CURRENT FACULTY DEVELOPMENT PRACTICES FOR ALTERNATIVE DELIVERY SYSTEMS IN CHRISTIAN HIGHER EDUCATION INSTITUTIONS: A QUALITATIVE STUDY

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APPROVAL SHEET

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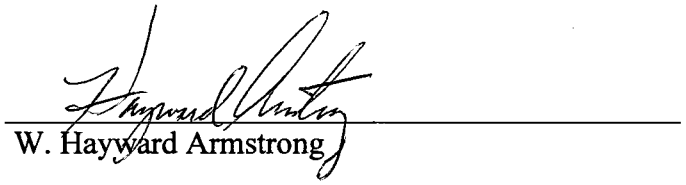

W. Hayward Armstrong

Date 12-11-09

I dedicate this work to my beautiful wife, Lisa,
our children, James, Raymond, and Lauren,
my mom, Merridee Yates,
my father-in-law, Danny Morris,
and my sage advisor and friend
W. H. Morris, who all believed
in me through the inevitable
joys and sorrows of the
educational process.

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LIST OF ABBREVIATIONS

ABHE	Association of Biblical Higher Education
ACCESS	Association for Christian Distance Education
ADS	Alternative Delivery System
ATS	Association of Theological Schools
CCCU	Council for Christian Colleges and Universities
CMS	Content Management System
DEC	Distance Education Coordinator
LMS	Learning Management System
NAPCE	North American Professors of Christian Education
TRACS	Transnational Association of Christian Colleges and Schools

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PREFACE

Many individuals and groups have invested their time, prayers, wisdom, resources, and energy into the completion of this work. I am grateful for Dr. Gary Bredfeldt, my supervising professor, who directed my steps through the fine points of research methodologies. I am also grateful for Dr. Michael Wilder, my second reader, who provided encouragement and guidance for this research. Thanks also go to Dr. Hayward Armstrong, my third reader, who demonstrated enthusiasm for this research area and provided expert knowledge on this topic. Finally, thanks go to Marsha Omanson for her red pen of stylistic wisdom as she directed and corrected my formatting.

I am deeply thankful to God for the family and friends with whom He has blessed me. Their prayers for me, and their wisdom and support, were invaluable; I cannot imagine having accomplished this task without them. I greatly appreciate the many prayers from my friends at Ninth and O Baptist Church, and the prayers of other people across the globe. Second, I am indebted to my wonderful prayer partners, who have faithful prayed for me on their specific days of the week. Last, I am grateful to Ken Albert, my faithful and accurate grammarian, who guided my words through this process.

While the work is mine, Lisa Yates has endured this process by my side as the most faithful and supportive wife God could have given me. She pushed me to continue when discouragement encompassed me, and listened attentively as I rambled through the details of the work and the possible ideas for the research. She has always made me feel as though this was the best paper ever written. I love you Lisa, and thank you for providing me the time and encouragement to complete this task.

Our children, James, Raymond, and Lauren, have encouraged me and prayed that I would "get 'er done, Dad!" I am thankful for their wonderful notes, drawings, and

hugs to push me to continue this race. I love each special pictures, drawings, and I especially the "prizes" that you have given me.

Finally, I praise God and thank Him for the opportunity to be His child. My prayer is that this research will glorify Jesus and encourage others to go and do likewise, by using technology to fulfill the Great Commission and transform lives for Christ.

Steven Lowell Yates
Louisville, Kentucky
December 2009

CHAPTER 1

RESEARCH CONCERN

Over the last ten years, various forms of distance education and alternative delivery systems for higher education institutions in the United States have grown at a substantially faster rate than the overall student populations of these schools. According to Elaine Allen and Jeff Seaman, online learning experienced a 21.5% compounded annual growth rate between fall 2002 and fall 2006, to a total of 3.48 million students taking at least one online class, while the entire higher education student body experienced only a 1.5% annual growth rate during the same time period (Allen and Seaman 2007, 5). The National Center for Educational Statistics (NCES) reports that in the 2006-07 academic year, 66% of the 4,200 two-year and four-year Title IV degree-granting postsecondary institutions in the nation had college-level distance education courses (National Center for Educational Statistics 2008b, fast facts.html). NCES also reports, "[In] 2006-07, there were approximately 11,200 college–level programs that were designed to be completed totally through distance education; 66% of these programs were reported as degree programs and the remaining 34% were reported as certificate programs" (National Center for Educational Statistics 2008b, fast facts.html). Additionally, a Sloan-C report observes that over eighty-five percent of students who take online courses can be described as "local," living either within fifty miles of the institution, or in a state that is contiguous to that of the institution (Allen and Seaman 2008b, 14).

NCES reports that private, postsecondary, degree-granting institutions had a total enrollment of 4,466,000 in fall 2005, and projected 14% growth to 5,256,000 by fall 2016 (National Center for Educational Statistics 2008a, data.html). These same

institutions employed 1.3 million faculty members, including 0.7 million full-time and 0.6 million part-time faculty in fall 2005 (National Center for Educational Statistics 2008a, Digest.html). Potentially, the faculty members at these institutions will have to increase to match the enrollment growth.

Ongoing changes in the economy, institutional revenue sources, and the projected growth in the student enrollment have encouraged these institutions to consider new methods of course delivery. Anthony Ruger observes change in the financial support structures of Protestant theological education toward a greater reliance upon gifts and student tuition and away from endowment revenues (Ruger 1994, 6). Institutions of Christian higher education have not been immune to the economic imperatives which have caused other educational institutions to develop new delivery systems. In an effort to remain competitive, Christian colleges, universities, and seminaries are adding online and distance education courses. Andrea Hope and Patrick Guiton state, "Adaptability and the capacity to handle rapid and ongoing change are prerequisites for successful management of any contemporary educational enterprise, and open and distance learning is not an exception" (Hope and Guiton 2006, i). Each of these new delivery systems provides an alternative to the traditional, face-to-face, classroom-based, lecture-style course. Each new delivery system under consideration requires funding, design, installation, setup, and faculty training and development.

Institutions of Christian higher education are adding to their schedules courses which are formatted for alternative delivery systems. The many different forms of alternative delivery systems may contain online components, interactive television, correspondence courses, teleconferences, or recorded media such as videotape and compact disc (Conceicao 2006; Tallent-Runnels et al. 2006). Institutions select these systems based on cost, internal and external pressures, and institutional vision.

Each institution must determine what level of technology integration matches its specific mission and vision (Delamarter 2006, 9), and must also carefully consider the

timing of a technology implementation (Collins 2001; Delamarter 2006). The mission of an institution may be focused on only providing face-to-face class delivery. Furthermore, technology in and of itself will not change an institution (Zemsky and Massy 2004, 44-46).

Steve Delamarter raises concerns about the ways in which the use of technology changes seminary education (Delamarter 2004). He describes the assumed model for theological education:

> This assumed model – which I call the "classic paradigm of theological education" – believes that the best setting for ministry preparation is (1) *full immersion* for at least three years in a (2) *residential program* in which senior members of the community instruct, inspire and form junior members primarily through (3) *lecture-based pedagogies* and where students learn the art of theological reflection through (4) *face-to-face community discourse* (5) *library research* and (6) *writing.* (Delamarter 2004, 135)

The faculty, staff, and leadership should select appropriate course delivery systems, which fulfill the mission of the institution, while also meeting the current and future education requirements of the institution and its students.

Each new delivery system may require faculty members to learn new pedagogy and technical skills. Schools have the opportunity to invest in a variety of resources for training and developing faculty, including the creation of both specific functions and broad applications. Strong faculty development programs typically take into account the varying career stages of individual instructors. James Fletcher and Sondra Patrick state,

> Although faculty typically go through several developmental stages during their professional lives, in which research, teaching, or service occupies a larger share of their time, teaching remains the center of academic life. Although our role as a teacher remains constant, none of us can assume that one teaching strategy will work for all situations. (Fletcher and Patrick 1999, 17)

One of the key issues raised by the implementation of new, alternative delivery systems is the provision of adequate faculty development for current and future professors. Barbara Wheeler discusses the importance of faculty development as institutions prepare for the retirement of some professors and the replacement of other professors due to natural turnover (Wheeler 1996, 1).

Faculty development is a general term that can be applied to a one-on-one mentoring relationship or to an institution-wide training program (Gillespie 2002, 4; Svinicki 2002, 216). In 1972, Kenneth Eble conducted one of the first studies of faculty development research (Eble 1972). The report focused on aspects of good teaching and career development in college teaching. Four years later, John Centra conducted a large-scale faculty development study, which targeted U.S. colleges and universities (Centra 1976).

More recently, Carol McQuiggan presented an expanded look at current literature concerning adult education and faculty development (McQuiggan 2007). Her study of the literature reveals four themes. The first is a shift in emphasis from classroom practice to online teaching. The second observes changes related to online teaching. The third frames faculty development within adult education. The fourth is the emergence of faculty development models (McQuiggan 2007, 1). She notes in general that organizations are moving courses from a face-to-face environment to an online or hybrid model, without modifying their pedagogy (McQuiggan 2007, 1).

The Association for Biblical Higher Education (ABHE), The Association of Theological Schools (ATS), and The Transnational Association of Christian Colleges and Schools (TRACS) are three accrediting organizations for Christian higher education institutions. Each of these organizations has specific accreditation guidelines governing the operation of the member institutions. These organizations monitor the course offerings and the academic administration of each of their respective associational member institutions.

The Commission on Colleges, Southern Association of Colleges and Schools (SACS) accreditation Comprehensive Standards 3.7.3 Professional Development (SACSCOC 2008, ComplianceCertification.doc) requires institutions to describe their faculty training and instructional development practices performed during the assessment period. Institutional faculty development practices are rated with the simple designations

"Compliance," "Partial Compliance," or "Non-Compliance." The professional development requirement highlights the necessity of strategic planning for faculty development as part of the reaccreditation process of each institution.

Research Problem

Research has been conducted in areas related to the course delivery of higher-education institutions in face-to-face, online, and some blended or hybrid course formats, and researchers have also studied some of the aspects of course delivery systems. Basic delivery systems without online components have been listed (Conceicao 2006; Tallent-Runnels et al. 2006). Hyo-Jeong So describes three generations of basic delivery systems (So 2008). Steve Delamarter describes six new kinds of technology classrooms (Delamarter 2005a). However, no one to date has examined the faculty development for alternative delivery systems, nor has a standardized, generally accepted list of alternative delivery systems used by higher education institutions yet been compiled.

Christian institutions of higher education in general are no exception to this trend. Researchers have focused attention on a variety of studies related to online learning and distance education, but neither faculty development nor current alternative delivery systems have been studied (Wilson 2002; Ramsey 2003). In both research and the professional literature, there is a clear lack of research concerning faculty development practices across Christian higher education institutions, especially with respect to alternative delivery systems. Online courses and hybrid or blended courses are initially-accepted delivery systems in some Christian higher education institutions, and many schools are experimenting with various combinations of these two delivery systems, forming many types of hybrid, or blended learning courses (Kiedis 2009). Steve Delamarter asks,

> How can we help seminary communities develop more sensible, de-mythologized understandings about what technology can and cannot do for us, rather than the overblown or truncated visions that come out of dialogues between technophiles and technophobes? (Delamarter 115, 2005a)

A significant aspect of this study involved understanding what faculty development has to offer faculty members for each corresponding alternative delivery system. Christian higher education institutions are adding online courses, and many are investigating multiple alternative delivery systems as listed on organizational websites like ABHE, ATS, TRACS, ACCESS, and CCCU. Robert Drovdahl and Lee Skinkle explain that "simply filling a position is not sufficient to allow for success. Once faculty are in place, it is essential that they are allowed to, and are encouraged to, develop themselves professionally" (Drovdahl and Skinkle 2008, 51). A list of current faculty development practices for alternative delivery systems could help institutional leaders understand how other institutions are training their faculty. Each institution can evaluate its own course management systems and campus infrastructure, and each can also ensure that the students they are targeting can utilize the new technologies.

A recent study concerning ABHE, ATS, and TRACS institutions created a taxonomy of leadership development models. In 2009, Thomas Kiedis completed a mixed-method dissertation titled, *A Comparative Analysis of Leadership Development Models in Christian Higher Education.* This dissertation focuses on training models that are used to prepare men and women for Christian ministry (Kiedis 2009, 1). Kiedis explains, "[The] study examines the growing number of leadership development training models in Christian higher education and considers their relationship to the employment, leadership effectiveness, satisfaction, and tenure of the graduates who were developed as a result of them" (Kiedis 2009, 1).

Kiedis produced a Taxonomic Classification of Seminary Leadership Development Models. He used a precedent literature review, examined institutional degree program documents, and interviewed a number of ABHE, ATS, and TRACS institutional leaders to define and refine his taxonomic classification of models. The taxonomy includes a model description section that labels and defines each specific

taxonomic model, and a characteristics section that describes each corresponding taxonomic model.

Two of the taxonomic classifications which match this researcher's concept of alternative delivery systems are shown in Table 1.

Table 1. Kiedis' taxonomy relative to alternative delivery systems

Taxonomic Classification of Seminary Leadership Development Models	
Model/Description	Characteristics
Distance Education: The Distance Education Model includes educational and instructional activity in which students are separated from faculty and other students for a significant portion of their degree program (*one-half of a M.A. degree or two-thirds of a M.Div. degree).*	Classroom: "Without walls" Curriculum: Teacher-facilitated Pedagogy: Learner-centered Teacher/learner partnership Learning: Asynchronous/synchronous, contextualized Distinctive: Accessibility for those "in-ministry"
Hybrid: The Hybrid Model incorporates both traditional classroom *and* distance education modes in the degree program and coursework, in preference to the exclusive use of either traditional or technological modes.	Classroom: "Bricks and clicks" Curriculum: Teacher-directed/facilitated Pedagogy: Teacher/Learner-centered Learning: Synchronous/asynchronous, contextualized Distinctive: Flexibility, convenience, technology

The researcher built on Kiedis' study by investigating the "Hybrid" and "Distance Education" taxonomic training models. The researcher reviewed all of Kiedis' qualified institutions and selected the institutions that match either the hybrid or distance education taxonomic models. The specific methodology of how the researcher selected the institutions is described in detail in chapter 3.

Research Purpose

The purpose of this proposed study was to examine the faculty development practices for alternative delivery systems at ABHE, ATS, and TRACS member institutions building on Kiedis' research. The researcher examined perceived practices of

faculty development with a specific focus on alternative delivery systems. This research was intended to further the understanding of faculty development for Christian higher education and provide specific examples of current institutional practices.

This study could provide decision makers at Christian higher education institutions a limited list of faculty development practices that they could consider adding to the institution's strategic plans. The researcher uncovered a set of current faculty development practices for alternative delivery systems that can be utilized to improve operations at Christian higher education institutions. Each of these discoveries and recommendations are provided as a basis for further research.

Delimitations of the Study

This research was specifically delimited in six ways. First, it was delimited to Christian institutions of higher education, and did not include other institutions of higher education. Second, this study was delimited to institutions affiliated with The Association for Biblical Higher Education (ABHE), The Association for Theological Schools (ATS), and the Transnational Association of Colleges and Schools (TRACS). Third, this research was delimited by the results of Kiedis' 2009 research study of institutions that represent his Taxonomic Classifications of Seminary Leadership Development Models "Hybrid" and "Distance Education." Fourth, this research was delimited to the distance education coordinators, or secondarily to the appropriate academic administration representatives, who are responsible for faculty development, and especially for the preparation of teachers who will be using an alternative delivery system. This research did not identify factors dealing with assessment, nor did it seek to identify perceptions and attitudes from faculty or administration regarding faculty development. Fifth, this research did not review extension centers as a qualified alternative delivery system. For the purposes of this study, extension centers were considered a face-to-face delivery system in an alternate location. Sixth, for the purposes

of this study, web-enhanced courses (using an ECMS to host syllabi and other course materials) were not considered as an alternative delivery system.

Research Questions

The primary research question which undergirded the current study was: What is the current design, development, and implementation strategy for a faculty development program focused on preparing faculty to successfully utilize alternative delivery systems? The following sub-questions were addressed in this study:

1. What are the current faculty development practices of Christian graduate institutions of higher education?
2. What are the current alternative delivery systems employed at Christian graduate institutions of higher education?
3. What are the current faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
4. What are the future or intended faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
5. What are the factors that influence the decisions regarding faculty development practices in alternative delivery systems of Christian graduate institutions of higher education?

