

**NASULGC –Sloan National Commission
on Online Learning**

**National Survey of Faculty Perceptions
Regarding Online Learning**

**Central Michigan University
Academic Affairs**

April 21, 2009

Executive Summary

Overview

Research Questions

This survey was conducted by the NASULGC-Sloan National Commission on Online Learning, with the support of Alfred P. Sloan Foundation, as part of the first cross-sectional examination of faculty experiences, attitudes, and beliefs towards online learning ever used in the United States. A total of 54 questions were built into the original NASULGC-Sloan survey, although CMU's regular faculty were only asked 43 of these. CMU on-campus temporary and off-campus adjunct faculty members were asked 5 questions in addition to the original 54 (59 total questions).

Method

Of the 625 total regular faculty, 174 participated (28% response rate) using an invitational link sent through the regular faculty listserv. An email inviting adjunct faculty and a listserv invitation for temporary faculty was sent, totaling 1075 faculty. Of those invited to participate, 378 adjunct/temporary faculty completed the survey. After accounting for the 50 bounced emails (due to full mailboxes, emails no longer in service, etc.), the adjusted response rate was 37%. For all faculty groups combined, the response rate was 33% (552 participants). The survey was administered to all groups between February 13 and March 3, 2009, with two email reminders.

Summary of Findings

Demographically,

- 59% of the faculty respondents were male
- A little over half were temporary/adjunct (53%)
- The greatest percentage of respondents have taught longer than 20 years (35%), whereas very few were new to the field (about 4% have less than 1 year teaching experience)
- Most of the respondents were off-campus adjunct faculty (240) followed by regular faculty (174)
- Of the temporary/adjunct faculty, 77% of those that responded have taught at another university, and of those, 47% have taught online for another university

Online Courses: Teaching & Developing

- Fewer than half of the faculty members surveyed have taken (39%), taught (44%), converted (31%), or developed (32%) an online course
- Most faculty (68%) deem the learning outcomes in online delivery are currently thought of as inferior to other methods of delivery

Motivators for Online Delivery Methods

- Most faculty (80%) agreed that online education reaches students not served by face-to-face programs
- Top two motivators included "Online courses meet student needs for flexible access" (51% rated it "Very Important") and "It is the best way to reach particular students" (26% rated it "Very Important")

- Least likely to motivate included “Because I am required to” (65% rated it “Not Important”) and “For pedagogical advantages” (36% rated it “Not Important”)
- The greatest barriers for online delivery included “Students need more discipline to succeed in online courses” when asked of all faculty (30% selected “Very Important”)
- For temporary and adjunct faculty, compensation and the effort to develop the course were also great barriers (NOTE: Could not ask regular faculty.) (26% and 24% selected “Very Important”, respectively)
- When asked of all faculty, most believe our technical infrastructure (65%), faculty training and support to develop (65%) and deliver (66%) online courses, and support for students who are taking online courses (73%) is average or somewhat above average at CMU
- When asked of temporary/adjunct faculty, many believed the institutional policy on intellectual property (51%), incentives to develop (44%) and deliver (42%) online courses, and recognition through tenure and promotion (53%) were average at CMU.

Specific “Likes” and “Dislikes”

- Most faculty agreed that student convenience and flexibility are the reasons why they like online delivery methods best (example statements taken verbatim below)

“It enables those who are in isolated locations to take the course. For those with time constraints, it is easier to fit to their schedule.”

“I think it is a very unique way to reach many students who otherwise would have barriers to education. I think that, if you get the right blend of students, everyone learns more from each other.”

- Most faculty also agreed that the lack of engagement and face-to-face attention are what they dislike most about online delivery methods (example statements taken verbatim below)

“Students lose the benefit of information exchange with other students [and] their instructors; they fail to develop interpersonal skills, writing skills, team work skills and other attributes that are equally important as the class material itself.”

“I feel like I'm sounding "old-fashion" - but new studies are linking our decrease in human interaction to higher incidence of depression and suicide and more difficulties in building the human relationships for which we were created. Electronic communications leave out the non-verbal communication that is so critical to human understanding. It is part of what makes life challenging and helps us to grow as individuals, and it also nourishes and enriches us. It IS more difficult than typing on a computer and plugging in the desired answer to a question.”

Additional Information

- To examine CMU's results to questions being investigated by NASULGC-Sloan Foundation, see Appendix A.
- For a full list of statistically significant differences between regular and adjunct/temporary faculty, see Appendix B.
- To compare these results with the "Online Student" Satisfaction Survey 2007, see Appendix C.

Methodology

Survey Instrument

This survey is being conducted by the NASULGC-Sloan National Commission on Online Learning, with the support of Alfred P. Sloan Foundation. This instrument is being used as part of the first cross-sectional examination of faculty experiences, attitudes, and beliefs towards online learning ever used in the United States. The instrument also collects information on tenure status, teaching experience, and other demographic information. A total of 54 questions were built into the original NASULGC-Sloan survey, although CMU's regular faculty were only asked 43 of these at the request of the FA. In the following pages, an asterisk identifies the questions asked only of temporary and adjunct faculty. CMU temporary and adjunct faculty members were asked 5 questions in addition to the original 54 NASULGC questions.

Participants & Procedure

In the past, national studies and single institutional investigations have indicated that "faculty attitudes are critical to the success of any online learning program."¹ Therefore, CMU faculty members in all locations and tenure statuses were included in this survey.

Regular faculty include tenured faculty or those on the tenure-track. Of the 625 total regular faculty, 174 participated (28% response rate) using an invitational link sent through the regular faculty listserv. It should be noted that regular faculty can serve both full-time and part-time appointments.

Temporary and Adjunct faculty were also surveyed, in this case using a combination of methods. Temporary faculty include on-campus full- and part-time instructors, which could be surveyed via temporary faculty listserv. Adjunct faculty include off-campus full- and part-time instructors teaching at a variety of locations all over the world. A list of 1075 adjunct faculty was sent from our ProfEd headquarters in Mount Pleasant. Of those invited to participate, 378 completed the survey. After accounting for the 50 bounced emails (due to full mailboxes, emails no longer in service, etc.), the adjusted response rate was about 37%. Overall, 33% of those individuals sent invitations participated.

The survey was administered by the Research Analyst in Academic Affairs from February 13 to March 3, 2009. Faculty were all sent an email invitation with a link embedded to complete this survey on February 13, with two follow-up invitations (2/24 and 3/2). No incentives were offered and the survey closed at 5 PM March 3.

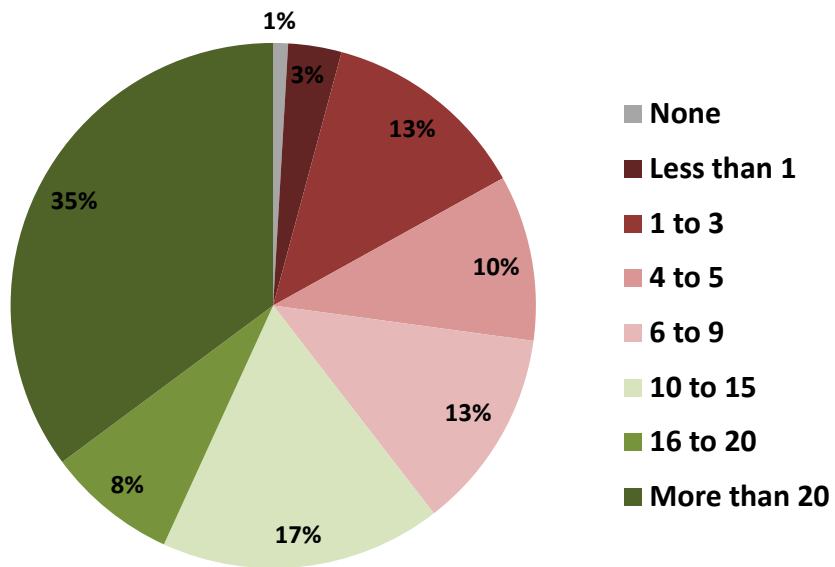
Results

Demographics

- 1) Gender: Male 59% (327) vs. Female 40% (220)
- 2) Status: Most were part-time 53% (292); fulltime 44% (243)

¹ NASULGC-Sloan National Commission on Online Learning Benchmarking Study: Preliminary Findings. (2009). Retrieved May 19, 2009, from Sloan-C. Web site: (http://www.sloan-c.org/publications/survey/nasulgc_prelim)

3) Number of Years Teaching



4) Tenure Status

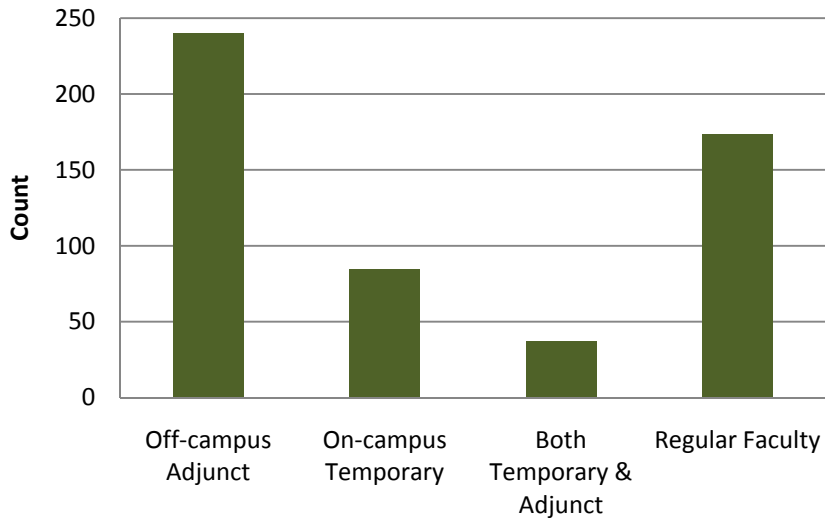
Tenured – 128

Tenure-track – 40

Not tenure-track – 383

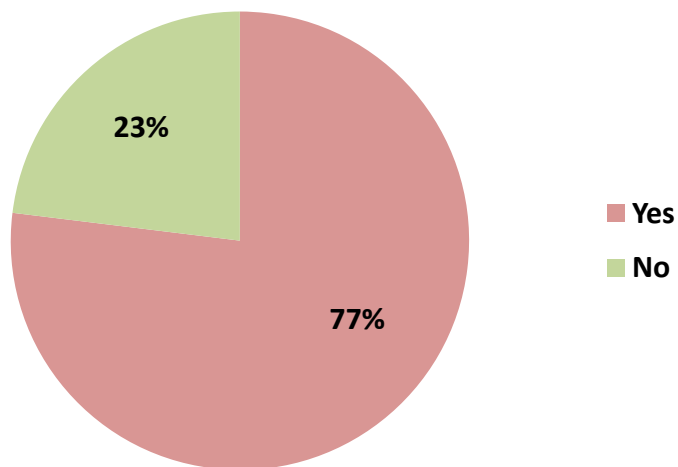
*5) Position

Faculty Classification



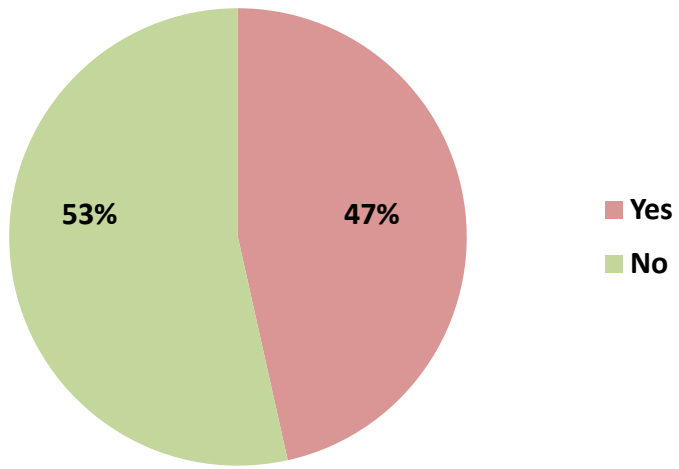
*Question only asked of temporary/adjunct faculty.

*6) Have you ever taught for another university?

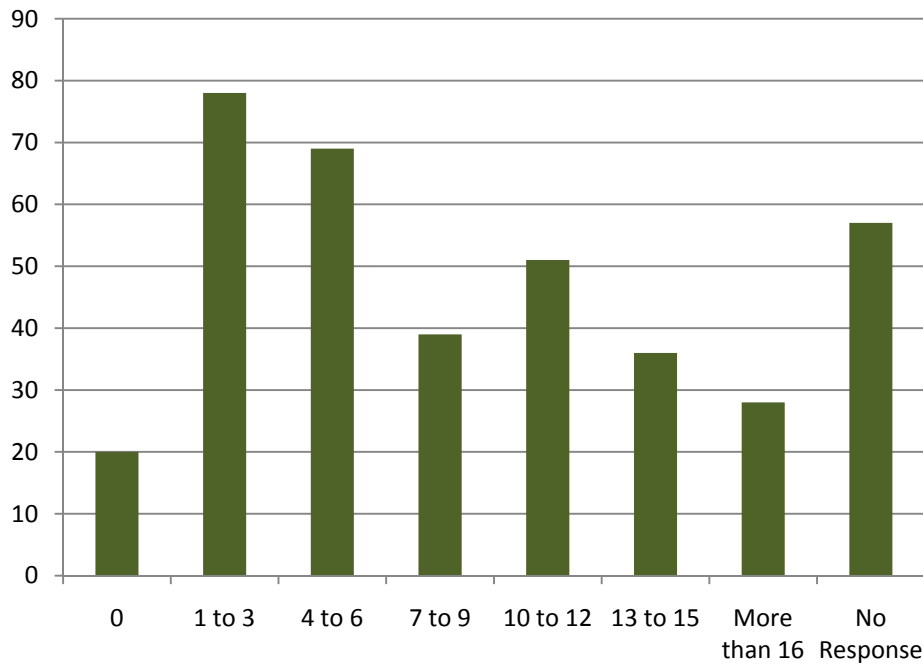


*7) OF THOSE THAT ANSWERED YES ABOVE -

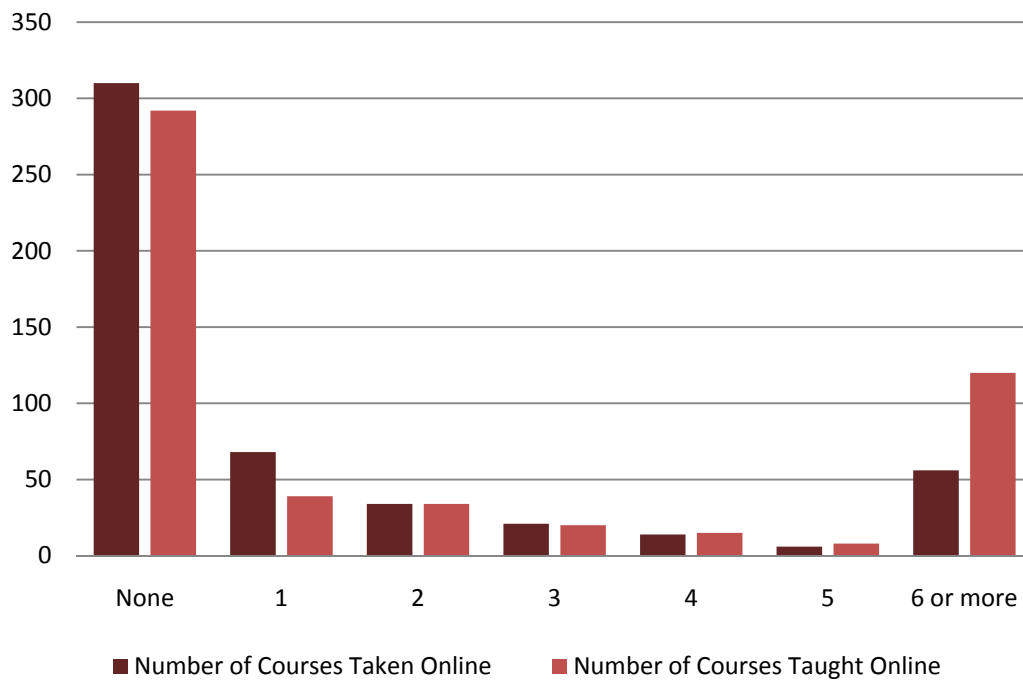
Have you ever taught online for another university?



