments and group work; using more discussion board exchanges; and allowing for student-centered learning were the top ways faculty identified that they applied this change. Many respondents also mentioned an increased awareness of different learning styles and of the need to create a wider variety of active learning materials to reach a wider variety of learners. Faculty also discussed using less lectures and more active, student-centered learning overall.

"I have moved away from lecturing as the ideal form of teaching and have emphasized more collaborative learning in on-campus courses."

"I allow students to be much more engaged with and responsible for their learning process."

Communication/Feedback (N=26)

Faculty reported an overall improvement in the quality and quantity of feedback they give and in the ways they communicate with and motivate students. Specific areas of improvement included better communication of course and assignment expectations and increased use of rubrics for both communicating expectations and providing feedback. Some faculty also commented on a shift toward more individualized feedback to students and an awareness of the importance of frequent and timely feedback. Finally, participants commented on increased ability to use technology to effectively communicate with students.

"Online courses have helped me see the importance of individual feedback, and the many ways it is possible to provide it. . .after starting to reach out to the ecampus classes in general more often . . . I have begun to do the same in my on-campus classes. It has made a big difference in the students feeling more secure that they are on the right track, regardless of whether ecampus or on-campus."

Canvas/Technology/Online Tool Use (N=22)

An overall increase in use of Canvas and other online tools and technologies was reported. Faculty also commented on more productive and efficient use of technology as a whole and an increase in different modes of delivery of information (audio, video, etc.).

"I am conscientious in finding ways to use technology to improve my time management while at the same time finding ways for my students to become more engaged online using a variety of methods and active learning exercises."

Course Organization (N=18)

Many faculty reported changes in the way they organize their courses and improvements in overall organization of their courses and course materials. Multiple respondents discussed increased time put into planning for their courses. The way teaching online has encouraged them to prepare more materials in advance of teaching a course, rather than on the fly once the term has already started.

"I am more organized. I am able to engage with my learners to a greater degree since I am able to front-load the course with information/documents prior to our meeting together."

Learning Goals (N=13)

Respondents reported increased use of learning goals/objectives for their courses and their assignments as well as increased implementation of alignment principles between course materials/activities and course objectives.

"I'm much better at organizing content to meet weekly objectives."

"I have become much more purposeful about creating course learning objectives, module learning objectives and learning activities that are in alignment with one another."

Flipped Classroom (N=13)

Multiple respondents reported using principles learned from teaching hybrid and online in order to run their classes as "flipped". This meant more time in class for applied learning, in-class discussions, hands-on activities and student-to-student engagement.

"I am able to use an LMS to communicate with my students and my classroom has more active learning and group problem solving because more content delivery is done outside of class."

Perceived Value of Online/Hybrid Approaches (N=12)

Many participants discussed changes in their attitudes about online/hybrid teaching as a result of having had the opportunity to directly experience these. Reported changes in attitude were almost exclusively positive. Faculty reported an increase in the perceived value and efficacy of online/hybrid learning and recognition that achieving course outcomes was equally possible in a variety of formats (online, hybrid, face-to-face). Respondents particularly noted how they have come to see the potential of reaching a wider variety of learners with distinct needs and learning styles through online courses.

"I have understood the value of online courses and how they respond to a different set of students who are mostly non traditional students."

"I am more committed to online education because of the ways that it allows geographically/place-bound students to access quality education. I am more invested in humanizing online learning."

Q30. If there are any other comments/questions you would like to share with the Online Education Committee, please do so here.

Q30 (n=81) is an open-ended question asking respondents for additional comments, thoughts or feedback. Because it is very general, the range of themes is very broad. The responses were coded and analyzed using Qualtrics software.

The main themes of Q30 echo many of the other issues and thoughts brought up in other areas of the survey.

Support (n=29)

Respondents expressed concern about the lack of support for developing on-campus courses noting that support for developing hybrid courses and fully online courses is much stronger. Respondents also noted that they felt less supported by their department or college administration when it comes to developing and teaching online/hybrid courses as opposed to on-campus courses. Several respondents commented that they hoped the university would continue to support online learning but also noted that this should not take resources away from supporting face-to-face instruction.

Time (n=29)

Respondents who have been teaching online/hybrid or are interested in doing so frequently noted the time commitment that it takes to develop an online course. Some did not feel that their college or department administration understands the necessary time commitment to develop and/or teach an online course and expressed concerns about workload.

"I believe that administration (dept heads, etc) do not fully have an appreciation for the amount of effort that goes into the delivery of online courses, in particular where an in-resident course exists for the same online course"

Quality (n=27)

Quality of course content, teaching, and student engagement are significant concerns for the respondents. Respondents noted that quality of teaching is an issue for face-to-face courses, not just for online or hybrid courses. Some respondents also noted that the support for quality teaching for on-campus courses is lacking compared to what is available for developing online or hybrid courses. Respondents also noted that growing class sizes have a negative impact on course quality. There was a strong call for more oversight of online courses to ensure course content quality.

Several respondents perceived that the push towards online learning is lowering the quality of teaching overall at OSU. A number of respondents expressed concerns that the financial model and economic gains of offering online courses is overshadowing the educational needs of the students. Some respondents feel that they are being pressured to teach online because of the financial incentive to departments to go online.

"I am frustrated that many only see online education as a way to bring money into the department and not as a serious educational venue. We owe our distance students the best we can give them and not dismiss them as dollars and cents."

Equity (n=22)

A lack of equity in workload and financial compensation for the time and effort required to teach an online course is a strong theme. Respondents who identified as instructors feel particularly vulnerable to the perceived inequities or remuneration for instruction.

“There needs to be more equitable payment for online courses. I would be happy for teaching more online courses but I refrain from it because of the policies that establish that if your class does not have an X number of students you get paid less, but you still have to do the work. This policy does not apply to Professors, only for instructors. I find this policy to be not equitable.”

In addition, many respondents felt that there is a lack of incentives (primarily financial but also in terms of promotion and tenure) to teach online. Some respondents feel their departments do not value or reward the work they do in teaching online but that there is pressure on the instructors and faculty to offer online courses.

Training (n=14)

While many respondents were very positive about the support they have received from Ecampus in putting their courses online, it is clear that they want more training and support. In particular, TAs need to be trained to support faculty and instructors teaching online courses, especially for large enrollment courses.

Other

Respondents also commented upon many other themes, including promotion and tenure, assessment, technological issues, and issues of intellectual property. Many of these themes are explored more fully in other questions on the survey.

“Online and hybrid teaching and learning work, so continued growth in this direction is wise and inevitable. OSU should take care to do it right.”