Terminology

Adaptive learning system. "Addresses the fact that individuals learn differently by adapting the presentation of learning content to meet the varying needs and learning preferences of different individuals" (Kidd and Song 2008a, 139).

Adaptive (individualized) web-based learning environment. "Provides mechanisms to individualize instruction (e.g., content, strategies, assessment) for learners based on their individual needs and preferences in the online environment" (Kidd and Song 2008b, 595).

Alternative delivery system. For the purpose of this study, this term will be applied to any format or method other than a traditional face-to-face delivery system,

such as, but not limited to, classes offered through online, distance, blended/hybrid delivery.

Association of Biblical Higher Education (ABHE). ABHE "Comprises approximately 200 postsecondary institutions throughout North America specializing in biblical ministry formation and professional leadership education" (Association of Biblical Higher Education 2009, About ABHE).

Association of Theological Schools (ATS). ATS is a membership organization of more than 250 graduate schools in the United States and Canada. Member institutions provide post-baccalaureate professional and academic degree programs to educate persons for the practice of ministry and for teaching and research in the theological disciplines. The Commission on Accrediting of ATS oversees the accreditation of member institutions and approves the degree programs offered by these schools (The Association of Theological Schools 2008, Overview).

Blended learning. "Refers to the form of instruction that combines online instruction with traditional face-to-face instruction. Also known as 'hybrid,' 'mixed-mode,' and 'flexible learning'" (Picciano and Dziuban 2007, 7).

Collaborative learning. "An instructional approach in which a small number of learners interact together and share their knowledge and skills in order to reach a specific learning goal" (Kidd and Song 2008b, 612).

Content analysis. "A research technique for making replicable and valid inferences form texts (or other meaningful matter) to the contexts of their use" (Krippendorff 2004, 18).

Distance education. "Education and interaction that takes place between teacher and learner who are separated by time and/or space" (Kidd and Song 2008b, 558).

Distance education coordinator. For the purpose of this study, this term refers to the person who is responsible for all alternative delivery courses at an institution. This

person is typically a higher-level administrator who directs the online, blended, and distance education programs for an institution.

E-learning. "A systematic form of education that makes use of technical and technological means of bidirectional and multi-directional communication with the objective of promoting autonomous learning in an atmosphere of dialogue and collaboration among tutor and learners" (Kidd and Song 2008b, 668).

Emporium-style course. For the purpose of this study, this term will refer to courses that eliminate traditional class sessions in favor of online materials in conjunction with tutored lab or class sessions (Abel 2005c, 11).

Enterprise course management system (ECMS). "Web-based software that allows hosting of courses and course components such as documents, audio, and video files. The system also ties into administrative databases for access to library databases, student roster imports, and submission of final grades" (Kidd and Song 2008b, 558).

Experiential learning. "A methodological approach aimed at providing the user with a realistic but non-threatening learning environment, in which to test the social and professional abilities that are required for a good management of critical situations" (Kidd and Song 2008a, 371).

Faculty development. For the purposes of this study, this term refers to the activities undertaken by an institution to improve the teaching skills of its individual faculty members. Common activities include classroom visits by professional staff, personal consultations, workshops, seminars, and the use of video analysis of teaching styles and techniques (Gillespie 2002, 4).

Fully online course. For the purposes of this study, this term refers to a course that does not require the student to come to the main campus. Such courses include distance programs with occasional regional cohort meetings (Abel 2005c, 11).

Fully online program. For the purposes of this study, this term refers to a program that does not require the student to come to the main campus. Such programs

include distance programs with occasional regional cohort meetings (Abel 2005c, 11).

Hybrid/blended course. For the purposes of this study, this term refers to a course in which the number of traditional face-to-face sessions has been reduced significantly (by at least thirty-three percent) due to online delivery, but still requires face-to-face sessions on a regular schedule of at least twice per month or more (Abel 2005c, 11).

Hybrid/blended program. For the purposes of this study, this term refers to a program that is a mix of traditional courses, fully online courses, or hybrid/blended courses (Abel 2005c, 11).

Instruction design (ID) models. "Systematic guidelines instructional designers follow in order to facilitate the transfer of knowledge, skills, and attitude to the recipient. The ID models typically specify a method that will create well-planned, logical, attainable, and sequential instruction. ID models are visualized representations of an instructional design process. (Examples of ID models include Dick and Carey Model, ADDIE Model, Kemp Model, ICARE Model, and ASURE Model.)" (Kidd and Song 2008a, 26).

Instructional design theory. "Guides the practice of the instructional designer and offers explicit guidance on how to better help learners to achieve the instructional goals established for the lesson or instructional activity" (Kidd and Song 2008a, 26-27).

Instructional development. For the purposes of this study, this term refers to activities which focus primarily on the student, and which are designed to improve the course or the curriculum. Common activities include course and curriculum design, implementation, and evaluation. The incorporation of information and educational technologies into courses and curricula is also a part of this approach (Gillespie 2002, 4).

Instructional strategies. "Techniques and procedures used to influence student learning" (Kidd and Song 2008a, 311).

Instructional systems design. "The analysis of learning needs and systemic development of instruction. ISD is the process and the framework for systematically planning, developing and adapting instruction based on identifiable learner needs and content requirements" (Kidd and Song 2008a, 27).

Instructional technology. "The theory and practice of the design, development, utilization, management, and evaluation of the processes and resources for learning" (Kidd and Song 2008a, 27).

Learning design. "A formal description of the individuals who participate in a learning process, the resources and environments used to achieve certain learning objectives, and the sequence(s) of learning activities that should take place" (Kidd and Song 2008a, 78).

Learning online. "A model of education that makes use of a computer network in which the interactivity conveyed by the synchronous/asynchronous communication tools available allows for flexibility both in terms of time and pedagogical approach" (Kidd and Song 2008b, 668).

Organizational development. For the purposes of this study, this term refers to the structure of a specific institution and the inter-relationship of its units. Common activities include workshops, seminars, and individual consultations with administrators and faculty members (Gillespie 2002, 4).

Pedagogical training. For the purposes of this study, this term refers specifically to instruction regarding the methodology and delivery of education. This term would include workshops cover creating learning objects, updating a syllabus, integrating objectives into the curriculum, and understanding the differences between a classical lecture and the online classroom environment.

Professional development. This term refers in a general way to the combined effects of both faculty and instructional development (Gillespie 2002, 5).

Threaded discussion. "A series of posts in a discussion board pertaining to a single topic" (Kidd and Song 2008b, 559).

Transnational Association of Christian Colleges and Schools (TRACS). TRACS is a national accrediting body for Christian institutions, colleges, universities, and seminaries that "was established in 1971 to promote the welfare, interests, and development of postsecondary institutions, whose mission is characterized by a distinctly Christian purpose" (Transnational Association of Christian Colleges and Schools 2009, About TRACS).

Virtual learning environment. "Can be (1) a learning scenario, (2) an application to provide access to the learning material over a network, or (3) a (Web-based) application to administrate the courses" (Kidd and Song 2008a, 140).

Web-supported course. For the purposes of this study, this term refers to a traditional course that is supported by online materials, but that does not substantially alter the face-to-face schedule (Abel 2005c, 11).

Web pedagogy. "The theories and goals that inform the instructional design process and harmonize content for teaching and learning effectiveness" (Kidd and Song 2008b, 640).

Procedure Overview

The research design was descriptive in nature. This research utilized a qualitative research approach, in order to assess the sample of distance education coordinators or similar academic administration positions at selected schools. The study involved a two-phase approach. First, the design used a qualitative interview process in order to gather data to analyze. Next, the study integrated aspects of both phenomenological study and content analysis. The study attempted to capture data, and then provide a limited analysis of the data.

This study utilized Thomas Kiedis' survey of Christian graduate institutions of higher education (Kiedis 2009) to identify schools from his research that are using

alternative delivery systems, and to further identify whether or not these schools are specifically offering faculty development for alternative delivery systems. Kiedis identified the Taxonomic Classification of Seminary Leadership Development Models (Appendix 1) using ABHE, ATS, and TRACS institutions. The current study utilized a phenomenological qualitative research interview process with a selected subset of the institutions indentified by Kiedis in order to assess the current practices of faculty development for alternative delivery systems more thoroughly. The design followed a personal interview protocol to gather the raw data for analysis.

The study incorporated the interviewing and coding elements of a phenomenological study. Paul Leedy and Jeanne Ormrod offer the following description of a phenomenological study:

> The researcher listens closely as participants describe their everyday experiences related to the phenomenon and must be alert for subtle yet meaningful cues in participants' expressions, questions, and occasional sidetracks. A typical interview looks more like an informal conversation, with the participant doing most of the talking and the researcher doing most of the learning. (Leedy and Ormrod 2005, 139)

The target number of respondents for a phenomenological study of this type was within a range of 5 to 25 interviews (Leedy and Ormrod 2005, 139). This author was targeting 20 interviews of ABHE, ATS, and TRACS member institutions, yet 11 institutions were interviewed. The phenomenological methodology supplied suitable data for the analysis phase.

The second phase of the research was a content analysis of the data gathered in the first phase. The data was categorized and analyzed. Leedy and Ormrod list content analysis examples for various forms of human communication, including "books, newspapers, films, television, art, music, videotapes of human interactions, and transcripts of conversations" (Leedy and Ormrod 2005, 142). This study analyzed and coded "transcripts of conversations" between the researcher and a representative of the selected institutions.

Each of the interviews was digitally recorded (with the consent and awareness of the interviewees) and transcribed. The frequency and presence, or absence, of selected elements of faculty development for alternative delivery systems was evaluated using these documents. Klaus Krippendroff notes that transcribed interviews are an important type of "linguistic data" that can be reviewed with content analysis (Krippendorff 1980, 42-43). The frequency and the level of emphasis of practices and thoughts was compiled and classified into faculty development categories established by the literature review.

The analysis and classification of the data was achieved through the use of the software NVivo 8 by QSR International. NVivo 8 "removes many of the manual tasks associated with analysis, like classifying, sorting and arranging information, so you have more time to explore trends, build and test theories and ultimately arrive at answers to questions" (QSR International 2009, NVivo 8). The software allowed the researcher to review the content of the interviews, in association with the occurrence, frequency and degree of inclusion of the sought-after elements of faculty development for alternative delivery systems.

The results of this study helped the researcher discover the practices of faculty development currently used by Christian graduate institutions of higher education. Leedy and Ormrod state, "The final result is a general description of the phenomenon as seen through the eyes of people who have experienced it firsthand. The focus is on common themes in the experience despite diversity in the individuals and settings studied" (Leedy and Ormrod 2005, 140). The findings related to each research question were described using tables that correspond to characteristics such as presence, frequency, emphasis, and similarity/dissimilarity of the proposed elements of faculty development for alternative delivery systems.

An expert panel was used to validate the qualitative interview questions. The expert panel feedback, and data compiled from sample survey responders and sample qualitative interviews, was used to refine the final qualitative interview questions. The

expert panel consisted of distance education coordinators or other people in similar positions who each have many years of experience with alternative delivery systems and faculty development. Each member was currently serving at a higher education institution or organization (see Appendix 2 for a complete listing of the members of the expert panel).

Research Assumptions

There were four research assumptions present in this study. First, the participants would provide accurate responses to interviewers and questions. Second, the distance education coordinators would be the appropriate representatives of the Christian graduate institutions of higher education to select for contact. Third, faculty development is important to institutions regardless of their size or the demands of accrediting agencies. Fourth, not all interviewees reflect the views of the leadership or administration of the institutions they represent.

In the next chapter, the precedent literature on faculty development is discussed. The researcher presents a theological foundation for faculty development, along with a review of the current research, books, and articles. A focus is drawn to faculty development for alternative delivery systems.

CHAPTER 2

PRECEDENT LITERATURE

The following chapter presents a review of literature that is pertinent to this study. The content is arranged according to subject. Therefore, the literature base is evaluated and examined within each thematic area. This review will furnish the basis for the study and will assist in the analysis of the research findings.

The Great Commission and Alternative Delivery Systems

Alternative delivery systems have been utilized for centuries to present Christ and to teach the doctrines of the Bible. New technology innovations have been incorporated into biblical teaching methodologies. The Bible is full of unique displays of God's glory and examples of how the Great Commission was carried out. God's Truth is presented through multiple formats, methods, and situations. Churches and Christian higher education institutions wrestle with balancing scarce resources between evangelism and discipleship efforts. Benjamin Merkle asks:

> The question, then, is where our efforts should be focused. Do we press on "full steam ahead" and put all our forces on the front lines in order to engage more and more unreached people groups? Or do we spend time and energy fortifying and strengthening the progress we have already made so that the enemy does not steal the fruits of our labor? (Merkle 2005, 50)

The main question for this section is: How do alternative delivery systems apply to Christian higher education's responsibility to help fulfill the Great Commission? As Shirley Roels asks, "What are the implications when we consider the mission of Christian higher education as one that should cultivate Christian disciples in all nations

and for all global people groups?" (Roels 2004, 455). A review of the Great Commission is therefore in order.

The primary Scripture for the study of the Great Commission is Matthew 28:16–20, which states:

> Then the eleven disciples went away into Galilee, to the mountain which Jesus appointed for them. When they saw Him, they worshiped Him; but some doubted. And Jesus came and spoke to them, saying, "All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." (Unless otherwise noted, all Scripture verses are from the NKJV.)

The first section of this literature review will examine general theological aspects for the Great Commission and then make application to alternative delivery systems.

The Great Commission Described

The Great Commission contains marching orders for churches and Christian higher education institutions. Mission activities were not a new idea for the first century believers. Bryant Hicks observes, "The early followers of Jesus Christ did not perceive missions as a new concept or function for God's people. They perceived the task of bringing the nations to faith in Yahweh as the responsibility of Israel from its beginnings" (Hicks 1998, 51).

A general understanding of the Great Commission starts with reviewing its basic components. Hal Freeman lists these basic components as:

1. The disciples go to Galilee as commanded and see Jesus (v. 16, 17)
2. Jesus appears to the disciples and declares his power (v. 18)
3. Jesus commissions the disciples (v. 19, 20a)
   a. The goal of the commission is to make disciples
   b. The characteristics of making disciples are baptizing and teaching
4. Jesus promises his disciples that he will be with them (v.20b). (Freeman 1997, 15)

The major connection of the Great Commission and alternative delivery systems relates to the aspect of making disciples and teaching. Christian higher education institutions can utilize various technology systems and applications to teach God's Word to people who are not in the same room, the same town, or even the same continent.

The teaching aspect of the Great Commission is at the core of the disciple-making process. John Harvey explains:

> [For] Matthew, a focus of the disciples' mission is less one of public proclamation than one of intensive instruction. This perspective, of course, is in accord with Matthew's portrait of Jesus as a teacher who repeatedly instructs his disciples at length and in depth. (Harvey 1998, 131-32)

The disciples were given explicit instructions in the Great Commission. Freeman discusses the people who were first commissioned to teach in the New Testament and the uniqueness of their commission:

> [The] disciples are for the first time commissioned to teach also. But it is not just that they are to teach. They are to teach converts "to keep" (*terein*) that which Jesus taught. This verb adds a distinctively ethical dimension to the teaching. Christianity is not Torah-based, but it is, nevertheless, inherently moral. Any proclamation of the Gospel which does not have this Christocentric ethic is not the gospel as Matthew presents it. (Freeman 1997, 19)

Presenting the concepts that Jesus taught his disciples was an immense task. This intense training had to be part of an organized process. Lucien Legrand comments:

> "Making disciples" conjures up the image of a master initiating his disciples through an organized process in the rabbinical style, progressively communicating a teaching and a lifestyle corresponding to this "tradition." This kind of activity suggests more the instructor's podium than the "feet of those who announced good news." (Legrand 1990, 78)

A concise understanding of how to make disciples, according to Matthew 28, is important. Robert Plummer describes Jesus' three-step method for making disciples of all nations:

1. The apostles must take the initiative to go (Matthew 28:19). To obey Jesus' command to make disciples of all nations, the apostles must first put themselves in direct contact with persons of different nationalities. As both intentional and unintentional contacts with non-believers continue, the disciples are to view these evangelistic encounters from a divine perspective.