*8) Presently, how many credit hours are you teaching (all universities combined)?

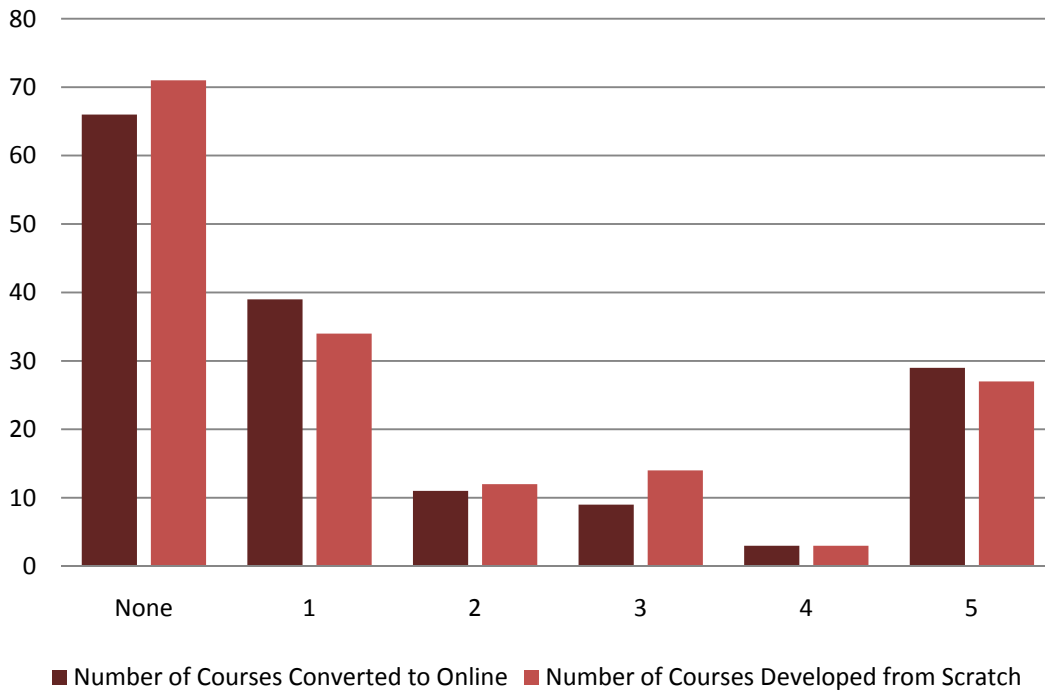


9) How many online course sections have you taken? How many have you taught?

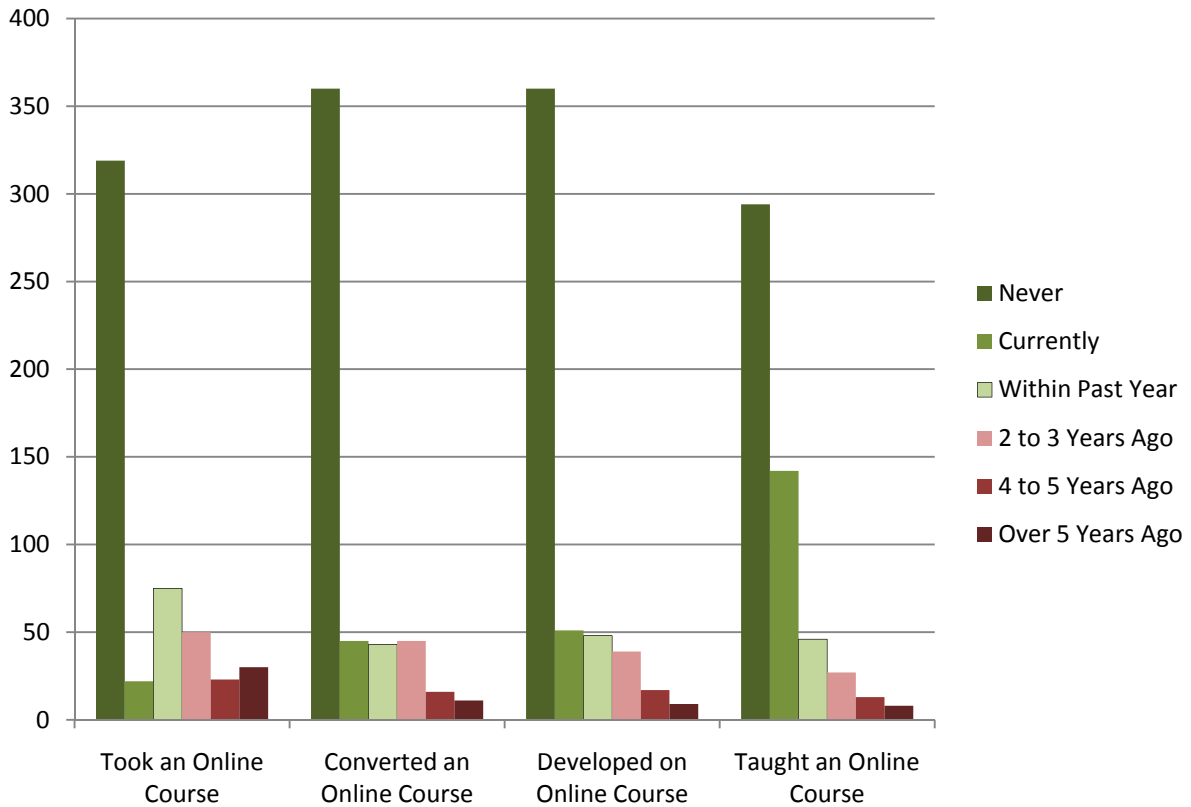


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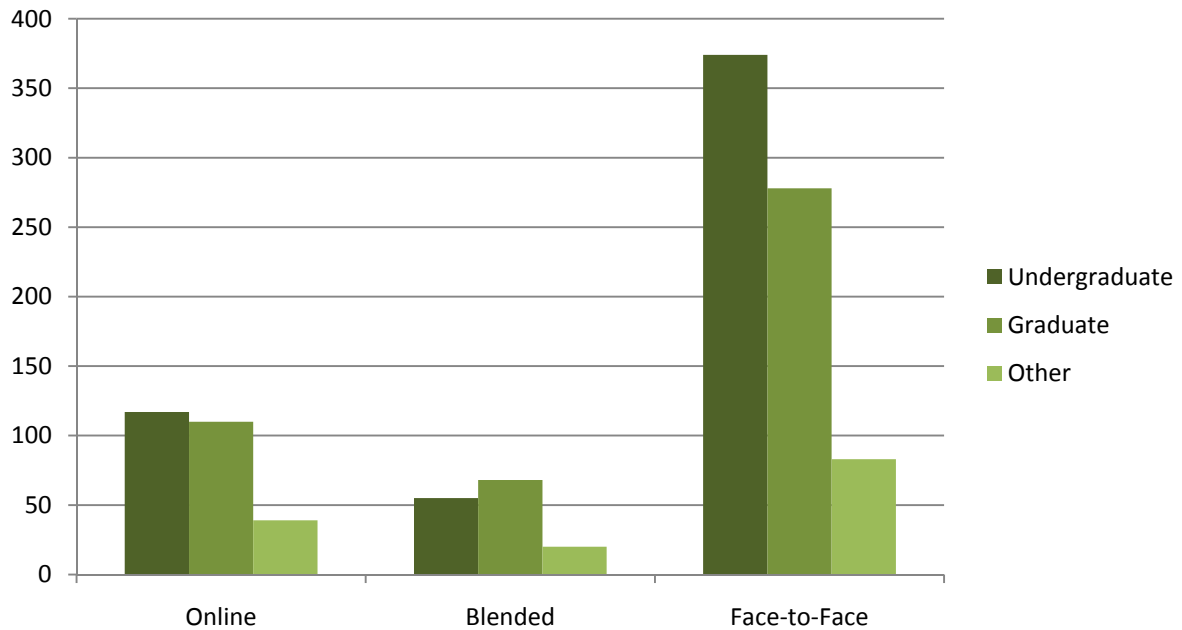
9) How many online course sections have you converted? How many have you developed from scratch?



10) When was the last time that you...

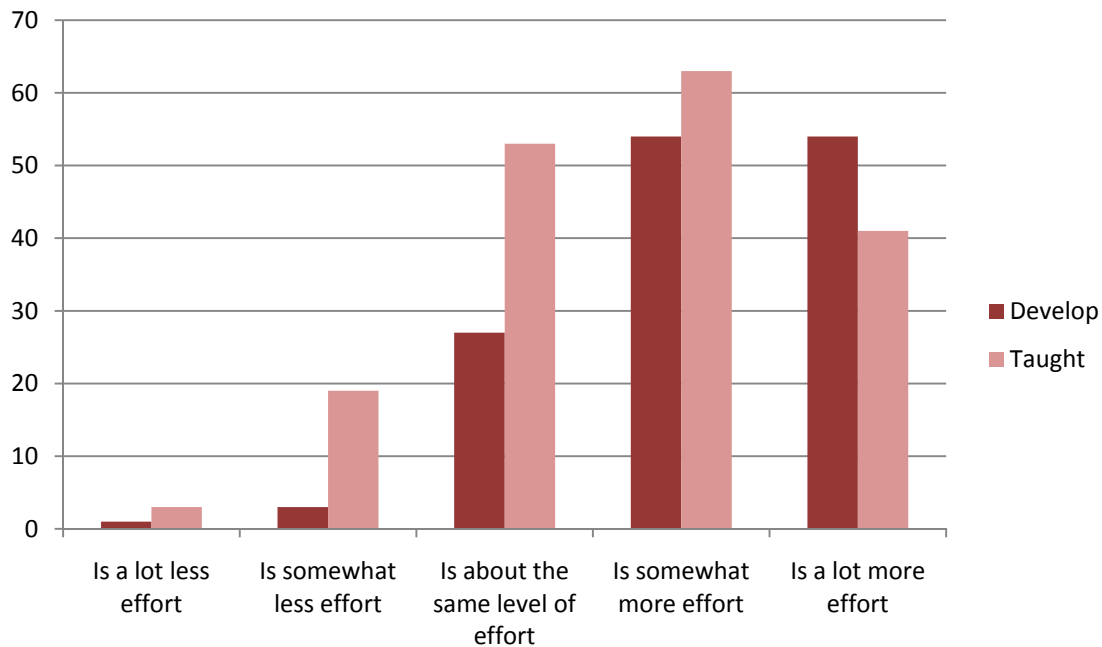


11) What types of courses have you been teaching for the most recent academic year?



*12) If you have developed an online course: What was your experience with the level of effort required for developing an online course from scratch compared to a face-to-face alternative?
Developing an online course from scratch...

*13) Similarly, if you taught an online course: Teaching an online course...



*Question only asked of temporary/adjunct faculty.

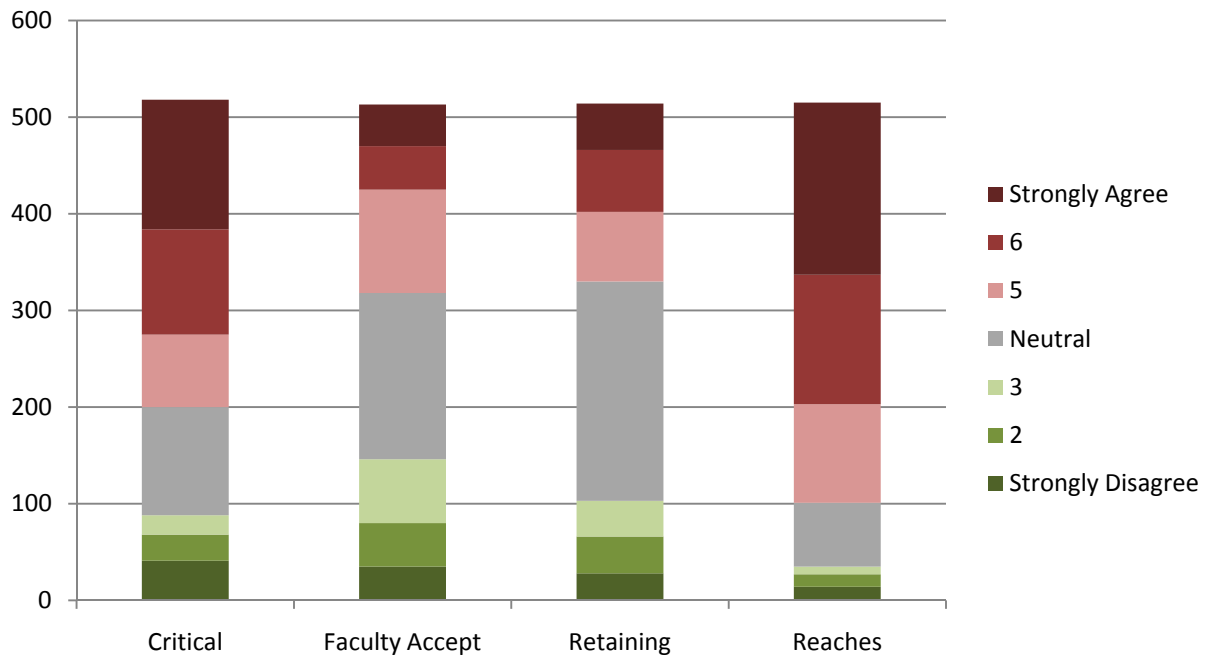
14) I believe that:

Critical - Online education is critical to the long-term strategy of my school

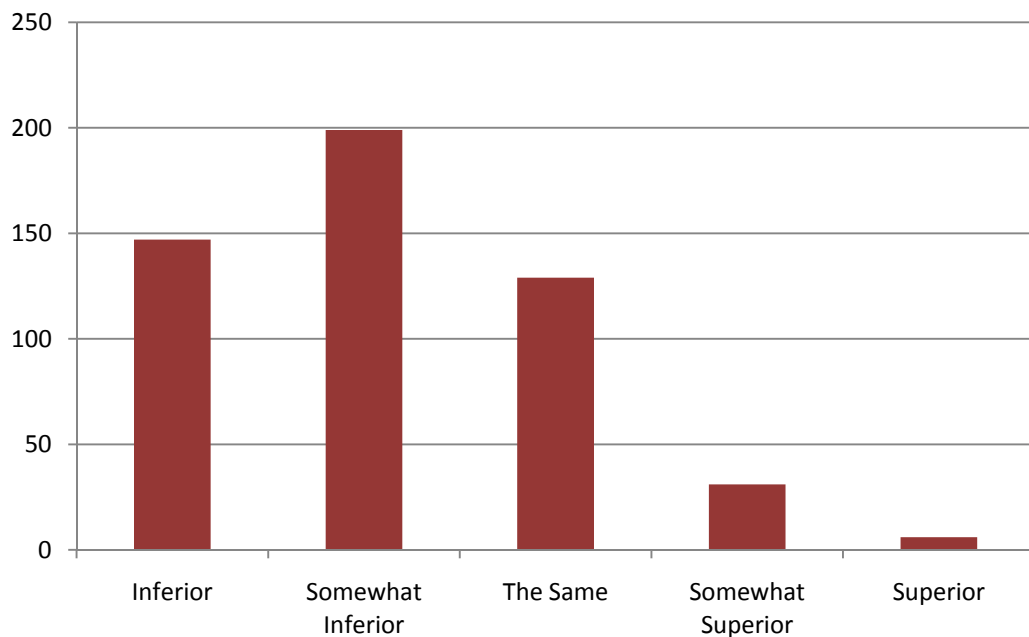
Faculty Accept - Faculty at my school accept the value and legitimacy of online education

Retaining - Retaining students is a greater problem for online courses than it is for face-to-face courses

Reaches - Online education reaches students not served by face-to-face programs



15) There has been considerable discussion of the relative merits of online versus other delivery methods. What is your opinion? In your judgment, learning outcomes in online education are currently:



16) How important are each of the following as a motivation for teaching an online course?