2. The apostles must bring persons to the point where they knowingly and publicly align themselves with Jesus Christ by declaring their faith and being baptised (Matthew 28:19). This baptism is in "the name of the Father and of the Son and of the Holy Spirit," implying that the one being baptized has come to know God as Father, Son, and Holy Spirit. That is, the convert is not one unwillingly immersed, but one who has entered into a conscious relationship with the triune God.
3. The apostles are to teach the converts everything that Jesus has commanded (Matthew 28:20). If the young converts are to become mature disciples, they must continue to be schooled in the apostles' teaching – enabled by Christ's indwelling Spirit – to love God and love neighbor (Matthew 22:37-40). (Plummer 2005, 4)

The Great Commission in the Bible

A typical discussion of making disciples, or teaching all nations, focuses on New Testament Scriptures only. Walter Kaiser disagrees with this approach, and presents the ways in which the Great Commission influences begin in the Old Testament:

> The Bible actually begins with the theme of missions in the book of Genesis and maintains that driving passion throughout the entire Old Testament and into the New Testament. If an Old Testament "Great Commission" must be identified, then it will be Genesis 12:3 – "all the peoples of the earth will be blessed through you [Abraham]." This is the earliest statement of the fact that it will be God's purpose and plan to see that the message of his grace and blessing comes to every person on planet Earth. The message did not begin there. The basis for it, in fact, went all the way back to Genesis 3:15. (Kaiser 2000, 7)

Additionally, the Great Commission is not limited to just the book of Matthew. According to Plummer, the Great Commission is listed in other books beyond Matthew 28, and is found in passages such as Mark 13:10, Luke 24:46-49, and John 20:19-2 (Plummer 2005, 6-7).

Teach All Nations

Shirley Roels argues that alternatively delivery systems can be used to promote global discipleship. She states:

> In the twenty-first century, the global cultural tasks of Christian higher education must complement those of the Christian church. In a world of great cognitive, cultural, and systemic complexity, it would be difficult for the church to disciple the nations effectively without understanding the character of global people groups, textual hermeneutics, the nature of cultural change, the power of nations, and cultural frameworks for discipleship. The global Christian church will depend on its colleges, universities, and seminaries to provide such cultural leadership in disciple-making through their teaching and scholarship. (Roels 2004, 455-56)

Christian higher education can be the change agent to reach a lost world with the Gospel of Christ. Christian graduate institutions can create scholars who write, research, and present topics on discipleship. Joel Carpenter argues that "if Christians are to fulfill their mandate to 'teach the nations,' the church must go deeper and broader in this immense task. . . . We as Christian scholars are to be agents of cultural discipleship" (Carpenter 2003, 68).

Alternative delivery systems can be used to reach out to multiple nations with the Gospel, and especially with doctrinal training. Each nation has a unique culture that must be considered. David Sills writes, "[Since] cultures understand the gospel message in their own cultural context and within their own worldview, this means that they will see and understand certain truths and nuances that other cultures do not" (Sills 2005, 66).

Impacting a nation with the Gospel requires teaching and discipling multiple levels of society. Andrew Walls expounds:

> If a nation is to be discipled, commanding heights of the nation's life have to be opened to the influence of Christ; for Christ has redeemed human life in its entirety. . . . Discipling a nation involves Christ's entry into the nation's thought, the patterns of relationships within that nation, the way this society hangs together, the way decisions are made. (Walls 1996, 51)

The task of making disciples of all nations has a direct connection to Christian higher education. Regarding this task, Benjamin Merkle asserts that "the goal of theological education in missions is to strengthen the local believers to do the work of the ministry. It is not about controlling the local believers or even indoctrinating them. It is, rather, empowering them with the Word of God, which liberates them and their service to God and to others" (Merkle 2005, 59). Alternative delivery systems could be used to teach individuals overseas the doctrines of faith using local pastors as facilitators.

Carrying Out the Great Commission

Why use Christian higher education to fulfill the Great Commission? Roels comments, "When the educational demands of a global youth population, the rapid

growth in global Christianity, and the needs of Christian minority populations are intertwined, the void that can be filled by Christian higher education is apparent. This is a century of opportunity for Christian institutions of higher learning in much of the world" (Roels 2004, 457).

One aspect of carrying out the Great Commission is using the most appropriate communication methods. Sills proclaims, "Communicators must concern themselves with both biblical truth and the sending of it in culturally understandable ways. . . . The essence of effective communication is speaking the truth in a way that thoughts in the speaker's mine are encoded, sent, decoded, and accepted into the respondent's mind with roughly the same message" (Sills 2005, 63).

Each Christian has an opportunity to fulfill the Great Commission. As believers, people can rejoice that God has given them an opportunity to present the Gospel. Stephen Wellum observes:

> [F]or the church, there is no greater task we can engage in than the proclamation and spread of the gospel to the nations. Not only is it not optional given our Lord's command, but it also must be our delight and all-consuming passion to see our great God's glory displayed in the salvation of the lost and the disciple-making of the nations. (Wellum 2005, 3)

Churches and Christian organizations can consider a balance between presenting the Gospel and discipling existing believers. Merkle expounds:

> [We] need to have a balanced approach to missions. If we are to be faithful to the Great Commission, it is important that we press on into new territories and engage new people groups who have never heard the gospel of Jesus Christ. This task is at the very heart of mission work. Without it, missions become stagnant and ineffective. . . . Paul did not only plant new churches, but actually spent most of his time nurturing and encouraging the churches he had already planted so that they would remain faithful to the Gospel of Christ. Similarly, theological education in missions helps the work of missions to bear fruit and endure. (Merkle 2005, 59)

Even though every Christian is commissioned to go and present the Gospel to all nations, only a select few actually leave their home area. Plummer remarks:

> [Not] everyone in a local congregation will sell everything and travel as itinerant evangelists; in fact, most will not. Local congregations as a whole inherit this missionary commission from the apostles, and depending on an individual person's

> gifts, supernatural leading, and life circumstances, obedience to the commission will be manifested in a variety of ways. (Plummer 2005, 9)

One final aspect of carrying out the Great Commission is ensuring the Gospel message is presented in a clear method that matches the local cultural context. Sills comments, "[The] failure to contextualize Christianity in culturally appropriate ways results in an importation of something foreign to the Gospel message. It becomes the religion of another culture and it teaches that to be a Christian, one must leave one's own culture behind and adopt the missionary's culture" (Sills 2005, 66).

Paul's Teaching Strategies

The apostle Paul understood the ramifications of the Great Commission. He was committed in action and word to disciple making. Merkle mentions:

> Paul established a pattern of returning to his work in order to strengthen the churches. His work was not finished after a church was planted in a new region or after the first converts were discipled. Rather, year after year he returned to the churches he had planted to appoint leaders, teach true doctrine, correct false doctrine, and instruct the believers in godliness. (Merkle 2005, 53)

The apostle Paul was very methodical in his approach to discipling the new converts and building a theological foundation in the congregation. P. T. O'Brien notes that "proclaiming the Gospel meant for Paul not simply an initial preaching or with it the reaping of converts; it included also a whole range of nurturing and strengthening activities which led to the firm establishment of congregation" (O'Brien 1995, 43). Merkel lists three strategies that Paul used to continue strengthening the churches he started: his practice of revisiting churches; his practice of writing letters to the churches; and, his practice of sending co-workers to churches (Merkle 2005, 51).

The apostle Paul attempted to take the disciple-making process directly to the congregation, rather than having the congregations send representatives to Paul to be trained. Merkle mentions, "[Those] who received training and instruction did not go to Paul. On the contrary, Paul went to them and trained them in their local setting where they could continue to work, raise their families, and lead the church" (Merkle 2005, 59).

Alternative delivery systems can be used to teach Christian doctrine and leadership aspects to groups around the world, bringing the training to their desktop.

The apostle Paul invested a certain amount of time in each church, unless forced to leave the area, in order to build up the local leadership. Paul Bowers concludes, "[Insofar] as the pattern of Paul's plans and movements is available to us, there is no restless rushing from one new opening to another but rather a methodical progress concerned both with initiating work and new areas and at the same time with bringing the emergent groups in those areas to stable maturity" (Bowers 1987, 189-90).

The next section of this literature review will examine general theological aspects of teaching.

A Theological Framework for Teaching

Teaching and learning are the foundational elements of the Christian faith. Believers are commanded in Matthew 28:18-20, "Go ye therefore into all the world and make disciples." This section of the study will examine the purpose for Christian graduate education, the biblical principles for teaching, aspects of teaching like Jesus, aspects of teaching with authority, and aspects of teaching for transformation.

Purpose of Christian Graduate Education

A Christian graduate or theological education equips and prepares men and women for the ministry of the Gospel of the Lord Jesus Christ, wherever that ministry may take place. Students are trained in a variety of classes which prepare them for service. Daniel Aleshire states:

> Theological education is formative and, in many cases, transformative. It weaves two powerful human activities, believing and learning, into a common cloth. Seminary affected parts of me that other schools never touched. I did not realize how much it impacted me at the time, but the longer I work in ministry, the more I find myself going back to seminary experiences that defined reality, defined me, and defined Christian faithfulness. (Aleshire 2008, 2-3)

Students preparing for ministry can be trained by competent professors who build a biblical foundation for future service in the local church, corporate America, or the factory floor. The well-trained professor will equip the student to apply Scripture and biblical concepts with the goal of promoting both unity and maturity. As Findley Edge states:

> Jesus taught, and men's attitudes were changed; their habits were changed; their lives were changed and brought in line with the will of God. This was religious education at its best. This is the kind of results that we as Christian teachers seek today. (Edge 1956, 13)

In the course of their graduate education experience, students should receive a solid biblical foundation covering a wide range of theological topics. These topics can be presented face-to-face, online, or through other alternative delivery systems.

Biblical Principles for Teaching

According to Lawrence Richards and Gary Bredfeldt, the goal of the teacher is transformational learning, as described in James 1 (Richards and Bredfeldt 1998). These authors sum up the biblical principles in five categories. The essential biblical principles for teaching and learning for the church and Christian higher education are composed of truth, knowledge, the teacher, the learner, and the pedagogy. Each one of these biblical principles applies to alternative delivery systems, because the systems are just a medium to communicate God's Word.

Truth. Truth comes from a source of supernatural revelation, as described in John 1. The teachers can rely on a foundation of truth in their teaching, so the learners can build an understanding of the topic and know the information will not change. Additionally, supernatural revelation interprets natural revelation (1 John 4). Man can understand certain things about this earth through the study of creation and orderly processes. Yet, unless this discovered information is anchored in the Truth of God's Word, his supernatural revelation to man, man cannot fully grasp the topic.

The teacher can be objective in teaching God's Word using hermeneutical care (1 Corinthians 2). Teachers may determine to apply subjective interpretation in order to guide the "truth" of a subject. Learners evaluate the "truth" (Acts 17) against the Truth of God's Word for appropriate usage of a biblical text.

The teacher and learner can understand that all truth is God's Truth (Psalm 119) (Gaebelin 1954). Professors utilize the training tools provided for him or her to guide the learner to comprehend the Truth of God's Word, even using a current event or some type of modern day device to explain a parable. The professor must not replace or supersede God's Word, yet not be afraid to draw meaning from a teaching device.

Knowledge. The professor must acknowledge that Truth exists and is knowable (Psalm 94:10; Psalm 19:1, 2; 2 Timothy 3:15; John 7:17). Scholars have an array of research tools available to them in this modern-day information explosion. Ignoring the post-modern fallacy that "truth is unknowable" is a battle that teachers and learners will face (Colson and Pearcey 1999; Pearcy 2004). A teacher can know God through Scripture. A simple reading of the Gospel of John could bring the teacher or student to a point of awareness of the living God.

A teacher or student can gain knowledge through studying God's Word (2 Peter 3:18; 2 Peter 1:5; Philippians 1:9). God's revealed truth is available for each person to know, yet many people will not accept the challenge of in-depth Bible study to grasp the awesome knowledge of God. Subjective knowledge and experience should be interpreted by the objective truth of God's Word to affirm the knowledge. Learners can be taught to verify experiences and testimonies against the Bible to ensure an appropriate interpretation.

Teacher. As a teacher, each person can strive to be like Jesus (Luke 6). The teacher has a perfect example in Christ, through Scripture, of how to teach, lead, and learn (John 3:2). Each of these characteristics can be communicated to the students. The

teacher can model his or her beliefs before the students (1 Thessalonians 1 and 2). The teacher can "teach" many things though example, lifestyle, and interaction that would never be grasped by the learner through a simple lecture.

Teachers will be accountable for their actions (James 3). They are being watch by students, fellow teachers, and the unsaved world. Each person is living in some type of "fishbowl" or under surveillance. Christian teachers must remember to guard their actions and remember to always glorify God and rely on the Holy Spirit as a guide (John 14:26).

Teachers can train themselves in the Truth of God's Word (2 Timothy 2:15; James 1:21-27). They can "teach from their overflow" much better than teaching from ancient knowledge. Individuals describe their mentor's ability to drive the teachers to be lifelong learners in order to be the best teacher possible (Bain 2004). Teachers also need to maintain a level of learning in order to discern current topics and future information. They need to be aware of new trends and be able to guide the discussions of learners by comparing the new trends to the Bible.

Learner. Because people are created in the image of God and his likeness, they have the ability to learn (Genesis 1). However, learners have a corrupt nature that is in direct rebellion against God and learning (Romans 3). Christ is presented to people in order for them to be redeemed. Once people accept Christ, they are accountable to learn (Proverbs 23). Finally, learners need to evaluate new teachings, as shown by the example of the Bereans (Acts 17:11).

Pedagogy. The teacher's curriculum can be content centered, teacher directed, and student discovered (Psalm 71). The teacher can remember that changing the method does not change the message (1 Corinthians 9). The Spirit must be a part of the instruction in order for the learner to grasp the Truth of God's Word. The teacher can guide the student in learning to ensure the final outcomes or learning objectives (1

Timothy 4). The Bible uses the Hebrew word Lamad for both teaching and learning. The Bible also reveals that the best teaching format occurs in community (Acts 2).

Teaching Like Jesus

Jesus taught through the use of miracles, parables, stories, and real-life lessons (See, for example, Matthew 9:16, 9:17, 13:3-8, 13:24-30, 13:31; Luke 15:4-7, 15:8-10, 15:11-32). In an attempt to transform lives today, teachers use Jesus' words in their direct lessons and other teaching opportunities. Jesus employed a variety of teaching styles, including the use of questions, stories, and parables, all interwoven with real-life situations (Matthew 5:15-16, 18:23-35, 20:1-16; Luke 11:5-13, 18:1-8, 14:28-35, 10:25-37). Claude Jones states, "In every part of his ministry, Jesus used declaratory and didactic discourse. None of these discourses seems to have been long, the longest reported being the Sermon on the Mount, and his farewell address to his disciples" (Jones 1957, 15). Jesus could weave a story into a context and radically impact the listeners, forcing the listeners to choose God's truth over man's practices.

Jesus used a discussion methodology, asking questions to initiate dialogue which would guide learners to certain answers. Jones says, "The Master's most effective teaching was by means of a combination of the address and discussion method" (Jones 1957, 15). Jesus carefully led his students through learning sessions to get them to reason through, and think critically about, the possible answers. In John 3, Nicodemus was truly confused about the concept of being born again. Jesus used both a story and illustrations to guide Nicodemus toward understanding the differences between physical and spiritual birth.

Jesus often used stories with specific details and points of application related to the unique life circumstances of the people he met. It is very difficult for many teachers to grasp fully the concept that students generally cannot connect on a personal level with impersonal teaching. John Killinger describes how Jesus presented truth, yet connected

his truth to their everyday experiences. Killinger states, "The teachings of Jesus are invariably related to life. Whenever Jesus spoke, he spoke unwaveringly about the way we live and about how the way we live affects our happiness and well-being" (Killinger 1993, 10).

Building rapport with students requires humility. Students will not openly share information with professors who do not care about them, and who do not show evidence of an honest desire to listen to their dreams, goals, and desires. William Yount tells us, "Jesus was a man of dynamic humility. Nowhere in the Gospels do we find Jesus demanding worship from the disciples" (Yount 1996, 348).

Jesus used questions to introduce conflict in his teaching style. He taught the rich young ruler that life and service to God involved not following a limited set of rules, but rather being wholly committed to serving God with all of the heart and life (Luke 18:18-23). Jesus taught the woman at the well that her true need could never be met through seeking after physical satisfaction, but rather that it could and would be met through seeking after him alone as the source of eternal satisfaction (John 4:1-26). The teaching of Jesus was not for the faint of heart. To everyone Jesus encountered, he boldly spoke the truth of their present standing and their future judgment before God. Victor Kuligin says, "The teaching of Jesus was often harsh. He was not a preacher of convenience, but of hardship; not a preacher of comfort, but of suffering. Whereas today we fixate on the happiness of believers, Jesus was much more concerned with their holiness" (Kuligin 2006, 12).

The best teachers practice what they preach (Matthew 5:13-16; Mark 9:49-50). These teachers do not just present information that they, themselves, will never believe. Killinger states, "It is also important that Jesus lived his teachings as well as taught them. It would be impossible to drive the thinnest blade between what he taught and how he acted" (Killinger 1993, 11).

Teaching with Authority

The authority for the teaching of Christian professors differs significantly from that of non-Christian professors. From the Christian perspective, teaching is a divine calling. Students are led by God and challenged by His Word from the Bible to live what the professor proclaims. Yount reminds us, "Jesus continues his work of teaching today in the Person of the Holy Spirit" (Yount 1996, 364).

The authority and power of Jesus, as He taught adults, was wholly unique from that of all other teachers (John 6:38; Luke 19:10). Jesus not only taught the truth, but He was Truth, and knew all Truth. Dietrich Bonhoeffer states, "Because Jesus is the Christ, he has the authority to call and to demand obedience to his word. Jesus summons men to follow him not as a teacher or a pattern of good life, but as the Christ, the Son of God" (Bonhoeffer 1949, 48). The person and authority of Jesus radically changes the credibility of His message. When Jesus taught, people listened, because they perceived that His message was both truthful and meaningful. Jones notes simply, "Jesus spoke authoritatively" (Jones 1957, 16). Mark 1:22 says, "He taught them as one who had authority, and not as the scribes." Christian educators should draw confidence and power from the fact that what they teach is true, and that their students can likewise draw confidence and power from the truth of the information contained within the material of the lesson.

Jesus challenged the existing paradigms of His day. John Greenwold states, "Jesus came with a whole new Kingdom worldview that challenged and inverted all the foundational religious paradigms of His day. In fact, transformation can be viewed as a new way of seeing things – replacing restrictive religious paradigms with new liberating spiritual ones" (Greenwold 2005, 100).

Christian professors rely on the power of the Holy Spirit, and are obedient to the call of God on their lives, in order to transform the lives of other people. As Bonhoeffer says, "The road to faith passes through obedience to the call of Jesus. Unless

a definite step is demanded, the call vanishes into thin air, and if men imagine that they can follow Jesus without taking this step, they are deluding themselves like fanatics" (Bonhoeffer 1949, 53).

Teaching for Transformation

The best teaching is centered on heart transformation, not on presenting facts (Romans 12:1-2). Yount states, "In both the Ten Commandments and the Sermon on the Mount, who we are in the Lord comes before what we do for the Lord. The best teaching flows not merely out of our mouths, but from our hearts" (Yount 1996, 345). Professors have to determine how they are going to reach their students' innermost reasoning to make a lasting impact on their students' thought processes.

Jesus addressed problems that many people did not want to consider (Matthew 7:24-27, 22:1-14; Luke 18:9-14, 7:36-50). He saw through the normal surface discussions, and got to the literal heart of the problem. Jones says, "Jesus would call attention to problems of which men were not thinking. This was doubtless true of much he said in the Sermon on the Mount" (Jones 1957, 114).

Teachers must clearly think through the process of teaching that transforms lives. Transformational teaching only takes place where people are presented with both truth and grace (Ephesians 4:25-32). Greenwold says, "While it is true that only Grace saves us, not our works, it is likewise true that Grace and Truth are both necessary for the making of disciples. Thus, it is not 'all about Grace' when it comes to disciplemaking. Rather it's all about Grace and Truth blended together in a balanced way" (Greenwold 2005, 79).

Jesus targeted inner change, knowing that outer change would follow (Romans 10:10; Proverbs 4:23; Matthew 22:37; 1 Peter 3:15; Deuteronomy 26:16). Many instructors do not understand that changing the will or motivation can have a dominant effect on the educational and transformational process. Jones states, "But Jesus sought to

influence the will. Through the intellect and the emotions, he endeavored so to develop souls as to move the will to act" (Jones 1957, 83).

In order to transform the hearts of students, instructors must build bridges of communication. Students will listen and learn only to a limited extent based solely on the positional authority of instructors. Yount states, "Teachers must be able to establish rapport with learners if they are to be effective. Rapport building is a social skill which requires some degree of sensitivity to those you teach" (Yount 1996, 346). To reach hearts and transform lives, and to get students to engage completely with the content matter of lessons, instructors must offer students reasons that go beyond positional authority.

The next section of the literature review will examine general theological aspects for faculty development and then make application to alternative delivery systems.

Theological Foundations for Faculty Development

The following discussion provides a theological foundation for the process of faculty development. Faculty members are eligible to receive faculty development to sharpen their pedagogical skills, in order to communicate effectively with students and to promote the greatest possible student transformation through the theological education.

Pastoral Care of Students

Faculty developers are challenged by God's Word to examine the institution's curriculum in light of the impact the curriculum will have on the overall spiritual development of students, who will learn, grow, and adapt to the knowledge communicated by their professors. Luke 6:40 states, "A disciple is not above his teacher, but everyone who is perfectly trained will be like his teacher." Professors can be trained in the best available delivery methods and techniques, in order to have a significant impact on students.

Professors understand the profound impact their instruction will have on each student. In using alternative delivery systems, professors can remember that the driving force for teaching and pastoral care is the power of God's Word, and not just a technology system. Lois Lebar states, "A chief reason for the lack of life and power and reality in our evangelical teaching is that we have been content to borrow man-made systems of education instead of discovering God's system" (Lebar 1995, 24).

Bredfeldt describes four ways professors can minister to their students. First, professors can have a true concern for those they seek to influence. Second, professors should care for the students when in need. Third, professors should demonstrate confidence in them. Fourth, professors can give consent to those they lead by believing in their students' abilities to make decisions and to carry out tasks (Bredfeldt 2006, 124-26).

Professors may have to grow in personal knowledge of the Bible (and other academic disciplines) before they will be able to realize fully the need for the pastoral care of their students, and to provide adequately for meeting that need. Howard Hendricks lists three suggestions professors or teachers should follow in order to improve and enrich the intellectual dimensions of their own lives:

> Maintain a consistent study and reading program. Understand that leaders are readers, and readers are leaders. . . . Enroll in continuing education courses – courses that will improve not only your content, but also your skill. Today there are more good opportunities of this kind to enrich your mind and develop your gifts than ever before. . . . Get to know your students. Become an authority on the needs and general characteristics of their age group. But go beyond that; get to know your students individually. Find out as much about them as you possibly can. (Hendricks 1987, 26-28)

One reason that some professors lose sight of ministering to students is that they lose their first love for teaching. These professors could be reminded of the specific characteristics of a godly teacher. Hendricks, in *Teaching to Change Lives*, lists seven laws of a teacher: the Law of the Teacher – stop growing today, and you stop teaching tomorrow; the Law of Education – how people learn determines how you teach; the Law

of Activity – maximum learning is always the result of maximum involvement; the Law of Communication – truly imparting information requires the building of bridges; the Law of the Heart – teaching that impacts is not head to head, but heart to heart; the Law of Encouragement – teaching tends to be most effective when the learner is properly motivated; and, the Law of Readiness – the teaching-learning process will be most effective when both student and teacher are adequately prepared (Hendricks 1987, 129).

Professors communicate many leadership traits through the pastoral care of their students. Furthermore, professors set an example of how to teach God's Word, and students are likely to emulate this teaching style in the churches where they eventually will serve. Even though professors may teach a different subject than a Bible lesson in a local church, for the purposes of this study the researcher considers them "teachers" of the classroom. Bredfeldt states, "Teachers are powerful leaders. And among those teachers who lead most effectively are those who teach God's Word with accuracy, enthusiasm, and faithfulness" (Bredfeldt 2006, 10).

Additionally, professors set an example of teaching the wholeness of God's Word, not just collections of biblical facts. Professors exhibit pastoral care by making the Bible come alive in the present lives of their students, while also teaching practical ways to ensure that the Bible remains a foundational part of their lives and ministries after seminary. Lebar states:

> Nothing will take the place of sound doctrine and the facts of the Word of God. But it is possible to starve people with biblical facts, to make doctrine a substitute for spiritual reality, to fail our people by denying them the intimate personal experience with the Lord Himself who alone will satisfy the deepest longings of the human heart. (Lebar 1995, 24)

The passion for the Bible and the local church, demonstrated by professors, can be one of the greatest pastoral care elements of a seminary education. The students will absorb this passion and allow it to impact their lives and the lives of other students around them. Bredfeldt states:

> Teachers influence through the power of ideas and the process of modeling. One teacher can change a single life or spark a great movement. The impact of just one teacher can spread exponentially. Combine the impassioned words of a teacher with the credible life, and social, political, and even spiritual change can spread like a California wildfire consuming a hillside. (Bredfeldt 2006, 19)

Lebar asks several challenging questions, reminding professors of the ways in which their teaching impacts the immediate care and the long-term ministry involvement of students. Professors, she suggests, should ponder these questions, as a reminder of their commitment to teaching, and of the differences between teaching at secular and theological schools:

> Does the teaching of our evangelical Bible schools emanate zest, gusto, exuberance? Does our evangelical teaching throb and pulsate with life? Is the Lord Jesus Christ, who Himself is Life, the only source of life, so near and so real in our teaching that lives are changed each week? Is teaching considered a great adventure with the Master Teacher? Are our most promising young people challenged to make teaching a fine art because they've experienced the excitement of working with the Lord Himself? (Lebar 1995, 20)

Building Unity: Ephesians 4:1-6

Ephesians 4:1-16 speaks directly to a number of important aspects related to faculty development. First, God is sovereign over all things. Second, each believer is provided gifts to serve the local church. Last, the building of the church will result in the unity and maturity of the members. Each of these concepts impacts the process and mindset of faculty development for theological education.

One of the primary products of a theological or Christian graduate education should be Christian leaders who are equipped to produce unity in the local body of believers. Frederick Bruce states, "The Church is not a chance collection of individuals; it has a unity already given by God's Spirit, and the top priority on its agenda must be to preserve this" (Bruce 1989, 267). As members come together from a variety of cultural backgrounds and levels of spiritual maturity at a church or Christian organization, Christian leaders can guide the local congregation to display unity of spirit as they fulfill the Great Commission. Edward Everding, Clarence Snelling, and Mary Wilcox state, "A congregation is called into being as a community of faith in response to a theological

imperative, which has been mediated by a community through history, scripture, rite, and symbol" (Everding, Snelling, and Wilcox 1988, 423). Christian leaders can minister to their co-workers, church leaders can minister to the congregation and build unity, and professors can minister to their students, regardless of the history or prior practices of their individuals.

Ephesians 4:1-6 is sometimes used at weddings to signify the joining of two individuals to become one in marriage. This same theological principle applies to the process through which pastors or Christian leaders guide their churches in welcoming new Christians and new church members to the local body of Christ. David Dockery states, "If the church is truly to be the people of God, it must visibly exhibit an attitude of unity. God's own oneness defines the church's oneness" (Dockery 1991, 82). Proper theological training equips Christian leaders with a biblical toolset for teaching and discipling their congregations. These leaders will be equipped to join the new Christians and the mature Christians together as one congregation, whether in the local church, the office, the job site, or the classroom.

Christian leaders serve as examples of Christ-like unity to their congregational members, co-workers, and students through interactions, words, and non-actions. Wayne Grudem states, "Paul can command the church to live in unity because there already is an actual spiritual unity in Christ which exists among genuine believers" (Grudem 1994, 876). These leaders can display attitudes and motivations which differ noticeably from those of the wider culture, so that Christians and non-Christians may see Christ revealed. Ephesians 4:2-3 states, "[With] all lowliness and gentleness, with longsuffering, bearing with one another in love, endeavoring to keep unity of the Spirit in the bond of peace." In his 1991 article, "Ephesians 4:1-6," Dockery states, "The unity spoken of here is the unity of heart that the Spirit of God energizes in a community of believers and is made visible to an observing world" (Dockery 1991, 80).

Building Maturity: Ephesians 4:7-16

One major aspect of faculty development at a Christian institution involves keeping the end goal of the spiritual maturity of students in view as professors are prepared to teach. As Bredfeldt observes, "Spiritual maturity is promoted by a commitment to teaching the Word of God. Spiritual growth is not instantaneous and it is not easily measured" (Bredfeldt 2006, 17). A seminary or Christian graduate education should produce ministers or Christian leaders who can build spiritual maturity within local congregations, at the work place, or in the home. As Grudem states:

> According to Scripture, the church has an obligation to nurture those who are already believers and build them up to maturity in the faith. Paul said that his own goal was not simply to bring people to initial saving faith but to "present every man *mature in Christ*" (Col. 1:28). And he told the church at Ephesus that God gave the church gifted persons "to equip the saints for the work of ministry, *for building up the body of Christ*, until we all attain the unity of faith and of the knowledge of the Son of God, to mature manhood, to the measure to the stature of the fullness of Christ" (Eph. 4:12-13). It is clearly contrary to the New Testament pattern to think that our only goal with people is to bring them to an initial saving faith. Our goal as a church must be to present to God every Christian "mature in Christ" (Col 1:28). (Grudem 1994, 867-68)

Colossians 1:28-29 states, "Him we preach, warning every man and teaching every man in all wisdom, that we may present every man perfect in Christ Jesus. To this end I labor, striving according to His working which works in me mightily." Providing students with opportunities to grow in Christ, in wisdom, and in the ability to fulfill the Great Commission can be one of the primary goals of professors.

Another aspect of faculty development involves the realization that Christian leaders can understand the important balance between evangelism and discipleship. Each of these tools can build both unity and maturity. Everding, Snelling and Wilcox write:

> The body image, furthermore, represents a unity of individual parts with differing functions and gifts (4:7). It is not an image of uniformity. The unity is centered in and oriented to Christ who alone makes possible the connection of the interrelated and interdependent parts of the body (4:8-11). (Everding, Snelling, and Wilcox 1988, 430)

The members of local congregations, both collectively and individually, ought to be growing in Christ and purposefully sharing their faith in Christ with others.

The local church can be equipped with Christian leaders, ministers, and teachers who are prepared to teach the Word of God. Bruce states, "In this writer's perspective, the gifts of the exalted Christ come in the form of particular people, and these ministers are Christ's means of equipping the Church to attain to its goals of unity and maturity" (Bruce 1989, 268). These leaders may be full-time staff, part-time staff, or volunteer lay leaders.

A healthy, mature congregation can be able to discern truth from non-truth, and defend the Bible. The believers in such a congregation will be equipped to teach other people what they have learned, and impact the world through the fulfillment of the Great Commission. Andrew Lincoln states, "In truth and love together, then, the readers are exhorted to grow up in all parts of their being so that the body of Christ may be properly proportioned to the head" (Lincoln 1990, 352). The maturity process for church members must remain focused on the foundation of exalting Christ and driving forward with the fulfillment of the Great Commission. As other church matters, many of a transitory nature, strive for attention, the church must not lose its focus on the main purposes for its existence.

Christ has given the believing members of local churches innumerable opportunities to glorify God through service to other people. Lincoln states, "These various forms of ministry were given to the people of God to equip them for the diversity of service which they were to render in the community, so that the community as a whole – 'the body of Christ' – would be built up" (Lincoln 1990, 349).

Building up the congregation through discipleship is a long-term commitment. Initial spiritual growth may bring more chaos to the local body than unity and maturity. Both 1 and 2 Corinthians are excellent sources for reviewing what happens when new believers are growing together in faith. Members will be in the process of being transformed (Romans 12:1-4) from their non-regenerate behaviors to a life totally focused on God. Millard Erickson states, "When the church unites under Christ as its

head, there is a maturing Christian experience" (Erickson 1998, 1137). As the members of a church continue to study God's Word, a natural maturing process will be evident.