Wave of Future – It is the wave of the future

Particular – It is the best way to reach particular students

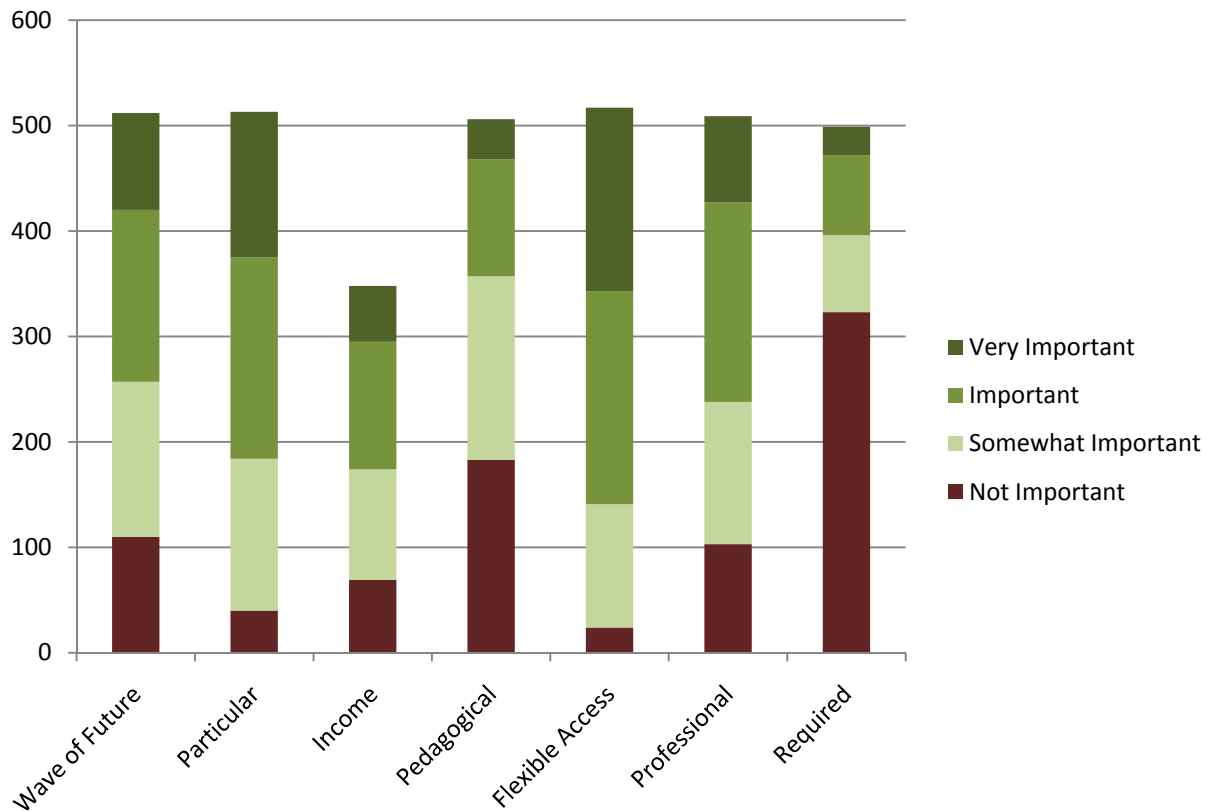
*Income – To earn additional income

Pedagogical – For pedagogical advantages

Flexible Access – Online courses meet student needs for flexible access

Professional – For personal and professional growth

Required – Because I am required to



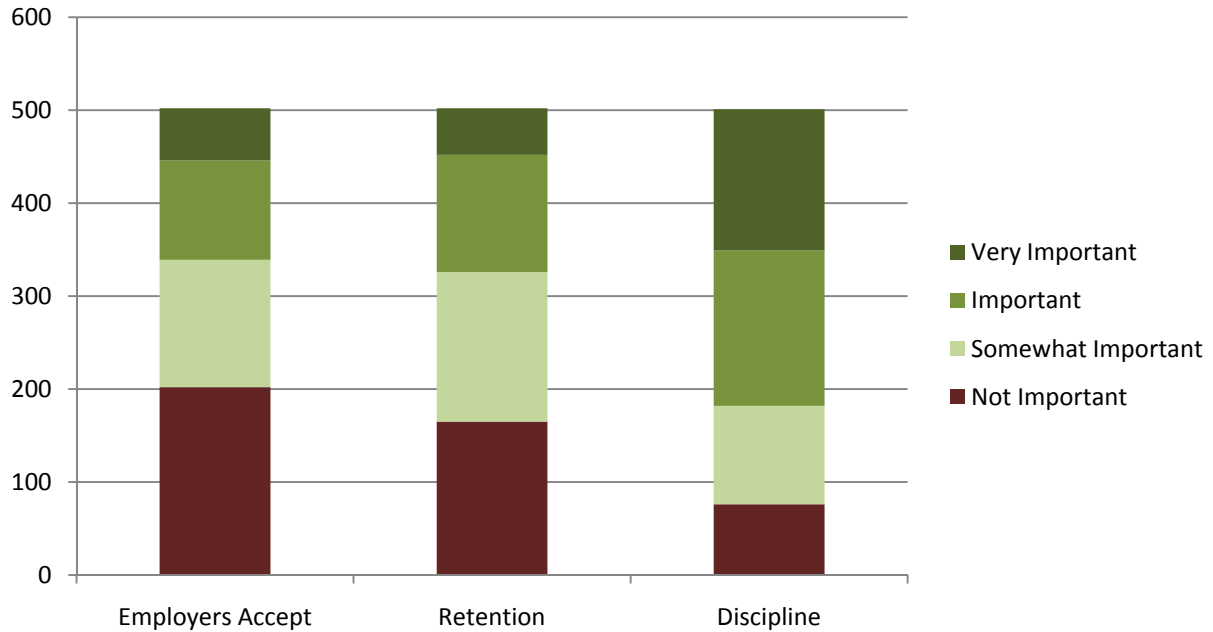
*Question only asked of temporary/adjunct faculty.

17) How important are each of the following as a barrier to your engagement in online instruction?

Employers Accept – Lack of acceptance of online education by potential employers

Retention – Lower retention rates in online courses compared to face-to-face courses

Discipline – Students need more discipline to succeed in online courses

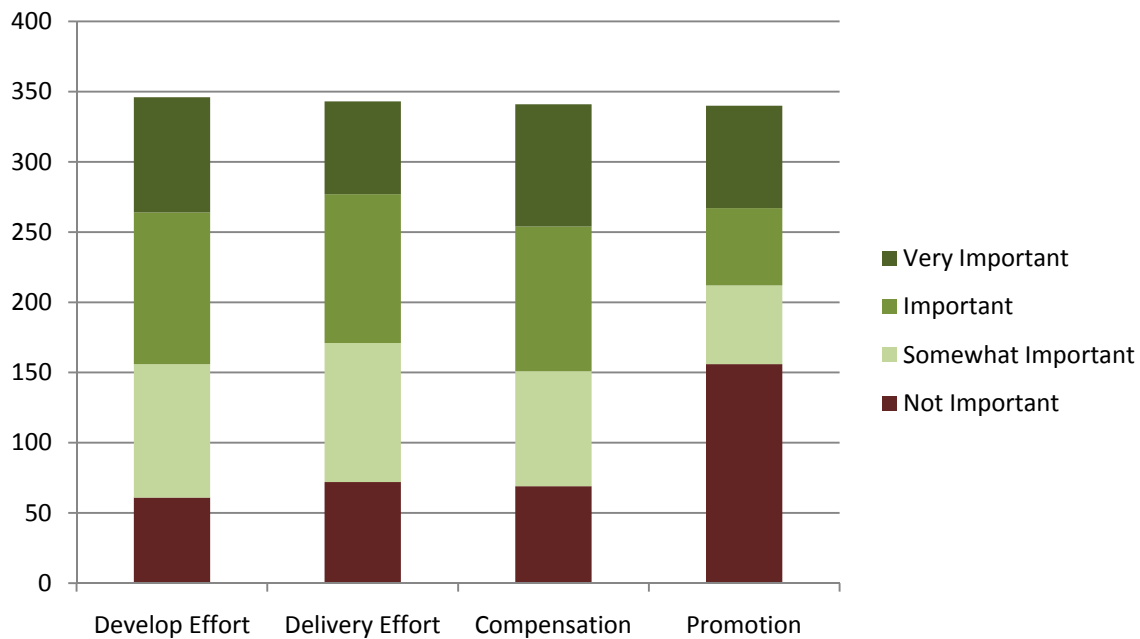


*Develop Effort – Additional faculty effort required to develop online courses

*Delivery Effort – Additional faculty effort required to deliver online courses

*Compensation – Inadequate compensation for development and/or delivery

*Promotion – Does not count toward tenure and promotion



*Question only asked of temporary/adjunct faculty.

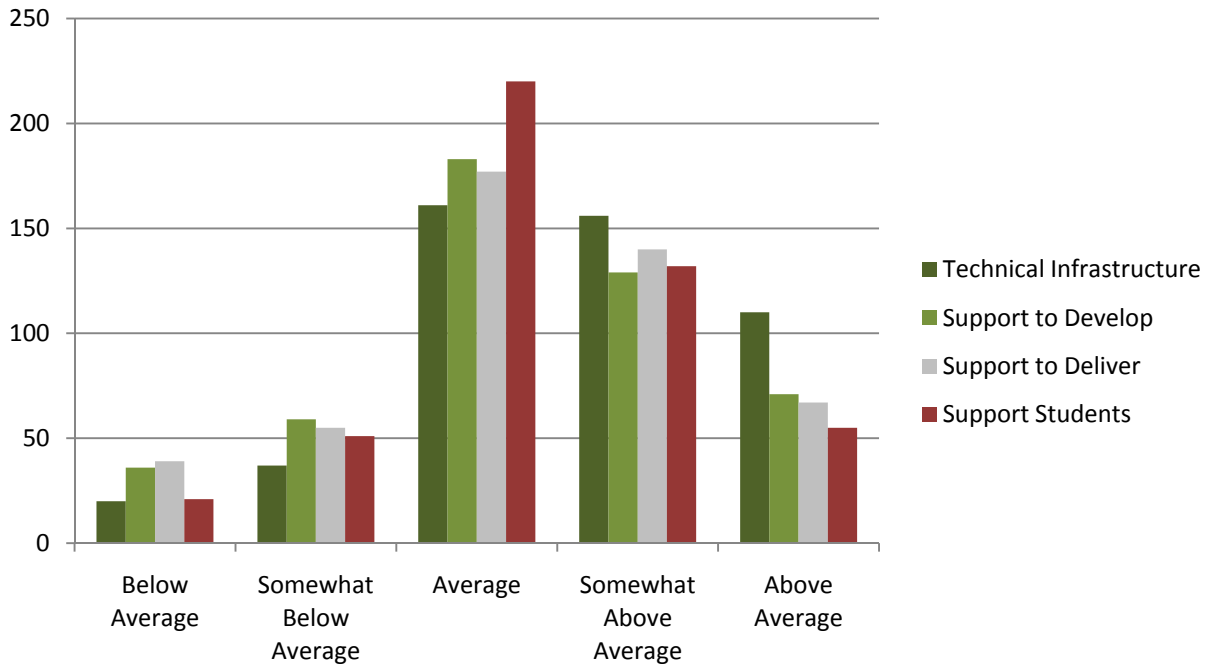
18) Please rate your institution on each of the following:

Technical Infrastructure – Technological infrastructure to support online instruction

Support to Develop – Faculty training and support for online course development

Support to Deliver – Faculty training and support for online course delivery

Support to Students – Support for students who are taking online courses

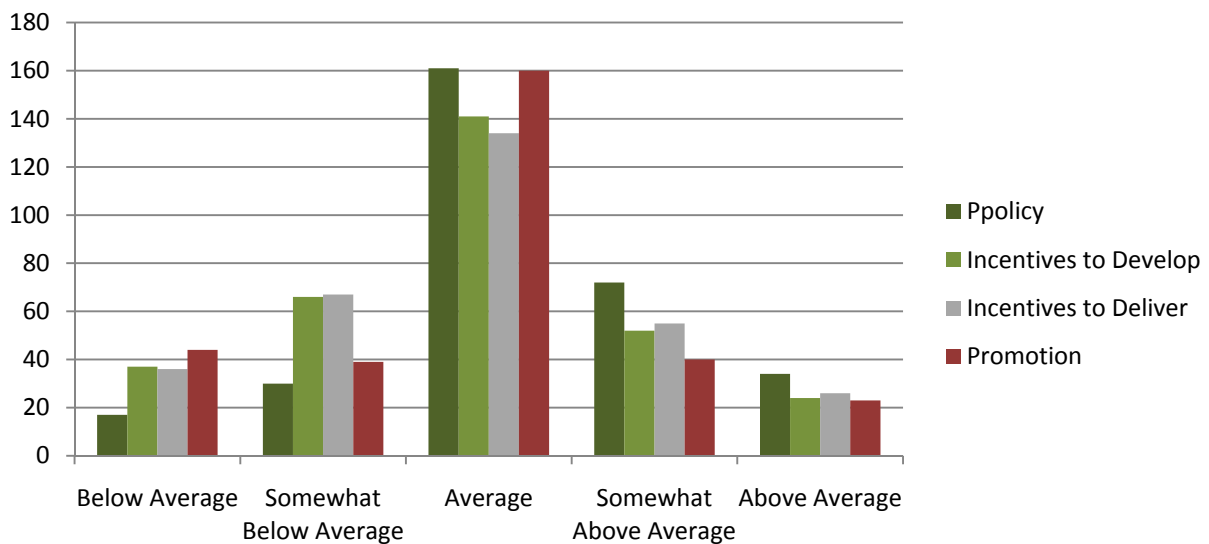


*Ppolicy – Institutional policy on intellectual property that adequately protects faculty

*Incentives to Develop – Provides sufficient incentives for developing online courses

*Incentives to Deliver – Provides sufficient incentives for delivering online courses

*Promotion – Recognition of online instruction for faculty tenure and promotion



*Question only asked of temporary/adjunct faculty.

19) What do you like most about online instruction?