Review of Thomas Kiedis' Research

The current research study is building off the work of Thomas Kiedis' 2009 study, "A Comparative Analysis of Leadership Development Models in Post-Baccalaureate Theological Education." Kiedis writes that his research "is concerned with higher education, leadership development, and understanding and examining the training models that are employed to prepare men and women for Christian ministry" (Kiedis 2009, 1).

Kiedis completed a research study of evangelical seminaries that are affiliated with the accrediting organizations the Association for Biblical Higher Education (ABHE), the Association for Theological Schools (ATS), and the Transnational Association of Colleges and Schools (TRACS). He conducted a comparative analysis of leadership development models associated with post-baccalaureate theological education. His target was "institutions and programs within them that are preparing men and women for basic ministerial leadership as opposed to general theological studies" (Kiedis 2009, 108-09). Kiedis delimited his study:

> This research is delimited to examining master's level institutions (seminaries) accredited by one of the following faith-based accrediting associations: The Association for Biblical Higher Education (ABHE), The Association for Theological Schools (ATS), the Transnational Association of Colleges and Schools (TRACS). This research is delimited to examining the leadership development training models of these institutions. This research is delimited to examining the leadership development training models that are oriented toward equipping people for ministerial leadership. This research is delimited to the graduates of these institutions. This research will examine graduates at the five-year post-graduate mark. (Kiedis 2009, 9)

Kiedis used a number of research assumptions to guide his research. These research assumptions included:

1. Seminaries are finding new ways to train and equip people for ministry;

2. There are multiple training models being used to equip people for ministerial leadership;
3. Leaders are born and made, meaning leadership can be learned;
4. One can measure perceptions of leadership effectiveness and satisfaction in ministry;
5. Five-year post-matriculation graduates will yield a more accurate assessment as to the variables under consideration;
6. The Master of Divinity, Master of Religious Education, Master of Christian Education, Master of Arts in Religion and Education, Master of Arts in Christian Education, Master of Arts in Leadership (or some "leadership" equivalent), or Master of Ministry degrees are designed to prepare practitioners for ministry in local churches, as opposed to Master of Theology or Master of Theological Studies degrees which are generally designed to equip one for scholarly pursuits in ministry; and,
7. The intervening impact of post-graduate experience is equal among all respondents so it is not controlled for in this study. (Kiedis 2009, 12)

Kiedis used the following criteria to select his ABHE, ATS, and TRACS qualifying institutions:

> The researcher established inclusion criteria based on ATS categorical distinctions between degree programs that are intentionally designed to equip students for ministerial leadership and those that are designed to acquaint students with general theological studies. Only those graduates of degree programs (both MDiv and Non-MDiv) designed to equip students for ministerial leadership were included in the population. Since ATS makes this categorical distinction, the researcher looked on the ATS website and located the list of institutions that met this requirement. They are included below. For graduates of ABHE or TRACS accredited institutions, only those institutions, and their accompanying MDiv and Non-MDiv programs, that have *leadership* in their mission statement or program objectives were included in the research population. (Kiedis 2009, 153)

The purpose of his research was "to understand the relationship between seminary leadership development models and select outcomes assessment criteria: employment, leadership effectiveness, satisfaction, and tenure" (Kiedis 2009, 8). Kiedis' study used a sequential mixed methods design, which used both qualitative and quantitative research methods. The final product was a Taxonomic Classification of Seminary Leadership Development Models (see Appendix 1 for a complete version).

As discussed in chapter 1, the current research study will only focus on two specific models of Kiedis' taxonomy: Distance Education and Hybrid. This researcher has selected these two models due to their alignment with the researcher's definition of alternative delivery systems.

The current study will probe thoroughly into the preparation of faculty to teach using alternative delivery systems. The researcher will mine deeper data from the selected institutions that are known to match Kiedis' taxonomy and that are actively offering alternative delivery systems classes. The research will investigate the selected institutions to understand what alternative delivery systems the institutions are using and how the institutions are preparing their faculty to teach in each of these systems.

Current Faculty Development Practices

Harvard University started using faculty development in 1810 by granting its professors a sabbatical leave (Eble and McKeachie 1985; Schuster 1990). Since that time, faculty development has spread throughout higher education institutions, expanding from the original sabbatical leave approach to include topics such as new faculty orientations, understanding instructional technologies, and student evaluations (Bergquist and Phillips 1978; Morrison and Randall 2000; Wolf 2005).

Faculty Development Research

Faculty development research began with William Bergquist and Steven Phillips, and Jerry Gaff each developing a conceptual model of faculty development in 1975. These models were used by John Centra in 1978 in a large-scale survey on colleges and universities in the United States. In 1973 and 1976 Terry O'Banion wrote about training teachers and staff development. In 1986, Brinton Erickson updated Centra's survey and studied colleges and universities in the United States (Wolf 2005, 26-27). Page Wolf states, "In Centra's survey, respondents had been asked to rate the effectiveness of various practices, whereas Erickson's survey only asked for an indication of whether various activities (such as workshops, seminars, consultation, etc.) were present, along with basic demographic data and information on how faculty development was structured at each institution" (Wolf 2005, 27).

Current research by organizations such as the National Council for Staff, Program, and Organizational Development (NCSPOD), Professional and Organizational Development Network in Higher Education (POD Network), and Sloan Consortium (Sloan-C) focuses on specific aspects and applications of faculty development and alternative delivery systems. A significant body of research has also been done by individuals.

Sue Taylor has analyzed faculty development for professors teaching for the first time through distance education (Taylor 1999). She developed a faculty development distance education model containing six elements: needs assessment; goals and objectives; selection of presenters; scheduling of onsite location and time; format and content; and, methods of evaluation (Taylor 1999, iv).

Craig Kaml researched aspects of faculty development efforts in support of web-based distance education (Kalm 2001). He states, "Faculty development efforts among the system schools of education appeared to be (a) faculty driven, (b) institution and unit dependent, (c) technology enabled, (d) lacking a systematic approach, and (e) the primary focus of future development" (Kalm 2001, i).

Research by Irene Mueller reviewed faculty development for electronic technology-based distance education (Mueller 2001). Four support-related items surfaced in her research: well-maintained distance education equipment; on-site technical assistance; time to learn, plan, try, reflect, and revise; and, access to distance education equipment when faculty need preparation (Mueller 2001, xiv).

Jeanette Bartley looked at faculty development efforts to improve distance higher education instructional effectiveness (Bartley 2001). Bartley summarizes the results of her study, "The main conclusion of this study is that distance teaching is not just about using technology; it is about perfecting a pedagogical art for effective learning, through institutional collaboration and innovation" (Bartley 2001, iii).

Lisa Brown performed an evaluation of faculty development in technology following a Title II grant, finding that faculty still had barriers in technology development after specific staff members were made available for technology or curriculum assistance (Brown 2001). Hsueh-Hua Chuang studied sustainable faculty development for teacher education (Chuang 2004). Wolf reviewed the relationship between faculty development and instructional technology, looking at the concern of combining technology training and pedagogical training in one unit (Wolf 2005).

Donald Finn measured the effectiveness of online faculty development by training one set of professors using universal design concepts and another set who did not receive universal design concepts. He found no difference in the two groups (Finn 2005). James Julius studied the impact of instructional technologies on learning after instructors attended a faculty development program (Julius 2007).

Carol McQuiggan's research of literature related to adult education and faculty development found movements toward online teaching without modifying pedagogy (McQuiggan 2007). Larissa Pchenitchnaia identified essential and model faculty development programs for centers of teaching and learning (Pchenitchnaia 2007, 8).

In order to understand faculty development, one needs to understand what development means. The next section will review specific elements of the word development.

History and Background

The modern history of faculty development has transitioned through what Mary Sorcinelli describes as a number of "ages" (Sorcinelli 2007, 2-5). The following section will describe these ages, and will provide the reader with a perspective on the changing nature of modern-day faculty development. Each age has impacted today's faculty development and training approaches. The creation or discovery of alternative

delivery systems has been one of the driving factors in the changing approaches to faculty development.

The age of the scholar. In the 1950s and early 1960s, the scholar was the dominating figure on campus, and the primary focus of all training. During this period, faculty development referred primarily to practices which related to improving scholarly competence and resulted in the start of campus-based faculty development centers (Crow, Milton, Moomaw, and O'Connell 1976). Few colleges and universities had formal development programs (Schuster 1990), and few studies in faculty development existed (Sorcinelli 2007, 2). Faculty development programs were generally limited to visiting professor presentations and professorships, sabbatical leaves, reduced teaching loads, and new faculty orientation (Bergquist and Phillips 1975b). Mary Crow states, "[The] pervasive notion, capsulated, was that a successful learning experience would occur to the extent that (a) fine quality minds with access to (b) fine quality books, periodicals, and media could interact with (c) a small group of fine quality students" (Crow 1976, 3).

The age of the teacher. The mid-1960s through the 1970s saw the types of faculty training expand to include faculty, instructional, and organizational development (Sorcinelli 2007, 2). Development program models and research were created by O'Banion (1973, 1976), Berquist and Phillips (1975), Erickson (1975), Gaff (1975), and Centra (1976). Bergquist and Phillips label the areas as instructional development, organizational development, and personal development (Bergquist and Phillips 1975a, 258). Centra discovered that faculty development became important to colleges and universities because of "general disenchantment – expressed by students, parents, and legislators – with the quality of college instruction" (Centra 1976, 2).

Many education institutions were rapidly adding professors and staff, yet the faculty all needed some base-level knowledge of training. Faculty development opportunities were created which focused on revitalizing existing faculty, enhancing

teaching effectiveness, and improving student learning (Gaff 1975). Because the primary faculty development focus was on teaching, institutions were motivated to seek financial support from national foundations to create faculty development programs (Eble and McKeachie 1985). Bergquist and Phillips listed eleven faculty development strategies (Bergquist and Phillips 1975a, 260-66).

Diane Morrison and Nancy Randall observed a noticeable shift in the goal of the sabbatical leave from gaining content knowledge to improving teaching and learning skills (Morrison and Randall 2000). According to Centra, most of the faculty development programs and practices in the 1970's were created with the primary intention of "[helping] faculty members grow in teaching effectiveness by sharpening their teaching skills and knowledge" (Centra 1976, 1).

The professional identification and recognition of faculty development began to take shape with the creation of national associations in the United States. The POD Network was formed in 1974 (POD Network; www.podnetwork.org), and the NCSPOD was formed in 1977 (NCSPOD; www.ncspod.org).

At The Southern Baptist Theological Seminary, Findley Edge reminded faculty and evangelic teachers that the most important element of teaching is clearly teaching God's Word (Edge 1956). The seminary world was open to trying new teaching methods, as long as the methods did not depreciate God's Word in the delivery process.

The age of the developer. The 1980's introduced a new range of technological options and systems available to educational institutions. Prior to this point, correspondence courses had been the primary alternative delivery format for courses. New technologies were emerging, but they were not mature enough to be used outside of the military or major institutions. During this period, faculty development broadened to address curricular issues and the specific needs of faculty at different career stages. A focus was made on both collective and individual faculty growth (Schuster

1990). Development programs were increasingly supported by institutional and external funds (Eble and McKeachie 1985).

These development efforts created a heightened interest in measuring outcomes of teaching and learning. Part of this impact was due to Peter Drucker and other management experts, who were measuring every process known to business. In an effort to improve educational practices, non-profit organizations began to implement business leadership and management theories (Sorcinelli 2007, 3). Adult learning and development became an area of interest, which resulted in faculty development being connected to the professor's career development (Schuster and Wheeler 1990; Morrison and Randall 2000).

The age of the learner. In the 1990s, teaching and learning centers became a common feature on most college and university campuses (Epper and Bates 2001; Sorcinelli 2002). These centers, staffed by seasoned professors and instructional designers, included an expanded scope of activities with broader levels of complexity and were often required to deal with an increased number of issues (Wolf 2005). Multiple venues for faculty development proposals and recognition efforts were created within educational associations, foundations, professional societies, and international consortiums (Sorcinelli 2007, 3).

The current age of the network. Today, faculty development programs continue to grow in breadth and usage. Developers are called upon to preserve, clarify, and enhance the purposes of faculty development. Developers, administrators, and faculty work together to respond to institutional problems and to propose constructive solutions to meet the challenges of the twenty-first century. Alternative delivery systems and methods of instruction continue to increase in number, causing administrators and faculty to evaluate their current course-offering models (Guskey 2000; Kang and Miller 2000). Caught in the midst of ongoing changes in the economy and in student

populations, individual institutions must perform regular internal assessments as they strive to stay focused on their missions and visions (Drucker 1980; Gappa, Austin, and Trice 2007). In the contemporary economic and cultural environment, educational leaders must maintain an accurate view of the teaching, learning, and delivery resources available to them, and educational institutions must be willing and ready to change their methods of course delivery without significantly affecting either message or content (Poindextor 2003; Sorcinelli 2007, 4).

Defining "Development"

Defining "faculty development" is made difficult because there are many words and phrases which are widely used in the literature to express the same concept. Rodney Riegle found that a number of words are compatible with the word "development," and that several phrases appear to be interchangeable with "faculty development," including instructional development, professional development, organizational development, career development, and personal development (Riegle 1987, 54).

The key word in each of these sets is "development." According to Lanthan Camblin and Joseph Steger, "[Narrowly], in an organizational context, development means targeted enhancement of an individual or a collective set of individuals to serve better the mission of the organization" (Camblin and Steger 2000, 1). Thus, faculty development encompasses equipping faculty to serve the organization more effectively.

Thomas DiLorenzo and Paul Heppner offer some historical context for the use of this term, noting that "in the past, the term development has been used synonymously with the enhancement of either teaching (Boice 1984; Wilson 1990) or research (Bland and Schmitz 1986)" (DiLorenzo and Heppner 1994, 485). The way in which an organization defines and uses the term "development" will greatly impact the emphasis of its faculty development program. The practices of faculty development could be

weighted towards more teaching training at a teaching institution, or weighted towards more research training at a research-based institution.

Defining Faculty Development

Once a person has a grasp of the impact of faculty development in general on an organization, the next phase is to review faculty development practices. DiLorenzo and Heppner state, "[Faculty] development is the process of enhancing and promoting any form of academic scholarship and individual faculty members" (DiLorenzo and Heppner 1994, 485).

Gaff defines faculty development as "a process that enhances the talents, expands the interests, improves competence and otherwise facilitates the professional and personal growth of faculty members" (Gaff 1975, 14). Faculty development is a course of continuous improvement for the professor, especially as new technologies and alternative delivery systems are added to the higher education environment.

Faculty development has sometimes fallen under a general term "professional development" to describe how faculty members can benefit from faculty development, instructional development, and organizational development to broaden their understanding of academic components (Wheeler and Schuster 1990). Faculty development planners can consider the institution's definition of faculty development when evaluating the type and length of training.

Instructional development. Faculty development may also include aspects of instructional development. Instructional development focuses primarily on students by improving courses and curricula. Common activities include course and curriculum design, implementation, and evaluation (Diamond 2002, 4). Instructional development includes, but is not limited to, individual faculty training.

Faculty can be trained in groups through one-day workshops or semester-long training sessions. Instructional development can be seen as a form of faculty renewal.

Jack Schuster and David Wheeler state, "Effective strategies to promote faculty renewal are neither as elusive nor as costly as some may imagine. Effective campus-wide approaches can be fashioned at reasonable costs, so long as campus leadership is prepared to make a serious commitment" (Schuster and Wheeler 1990, 4).

Instructional development should be created to meet specific requirements on individual campuses. To avoid offering training that is irrelevant, all programs should be implemented with a clear understand of the "target market." Marilla Svinicki states, "Perhaps the best faculty and instructional development program is flexible yet stable enough to respond to the changing needs of faculty and the institution while maintaining a set of core values that are in line with the institution's mission" (Svinicki 2002, 214).

Organizational development. The entire organization can be impacted by a formal faculty development program. The organizational development aspects could encompass a greater realm of responsibility than either of the two previous types of development. Gaff states, "A special campus-wide program can assume responsibility for a systematic, comprehensive, and integrated approach to the development of faculty members and administrators aimed at the improvement of instruction" (Gaff 1975, 13). Organizational development focuses upon the structure of the institution and the relationship among its units. Common activities include workshops and seminars, and individual consultation with administrators and faculty members (Diamond 2002, 4).

Organizational development will be the primary focus of the senior administration. This strategy will fall within the guidelines of the mission, vision, and values of the organization. The leadership must provide adequate training for faculty members to maintain a sense of the culture of the organization and high employee morale. Schuster and Wheeler state:

> Critics maintain that the professional development agenda at most campuses neglects to view faculty members in more comprehensive terms. That is to say, most campuses do little, if anything, to help faculty members (or nonacademic staff)

> move toward self-actualization except in the most narrow professional sense. (Schuster and Wheeler 1990, 15)

Broader faculty development programs or training sessions could have a positive impact upon faculty members, and thus improve the organization as a whole.

An increased facilitation of program implementation could result from organizational development. If the leadership and faculty determine that changes are needed, and if they approve a strategic plan (Malphurs 1999), then the organizational and unit leaders can implement changes. Program implementation becomes part of the institution's ethos.

Another outcome of organizational development could be an overall improvement of the institutional climate. Organizations can more effectively build momentum for change when they are pursuing a set strategic plan which includes everyone who will be affected by the changes (Collins 2001, 144). Organizations can reward the people involved in the changes, and bring a sense of excitement to the employees who are a part of this process.

The Need for Faculty Development

Institutions provide resources and rewards for research and scholarly publications, but typically do not have a strong faculty development focus on teaching and learning concepts. Donald Buckley describes institutional support:

> Faculty have been trained in critical inquiry, but to a large extent epistemologies are contingent on content area and do not provide much guidance about how people learn and how to teach more effectively. Most faculty were trained as researchers, with little formal training in teaching or in the cognitive development of learning. Faculty cultures often do not encourage or reward faculty development in teaching, so most faculty teach the same way that they were taught. (Buckley 2002, 32)

Barbara Millis recognizes five reasons for faculty development: changing expectations about the quality of undergraduate education; changing societal needs; changing technology and its impact on teaching and learning; changing student population; and, changing paradigms in teaching and learning (Millis 1994, 454-57). Each of these areas could be reviewed by an institution's administration to ensure the

curriculum and courses are meeting the educational goals of the general public, student, and professors.

Faculty development could provide a baseline of teaching technique for all instruction across an institution. Some instructors receive limited training as they prepare to enter the classroom. Christopher Knapper and Sergio Piccinin state:

> University teaching is almost unique among professions because its practitioners generally receive no advanced training for their major role and, once appointed, usually teach in isolation from the scrutiny of colleagues. Here we have a sort of double jeopardy in the sense that teaching is largely an amateur activity (in both the good and bad sense of that word) and is also an essentially private one, at least where colleaugues are concerned. (Knapper and Sergio 1999, 3)

Faculty development also relates directly to career management. Faculty members should position themselves for success in the classroom and for promotion, through the acquisition of tools gleaned from training programs. Rhonda Malone states, "Career management requires an awareness of the opportunities available at the present time and those that could be attained in the future" (Malone 1999, 151). Faculty members can take advantage of many training opportunities provided by faculty development.

Faculty Participation

In order to understand the professorate, one has to understand the different dimensions of faculty functions. DiLorenzo and Heppner recommend setting up different types of faculty development based on the interests and abilities of each faculty member (DiLorenzo and Heppner 1994, 486). These types of faculty development can associate with the functions of a professor. Ernest Boyer provides four overlapping functions of the professor:

> [Surely], scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professors might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application service; and the scholarship of teaching. (Boyer 1990, 16)

Each of these functions can be address with faculty development and will be impacted by technology changes.

Knapper and Piccinin discuss the motivation of professors to engage in faculty development, noting that "most of those who seek consulting come of their own free will, and indeed most faculty development centers are reluctant to accept referrals, even from a well-meaning department, unless it is clear that the teacher is motivated to improve and is not being coerced" (Knapper and Piccinin 1999, 6). Professors can have an internal drive to improve themselves, yet not many desire to be "assigned" faculty development.

Faculty development is heavily impacted by the professor's career stage. Faculty pass through a number of career stages, which typically include assistant, associate, and full professor (Baldwin 1979; Clark, Corcoran, and Lewis 1986; Mitchell 1985). Each stage requires a unique set of faculty development requirements. An outline of typical faculty development program offerings based on professor status will aid one's understanding of faculty development. DiLorenzo and Heppner list five faculty development focus areas:

1. New faculty and graduate assistants/doctoral students (this area includes new faculty orientation, mentoring programs, faculty peer consultation programs, building relationships with existing faculty and staff, and the assignment of initial service and research projects);
2. Tenure track – pre-tenure faculty (this area includes preparation for tenure or promotion, research assistance programs, editorial review programs, and modified assignment programs);
3. Mid career faculty – post tenure (this area includes the assignment of more administrative roles, national scholarly articles and publications, and the avoidance of burnout and disillusionment);
4. Late career faculty – pre-retirement (this area includes avoiding burnout and disillusionment, investing in major scholarly books and other works, serving as a mentor to all other professor groups, serving as the author of departmental or faculty newsletters, and developing an "awards alley" to recognize achievements); and,
5. Adjunct and part-time faculty. (DiLorenzo and Heppner 1994, 486-91)

Each of these faculty focus areas requires specific faculty development training opportunities. A new alternative delivery system requires careful planning and

implementation to get faculty in all five focus areas trained and using the new system. Additionally, each of these focus areas can be addressed using a specific faculty development program component or multiple program components. A review of a few faculty development program components is next.

Program Components

Apart from a faculty development definition, one should review some specific faculty development components. Kenneth Eble and Wilbert McKeachie list seven emphases for faculty development:

1. Individual faculty members' professional growth (grants, fellowships, or leaves);
2. Developing additional teaching skills;
3. Gaining better understanding of students;
4. Development of skills and understanding having to do with interpersonal relationships with students;
5. Gaining greater understanding of how their discipline's organizational structures facilitate or inhibit student learning;
6. Developing or increasing motivation and enthusiasm for teaching; and,
7. Learning how to continue learning from one's experiences as a teacher and to increase opportunities for faculty to learn from one another. (Eble and McKeachie 1985, 14-16)

Svinicki lists eight general program components of faculty development. The first involves consultation with individual faculty, in which they are provided with either a one-on-one or a small-group intense review of the questions they may have about their teaching. The second involves formal training opportunities comprised of workshops, seminars, and on-line modules on various topics of interest. The third involves less formal training methods, such as mentoring, apprenticeships, support groups, study groups, and resource support (through books, newsletters, and other media). The fourth involves programs designed to support innovation, including small grants, classroom research, and staff support for new projects. The fifth involves grant programs, which provide faculty with various sources of outside funding for instructional and curricular innovation and development. The sixth involves the direct evaluation of teaching,

including support for student feedback, peer observation, and portfolio development. The seventh involves preparation programs for promotion and tenure decisions or post tenure review, including individual consultations, workshops on portfolio development, and career management or revitalization. The eighth involves advocacy for teaching and instructional issues, which includes service on committees on teaching, and the production of white papers on topics under consideration (Svinicki 2002, 216).

Each academic department can define faculty development elements or components based on the activities of the department (DiLorenzo and Heppner 1994, 486). Some departments may offer associate and bachelor level courses only, while others offer degree programs from associate through doctorate. DiLorenzo and Heppner emphasize three programs that are used to facilitate general faculty growth: New Faculty Orientation Program; the Mentoring Program for junior faculty; and, the Modified Assignment Program (DiLorenzo and Heppner 1994, 490). Another area of common use is campus-wide teaching and learning centers.

Sabbaticals and research leaves are the oldest form of faculty development. DiLorenzo and Heppner list four reasons why research and departmental leaves such as sabbaticals or modified assignments are essential:

1. Enhancing and updating teaching and research skills;
2. Integrating new ideas, knowledge bases, and methodologies into faculty's research and teaching skills;
3. Conducting research as well as preparing manuscripts and course materials; and,
4. Revitalizing teaching and research. (DiLorenzo and Heppner 1994, 490)

Teaching and learning centers are another current example of faculty development. Alan Frantz and others found a number of best practices for teaching and learning centers: offering workshops (TA training, faculty orientation, and lunch discussions; providing faculty mentoring/personal assessment programs); collaborating/establishing learning communities; adapting/assessing needs/listening; being visible/accessible; providing technical support; providing resources (stipends,

travel funds, release time); establishing a positive climate for teaching/learning; networking; and, helping write grants" (Frantz et al. 2005, 80-81).

Technology changes or opportunities can be a catalyst for faculty development. Frantz and others observe from their research that "one important perspective that emerged in various forms is that technology is perceived as a means to initiate discussion about teaching. It attracts faculty to sessions. Technology appears to be a carrot that helps to begin a conversation on teaching with technology, but leads to deeper issues and programs on pedagogy as it relates to faculty development" (Frantz et al. 2005, 84). Institutions can use this positive attraction to implement effective faculty development programs.

Evaluating Faculty Development

Many institutions are concerned about the productivity and successfulness of their faculty development program. Eble and McKeachie describe some ways to evaluate a faculty development program:

> While no one measure may be convincing, the convergence of evidence from several sources – each having some probable relationship to the desired outcome – increases one's confidence that a program has indeed succeeded. Thus when faculty judgments, student ratings, administrative evaluations, and expert site visitors' assessments all agree that a program was successful, one has more confidence that the program worked than if only one source were used or the judgments are mixed or negative. (Eble and McKeachie 1985, 179)

Institutions can evaluate their investment in faculty development. After completing one cycle of faculty development at the University of Cincinnati, Camblin and Steger ask, "Did this support for our faculty development make a significant difference in the way learning, scholarship, and research was conducted?" (Camblin and Steger 2000, 1).

DiLorenzo and Heppner list three goals or features of a faculty development program: enhancing the growth of each faculty member, offering a basic philosophy of leading rather than managing, and having a systematic approach to faculty development

(DiLorenzo and Heppner 1994, 486-87). DiLorenzo and Heppner observe, "[Perhaps] the primary feature of our faculty develop program is a basic goal of enhancing the growth and development of each faculty member by promoting any and all forms of scholarship throughout each individual's career" (DiLorenzo and Heppner 1994, 486).

One final evaluation area is accreditation standards. Robert Diamond discusses the need for faculty and professional development to help the universities and colleges reach their new accrediting goals and objectives (Diamond 2002). Many institutions have not satisfactorily trained their faculty or staff for the new accreditation or learning paradigm (Tagg 2003). Camblin and Steger remind us of the importance of developing a long-term faculty development strategy (Camblin and Steger 2000, 2). Creating a long-term faculty development strategy can guide institutional efforts to meet mission commitments and align within accreditation standards.

Faculty development goals. Each institution has a unique mission statement and set of goals. Faculty development research articles support the idea of reviewing efforts in different contexts to ensure that the training is meeting institutional needs (Morrison and Randall 2000; Schuster 1990).

One of the primary goals of a faculty development program is individualized training assistance. Broad topic workshops and annual, full faculty "state of the institution" meetings work well for disseminating general information, but faculty need focused attention to learn specific topics. According to Kay Gillespie, faculty development "emphasizes improving the teaching skills of individual faculty members. Common activities include classroom visits by professional staff, personal consultation, workshops and seminars, and the use of video to analyze teaching styles and techniques" (Gillespie 2002, 4).

Faculty members may not understand the level of training that will provide them with the best assistance. Vague annual reviews that advise professors to "improve

teaching" are not much of an asset in creating individual training programs. Malone states, "A quick test can ascertain an individual's career self-awareness. An effort to rank one's top five skills, interests, and values simply yet specifically can prove a surprisingly difficult task for many" (Malone 1999, 151). Training specialists can help faculty members align training courses and workshops with career goals and objectives.

Faculty development value. Educational organizations must value the faculty development concept. As already noted, if both senior faculty and administration do not support faculty development, efforts in this direction will fail. Schuster and Wheeler state, "At base, it is the organizational culture that is salient, for that will determine whether an adequate faculty development program can take root and even flourish over time" (Schuster and Wheeler 1990, 16). In order for faculty training programs to experience long-term success, they must have broad organization-level support.

Faculty development provides value through many specific elements and tools for teaching in the standard classroom or alternative delivery systems. With the growing trend of blended learning and online course work, faculty increasingly face the need to learn new skill sets which will equip them to flourish, or even more simply to survive, in these new delivery systems. Barbara Fennema states:

> Faculty training is a critical element in the development of rich, robust, interactive, communicative, and relevant e-learning courses. Faculty members have a need to be immersed in the technology needed for effective online instruction as well as the pedagogical and andragogical principles on which it must be designed. (Fennema 2003, 261)

Each faculty member can learn new technical, pedagogical, or andragogical principles to help him or her add value to their institution.

Stewardship. School administrators are especially concerned that the investments they make in faculty development will yield a positive return to the institution. According to Svinicki, administrators are likely to ask questions such as the following regarding the outcome of specific faculty development programs: How well

known is the program among its target audiences? How well regarded is the program among its targeted audiences? What is the level of participation in the program by the target audiences? How does it compare with participation in other campus programs of similar nature? How does it compare with participation in programs at other, similar institutions? Do faculty and others who participate in the program experience positive changes in their situation as a result of that participation? To what extent does the faculty see the program as a valuable resource of information and guidance in the areas targeted by its goals? What does the program contribute to the growth of the institution and the advancement of its mission? (Svinicki 2002, 219)

Development outcomes and return on training investment can be seen from a different angle as well. Carol DeArment states:

> Although faculty recognize the importance of addressing instructional needs when incorporating technology into a course, the time and effort required to learn the new technologies can blur this focus. As a result, faculty may hesitate to apply their technological training. (DeArment 2003, 90)

Within the broad culture of an institution, training may be one element that needs faculty support through a twenty-four-hour faculty support web site and a faculty development center. These types of resources can provide consultation and other services which reinforce faculty development.

Next, a few faculty development example can aid in understanding how to train faculty for a new alternative delivery system.

Training and Certificates

Multiple external conferences offer additional faculty development opportunities. The POD Network and NCSPOD are national organizations which provide publications, conferences, and networking. Multiple resources are provided on their respective web sites (http://www.ncspod.org/publications; http://www.pod network.org/about.htm).

The Wabash Center for Teaching and Learning in Theology and Religion (http://www.wabashcenter.wabash.edu/home/default.aspx) is another excellent source of conferences, newsletters, and resources for Christian higher education faculty development. The Wabash Center does not specifically focus on alternative delivery systems, but the organization does provide individual training topics.

The next section will explore aspects of current alternative delivery systems. Technology assessment questions and technology factors for success will be discussed.

Current Alternative Delivery Systems

Over the past few decades, alternative educational delivery has been transformed from a disconnected teaching medium to a real-time synchronous or asynchronous teaching methodology. Hyo-Jeong So describes three generations of delivery systems:

> The first generation was correspondence education which used a one-way instructional delivery method, including mail, radio, and television. The second generation was distance education with single technology, such as computer-based learning or training. The third generation is blended learning characterized as maximizing the best advantages of face-to-face learning and multiple technologies to deliver learning or training. (So 2008, 606)

Each of these generations has brought a greater complexity to the classroom As a result, the classroom has been transported around the world.

Technology has provided some positive benefits. Some individuals contend that new technology will greatly enhance the academic world. Vartan Gregorian asserts, "The new technologies stand to deliver unheard-of benefits to seekers of information, instruction, knowledge, and community" (Gregorian 2005, 91). William Massy and Robert Staley describe how e-learning has made improvements or "narrowed the gap between face-to-face and distance learning," yet has not caused a "revolution" in teaching and learning practices (Massy and Staley 2004, xi).

With many advances in technology applications and course management systems, faculty developers are required to learn new technology applications (Grill

1998). The faculty developers are becoming technology trainers as well as teaching and learning trainers. Alternative delivery systems differ pedagogically from face-to-face classes. Zane Berge reminds professors and instructional designers not "[to] duplicate on-line what they do in place-based, face-to-face classrooms and instruction" (Berge 1998, 72).

New technologies systems and applications for alternative delivery systems have encouraged many professors to request assistance with both pedagogical and technical training (Gillespie 1998). The increased opportunity to teach online courses and utilize course management systems (CMS) has compelled many professors to seek training and assistance with course design in these new environments (Collins and Berge 2003).