Top Responses, coded into general categories:

	Count	Perc. Of Respondents
Student Access/Convenience	217	39%
Educational modalities/tools/technology	54	10%
Instructor Convenience	144	26%
Disciplined Students are Successful	16	3%
More Engaged Learning/Richer Discussion Online	36	7%
Online courses are the Wave of the Future	7	1%
Student Diversity Greater Online	29	5%
Great - *When Material is Appropriate*	8	1%
Pressure to Participate by Administration	1	0%
I do not like anything about online courses.	23	4%
TOTAL OPEN-ENDED RESPONSES	266	

*Percentages based on *n*-size of possible respondents. For example, 217 faculty make up 39% of the possible 552 that could have commented specifically about student access/convenience.

**Note: Each open-ended response was counted as a response to EACH category that the response related to. Therefore, the total number of responses identified here is greater than what we actually received. Many individuals had multiple areas they chose to comment on.

Faculty Responses (verbatim)

- On line courses are available to students who cannot attend a college or university because of their location and their job.
- The ability to deliver a tremendous variety of educational tools (podcasts, online videos, etc.)
- The freedom to teach the course in the comfort of my home.
- The fact that students are compelled to read the material since they know that they are responsible for their own success.
- Ability to work from home.
- Flexibility for students.
- The flexible time opportunities and lack of travel time.
- Flexibility of time and personal resources.
- Convenience.
- As a mother of 6 years old daughter, it gave me more flexibility on my schedule. I can teach much more hours than face to face and I can give my students more time to explain their points of view, something you might lack in limited timing with n the confines of the classroom. There is a magical connection between the professor and the students and you feel that you know them in person.
- Flexibility for students and instructors. Technology for communication so improved - why not? Financially it is the wave of the future. We may no longer be able to afford the infrastructure of the universities - and families will not be able to afford the high tuition for on-campus education.
- The flexibility for students and instructors.
- Asynchronous for student and teacher.
- Providing students with an option
- Once the course is up and running smoothly, I'm more "prepared" than I would be for a face-to-face.
- Student accessibility

- Students can complete course study at their own pace and schedule, also immediate test results.
- Can work from home
- Nothing
- N/A
- Interactions with students
- Opportunity to communicate from home base
- Accessibility
- Offers an opportunity for students who choose not to attend face-to-face classes. More instruction may involve online classes in the future.
- Flexibility to teach at different hours and days.
- Schedule
- Flexibility of time structure; eliminates need to travel; addresses needs of some less traditional students
- Allows students who cannot get to a campus to complete a course.
- I can't answer because I have lack of knowledge and experience.
- I have never taught an online course.
- It works with my schedule; the students that are motivated are very interesting and add to the discussion and the diversity of students is greater in an online environment
- Convenience & flexibility.
- Not having to go to a classroom
- As a professional development student, the time flexibility is the most important thing
- "Personal" interaction with students via email.
- I haven't taught any.
- Convenience for users
- Flexibility for working professionals and full-time students
- Flexibility
- Student completion of assignments is easier to monitor. Also, more diverse students with more diverse experiences.
- Not having to go to class at specified times.
- Flexible time
- Easy access to students. geographic simplicity
- The continual contact with the student and their suggestions
- I like to use it in conjunction with face to face classes. I appreciate the ability to provide students with alternative way of learning. I think students need several different learning approaches--online learning is one of many that need to be incorporated together in one class. I don't think any class should rely entirely on one method of delivering a course.
- Accessibility of college courses to the public.
- Convenience and don't have to travel to the place of teaching
- Flexibility
- Don't know enough to have an opinion.
- Increased access to my offering(s)
- Allows for distant learning
- Touching students who otherwise can't get the education
- I enjoy interacting with students at times that are convenient for the students. It is always interesting to post a message at midnight and receive a response by a student within a few minutes.
- Makes it more accessible for some students.
- Flexibility

- flexibility of time and space
- richness of discussion
- It is forcing me to figure out ways to turn what I perceive as pedagogical challenges into opportunities, as well as to incorporate the Web more into my teaching.
- N/A
- Flexibility and interaction
- My classes are very large - 300 in each of two sections. The online material and listening provides more "hands on" for the students.
- There are students that are easily distracted in a room full of people. I believe that the highly motivated student that has this concern would do very well with online instruction. I also believe in a time when it is hard to get a job without a college education, there is a need to reach students that cannot leave their home to come to campus, but would be able to take a course from home as they try to keep a job they may already have.
- Flexibility for students and instructor.
- I am able to connect with students 24/7, and I am helping them through a course they might not have the time or ability to take otherwise.
- Flexibility
- The flexibility.
- Saves on gas and time
- Good for some courses, not good for every course. Convenient for the student.
- Nothing
- I have never participated.
- Flexibility and continuous contact with students. Variety of techniques available. Automated test scoring.
- The idea that education could be available to those who would otherwise not be able to take a class
- Assisting the diverse learner
- Nothing
- New experience
- Gives adjunct faculty another means of earning income and allows working students to earn college credit with a busy and necessary work schedule.
- Technology, flexibility.
- Convenience
- Flexible
- The flexibility of it!
- A blended approach can be very effective
- Flexibility with course instruction, minimizes travel to off-campus locations.
- It offers students flexibility. Consumer oriented.
- Flexibility
- Creativity and independence it allows students
- Flexibility
- N/A
- Learning all of the new technology to better the instruction, delivery and assessment in my online course.
- The ability to reach a diverse group of students; and, the discipline required by the students provides for a more enriching experience
- Flexible
- Reach more students with different schedules.
- Flexibility

- Live chats and personal interaction, which allows for sharing of information and past experiences.
- Very little.
- ease of participation
- Flexibility of location for the instructor
- Not needing to travel to off site locations
- I can do part of it from my home and meet students who are very diverse. It enhances my life.
- It provides a viable option for students.
- Allows faculty assist students who would otherwise will not be able to attend - It is good to see who you are teaching and to communicate with them personally.
- (1) ASYNCHRONOUS CAPABILITIES AND (2) STUDENT REACH.
- Flexibility
- More interaction with students than live classes with large enrollments.
- The surprising insights students share. Apparently, in the classroom, students continually check to see if their answers are "right," even when the question calls for an opinion to be given, but on line they tend to answer more completely (and I think, more honestly) than they do face to face.
- Work can be completed by the students at their best time.
- Money
- More interaction, more weekly assignments , more participation by students who normally do not participate in an in-person class, more chances for immediate feedback and resubmission of work, drafts of papers, cases, etc. Students have access to and multiple on line sources and data bases provided by the University of Hawaii. State of the art technology, on line and in person support for on line writing intensive WI courses. Levels the playing field for students who have equal access to on line materials, opportunity to apply them and interact with professor who teaches the course via private email within each course, forums which include other students, and on line live chats with professor and other students in general and separate chat rooms. Student can participate ask questions without raising their hands or having to be in a classroom at a particular time where they have to compete for the attention of the professor. They can participate at any time and during scheduled "on line office hours" provided by the professors. I get 100 % more participation by good students and even more than that from below average students in my on line classes than in the person to person classes. Many of these below average students become above average students because of the special advantages of easy online course delivery mode, noted above in previous answers.
- I can be flexible in my time and teach in several states at once.
- Students appear motivated to keep up with material covered. Much more student responsibility for written responses.
- Flexibility of schedule. Satisfaction with student intellectual engagement and growth.
- I don't like it at all. I think it's about profit, not quality.
- I don't have to leave my house to do it.
- Don't know much about it.
- The advantages of an online instructor are: flexible hours and great learning experience for both my students and myself.
- The pedagogy
- Reaching more/different students.
- The flexibility
- ease in schedule
- the flexibility
- Ability to do it from any location
- I enjoy giving the students the opportunity to learn together through discussion posts and to see as they challenge each other to see different perspectives.

- freedom to do it from anywhere
- It is very convenient for both the students as well as faculty.
- I like the discussion that can take place online. Students have to participate and input thought into the discussion, they cannot just sit back and listen or tune out.
- Flexibility for students
- The flexibility and the format for the students can assist in their desire to be actively involved as they are aware it is going to take more to learn the material.
- Flexibility and the students it reaches
- You can instruct any student in any state, in any country in the world in the same online class.
- It would give the flexibility to the students.
- Ability to teach from any location -- not being tied to one geographic location for an entire term.
- I can reach students that may not otherwise be reached.
- The ability to focus regarding on-line resources.
- Seems to meet students' needs in a format that they are familiar with and is comfortable for them.
- The online courses are flexible, while providing comprehensive knowledge to the learners on the nature and relationship of public administration. Online courses, in a unique way, develop the conceptual faculties of the learners on various administrative theories, postulates, models, processes, methods, instruments, and techniques.
- Accessibility
- Flexibility
- Flexibility
- Able to teach from home.
- It is convenient.
- It is a natural technological context given that my field is IT
- Reaches the very motivated adult students who are working on career broadening education
- The students and our discussions!
- Ability to teach without having to fly for face to face classes.
- I can conduct classes on my schedule which allows me to do on site courses evenings and weekends without course conflict.
- Convenience
- I like the frequent interaction with the students - EMAIL, Chats and discussion questions. It fits students work/home demands.
- Working adults benefit from this format that otherwise would not be able to pursue higher education.
- Flexibility
- Opens the school up to new student clients
- Flexibility for the students and instructor. Allows for the instructor to give assignments in real world situations and allows students to participate in real life situations
- Flexibility and the depth of discussions
- Flexibility
- Flexibility for working professionals
- Reaches a new educational market
- The ability to combine diverse students (geographical, age, etc.) and use their diverse experiences in teaching.
- Flexibility
- Flexibility in class structure and curriculum design, plus the ability to have access to learning materials at any time, with wide range audiences and student appeal.

- Convenient for students
- Allows you to reach students that would not have the opportunity without online instruction
- Technological delivery; ease of adding current material into the course via web links; work scheduling flexibility
- Absolutely NOTHING
- Meet students' schedules
- Student accessibility
- Flexibility/ease of scheduling.
- FLEXIBILITY; FUTURISTIC; If students are better trained in language/writing = IT CAN BE GOOD FOR THE BRAIN
- Ability to fit into busy schedule and complete work at convenience.
- Ability to teach and reach military students in Iraq etc. Also flexibility in schedule and time.
- The discussion with the students. The ability to help students understand. The students are more open to discuss ---no barriers.
- Flexibility
- individual time and accessibility
- more convenient
- I am not teaching one, other than that: nothing.
- Ease of delivery and ability to create a variety of delivery methods and tools. Interaction with a wide range of diverse students.
- Reaching students who cannot get the education another way
- Convenience for both students and instructor. Ability to provide electronic documents etc.
- n/a
- I would appreciate and enjoy the opportunity to "flourish" in this new "marketplace".
- Flexibility to allow students to participate at their convenience (in their time zone and per their schedule)
- flexibility for students
- The ability to reach students electronically, regardless of physical location
- It meets the needs of students who are remote to the teaching site.
- I am able to participate as program faculty for programs that I could not participate in if only delivered in resident format.
- Accomplish more readings, and project type instruction
- Less travel. Do not have to find care for my school aged children when teaching.
- Once the initial uploading is completed- subsequent teaching of the course becomes less cumbersome.
- Prefer the Blended courses
- Flexibility in teaching. Do not have to be on campus as many days.
- The students are very engaged, and they are more diverse than on-campus students.
- flexible place and time
- flexibility for students and faculty
- Nothing.
- The technology used and provision of all materials online for students to access at their convenience.
- I do not like it
- Remuneration for teaching them.
- Time flexibility
- In addition to student flexibility it provides instructor flexibility as well.
- Only when it is the most appropriate avenue for delivery of information do I find it valuable.

- Online instruction allows me to meet and work with students of various backgrounds, more so than in-class.
- The ability to achieve graduate level degrees from home.
- flexibility, can teach or learn from anywhere there is a connection
- I like the fact that I can interact with students at any time. I have time to prepare my answers and to respond to individual needs.
- Its Flexibility
- It is convenient for the instructor.
- Availability of education to students who absolutely cannot attend face-to-face classes due to physical or absolute geographical barriers
- Flexibility of time constraints and demands. Opportunity for those who love to write to express themselves. Ideal for self-motivated learners.
- Nothing
- I do not have to be on campus, and the hours for my involvement are flexible.
- The flexibility factor can be as attractive as it is repelling.
- Online instruction makes learning opportunities available to many who would not otherwise have a chance to pursue a degree or formal education.
- Reaches students who otherwise would not have taken these necessary classes
- A lot of students are drawn to this format because it allows them to work on their own time. Many of my students express this as the feature they appreciate most. I also like the fact that online instruction allows more involvement of everyone in discussions rather than having to limit discussion in class.
- being able to reach students who can't take the face-to-face class
- Reaches a broader student base. Allows teaching without driving time.
- Some students really open up in this medium.
- The potential eventually for a worldwide mix of students in a course complement (Africa + Asia + Europe + the Americas).
- Ability to reach students who would not otherwise be serviced.
- Exposure to students all over the world; love being exposed to cultural differences. Online working-adult students are generally experienced world travelers!
- Since you don't meet the students in the classroom there is no concern for discipline, poor attitude, discourtesy, laziness, etc. Also it gives older students who have full time jobs a chance to take classes. They can work around their schedules.
- It allows access to certain types of students who would normally not have access to a university. It can be taught from any location.
- Flexibility
- Interactive media, flexibility in schedule, not driving...
- 24 hour access, no physical structure, the ability to teach different cultural groups, ethical groups.
- Can reach students who can't come to campus
- Allows the instructor to have time to reflect on students comments and answer with well thought out responses.
- Flexibility.
- Eliminates travel.
- It's a new challenge, it forces me to re-think my material, I get to be creative, it suits my personality, etc.
- The ability to work and teach at the same time. You access the courses when you want to. The interaction with the students who are working and taking classes. Students are older and more mature and understand the importance of an education.
- incorporation of multimedia
- the convenience

- Flexibility for faculty and students. Reaches students that would not otherwise be able to take classes
- It enables those who are in isolated locations to take the course. For those with time constraints, it is easier to fit to their schedule.
- I don't like anything about it. My experience was uniformly negative
- convenient for students
- More interaction with each student.
- I can complete the work during the hours that I choose.
- More interaction and better relationship with students. Better and faster feedback to students Asynchronous nature - No concern about time conflicts, scheduling student meetings No wasted commuting time, costs, or hassles
- Nothing
- There are relevant applications for on line instruction. Not all courses should be on line.
- My day job is research-only and I like the fact online courses allow me to keep my hand in teaching...
- Does not apply
- Nothing
- It does reach students who might not otherwise take college courses and therefore is beneficial to them and the institution.
- Knowing that many students who could not complete a degree are now able to do so. This is especially true for students serving in the military.
- The flexibility it offers me as an instructor in being able to teach a course without being on-site.
- That students have access in our complex world.
- Being able to communicate with students all over the globe; the flexibility
- Freedom to work when you wish.
- Can be conducted from home and on my time schedule
- Nothing
- Flexible schedule, diversity of students. Often students are non-traditional and more mature than face-to-face students.
- 24/7 format. Enhanced interaction with students. Worldwide classroom. Provides opportunity for education (personal growth) to markets facing limited access under conventional format.
- It allows you to document everything; it allows those who may not have an opportunity to engage in education (military, working full-time, living in rural areas, physically challenged, etc.). I believe in online education. However, it is only as good as the instructor teaching it...same goes for F2F.
- The ability to teach from any location and to reach students who might not otherwise be able to obtain an education.
- I am in control
- Flexibility.
- It is very flexible for both students and instructors.
- N/a
- The "introverted" students gets equal say. The "target" students don't monopolize the conversations. The information is real time and up to date. The audio and visuals are often outstanding.
- Convenience
- Ability to interface more diverse students from around the world
- convenience, application of the most recent technology, the ability to communicate with a very diverse group of students.
- availability to the students -variety of students
- It is not a suitable method of instruction for Graduate Students.

- Students tend to open up more in discussion. I actually converse (mostly through email) with each student. This doesn't happen in f2f.
- Can work on my own time schedule to some extent and don't have to drive/fly on weekends.
- It is great for intro courses where students read and answer objective (multiple choice) questions.
- Online instruction is fine for teaching people to follow orders and learn to function in a bureaucratic setting. But if you want people to develop their full human potential face to face contact is necessary.
- possibilities of outreach and serving students who can't get to campus easily
- Flexible time structure
- I think it is a very unique way to reach many students who otherwise would have barriers to education. I think that, if you get the right blend of students, everyone learns more from each other, however, there has to be dialogue.
- N/A (no experience with it)
- Provide learning opportunity for students who cannot come to campus.
- Ease and economy of pedagogy
- It meets the needs of some students
- Students can access course materials on their own time.
- It offers the chance to draw in students otherwise not served by the institution.
- The opportunity it provides to those without access to classroom education.
- Flexibility for students
- If I do it, and students sign up, I'll probably get less s*** from the dean about the fact that my program has low enrollment courses on the high end
- Flexibility for students who need this type of instruction
- Flexibility of scheduling
- I am just getting started so I am unsure. I will have more to say on this AFTER I have completed teaching the course.
- Flexible access.
- It's practical, saves time and paper.
- We can reach students that cannot come to campus because they live far away.
- Innovation in teaching strategies that carry over to face to face classes
- It is probably convenient for those students who cannot commute to a university.
- It is flexible for students and the instructor in terms of times.
- Well-suited for some courses. Provides ready access by students. Flexibility in completing assignments.
- Flexibility
- Uniqueness of students and the range
- Can't answer due to lack of experience and exposure.
- Asynchronous learning potential and instantaneous access from any internet provider.
- The flexibility to reach more students at a pace and time that works for them.
- Flexible scheduling of students
- Flexibility
- Flexibility, self paced, and most important access
- I have a wider variety of students from across the world, which is both a boon and a bane!
- I'd like to try it. I think it gives some students a chance to really voice their opinions and also provides great flexibility.
- Reaching nontraditional students, Interactive nature in a different way
- Ability to reach non-traditional students
- Flexibility for the student

- The fact that in-service teachers from throughout the state could take graduate level classes toward their masters degree during the school year.
- It allows us to reach students around the world who would otherwise not have access to us.
- The discussion forums allow for a much richer dialogue about the content and ensure all students have an opportunity to participate.
- Flexibility for students...increased access.
- I don't know. I haven't done it.
- Nothing
- Flexibility
- Flexibility
- The potential
- availability and access to students; using writing as a pedagogical tool for learning
- Accessibility for some students
- Reaching students who otherwise wouldn't be taking college courses
- Nothing
- Students can work at times that are convenient for them.
- Potential for students to complete a class within their own timeframes, at their convenience.
- I cannot think of anything
- Nothing
- The creative use of technology, ability to show students firsthand the endless possibilities of using technology in their own classrooms, technology ability to reach students from all over the world, ability to deliver instruction that matches student lifestyle, ability to reach students who might not ordinarily take traditional courses.
- The accessibility for students; the comfort with the mode of delivery for young students.
- It allows the opportunity to engage students that may not otherwise participate at those levels - provides a safe environment.
- I like having a small class size so that I can get to know the students personally.
- Not having to lecture so much and having everything ready at the start of the semester.
- Ability to reach students who might not otherwise be able to take a class.
- Flexibility for the student.
- Flexibility with time commitments of students, potential delivery of more information.
- It does have some logistical conveniences. Particularly when weather impedes travel.
- Allows me to work from home. I have a handicapped child and limited hours away from home.
- Flexibility for all
- Can facilitate good course structure.
- Flexibility, extra pay, become familiar with new technologies.
- reaching students anywhere in the world
- I like the idea because it's flexible for both the students and the professor
- Motivated professionals who are genuinely interested in the subject matter
- Temporal and geographic flexibility that it allows
- Convenience
- I don't.
- Nothing.
- Flexibility in delivery of instruction (anytime/anyplace)
- Student's flexibility in completing the course

- Flexibility of the schedule
- Travel to the on-campus studio is shorter than to distant location for face-to-face.
- Flexibility and meeting the needs of students is a plus.
- flexibility in delivery and scheduling
- The very "few" good students who have self-discipline, self motivation to learn, and commitment to learn and without access to higher education in the more traditional face-to-face setting.
- N/A
- Cannot answer from experience, not having done this. In theory, the opportunity to reach students who would otherwise not have access.
- Flexibility of time in regard to when I teach.
- It works for self-motivated adults who need specific skills and can't attend regular classes.
- Can reach some students who may otherwise not have access to courses.
- flexibility of time for students and for me; the importance of writing as practice and as a tool for learning and for assessment
- brings in additional students who may not otherwise be able to take the class or program
- flexibility for both instructor and students
- flexibility for students
- I haven't taught online.
- Consistency of materials coverage.
- Flexible schedule for students to do work
- Nothing
- In theory, I can see the need for on-line instruction--to reach students who cannot take face to face courses.
- Not as demanding as face-to-face
- Nothing
- The advantages are that it is convenient for students.
- Nothing
- Ability to enroll students around the world for their varied cultural and experiential perspectives.
- Access for students; self-pacing works well for SOME students; ability to attract students we wouldn't otherwise reach.

20) What do you dislike most about online instruction?

Top Responses, coded into general categories:

	Count	Perc. Of Respondents
Subject Matter Not Appropriate	21	3%
Disconnection/Lack of Student Engagement	116	21%
Requires Additional Work to be Successful	48	9%
Issues of Intellectual Property	18	3%
Quality/Amount of Time Required of Instructor	20	4%
Student Learning Isn't Valued as Much/Student Expectations Differ	40	7%
Lack of Social Skill Development	8	1%
High Start-up Costs/Not Enough Incentive	27	5%
Technical Difficulties	12	2%
Only Disciplined Students are Successful.	18	3%
Pressure to Participate	1	0%
I do not like anything about online courses.	5	1%
Everything about online learning is great.	7	1%
N/A	8	1%
TOTAL OPEN-ENDED RESPONSES	383	

*Percentages based on *n*-size of possible respondents. For example, 21 faculty make up 3% of the possible 552 that could have commented specifically about the appropriateness of subject matter.

**Note: Each open-ended response was counted as a response to EACH category that the response related to. Therefore, the total number of responses identified here is greater than what we actually received. Many individuals had multiple areas they chose to comment on.

Faculty Responses (verbatim)

- Too often students are required to complete group projects when they have no choice of who they may work with. They have little or no control of the grouping and often don't see the completed project before it is turned in for a grade.
- Impossible to actually gauge student retention of material, interest level, engagement level, etc.
- Sometimes, the students need additional support in the course.
- Students who religiously fail to follow simple, but very important instructions, such "please remember to sign your e-mail", and "please remember to type your name on any material you are submitting by e-mail attachment"
- No student/instructor face to face interaction. No group interaction. I do not consider "discussion groups" interaction of the type necessary for a college education.
- No personal interaction.
- Poor instructors who do not adequately guide participants, or set clear goals.
- A quality teacher will ensure a quality education. You do not have that assurance with online instruction.
- Face to face contact allows students to ask question during a class period, and not go off on the wrong track.
- The social element, although we chat on-line and sometimes use the camera and other techniques, still you feel disconnected sometimes from the environment.
- I don't know.
- The lack of face-to-face contact.

- seven days a week demand on time.
- Lack of hands on learning opportunity for students
- the interaction with students during lectures and discussion that only can happen in face-to-face
- NA
- lack of personal contact
- Students lose the benefit of information exchange with other students, their instructors, they fail to develop interpersonal skills, writing skills, team work skills and other attributes that are equally important as the class material itself.
- Lack of student contact, impersonal
- Lack of interaction, lack of response, not knowing who for sure is doing the work online
- Not having a face with a name
- Lack of rich non-verbal communication. Web-cam opportunities I've participated in have been mediocre.
- doesn't work for all instructional areas- fine arts, educational methods
- CMU has higher tuition, does not have comparable salary for instructor based on the extra time, lack of faculty compensation indicates that administration values revenue much more than student learning, too many students per class, difficult to facilitate adequate interaction with individual students. Sets up an opportunity for the students least likely to be motivated to succeed in the course.
- Most schools require 4-5 days of participation from instructors in one class.
- Startup costs
- I don't feel it can compete w/ personal, face-to-face instruction
- I don't think most students learn well from it. Students need to be highly motivated to succeed. Too much opportunity for cheating.
- It takes away the face-to-face contact that so many students really need.
- I wonder about the lack of face to face contact. What does the lack of voice intonations and facial expressions do to the quality of learning?
- Difficult to connect with students and therefore they have less accountability to complete the course objectives - I regularly have students request incompletes or extensions with very little coursework complete.
- It's impersonal and only the very motivated students tend to be successful.
- The explanatory power in transmitting information especially detailed financial information, to the student
- We use an online learning template called "Moodle." Mastering Moodle is difficult.
- Not much.
- Same
- Lack of interaction between faculty and students and between students and students, lack of modeling relationship, lack of human connection, relationship, trust, exchange of thought; more people to machines than people to people. It may be the "wave of the future" but not all things new are necessarily good because they are new.
- Lack of face-to-face discussion that takes place which we can't replicate on a discussion board.
- Student Interaction
- Lacks face to face interaction and adjustment of instruction
- Student expectations for being available 24x7.
- The potential for cheating on tests or other assignments, do we know who is really taking the test? Is the test open-book by definition?
- The need to monitor students' progress on a daily basis.
- difficult to develop
- Students who only do the minimum to get by.
- Lack of face to face communication--I really dislike that.

- A lot of extra work for faculty with little or no tangible reward or credit in terms of reduced load, real salary, or counting towards tenure.
- Limits involving use of videos to help illustrate concepts.
- Computer problems of students
- Lack of face to face interaction
- Don't know enough to have an opinion
- forced structure, difficult to adapt to
- lack of face to face, determining the students comprehension without watching their faces
- Lacks the personal interaction
- I do not dislike any aspect of online instruction
- N/A
- I feel face-to-face instruction is far more superior.
- lack of face to face interaction
- No personal interaction between students and instructor
- technical difficulty
- I personally have a very hard time with not being able to see my student's faces and have more personal interaction with them as I am really a "people person". There is no substitute (even in WIMBA:) for the expression in a person's face or eyes. For example, there are a few students who have tried to get away with things or "slipped through the cracks", i.e., discontinued doing the work in the course without dropping, and I feel my lack of being able to meet/communicate with them has been a hindrance. I am learning, however, how to engage more with my students with the technology available to me, e.g. I contact students via email and ask them why they have stopped doing assignments or taken exams. They seem very appreciative of these efforts and always respond.
- No face-to-face
- Lack of recognition by the administrators and colleagues. Sadly enough, it is the group who has been opposing the online learning from the start and continues to resist on moving forward with the rest of world.
- My classes also meet twice a week in the classroom - many students - more now with the online book than before - do not attend class with any regularity. They also disregard weekly emails that provide valuable information as to deadlines etc. Because all assessments, quizzes, exams and assignments are submitted online they do not feel the need to be in the classroom even though much of the material in class is in addition to their online book references.
- It is a waste of time (and money) for students that are not able to discipline themselves to work at the course. Sometimes I think the media "tricks" students into thinking that if a course is on line it will be easier to pass. They might think that if they are able to use a computer, they are able to pass a course at the university level. The course descriptions need to reflect the level of commitment and ability required.
- Technical issues students present.
- Not knowing my students as personally as I do in face-to-face instruction
- Not enough content/watered-down course
- I enjoy meeting and getting to know students face to face.
- not getting to know students not being able to explain things having to spend time reading computer screens
- Very little, if any, face to face meetings
- Difficult to build in critical thinking activities and I fear many teachers don't. Time, TIME, TIME! Chat rooms cannot replace the spontaneous classroom give and take.
- Everything
- I teach quantitative courses and I believe that it is a detriment to students taking such courses, unless you get highly motivated students.
- Connection and technology disruptions and lack of student preparedness in some cases.

- Everything else
- Is the work authentic and does the student own the learning
- Everything. online education is just one more step in the destruction of education in this country
- No face-to-face
- A student must be very disciplined in their study habits to take a course online. Also, I am a bit old school and think that college requires sacrifice and time is needed for the true educational experience of seeing and talking to your professors in an academic setting.
- Student retention, bias in traditional university settings.
- lack of face to face instruction, time w/students
- Self-directed
- The work it takes
- Lack of institutional support
- I think the lack of face to face time hurts in the relationship aspect of the teaching and learning process.
- Starting from scratch
- Takes a lot of time to facilitate it well enough to be successful for students.
- Not certain objective met
- N/A
- That the FTE and workload do not count as in-load. Online courses must be taught as an overload in our department / at our institution.
- The need for continuous involvement
- personal interaction to really gage learning on projects and technical subject
- none
- challenging to engage students
- In my case, inability to demonstrate test measures in which students can participate in the tests themselves.
- The inability of the student to be capable and comfortable in getting additional information and asking questions.
- lack of classroom interaction among students
- Diminished educational outcome for students.
- It is impossible to teach some courses online: a composition class (who is doing the writing?) or a literature class (loss of spontaneous interaction).
- Constant idle chatter begging for their excuse to be accepted as to why the work wasn't done in a timely manner.
- Sometimes the technology breaks down or system and students cannot access their materials or tests.
- Meaningful student interaction seems to be compromised.
- The lack of face to face contact.
- PAUCITY OF TWO LEARNING CHANNELS FOR STUDENTS (AUDITORY AND KINESTHETIC), EVEN WITH MICROPHONE AND SECONDARILY, THE LACK OF RICH NETWORKING .
- Lacking face to face interaction
- Lack of technology at times.
- The lack of feeling connected to the students.
- Not - face - to – face
- Nothing
- Only when the system is down, which is rare
- Lack of interaction that is still crucial to success in business
- I do not feel as connected to my students

- There is a chemistry between faculty and student in face-to-face courses that is not as vivid in on-line courses. The remoteness appears to be present even in the most technologically advanced systems.
- It varies from group to group, but it's often hard to get interaction of students with each other and with myself. Discussion Boards have worked best for me but WIMBA has not been reliable or useful. WIMBA support is poor, unless you are an expert with computers. I don't require chat activities because I don't like to force student discussion. I have signed up for more training, so maybe I can improve my course in this area.
- No face to face interaction with students. The quality of the course is lower than face to face. Employers discount "online" degrees.
- Not seeing the students and developing an intellectual rapport with them. Feedback for learning is terribly important to making a course better.
- In Journalism, most of what we do is hands on, so it's hard to do that over the internet.
- Technical glitches
- Depersonalizes teaching. Also, students tend to expect that ease of access will translate into a relaxation of standards. In ways that can never be measured, students in online classes miss a very important part of the learning experience compared to their traditional counterparts.
- The lack of direct human contact.
- No guarantee the student in fact produced the work.
- The cost
- No personal contact with students
- Not getting to meet my students face to face
- Getting inducted into it is difficult
- The "requirement" to use someone else's syllabus and teaching style, ie using an on-campus instructor's syllabus to teach off-campus students, who learn in very different ways. The students point out the differences too.
- trying to engage the students and you simply cannot get them to engage
- Takes longer time to identify the mistakes committed by students as they do their practical exercises. Lack of direct interaction with the students and gauging the reactions of students as the course progresses. Understanding non verbal communications indicating satisfactions or non satisfactions from students' part.
- It can be impersonal
- The lack of face to face contact and flexibility to tailor presentations and class activities to the actual mix of students in any given class and during any given session of class.
- Lack of face to face meetings however if instructed correctly interaction can still be positive
- It's still not respected in the university community
- Nothing really, I enjoy the chat sessions where the students and myself can discuss experiences and knowledge about a subject.
- What the most important piece of moving course online is that stimulus of addresses the students' questions and answering them at that moment. Dealing with Technology courses online doesn't work best for that, because frustration by the students set in.
- Online instruction is like Rodney Dangerfield -- it gets no respect.
- Communication is not as robust.
- Lack of face to face interaction. Students lacking structure often don't do well.
- Perhaps, face-to-face interpersonal skills needed to help build the skills needed to become a successful public leaders.
- lack f face-to-face interaction
- It is somewhat impersonal.
- Checking in every day
- Difficult to communicate with students.