Common Types of Delivery Systems

Institutional leadership should be able to identify not only the common types of alternative delivery systems through the various technological components, but also the ways in which each one impacts the pedagogy of a classroom. Steve Delamarter describes six new kinds of technology classrooms:

1. The smart classroom – This classroom has an overhead projector, audio, video, Internet connection, and other equipment beyond just having a computer with PowerPoint.
2. The virtual para-classroom – Technology is used to support the classroom functions of grading, syllabus storage, class rosters, or class notes. The course management system (CMS) was born to support this type of classroom. The online tools and features enhance the face-to-face classroom experience.
3. The virtual online classroom – This classroom represents a pedagogical shift from content centered learning to student centered learning. The class has a permanent distance between students and/or professor. The student becomes an active learner through collaboration and participating in a virtual learning community.
4. The hybrid classroom – Sometimes called the plural classroom because teaching and learning take place both in a face-to-face environment and in an online environment. Learning outcomes are given careful attention and learning objectives are strategically distributed.
5. The videoconferencing classroom – Students are all in a far location while the professor is in a local location. The initial equipment purchase and standard operating costs are significant. Secondly, institutions have to maintain a certain

number of students at each dedicated distance site in order to financially afford the system.

6. The synchronous "net meeting" classroom – Students are distributed across multiple sites, yet connecting at the same time through some type of software application. The initial equipment purchase and standard operating costs are significant. Secondly, all participants have to be in the meeting at the same exact time. The students have to purchase high speed Internet connections and sometimes specialized equipment. (Delamarter 2005a, 110-14)

Each of these classroom types can be considered an alternative delivery system. While this list of technology uses is not exhaustive, the researcher desires to limit the description of alternative delivery systems to these measurable types.

Some institutions are implementing course management systems (CMS) (Delamarter 2005a, 111), using class websites, or using email for announcements. Each of these technology devices can enhance the classroom experience. Technology is a tool used by the institution to promote a variety of learning opportunities within face-to-face classes or with alternative delivery systems (Delamarter 2006, 15). Institutions should determine the acceptance rate among faculty, staff, and administration for a CMS, or even for simply adding email to a new course. Some schools are converting to a blended or hybrid format to relieve classroom overcrowding and to build greater student interaction into the class (Tiangha 2003, 1).

After the delivery systems are selected, institutional leaders must determine how the faculty will be trained and supported during the operation of these delivery systems. The primary concern for faculty is course preparation and planning. Also, faculty want to know the approximate time and resource investment they must contribute to these new or existing alternative delivery systems (Delamarter 2006, 15-16).

Delivery system identification. Each delivery system has a certain set of drivers. One set of drivers for online learning are listed in Figure 1.

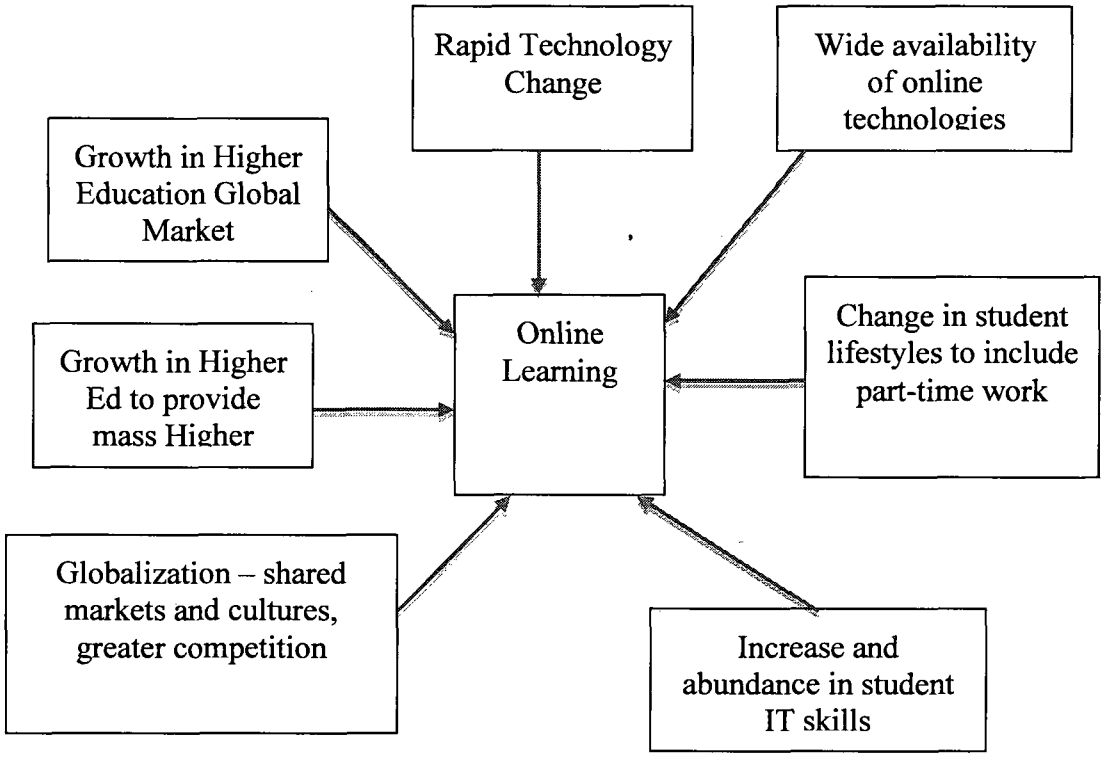

Figure 1. Drivers to online learning. (Bach, Haynes, and Smith 2007, 30)

Seaman present a clear measurement for determining if a course is online, blended, or face-to-face:

> Online courses, the primary focus of this report, are those in which at least 80 percent of the course content is delivered online. Face-to-face instruction includes those courses in which zero to 29 percent of the content is delivered online; this category includes both traditional and web facilitated courses. The remaining alternative, blended (sometimes called hybrid) instruction is defined as having between 30 percent and 80 percent of the course content delivered online. (Allen and Seaman 2008, 4)

In order to identify clearly a delivery system, a person needs to understand the balance of delivery method used with each system. Institutions can determine their commitment to each type of delivery system.

Selection criteria. Educational institutions have a number of reasons for selecting alternative delivery systems. Stephen Ruth describes some of the parameters for financial and strategic success in e-learning (Ruth 2006, 22-30). Rob Able identifies

four primary motivations for transitioning courses to an online format: increased access; increased enrollment or revenues; increased student convenience; and, increased service to adult learners (Abel 2005c, 18).

The decisions to adopt different alternative delivery systems share similar motivations. Institutions must determine whether and which alternative delivery systems match the mission and ethos of the organization. Faculty members must accept and utilize the new platforms. As Israel Galindo states:

> Conversations about the impact of technology revealed that the biggest challenge faced by our faculty was not so much a fear of learning something new, unknown, and foreign (or risking appearing incompetent) as much as it was the uncomfortable realization that the adoption of technology forced them to confront the lacuna in their own teaching practices of clear and intentional pedagogical understanding. (Galindo 2005, 1)

Faculty can improve multiple facets of their courses, both face-to-face and other formats, by attending faculty development for alternative delivery systems.

Student Learning Impact

Sometimes institutions will place a greater priority on incentives and time invested in learning technology applications rather than making an equal investment in both technology and teaching and learning (Grill 1998; Shih and Sorcinelli 2000, Wolf 2005). James Julius states, "It is apparent, however, that technologies used apart from pedagogical considerations will generally not result in more effective student learning, but instead support the traditional instructional model, resulting in no significant difference in student learning" (Julius 2007, 22).

Institutions can invest in technology systems to improve student learning and course availability. Frank Newman and Jamie Scurry remark:

> Those institutions skilled in the use of technology to improve learning will soon be seen as more dynamic and effective than their less engaged competitors. Therefore, institutions and faculty members viewing themselves as excellent at teaching now must excel in the use of technology as well, if they are to remain leaders. How should the institution support faculty members as they make that transition? (Newman and Scurry 2001, B7).

One of the more challenging leadership mandates is discerning when to implement technology-based changes, when to wait for a new technology or a new delivery system to mature, and when to ignore a new technology entirely.

Mauri Collins and Zane Berge note, "The important questions regarding technology-enhanced education are not those that focus on the technology, although those are important. The most important questions that should be asked are about what constitutes good teaching and learning" (Collins and Berge 2003, 21). Technology applications and alternative delivery systems are important, yet neither of these will automatically increase student learning.

Evaluating Technology

Technology does not always add value to the curriculum. Sandra Poindexter states, "Like a sugar high, applications like multimedia may often glitz with little depth, and yield a short-lived impact that requires increasingly greater glitz to get the same effect" (Poindextor 2003, 28). Poindexter mentions that new students have been exposed to technology all of their lives and will come to higher education institutions with high classroom technology expectations. The impact of technology should not be measured in the quantity of applications, but in the quality of pedagogical application.

Diamond lists five alternative delivery system methods designed to address the impact of pending economic changes in higher education: expand the use of technology to reduce instructional cost per student; increase emphasis on faculty development; expand the use of technology to improve instructional effectiveness; increase in credit and time flexibility; increase the use of distance learning and nontraditional course delivery options, including web-based or distance formats; and, increase off-campus programs and learning opportunities" (Diamond 2005, 26-28).

Alternative delivery systems involve training professors on a variety of classroom technologies, many of which are digital devices that record or share a class

session. David Staley recommends reviewing digital classroom technology inclusively as part of a larger "information ecology" of classroom technology components (Staley 2004, 20). He lists 10 assessment questions:

1. What impact does the technology have on the ergonomics of the classroom?
2. How does the technology expand the dimensions of the classroom space?
3. Why is the technology here?
4. Does the technology add some demonstrable pedagogical value?
5. Does the technology encourage authentic pedagogy?
6. Does the technology promote "augmented" education?
7. Will professors use the technology to aid students in the acquisition of knowledge, not just information?
8. Does the technology appeal to different learning styles, allowing students to produce (not just consume) knowledge and information?
9. Does the technology promote play or merely entertainment?
10. Is it any good? (Staley 2004, 20-23)

Thorough evaluation should include both positive and negative aspects of alternative delivery systems. Dennis Trinkle discusses some of the reasons why technology and alternative delivery systems seemed to have failed or have not had a significant impact on higher education:

> Part of the reason for this pattern of failed investments is the absence of positive role models and clear best practices. Amidst the many stories about promising opportunities or the failures of promise, few concrete models have been offered for how technology can positively enhance teaching and learning. This absence of highly visible successes and best practices increases the sense of frustration and concern and leaves institutions without a lodestar. (Trinkle 2005, 18)

Evaluation can include criteria for success. The next section will list a number of factors for success with technology.

Factors for Success

Trinkle identifies 10 factors for success in adding technology components, based on his review of DePauw University in Greencastle, Indiana:

1. "Put learning first" – focus on learning outcomes and not on using the latest, trendy technology;
2. "Align IT with institutional mission and culture" – all technology efforts should be linked to budgetary and strategic planning, with IT systems selected based on the system's ability to enhance learning;

3. "Technology fluency is the new liberal art" – technology must be integrated with high-order, critical thinking and multiple aspects of the education process;
4. "Invest more in people and support than in hardware and software" – institutions should not just add smart classrooms and the latest course management system, but they should also provide adequate support and training for faculty, staff, and students to understand and function within the new technology applications;
5. "Good enough is good enough" – institutions must be innovative with their technology changes, to the point of reaching a desired learning goal rather than grasping for the latest technology fix with no connection to learning goals or mission and vision;
6. "Support sustainable technologies" – institutions must ensure that the technologies can connect to, and be supported with, existing structures without creating a new support system;
7. "Actively involve students" – students must be actively consulted in the selection and adaptation of technology systems, in the recognition that the energy and creativity of the students will enhance the existing processes;
8. "Collaboration is essential" – faculty, students, and staff must combine their talents on technology to complete teaching and research projects;
9. "Use technology to remove barriers" – technology applications must be "transparent" to the teaching and learning process, and must not become the dominant element of the classroom event; and,
10. "Design space to enhance learning and build community" – the future implementation of technology should be considered during new construction or renovations, with teaching and learning as the primary goals of the technology systems and applications. (Trinkle 2005, 18-24)

Technology Acceptance

Institutional leadership should be familiar with technology acceptance variables. Three conditions have been identified that can help forecast the acceptance of technology change. The first occurs where there is an extremely compelling reason to adopt the change, to the point that it becomes difficult to envision performing a given function without implementing this technological change. The second occurs where the new technology will enhance *how* users will continue to do something they already do, but without radically changing *what* they do. The third occurs where the technology will be particularly appealing to people who currently feel that there is a specific task that they need to do, that they presently lack specific resources which will better enable them to accomplish this task, and where the new technology appears to be particularly suited to this task (Abel 2005c, 4).

Institutions are searching for the best methods to expand their student capacity without decreasing their services or academic reputations (Delamarter 2006, 20). Alternative delivery systems have a reputation for providing lower quality education, due especially to the large number of institutions that are not regionally or nationally accredited and which offer online or distance education courses.

Technology Non-Acceptance

According to Abel, many of the predictions of experts regarding the usage of technology have failed to materialize. In particular, he lists seven specific technological innovations which have not, as yet, been accepted within the mainstream of academia. First, students have not rushed to consume new forms of online digital content for studying. Second, institutions have not jumped on the bandwagon to allow commercial benefits (either to themselves or to third party vendors) from student portals. Third, the very large majority of faculty members have not opted to become "course developers," and develop online courses using the CMS. Fourth, the usage of digital content and third-party digital courses by faculty has remained relatively rare. Fifth, portals attempting to aggregate courses from multiple institutions have mostly failed, with a few limited exceptions. Sixth, high-production-value courses, sometimes featuring leading authorities or fancy problem-based, interactive learning approaches, have seen several dramatic flops, with only a few limited successes in niche areas, such as remedial math. Seventh, while the usage of PowerPoint, and in some cases the Internet, has become widespread, faculty members in general do not appear to feel that all of the technology in the smart classroom has significantly improved the teaching or the learning experience (Abel 2005c, 3).

The following section will discuss aspects of faculty development for alternative delivery systems. The discussion will include holistic faculty development

and provide some examples of available faculty development for alternative delivery system training and certificates.

Current Faculty Development Practices for Alternative Delivery Systems

Alternative delivery systems bring a number of opportunities for faculty development. Where does faculty development for alternative delivery systems currently reside? According to Wolf, "Such training may come from different areas within the institution including teaching and learning centers, information technology departments, staff development offices and academic divisions" (Wolf 2005, 3). First, an examination of holistic view of faculty development is important prior to reviewing individual practices.

Holistic Faculty Development

Both faculty development staff and faculty members need to understand the importance of adopting technology using a slow, methodical process. Poindexter states that "instructional technologists must learn how to demonstrate that their tools weave into a larger instructional picture. Faculty must learn that small steps toward holistic adoption are more likely to reap success than climbing on a single technological bandwagon" (Poindextor 2003, 29). New technology changes can be implemented in a strategic, systematic process that includes both initial and ongoing faculty development.

Faculty development for alternative delivery systems is only one aspect of the total culture of educational organizations. Institutions should consider the worth of investing in faculty training, and they should work intentionally to make the improvement of faculty a vital and necessary aspect of the basic culture of the organization. Gaff states:

> The climate of the institution, the relationships between faculty, administrators, and students, and the policies and practices of the school affect the character of teaching and learning. The improvement of instruction requires attention to these social and institutional factors as well as to individuals. (Gaff 1975, 7)

The types of faculty development should match the cultural expectations of the environment, and they should be viewed as a necessary component of the organization.

Faculty members are striving toward certain personal and institutional goals. Institutions can provide training paths to assist faculty to reach their career goals of tenure, research specialist, or other specialties. Malone states, "Career management proposes a simple, but vitally different, concept that career paths should be selected and then managed to correspond with personal skills, interests, and values" (Malone 1999, 150). Faculty development can be targeted toward specific alternative delivery systems goals and objectives that will aid faculty members in pursuing and reaching career goals.

Faculty development can extend beyond the culture of the individual teachers and their classrooms. It can be used to provide a greater understanding of the organizations to which teachers belong, and to provide a wider base of knowledge in other areas beyond teaching and research. Faculty can be trained on a variety of administrative functions, improving their worth to the organization, and placing them in contact with other offices within the institution. Malone states, "Professional development can play a crucial role in accomplishing many goals by providing the skills, experience, and networking contacts necessary for success" (Malone 1999, 152).