- It is not suitable for technical or scientific material. Material cannot be taught in sufficient depth.
- Almost impossible to stop cheating. Very little accountability for proof of exams and real competency. (No proof of performance vs. cheating)
- The face to face interaction
- I have no particular dislikes!
- Can't read student body language
- From experience, it is a 24 hour a day, 7 day a week job to give feedback to students in a timely manner. In the classes I currently teach, online instruction would not lead to desired learning outcomes. A blended approach might be adequate.
- I believe face to face communication is qualitatively different and more effective in nurturing and supporting the transformation that happens as people develop thinking skills. We need smaller classes so there can be more personal, human contact and face to face dialogue.
- limitations in interaction
- Online instruction is a lot more work for the instructor and easier for the student. I worry students receive an inferior education compared to face-to-face learning. It is very difficult for students to stay motivated to keep up with the class.
- Students need to be self-motivated and self-directed to engage in the most beneficial aspects of online learning. Those who are just "present" and do not actively participate, do not gain the most and do not contribute to the class much.
- It reduces the need for faculty. It does not take into account the myriad spontaneous interactions in class from which students learn. It does not provide a class culture from which students learn from other students. It reduces the powerful and important expressive communicative tools of the human voice and body.
- Nothing
- lack of context and diminished use of media resources
- It's not "real time"
- The amount of e-mail communication that must be addressed.
- Labor intensive for all. Can be difficult to get to the nuances of the subject matter. Hard to develop a sense of community.
- The lie that it is the equivalent of classroom education.
- I question the quality of certain courses that are taught online because some courses fit well when taught face to face than others.
- Developing online courses is being forced upon faculty by a new dean in my college whose uninspiring motivation is the creation of more useless high-enrollment courses in lieu of more novel strategies such as recruitment. Does CMU really need more broad, low-level descriptive UP courses?
- Frequently lower quality of instruction. Many faculty lower standards for on-line courses.
- No face to face interaction
- It was extremely time intensive to set up. I took the workshop, worked with CID and FACIT, produced several video clips, 16 narrated powerpoints, and several quizzes from scratch = it was definitely a ton of work!
- Lack discipline
- potential for academic dishonesty is very high
- Somewhat limited to the type of questions you can post. Not much discussion, or not as effective as face-to-face.
- Lack of personal contact with the students
- Too much to cover in too short a time period. My university has cut the time of on-line courses in half and is having a very detrimental impact on student learning. Also, students tend to lack the necessary self-motivation, self-commitment, and self-discipline to perform well without in-class motivation being provided by faculty member.

- It is too easy to manipulate the system so that only superficial learning - at best - is occurring. It's the next portion of the slippery slope that buys into student as consumer, rather than learner.
- My discipline requires actual face-to-face interaction between people. Teaching those skills is very difficult in a class where there is not face-to-face interaction between students or observation/feedback from the instructor.
- Lack of direct student interaction.
- lack of face-to-face interaction
- lack of support by co-workers
- Lack of face-to-face interaction and distancing myself from the students
- I don't like testing when it is done on-line. It is hard to verify that the person taking the test is the person who is receiving the credit for the class.
- Having never taught one I may not be the best person to ask this, but I would miss the face to face interaction where I can see all of the students at once and their reactions--which I use to gage repetition, further explanations, etc.
- Lack of connection face to face, building classroom community
- I think that it results in students learning less and/or leaning only knowledge with no application and response to their particular needs.
- Too often material is watered down, or course links connect to invalid URLs, as faculty the communication demands can be overwhelming, as a student it requires more motivation and honesty
- Lack of student discipline and preparedness for my particular course
- Amount of time needed to prepare the course is significantly more than face to face courses.
- It's sterile, impersonal, mechanical, and low-rigor. Faculty are usually lame and unresponsive to student needs.
- As a professor of communication, I do not feel that the skills we teach (public speaking, debate, interpersonal communication, group communication) can be taught in a hands-on way through an online environment. There are some things, like audiences, that do not translate. As such, I am reluctant to shift to online teaching in my field.
- Having to be "tied" to my computer
- The dynamism possible from a presentation given by an in person, passionate, instructor with eye contact who can speak to individuals in a group can surpass the enthusiasm that I have yet to see generated by any on line presenter.
- I think that the students in most on-line programs have a non-scholarly set of objectives... nothing wrong with this it just doesn't match my objectives of providing a solid education in the liberal arts tradition. I believe most on-line students view their work in class as a job and like any job your objectives are to attain the expected output with the minimum level of input. Traditional face to face college is about much more than this I think--college is an experience whereby learning takes place 24 hours a day in interactions with professors, friends, attending university functions, such as lectures, student groups, sporting events, etc. You just can't duplicate this on-line.
- Quality of education is compromised. Students are not accountable in the same way as in face to face courses, and do not have the same quality of interaction and experience.
- The classes are sometimes too large to allow the interaction needed
- It cannot confirm a stand-and-deliver knowledge base and promotes a "look it up" mentality.
- Teaching 24/7...always needing to be available to students.
- I don't know. I haven't done it.
- Lack of student discipline.
- It destroys the process of University education. Students and a professor are not together learning and growing.

- Poor technological support of the software the college is using. The technical staff are not accountable when things fail. The effects of these failures are born by the faculty.
- There are added levels of administrative staff that interfere with innovation by faculty.
- Poor attitude of some of the students. They are much more apt to be rude, disrespectful and not willing to work for a good grade. Some of their expectations are "I paid for this class I expect an A."
- Poor interaction with the students – in class interaction is much better.
- The quality of education to the students is far less because of the limitations of this method.
- Student's attitude is very poor
- Lack of face to face contact. classroom chemistry
- less personal investment on students' parts; some problems with support for pedagogy that fits online instruction
- Lack of face-to-face human interaction
- Some students are very disengaged (more-so than in face-to-face classes)
- Lack of ability to see facial expression and have personal contact and student expectations about work load is quite low
- It seems more time consuming because there are not set times that you meet; students may want you all hours of the day. I am a morning person and do not like to be online at night when most of my students will most likely be online.
- Tendency to promote it across the board, without understanding that there are SOME skills that cannot be accurately assessed or effectively developed online.
- The sense of a learning community that is vital and present in face-to-face courses is missing totally from online courses. Instructor does not know student needs and cannot react in modifying lessons and assignments accordingly. My experience shows that online courses are not as effective as face-to-face courses.
- More mediocre students can be affiliated with CMU than the many that already are here at CMU.
- Never having face-to-face discussions with students. This is of low priority for me, though, since I feel that I get a good sense of who my students are even in an online format. I have had wonderful phone conversations with my students about their work or confusions during the course.
- The lack of personal interaction and ability to model good teaching.
- The time it takes to put together a good on line course.
- I dislike the time required to get it ready ahead of schedule. If I could put up an online course week to week and change it easily I'd prefer it.
- Only having 8 weeks to complete the course.
- I find the Blackboard LMS more hierarchical and restrictive than D2L to the development of innovations in content delivery.
- Difficulty in insuring online tests and quizzes are actually taken under test/quiz conditions (i.e.--how do I know they aren't cheating in some way)
- You can cover so much more material in 16 weeks as opposed to 8.
- Students are not as thorough or responsible, especially with deadlines, and answering questions on-line can be very time consuming
- For classes involving significant hands-on group activities it is not as useful; or course friendly.
- It is difficult to maintain contact with students.
- There are so many things it is hard to pick the one I dislike the most. I would say students think they can pay the money and get the credit and that little work is needed.
- Students seem less motivated, more entitled. It's frequently executed by unqualified instructors. Often a big joke.
- Aspects of teaching a foreign language that just cannot be substituted for the contact in a face-to-face course.

- useless if not harmful in certain courses in teacher education
- I don't like the idea of not having the ability to interact with my students in person.
- Many of the students expect minimal effort is required to pass these courses and they learn only a fraction of face to face students.
- Limited modes of interaction between and among students and faculty. Real-time adjustment of instructional content and method are missing. Interpersonal interaction, including professional socialization and teaching by example are greatly reduced without face to face interactions.
- Lack of support and training
- It may offer an opportunity for students who might otherwise not be able to take classes, but the lessening of personal immediate contact is detrimental to the sense of community that results in a well-structured classroom where people see each other and work together for each other's success. It's difficult to imagine Socrates engaging Plato in his dialogues online and having the same effect.
- Impersonal
- Not getting to know my students as well or as quickly as in a face-to-face setting.
- I would miss the face to face interaction. I enjoy seeing my students. I learn a lot from the body language I can read when I see them.
- Students may not learn enough.
- There is no way to insure academic honesty. It is very difficult to design courses that develop higher level thinking skills in students. It is very difficult to teach courses that rely on higher level thinking skills.
- Lack of delivery support.
- Lack of control of intellectual property.
- Inadequate compensation and workload consideration.
- Lack of synergy that comes from face-to-face contact.
- Not all disciplines are equally effective in online format
- need high levels of student discipline
- First, most student-learners are looking for an easy course and especially an easy grade without much effort put into the class. From 20 to 40% of the students in each class of the couple of dozen courses I've taught are not motivated to accept the rigor of the course and are looking to get a course so they can get federal and/or state student financial assistance. They do little or nothing in the course. Another 20 to 30% are not nearly as motivated or self-disciplined as my face-to-face students. Secondly, the institution where I teach online which is where I also have tenure has shortened the course to make more money on by running more students through the program. My institution is primarily interested in offering these courses in as cheap a manner as possible and the issue is never student learning but how can we get more money.
- N/A
- Cannot answer from experience, but the lack of face to face contact is a real problem for learning.
- Faculty expectations are lower. Administration loves them because they can plug in adjuncts.
- Students are unreasonable in regard to their expectations of professor response times.
- It serves institutional needs for money at the expense of students.
- No face-to-face.
- the increase in demands on time, e.g., multiple questions and responses from students; need for additional "management" techniques that are not usual on-site
- Communication barrier, especially when faces are not visible.
- Compared to face-to-face class, interaction is different and harder.
- lack of face-to-face interaction
- I haven't taught online.
- University considers this is purely a business, and pays the online instructors even lower than a graduate teaching assistant.

- Not being able to have face to face discussion
- Not sound educational practice
- At my institution, on-line courses are being used to replace face to face courses (to save money). Students who live on campus are allowed to take these courses. This is inappropriate.
- The initial set up and refinement is cumbersome
- I do not believe that online instruction can replicate a face-to-face setting, and I also believe that there are some things which simply cannot be taught in an online format.
- Dumb down content
- I do not feel online courses deliver the same quality instruction. I feel that discussion and face-to-face meetings are essential.
- Everything
- Time consuming, meticulous paper chase.
- Static nature of the content--not easily adaptable; difficulty of truly mirroring face-to-face interaction; takes more faculty time than face-to-face

21) We welcome any additional thoughts on online learning, this survey, or other related topics.

- For reasons unclear to me institutions I teach at (3) have all been resistant to moving into hybrid formats.
- It would be very helpful if terminologies used in the survey are defined before they are used; not used before they are defined. Example: the term "blended course" was used long before it was defined.
- While it may be useful in some curricular areas, in the social sciences, philosophy, political theory, etc. it is inferior. It is not really teaching, it is monitoring students. There is a difference between the two.
- I have taken some online courses that pushed me to reflect and grow more than face-to-face has done, but I have also taken them by ill-prepared instructors who didn't know how to properly utilize this form of presentation. It is very important that instructors know how to deliver in this format.
- Students of this and the next generation may want more online opportunities, that is an issue--yet, to lessen the face-to-face instructional model will also lessen the quality of what CMU has provided and created as a legacy. Tough balance to find.
- Blended courses still require brick and mortar. We need to go full online.
- I would like to see more courses about gender and peace in the Middle East to be incorporated and be a part of on-line instruction. That would be interesting to so many students and would promote more cultural understanding which we need in this era of globalization. Thank you.
- I left some answers blank because I did not have enough information to answer the question.
- I do think it's the wave of the future, but I think we need to be careful not to replace, or short-change, traditional delivery systems in order to jump on the technological bandwagon.
- Online learning works well for a "target" population.
- There are many classes that require laboratories which make online courses without face-to-face meetings impractical, thus some classes lend themselves better to on-line instruction than others. Education is a lot more than sitting behind a computer terminal.
- Online is the future. It is not a business venture; it is an effective and innovative education delivery model.
- I'd like to attempt an online course, however, every time I apply--There is a reason that I can't because of my education degree or something.
- I have been teaching online for about 8 years but not for CMU so I do not know the level of support for students of faculty at CMU online and there is a section in this survey that has questions about that.
- I am unfamiliar with the professional development that is provided for adjunct faculty who may be interested in learning how to design and deliver online instruction.
- There is a limit to the type of course that could and should be taught online and especially considering the level of students being instructed. Online classes are not there by any means.

- I feel like I'm sounding "old-fashion" - but new studies are linking our decrease in human interaction to higher incidence of depression and suicide and more difficulties in building the human relationships for which we were created. Electronic communications leave out the non-verbal communication that is so critical to human understanding. It is part of what makes life challenging and helps us to grow as individuals, and it also nourishes and enriches us. It IS more difficult than typing on a computer and plugging in the desired answer to a question.
- If the faculty, administration, and employers accept and legitimize on-line learning then it will be widely accepted and people will wonder how we ever got along without it.
- I don't think some classes are suited for on-line delivery, especially those which students are required to demonstrate competency in speaking and negotiating.
- Online will emerge as the dominant educational model, if it has not already done so. We need more ability to have video/audio content. BlackBoard is too limited in that regard.
- Online is more time consuming than I had imagined and it is less gratifying to me.
- thanks for having the online training available to adjuncts
- I would like to be able to teach more online. I believe that it is good for the student and the instructor. It builds a relationship.
- I actually love online learning up to a point. I use it in Blackboard to a degree but I think it has profound limitations that will never be overcome because of the lack of face to face encounters.
- Good training and prompt help desk responses
- None
- This is my first semester teaching one face-to-face evening course at CMU-Mt. Pleasant, so I do not have a lot of data to share.
- Enjoy my on-line interactions and diverse students.
- None at this time.
- thank you very much for this opportunity! This was a very interesting survey and I enjoyed articulating my thoughts about online teaching!!
- N/A
- At CMU, support for the online learning has been extremely limited compare to the similar size academic institution of online teaching/learning operation. It is my understanding that little of no administrators who oversee the operation of online education at CMU has neither taught nor developed online course. This is serious concern from my point of view as well as speaking for others who are teaching online.
- I think there needs to be a survey done as to how many potential students are interested in taking online courses. It would be good to sort out the ones that are truly interested in a degree and those that just think it would be "cool" to take an online course without realizing the serious amount of work that goes into course work.
- Question 18 did not apply to me at all, because I am unaware of CMU's policies on online teaching; I teach online for another university. I just answered "average" for everything in that section as a result. Maybe put an N/A category.
- Appropriate for some classes, not good for types of curriculum. Requires a disciplined, self motivated student,
- None
- I am aware that this is a future trend. I have many issues with many of our trends that move us away from personal interaction and toward the "mechanization of relationships." Online education may be a convenience for some, a necessity for others, but for those who do not require it, it will become a block to successful and effective socialization. Universities and colleges do not simply provide education; they are an essential unit in the successful maturation of professional individuals. Removing the required social interaction that results from classroom interaction will also remove the resulting soft skills that many employers look for today.
- N/A

- Got to do it; it's wave of future
- None at this time.
- I have never taken or taught an online course but am more than willing to learn. This is the future of post secondary education and we must accept this and change or we will become irrelevant.
- Group workshops in online course development and online teaching at off campus locations would be great.
- N/A
- 1) The pay is very little compared to the amount of work involved, at least at our university. 2) The Student Credit Hours do not count in our department, but rather go to Off Campus Programming.
- A critical component of the online learning experience is the platform speed, flexibility and adaptability. I am currently experiencing significant performance issues even though I use a T3 based connection. The platform technology is inferior to others I have used
- Blended courses are effective and we need a Wimba system that works much better
- Online may be great for grad-students who have some experience, but under-grad need to have experiences during the instruction for deeper understanding.
- More on campus, younger students are taking online classes but they are less prepared to be self-directed. There should be a mandatory orientation class for them to take. I've begun adding discussion forums in all my on campus classes so they are at least conversant in how to use it and what might be required in an online class. I do as much of my assessment as I can online so students understand how that works. I blend all of my courses, even those where students do not have lab content. It's important to show them how to find material and be responsible for monitoring it this way. This is how business is done today. Most jobs incorporate some type of online meetings, collaborative work and lots of e-mail and communication online. We live in a global marketplace so we need to be able to connect in a personal way as well as be professional with new technologies. Online education is just one more asset in this.
- I have no additional thoughts at this time
- Was unable to really make notation of whether your questions wanted me to address my f-t institution, my current CMU institution or a previous institution!!
- WE MUST CONTINUE TO DESIGN, DEVELOP AND DELIVER COURSEWORK THAT INTEGRATES CONTEMPORARY NEEDS, CONTEXT, CONSTRAINTS AND AUTHENTICITY...AND THAT DOES SO IN COMPELLING, VALUE-DRIVEN WAYS. . CERTAINLY, IF ASKED, I WOULD BE EAGER TO CONTRIBUTE, APPLYING MY FORMAL AND PRACTICAL BACKGROUND IN CURRICULUM, PROGRAM AND COURSE DEVELOPMENT THAT FOR MORE THAN THREE DECADES HAS BEEN TARGETING THE SCHOLAR-PRACTITIONER IN FOR-PROFIT AS WELL AS NOT-FOR PROFIT ORGANIZATIONS.
- Nothing at this time.
- While I enjoyed 10+ years teaching an online class I developed (and modified regularly), at the end it seemed that I spent more time teaching students how to navigate the on-line system and less time answering content-related questions than I did at the beginning. Apparently, formerly, only students who actually knew something about computers took on-line classes; recently, though, ALL students assume they know about computers and working online, even (or especially) if they don't.
- Professors who are excellent and student oriented in the in person mode can and often do become excellent professors in the online mode, if they take the time to keep up with all the new technology and learn how to best adapt it. Average professors who are technologically inclined and/or advanced have the potential of becoming excellent professors in the on line mode.
- I have been teaching online for about 10 years now, and I think that the educational gains of online students has been overrated.
- As a first-time part-time faculty at Central Michigan University, I was unable to answer questions about institutional dynamics. There was no answer that stated, NA or does not apply. Thus, the answers to these questions may be skewed by faculty in my position.
- Some sections went unanswered due to not enough knowledge to form an opinion.

- Overall, I have found that my liberal arts history of ideas type course is much more amenable to online teaching than I would have thought.
- I am a licensed Psychologist. If someone came to me for a job and had a Psychology degree that was earned purely on line, I would throw their resume in the trash!
- Students need interaction with professors in order to find out if their ideas have merit, before being graded on them.
- I feel the CMU needs to recognize the importance of having more online courses to reach populations that are unable to take courses, such as the physically impaired and the military that are overseas.
- I think the online environment will become even more critical for rural areas.
- The program administrator and the instructional design staff need to come together to provide consistent information for faculty. A handbook for first time instructors with step by step instructions of what to expect and how to do specific tasks would be a great reference tool. Response to email and phone calls from the online program administrator would be helpful as well, especially for first time online instructors.
- This is the way of the future. But proper visions and controls need to be set. Expectations also need to be set properly. Pre course survey has to be send to the students so that there is no large gap between course offered and students expectations because this situation may lead to wrong expectations and feedback. Recommendation is to have web camera based appointments with the students so that face to face interactions can be accommodated. Understandably this would lead to more effort from faculty to accommodate all those times to have face to face interactions but some time type of moderated interactions needs to be permitted.
- I have used BlackBoard in my teaching, but I have taught an online class. It is hard for me to comment on the support of the university for online teaching. I did not really need or seek support, but I know there was training offered if I wanted it.
- Bless instructors who do online instruction. I never wanted to take or teach an online course. I depend greatly on the immediate responsiveness of students to presentations & the flexibility to alter & enhance classroom activities to better fit student responses & specific experiences.
- I think online learning is great and allows you to reach so many more students that would otherwise not be able to attend class.
- Online learning is the future!
- I think a blended approach is best. But, in some circumstances- on-line only is the way to go. It also depends on the material presented.
- I think this type of instruction benefits mainly the strongest students.
- I feel that content is often diluted compared to the face-to-face courses because the online format attracts students seeking flexibility who don't complain about the workload. Also, the university STRONGLY promotes the flexibility of online courses for marketing/recruiting but then does a TERRIBLE job of advising and guiding the students on the reality of self-discipline needed for success. Online classes require more self-discipline and are MORE WORK for students but the university fails to inform the students of this fact.
- How can one get involved with online instruction at CMU?
- CMU, educational administration department, tends to believe online education is inferior; I strongly disagree. We must make accommodations for students so they can participate in graduate education.
- We have not studied adequately the benefits in online education. Is it comparable or better or worse than on site education? Universities are rushing to implement it because it is a cash cow and requires very little capital investment after the technology is plugged in. But, are we doing the best job educating the next generation of grad and doctoral students who take their degrees on line without campus interactions? I don't know because we have studied this trend inadequately and we just rush on to increase enrollments by offering the programs online. I suppose that someone like me that has three graduate degrees from traditional programs and one graduate degree from an online program can work with the educational delivery since I have had the socialization of on campus experiences including a doctoral fellowship. But, had I exclusively earned my degrees online--would I be a valuable member of the faculty? Next, we will be educating MDs and lawyers online--will that be an effective way to do it?

- This will be the wave of the future.
- Implementation of synchronous video presentation capabilities.
- ...there must always be two school - online and face-to-face (for those who learn best in those academic environments)
- Because of the high cost of education today, what is the answer in the future?
- I have enjoyed my experiences with online and look forward to improving the experience for the student.
- I once requested information from my school on what kind of comprehensive preparatory information (e.g., a "Student Online Learning Handbook") students get prior to signing up and taking an online class. Never received anything. If that information were available and well developed with regard to technical requirements, technological know-how, and proven familiarity with programs and applications that are used in online class delivery, students and instructors would have a more beneficial time getting through the course to achieve the expected outcomes.
- I do not like them because much of the learning experience is missed without the face to face of the entire class exposure.
- SINCE this is the future - the process must be very carefully defined, described, designed, and more - which actually mandates that it be HYBRID in nature, otherwise IT WILL BE SUSPECT AND NOT LEGITIMATE.
- Student costs should be lower for on-line classes
- CMU does an outstanding job of both preparation and support to both faculty and students involved in online education.
- It takes an instructor who is dedicated and willing to be creative and accessible. Not all instructors belong online and the poor ones hurt the reputation of the venue.
- Need consistent technology.
- While each method has its pros and cons, on balance they are relatively equal in effectiveness
- Please offer me an opportunity. Thank-you.
- doubt online instruction would work for the pharmacology courses I teach at CMU
- A necessary part of pedagogy today - but not a 100% solution. And what about freeware vs. propriety platforms (i.e. Blackboard)?
- Online learning tends to work better for students who have some foundation or background experience in the topic being taught. It can be much more challenging for students who have no previous experience and/or little foundation in the subject matter.
- I am a fully employed practitioner who enjoys teaching and enjoys the online environment. I feel like I am using the technological support and capabilities of our system at a minimum level because training tends to be offered on campus during normal business hours and utilization of some of the more advanced capabilities requires time that I do not have and access to technology that is available on campus but I do not personally have available.
- Online learning is the wave of the future. More people will be electing to take courses online, under graduate, graduate, and certification programs.
- Your survey assumes that faculty only teach at universities. Some of us also teach at community colleges. Online education is a necessary component of higher education and its importance will only increase over time.
- None
- I teach online for three different colleges and the differences are significant between the three.
- I have seen too many learners "squeak by" or get behind in online learning. Of course, the learner in any setting only gets out of the experience what he or she puts into it.
- I wrote my dissertation on distance learning, so I am an advocate. I am not moved by the "fears" that non-online faculty exhibit.
- N/A
- None

- This is my first class. I am confident in my delivery but I question the depth of understanding by my students.
- I strongly believe that on-line instruction can reasonably be used very judiciously for students who truly cannot attend traditional classes due to true physical or geographical limitations. These constraints would not apply to most students. I think that far too many institutions are making it way too easy for far too many students to "earn" credits/degrees by paying fees and then performing minimally in courses that do not require rigor and are not adequately supported. And there's the rub: make money by conferring credits with minimal (almost no) overhead from whoever an institution can get to sign up. Most students are not well-served by on-line instruction, in my opinion.
- I hate what higher education is becoming a cracker jack box education that is what the diplomas are worth with these courses waste.
- Recognize the cost reasons why universities want online courses, but I am concerned this means of education is inferior to face-to-face teaching. The human interaction is very important to maximize the educational purpose.
- My experience is that the lack of solid face-to-face on ground training halts many teachers from teaching.
- There needs to be more emphasis on proctored exams.
- CMU has a great distance education program in audiology.
- What will strengthen online learning most is the integration of audio-visual media that provides additional options for students to acquire content other than by reading. When students are able to click immediately upon a link and listen to a short video or audio explanation of a difficult topic that will clearly be a benefit. Although this technology is available now, it is not yet as seamless as it will be eventually.
- Online learning is the way of the future as time schedules become more and more complicated.
- Your survey is biased by your clear advocacy of online learning, despite the many, many deficiencies manifest in online education.
- Recognize the added work an online class takes. When I facilitate the same class on ground and online, the assignments outcomes are far superior online because we discuss the theory for a week.
- I think blended courses have more appeal than a straight on-line course.
- Discussion is the most important element in bringing online course to par with face-to-face classes.
- Prior to actual teaching online, I was not a fan. After five years, I now believe it is a worthwhile means of teaching adult learners.
- If the technology and preparation time was readily available, On-line instruction would be efficient and cost effective.
- My preference is a combination of face to face and online. It is the best of both worlds.
- Would like to teach for CMU online. Been trying for a number of years but is restricted to full time faculty.
- teaching a blended course gave me the confidence to try a fully online course - my first; starting next month.
- recognize online faculty for the inordinate amount of work required to be successful in this medium.
- Survey set up in an inadequate way, with no option, in several questions, to answer "Don't know" or "No opinion," etc. In this, survey mirrors a problem of many online courses, in that the feedback structure is inflexible and therefore leads to inaccuracies.
- I would like the opportunity to teach online for CMU.
- Some schools pay very poorly for the time involved in development and teaching online. Some pay better but are less organized and less supportive of faculty. Some have great training but at some it is nearly non-existent. The field is still getting its act together.
- Online courses put students at a disadvantage as they fail to develop a beneficial learning and future employment network.
- Encourage more research on the effective applications of on line instruction.
- On-line course compensation should be based on a by-student rate in addition to a base amount for delivery.

- I realize online instruction is not going away but we need to be careful not to let it replace traditional face-to-face instruction.
- Would enjoy reading the results of this survey. Commendations to many talented CMU professionals who make teaching online an enjoyable experience.
- I took one course on how to teach on line (offered by LERN) and it didn't really provide enough "how-to" tools. I would be interested in taking a course offered by CMU.
- I could not answer question # 18. You needed to have a "don't know" or "not applicable" choice.
- Online learning needs to acknowledge some of the issues of integrity for test taking, homework and other issues that arise online. I really don't believe that this is considered to the degree it should be.
- I find many of the questions in the survey difficult to answer in an unbiased manner because of my limited experience with online courses. The questions themselves (like many surveys) often make assumptions and require me to validate or negate the assumption based on an opinion formed by the assumption that was presented. Nowhere in your survey do you ask any questions that indicate the responders field of expertise. Some areas translate more easily to online instruction than others and the survey in no way takes this into consideration. How one translates the performing arts (my area) into online instruction is a very difficult proposition since in the performing arts many of the skill sets we need to develop in order to produce our work can only be accomplished in a room, face to face with other artists.
- Some specific timelines and expectations for both students and instructors are needed to ensure timely completion of work and ongoing feedback take place.
- Thoughts: online delivery will continue to grow. My sense is the market has much untapped product interest. I encourage enhancing product value by bringing the same structure, discipline, academic goals and quality to this format that exist under conventional delivery models. Conventional institutions that step out fastest will gain advantage over their peers.
- I am a huge advocate of online education. However, some schools (no names for sake of libel) need to pack up their laptops and go away! These for-profit institutions give online a bad name and hurt the reputation of the good schools. Also, I think any quality online program should make sure the online faculty are properly trained.
- There were some questions I was not in a position to answer but there was no "does not apply" answer available. When I left the answer blank it through me back to the beginning.
- N/A
- There needs to be more discussion on which students should take on-line learning options. Some students should be only involved in face to face classes. We need to be better about identifying who should be in on-line classes. I would have loved these classes when I went through college, but non-self directed learners shouldn't do this, it's deadly for their GPA.
- I would encourage the University to offer more online courses.
- On-Line Course develop a lower quality student
- The most well designed class can be a total failure if the instructor is not willing to interact with the class and to TEACH. Don't blame the mode of course delivery if students don't achieve the same learning outcomes. Blame the instructor.
- I find my online students who stick with the course learn every bit as much as students in F2F courses.
- I do NOT believe ALL courses can be taught online. For example, performance courses (acting, speech, music, art) need to be taught face-to-face. If I were hiring a person who earned his/her degree entirely online, I would believe that person earned an inferior degree.
- Thanks
- I have not taught online or blended, but recognize its value.
- Online learning is NOT for every student. Nor is F2F but students generally understand what F2F means. Methods of determining the likelihood of student success in an online course is needed for student decision-making about whether or not to enroll in an online course.
- None

- It's clear that CMU has to compete with other schools, and if other schools offer online courses and we don't, we'll lose potential enrollment. I hope, however, CMU is willing to still put resources into quality programs which do not draw huge enrollments, and that programs with a good reputation which draw students from all over - including outside of Michigan - are acknowledged for their ability to increase enrollment (students would have gone to another school) in different ways than just filling up large lecture halls with bored students being taught by uninspiring temporary faculty who are often teaching outside of their area of expertise. As far as I am concerned, an online course can never serve as the substitute for my own presence in the classroom. Being able to (and encouraged to) interact with students one-on-one was a major reason why I came to CMU in the first place.
- We should continue a lot of discussion about this. The Lilly conference was a good place for me to network with other instructors and learn from their experiences.
- I'm planning to blend one of my courses as face-to-face/on-line but have to work a lot to get there.
- It is far better than no access to higher education
- University administrations are primarily interested in making money and are not adequately concerned about student learning.
- Most of these questions were virtually impossible to answer given that I've never taken nor developed or delivered an online course; you may want to reconsider the design of the survey accordingly.
- I think we need to offer more undergraduate and graduate courses online. I think that much of this business has gone to other universities that offer this type of learning.
- I am very supportive of online teaching if assessment is done in person.
- Faculty should not be forced to teach on-line courses if they do not wish to--that's setting us up for disaster.
- We get paid only half as much to teach an online class as we would an on-campus course, even though the workload for an online class is greater. Our school is contractually obligated to give priority to tenured and tenure track faculty who choose to teach online courses, but it subtly discourages them from doing so by the low pay (few of us are allowed to teach online as part of our regular course load--most online courses are taught as an overload). In effect, online students get the less access than on-campus students to faculty who are disciplinary and professional experts. Many of our online course are taught by part-time adjuncts, most of whom have much less experience and education. Ironically, students pay more tuition to take off-campus classes (both online and f2f), but they generally receive a lower quality education. That's unfair.
- We do presently offer only one on-line course in our department and restrict it to those living at least 50 miles from campus. We are experimenting with a hybrid course this upcoming year, and the instructor will receive training in development and delivery.
- I am a full time, tenured faculty member. I would like to try teaching online. However, apparently there are issues in terms of our dept. getting credit for the student hours. There is also quite a bit of resistance in my dept. Faculty see it as "inferior" and as weakening the traditional faculty role. However, I would like to give it a try, and know if it is done correctly, it can be high quality.
- Obviously this is very important in teacher education and consequently to me. I am working to design an online course presently.
- The studies show that online learners retain as much if not more learning from a structured online learning environment. The key is consistency in style, development, and using the technology. One cannot just transfer lectures to the internet, the instructor needs to use interactive approaches to learning.
- Making online teaching mandatory? Are you out of your mind?
- My particular discipline is not conducive to online instruction.
- Students should get regular emails pushing them to do the work. Otherwise, they often wait until the end to do everything.
- On line courses are an abomination.
- Administrations support and resources
- The red tape at CMU and the many barriers that exist in the bureaucracy are a disincentive to those who want to develop online courses.

- I think mentoring systems and interactions are extremely important for online instructors, as is knowledge about the role of writing in learning. In online medium, what students can or can't articulate (and so learned in any public way) becomes evident much more quickly. Instructors can't as readily assume that what they are "telling" is being understood by students.
- Being forced to teach online has me considering a change of schools to one in which face to face education is still more highly valued than at CMU
- I left one question blank because I cannot provide the same answer for ALL courses. The outcome of an online class depends on whether the content can be taught online.
- I worry that CMU is pushing the online courses only because it is the "wave of the future" and not because there are benefits for the students.
- I love online teaching and find students to be engaged, hard workers, and knowledgeable. The online format can increase student body numbers, which is important in times where loss of students can be detrimental to a college's survival or the quality of programs offered.
- In the field of teacher preparation, the ability to model and participate in hands-on instruction is compromised when students and teachers do not come together in the same place.
- A fundamental problem with this survey is its grouping of all disciplines under "instruction." Some disciplines or specific courses would be more pedagogically legitimate in on-line versions than others. I teach literature courses in a seminar format; that could never be done on-line. The word "each" takes a singular verb": "Each is," not "Each are."
- Online learning is here but it is hard to do well. It takes time to develop materials, to interact with and evaluate online students. We should have clear accounting for how faculty time will be compensated for these tasks.
- We need to do more to promote the creative development of international collaborative partnerships. Global university development of online and blended courses will further such goals as advocated by the Bologna Process.
- On-line is a wave of the future, but only as part of a balance; there are certain subjects which will never be successful in an on-line format, i.e. performance, labs, and certain pedagogical courses. I think that undergraduates are irresponsible to following instructions in an on-line format. On-line will be increasingly valuable in training people who have children and/or full time jobs. Perhaps a system in which students can remain in an on-line track only if they continue to be successful with that procedure would work, i.e. if the student fails to achieve at least a C in one on-line course they should be prevented from taking another one until they either re-take the course or follow up with a semester of face to face success. The biggest problem I see with on-line is that a certain percentage of the students will cheat themselves out of learning, especially if too much of their degree is delivered this way. There is still much to be said for the regularity of responsible attendance and interaction with other students. A combination of on-line and blended on-line during the early stages of the degree, especially in the 'university program' requirements would probably be the way to start.
- Until CMU starts compensating on-line courses better there will be resistance. Also, on-line courses sometimes require significantly more work than face to face courses; e.g. heavy student email volume, chat rooms, etc. This becomes difficult with a large class.
- I believe that online teaching will become more important in the next few hundred years and we are in the initial state of this change and it will take a cultural sea change for both students and faculty before online teaching becomes effective.
- The quality of program is eroded in order to increase profits.
- Online delivery should be a TOOL to support the best possible education of students. We need to be careful about this (online) tail wagging the (education) dog and be sure we don't end up compromising our purpose.
- Serious concern about lack of interpersonal interaction
- I do not support the traditional classroom teaching being replaced by on-line courses.
- Having been involved with on-line instruction in the 1960's, other than the cameras being smaller and color, I am very disappointed how little progress has been made. In fact, the amount of delivery support and

protection of intellectual property was better in the 1960's. (My guess is that having educators in charge rather than business or profit motivated individuals is probably a significant factor here.)

- No faculty teaching credit for online courses and pay is low as an adjunct course.
- I believe the blended courses are most effective for my content area.
- I have always been sympathetic to non-traditional learners but I feel that this modality is really serving well only about a 1/3 of the learners who sign up and take these classes.
- I am hesitant to develop online courses because: *reports that it takes more time than face-to-face *I am busy with the work I already have *I would like to try it as a student and as a teacher
- One great concern is that on campus students would substitute online for face-to-face learning. That would be a real problem.
- I am very concerned that all this talk about online courses will eventually replace traditional, face to face courses. I do not want to see this happen.
- On-line education is a distant second to face-to-face in terms of learning outcomes and professor satisfaction derived from teaching.
- I have never seen an effective substitute for extended tutorial conversation with students.
- it wouldn't make sense for us to have technology in all aspects of our lives, except for education and learning. Better that we work to make learning the best, and most flexible, that it can be.
- Did not address the type of on-line course that I have taught where I was in a classroom with local students while video and audio was projected to a distant location for other students.
- Abandon on-line instruction ASAP.
- You might consider the issue of *compensation* for online teaching at CMU. Right now, it is INFERIOR. One immediate way the university could support it would be to make it *in-load* teaching not overload.
- I was invited as an expert to an online course discussion, and it was in depth and insightful. I started to develop an online course but was discouraged because of the poor financial arrangement between campus units and "extended learning" ProfEd.

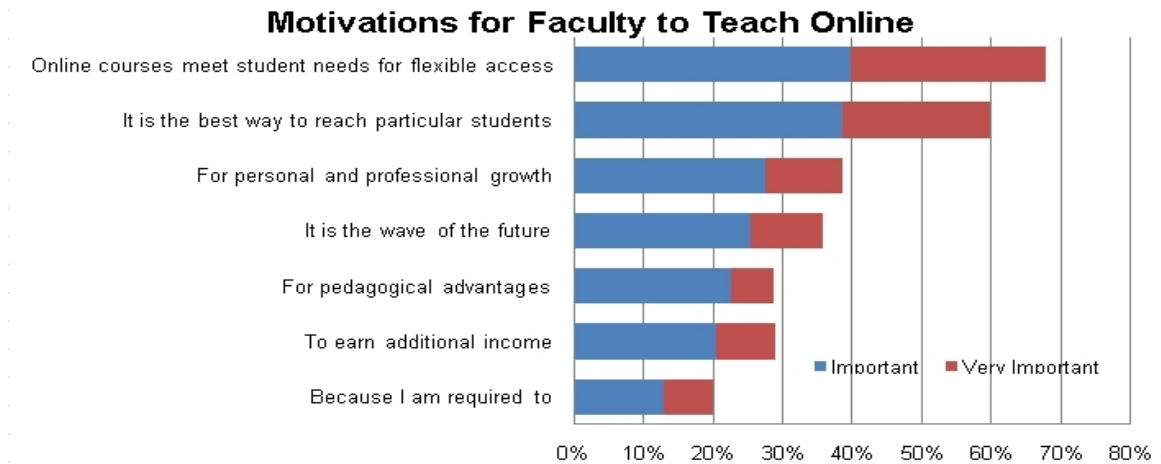
Appendix A

Using Preliminary Data from the NASULGC-Sloan Benchmarking Study

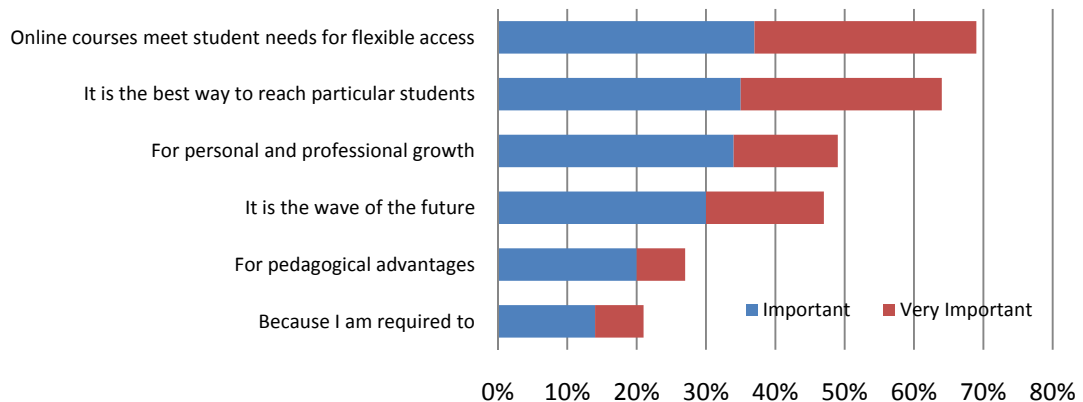
Faculty Survey

As part of the overall benchmarking project, all faculty at participating institutions are being asked to participate in a survey about experiences and attitudes towards online learning. Over 11,000 faculty have opened the survey to date, with almost 10,000 responding in sufficient detail to be included in the analysis. The survey was directed to all faculty at the participating institution, not just those involved in online education. Topics includes demographic information about the respondent, teaching experience (both face-to-face and online), and their opinion on the potential role, if any, for online learning.

Faculty were asked about the potential benefits of online education, and students concerns were at the top of their list. All faculty in the study ($n =$ about 10,000) are shown in the top graph, created by NASULGC, and only the CMU faculty ($n = 552$) are represented in the bottom graph.



CMU Results



It has been a common perception that online teaching takes more effort on the part of faculty than face-to-face instruction. Faculty which experience teaching online or developing on online courses were asked to rate the level of effort involved compared to an equivalent face-to-face course. There was wide agreement among the responding faculty that online instruction does require more effort. This was especially true for among those who had created an online course (where over 80 percent said it took more effort to development an online course than a face-to-face one) – but the result was true for teaching online too, where over 60 percent thought it takes more effort than to teach a face-to-face course.

Level of effort for teaching:

What was your experience with the level of effort required to teach an online course compared to a face-to-face course?	Total Sample
Is a lot less effort	2.5%
Is somewhat less effort	10.2%
Is about the same level of effort	23.2%
Is somewhat more effort	33.1%
Is a lot more effort	31.1%

CMU: Level of effort for teaching:

What was your experience with the level of effort required to teach an online course compared to a face-to-face course?	Total Sample
Is a lot less effort	.7%
Is somewhat less effort	2.2%
Is about the same level of effort	19.4%
Is somewhat more effort	38.8%
Is a lot more effort	38.8%

Level of effort for course development (from scratch):

What was your experience with the level of effort required to develop an online course from scratch compared to a face-to-face course?	Total Sample
Is a lot less effort	.7%
Is somewhat less effort	1.0%
Is about the same level of effort	13.1%
Is somewhat more effort	30.8%
Is a lot more effort	54.4%

CMU: Level of effort for course development (from scratch):

What was your experience with the level of effort required to develop an online course from scratch compared to a face-to-face course?	Total Sample
Is a lot less effort	1.7%
Is somewhat less effort	10.6%
Is about the same level of effort	29.6%
Is somewhat more effort	34.6%
Is a lot more effort	23.5%

Free-text responses

In addition to the directed questions about online learning, all faculty members were asked a number of open ended questions in which they could provide as much information as they desired. One such question asked of those with any experience teaching online was *"What do you like most about online instruction?"*

A total of 2,536 free-text responses were received from faculty members with online teaching experience. The most cited was "flexibility" (779 mentions), typically stated in terms of the flexibility it provides students. The second most cited reason was "discussions", (183 mentions), followed by "access" (147 mentions). The 2,500+ responses were overwhelmingly student centered responses (the word "student" was used over 1,500 times) – what faculty like most about online instruction is how it is better for students.

At CMU, a total of 367 open-ended responses were received for this question, the most cited was "flexibility" (157 mentions), also typically stated in terms of the flexibility it provides students. Our second most cited was "access" (88 mentions), and third was "discussions" (49 mentions).

A second open-ended questions addressed the issue of *"What do you like least about online instruction?"* A total of 2,538 free-text responses were received to this question from faculty members with online teaching experience. The most cited reason was "time" (632 mentions) – typically stated as the greater amount of time required for online instruction. The second most cited dislike was the lack of "interaction" (310 mentions) – often stated as being less than for a face-to-face course, and included statements about lack of facial expressions and body language. Problems with "support" were next (142 mentions), followed by the increased "effort" (106 mentions).

At CMU, a total of 383 open-ended responses were received for this question. The most cited topic was "lack of interaction" (165 mentions), followed by "support" (31 mentions), "time" (30 mentions), and "effort" (28 mentions).

Appendix B

Comparing these results with the “Online Student” Satisfaction Survey:

Purpose: Identify strengths and challenges and collect feedback from online students prior to HLC visit (Fall '07)

Administered to students who

- have completed at least one online course
- are currently enrolled in an online course

374 responses of approximately 2,000 invitations to participate (18.7% response rate)

20 questions, 11 open-ended

Survey conducted October 3 – 12, 2007

Top three reasons online is better than face-to-face:

- Convenience (time, attire, scheduling)
- Issue of distance from a CMU location
- Employment (time conflicts, flexibility)

A few statistics:

- 96% claim their experience with an online course provided what they were looking for
- 94% would recommend online courses or programs offered by CMU to a friend
- 93% were pleased with the availability of his/her instructor(s) and/or advisor(s).

Student Suggestions for Improving Online Learning:

- Provide more courses and programs online
- Work to correct the disconnection issue with Blackboard
- Encourage professors to interact more effectively (more feedback on performance, more “office hours” for questions and concerns)
- Offer clear instructions on how to use the library and database searching tools
- Raise awareness for Student Services offered through Distance/Distributed Learning
- Improve the library Web site to become easier to use