Pedagogy and Technology

When technology was first introduced to the classroom, instructors simply attempted to adapt their traditional methods of face-to-face, classroom teaching to the new environment created by alternative delivery systems. Typically, institutions added technology, and hoped that the faculty would suddenly adopt the new systems. Pedagogical changes, however, did not automatically occur in response to the e-learning environment (Zemsky and Massy 2004). Jeff Groeling and Lester Ruth state,

"Theological institutions must be careful to remember that technology is a tool and not a goal" (Groeling and Ruth 2007, 57).

Faculty must be trained in new pedagogical skills to accompany new technological skills. Groeling and Ruth state, "In the classroom, good technology training will hopefully translate to better pedagogy as well as better teaching and learning interaction between the instructor and student with the expected end result of improved cognitive learning" (Groeling and Ruth 2007, 58).

The *Clipper Project* revealed that the faculty at Lehigh University taught their regular classes differently after having been exposed to online pedagogy. M. Bishop and Sally White relate their personal experience of how learning and utilizing online courses prompted changes in their pedagogy (Bishop and White 2007, 14-15). Groeling and Ruth discuss the indirect impact online classroom training had on the face-to-face classroom at Asbury (Groeling and Ruth 2007, 63-64).

Groeling and Ruth list three challenges of online course design: the amount of time required to rework a course; the change in content delivery; and, the change from a face-to-face to an online communication medium (Groeling and Ruth 2007, 59-62).

Training identification. Many faculty trainers agree that preparing faculty to teach in alternative delivery systems should involve a greater focus on pedagogical training than on training in the acquisition of technical skill sets (McQuiggan 2008, Delamarter 2004). Some institutions take faculty through a step-by-step approach to training, giving the faculty a basic technological understanding of how to operate and function in the new delivery systems (Hinson and LaPrairie 2005; King 2002). Redesigning courses from a face-to-face module into a hybrid or fully online module is a pedagogical issue more than a technical issue (Delamarter 2005b, 151-52; Taylor and McQuiggan 2008; 31). McQuiggan also states that three elements must be determined for faculty training: actual professional development needs; ideal formats for professional

development events; and, incentives that would encourage faculty to participate in such events (McQuiggan 2008, 29).

The Changing Professorate

Alternative delivery systems have brought about a change in faculty roles. Julius studied faculty's receptivity to change (Julius 2007, 12). In general, faculty members tend to be hesitant to participant in, or skeptical of, faculty development for alternative delivery systems, yet after participating they often acknowledge the benefits of faculty development. Mary Allen argues that institutions cannot force faculty members to improve themselves, but rather, that professors are individually responsible for, and must manage personally, their own training (Allen 2004, 2-4).

At many institutions, faculty members have the option of teaching online courses, blended or hybrid courses which combine regular classroom courses with online features, distance education courses, and even international courses taught overseas. Jeanette Bartley states, "In adopting any pedagogy and methodology for distance teaching that significantly includes the use of electronic technologies, many faculty members will require retraining, retooling, and reskilling [*sic*] within an environment supportive of change" (Bartley 2001, 8). Faculty development for alternative delivery systems should assist faculty in this transition so that it will not be perceived as a threat to their career or promotion.

Institutions have to be ready to support the changing professorate. Shane Parker and Hal Pettegrew state, "There exists a fairly common desire, with few exceptions, to move toward a more full expression of unit-based, online courses; however, issues of institutional readiness, via the capability, and potential weaknesses of delivery format were each mentioned as inhibitors to this process" (Parker and Pettegrew 2008, 38). Each institution has to provide their faculty a minimum amount of training to understand how to teach in an alternative delivery system. Bartley recounts, "Without

effective training and development, the potential of the advanced technology systems will not be fully realized for the continuous improvement of instructional development" (Bartley 2001, 14).

Professors must find a balance between teaching, scholarship pursuits, and learning new ways of helping students learn. Ann Austin draws attention to the many challenges facing professors seeking tenure or stability in an institution. The dramatic increase of non-tenure and part-time faculty appointments at many institutions demonstrates that the needs of new faculty, whether full time or adjunct, deserve careful consideration (Austin 2004; Bartley 2001).

Faculty support services. Institutions should consider what faculty development services should be offered. Able lists seven faculty support services that were implemented with good success at the institutions that he studied: faculty web/email helpdesk; course management or other technical training classes; faculty phone helpdesk; course development support from support center staff; one-on-one instructional design consultations; clear and effective policies for ownership of online materials; and, additional fees paid to develop an online course (Abel 2005c, 28).

Negative services. Not all faculty services are appropriate for educational institutions. Able lists nine faculty support services that were implemented with risks to, or challenges at, the institutions in the study: program website to support faculty sharing of best practices; the formation of faculty team to redesign courses or programs; specific support resources for adjunct faculty; faculty sessions to profile student needs and select appropriate online pedagogy; learning object repositories to aid program or course development; help from unbiased experts to assess course quality and effectiveness; processes and support to improve courses or programs each term they are offered; support for the use of publisher content; and, course testing support prior to deployment (Abel 2005c, 28).

Program Components

Three of the more popular components of faculty development for alternative delivery system are faculty development centers, orientation programs, and external training and certificate programs. Each of these components can be used to provide a holistic development program.

Faculty development centers. Many organizations are opening faculty development centers that provide resources and programs for advanced, concentrated training on traditional faculty development and on alternative delivery systems. These centers can be utilized to guide faculty through specific processes pertaining to both teaching elements and course delivery functions. Bartley reflects, "The significance of training and development initiatives relates not only to improving faculty-members' ability, but broadly to all systematic efforts to improve their professional competencies, expand pedagogical interests and positively enhance their attitudes for increased instructional effectiveness" (Bartley 2001, 16). Systematically training faculty on the operations of alternative delivery systems is important to sustaining these new systems.

In order for these centers to function effectively, they must provide perceived benefit to faculty. The centers must meet the minimum criteria of the administration, but they must do so without alienating faculty. Sorcinelli states, "Ideally, the center should provide support and service to academic leaders – without being perceived as an arm of the administration – as well as to faculty in order to further the agenda for teaching excellence" (Sorcinelli 2002, 11). The training focus should stay on the faculty, so that it will not be seen as an inadequate solution provided by the administration.

The trainers and staff of faculty development centers must be sensitive to the culture and history of the institution. Faculty development teams should be aware of any conflicts between the faculty and administration, and should strive to balance the differing interests of the two groups. Sorcinelli states, "The faculty developer must be prepared to sometimes walk the tightrope in a delicate balancing act but must also

recognize that the center needs the assistance of all of these constituencies to build consensus on the best use of its resources" (Sorcinelli 2002, 11). If training centers or training programs cannot obtain faculty support, then the concept will be rejected through boycotting or non-attendance. If training centers or training programs cannot obtain administration support, then the concept will be rejected through budget reduction or elimination, on the grounds of insufficient reason to continue the expenditure.

Orientation programs. Another type of faculty development for alternative delivery systems is an orientation program. Mary Doyle reflects:

> While younger faculty may have more overall experience with technology and may well be comfortable with using technology in teaching and learning, they may not be familiar with the software or equipment used at their new institution. Orientation and training programs are essential elements in getting new faculty off to a good start, and technology should be an integral part of those programs. (Doyle 2006, 138)

Many faculty orientation programs for alternative delivery systems focus on improving only one particular aspect of teaching, such as using technology in the classroom or understanding how to use learning management systems for online or blended classes. Fennema states:

> When developing training for faculty members in higher education, issues beyond the technical skills needed to use the LMS must be addressed. Faculty members have already been recognized as leaders in their field, and are reluctant to move into areas unfamiliar to them. Anxiety and resistance to change are both critical concerns to contend with when developing training for this audience. (Fennema 2003, 257)

As with faculty development centers, simply putting an LMS in place will not guarantee the system will be accepted fully or utilized effectively by faculty. Faculty leaders must emerge who will guide other faculty members into accepting key aspects of the training.

Training and certificates. Multiple external conferences offer additional faculty development opportunities for alternative delivery systems. The Association for Christian Distance Education (ACCESS) combines a focus on Christian higher education with a desire to train leaders in distance education and adult learning topics. This

organization provides an annual conference, along with several ongoing networking opportunities (http://accessed.org/index.php).

California State University-East Bay offers an Online Teaching and Learning Certificate (http://www.ce.csueastbay.edu/certificate/online_teaching/index.shtml ?intid=x_otlm2otlc) consisting of a set of four courses. This program focuses only on an online delivery system, yet the courses can be transferred to a master's degree within the institution.

Sloan-C is a national organization providing teaching certificates, publications, conferences, and networking (http://www.sloan-c.org/). Sloan-C offers a teaching certificate in Blended Teaching and a teaching certificate in Online Teaching (http://www.sloan-c.org/certificates). Multiple free publications and other resources are provided on their web site.

The University of West Georgia offers a Distance Education Certificate Program (http://www.westga.edu/~distance/certificate.html). This two-module course promotes excellence in distance learning instruction and education.

The University of Wisconsin-Madison hosts an annual Distance Learning conference and has the Distance Education Professional Development Certificate Program (http://www.uwex.edu/disted/depd/about.htm). These two options provide opportunities to expand ones skills and knowledge of faculty development for alternative delivery systems by experiencing the systems and training in one setting.

The next section will explore aspects of future faculty development practices. Aspects of faculty vitality and bridging past faculty development with the future will be discussed.

Future Faculty Development Practices

Many future faculty development opportunities are available to institutions. Some institutions are being pressured for changes in delivery systems by a number of

entities (Diamond 2005). Diamond, president of the National Academy for Academic Leadership, describes oncoming changes in design and delivery of instruction:

> There is little question that colleges and universities are confronting formidable forces for changes. Critics, budget cuts, and competition have come together to challenge institutional priorities and structures – not to mention faculty, staff, and administrators' roles. Interestingly, the area that will be most directly affected by suggested changes is the one least often discussed – the design and delivery of instruction. (Diamond 2005, 24)

Institutions are faced with many educational and technological changes in the twenty-first century. Organizations are faced with reduced or changing student populations, reduced donations, and rapid changes in delivery options (American Association of State Colleges and Universities 1999). Jan Baltzer states:

> Technologies that make alternative delivery systems available to educational institutions are definitely here to stay. Some of these systems are very familiar and others are not. Nevertheless, it is possible for anyone to find out more about an alternative delivery system and how it works. That's "one problem down." We still have three problems to go, however: 1) What alternative delivery systems do we choose? 2) What programming do we use with the alternative delivery systems? and 3) What is operationally required to launch the system and keep it afloat? (Baltzer 1981, 1)

Institutions have to make key decisions concerning faculty support and development in order to sustain the organization though these economic and cultural changes.

Development Reforms

In the past, faculty training models have been limited in focus to a small set of activities that might not match faculty members' varied backgrounds or different development needs. As Gaff observes:

> The most active professional-development programs of the past have been those which helped professors to upgrade and update their knowledge of the academic specializations. Sabbatical leaves, travel to meetings of professional associations, and research support have been typical mechanisms to achieve this purpose. (Gaff 1975, 4)

Each of the above-mentioned faculty development options is functional, but faculty members must often wait for many years before they experience these types of training. Faculty members can have a better development source that is timely, and that

relates specifically to their individual training needs. Camblin and Steger note, "Vitality is difficult to maintain if the faculty experience a loss of purpose in their work or if a sense of collegiality is supplanted by a counter-productive competitive spirit spurred on by a day-to-day struggle to survive in an environment lacking proper support systems" (Camblin and Steger 2000, 4).

The limited approach of past training should be expanded to meet the current requirements of faculty. Malone states, "In these rapidly changing times, there is an increasing need for continuous professional development. Faculty must acquire new skills, further develop their abilities, and remain abreast of their field" (Malone 1999, 153). Faculty members do not have to wait for their first sabbatical before they are granted the opportunity to gain competent levels of teaching skills. Gillespie states:

> As our academic world and the challenges with which we are presented become even more complex, it becomes increasingly critical that we undertake expanded efforts to assist faculty members in fulfilling their responsibilities. This is the task of faculty development and of faculty developers as well as the administrators who support them. (Gillespie 2002, ix)

Professional organizations offer significant opportunities for connecting with colleagues, and they do offer light training, but there are clearly limits to what can be gained from conferences which only last for a few hours, or even for a few days.

Reforming faculty development policy has been a topic with national agencies. A taskforce from the American Association of State Colleges and Universities makes the following recommendations to reform faculty development policies:

1. Faculty development – and especially awards and incentives – should be closely tied to the institution's mission and goals. Too often in the past, these decisions have been made based on the individual needs of the faculty, not the mission and goals of the institution.
2. All institutions of higher education should give greater value to quality teaching in tenure and promotion decisions. While some progress has been made in this area in recent years, much more is needed.
3. Faculty development opportunities – including advancement and rewards – should be made available to part-time faculty. Given the increasing importance of part-time faculty in the faculty mix, investing in part-time faculty is just as important as investing in full-time faculty.

4. Sabbaticals should be retained, but expanded to include greater flexibility in length and scope, through such programs as the successful faculty improvement leaves which some institutions have initiated. In addition, there should be greater accountability over and monitoring for sabbaticals of all types.
5. Institutions should support faculty development opportunities in instructional technology, and they should recognize and reward all aspects of curriculum innovation. Used as a tool for teaching, learning, research and communication, technology has the potential to transform and expand the higher education experience. Faculty must effectively use this tool of the 21st century. (American Association of State Colleges and Universities 1999, 8-9)

Institutions can determine the future type and depth of development deemed necessary to exceed the long-term goals of both the faculty members and the institutions (Baltzer 1981; Diamond 2005). Changes in the economy, student population, and wider culture may force institutions to make changes in their approaches to course delivery, resulting in the need to train or retrain faculty with new skill sets (American Association of State Colleges and Universities 1999). Fennema lists three types of learning provided by an educational system of the information age: lifelong learning encompasses the need and the desire of people to continue to learn throughout life in order to be a valuable asset to the community and culture in which they live; interactive and collaborative learning requires learners to become actively involved in the learning process and to collaborate with others; and, asynchronous learning takes place without respect to time and space boundaries, and is available whenever and wherever learners need it to be available (Fennema 2003, 242).

Future Development

A future-leading question is asked by Camblin and Steger, "What are colleges and universities doing to keep their faculty from becoming obsolete?" (Camblin and Steger 2000, 2). Some corporations are offering grant programs through which institutions partner with the corporations to discover new ways of improving learning (American Association of State Colleges and Universities 1999, 28).

Researchers at the American Association of State Colleges and Universities state:

> Traditionally, faculty development has focused on support for refining content knowledge and research skills in order to gain tenure or promotion and continue a research agenda. Now, faculty must continually learn new skills and devote time and effort to refining curricula to make full and appropriate use of technology's capabilities. Faculty must become learning, teaching, and technology specialists in addition to being expert in a given discipline. (American Association of State Colleges and Universities 1999, 28)

Future development practices might encompass many new features or training opportunities in order to appropriately train faculty.

Recently, experts in the field have begun to recognize the unique training needs or part-time and adjunct faculty members. A study by the American Association of State Colleges and Universities states, "Because most professional development activities are designed for full-time tenure-track faculty, an emergent need is for such activities for the rapidly increasing numbers of part-time and nontenured faculty" (American Association of State Colleges and Universities 1999, 21). Part-time and non-tenured faculty could be a primary development area in the future.

Faculty certification. One future development item may be teaching certification for higher education teachers. Diamond mentions the greater attention accrediting agencies are focusing on the professional development of faculty and staff in the areas of quality of teaching and learning (Diamond 2005, 25). One new type of faculty development is a certification for university teachers. Currently, Britain's Staff and Educational Development Association has a voluntary certification for university teachers (Knapper and Piccinin 1999, 7).

Balancing technology. In the future, institutions will need to maintain a balance of technology integrations. In *A Case for Holistic Learning*, Poindexter discusses the importance of a balanced approach to learning utilizing a number of individual tools. She states:

> Even with wider acceptance, full and effective use of the teaching and learning innovations still have a long way to go. And it is far less likely that any one approach – whether active, collaborative, service, technology-enhanced, or student-centered – will prove better than a holistic approach that looks at teaching and

> learning from an integrated perspective. Such an approach – based on repeatedly adding small increments of innovation and using multiple strategies to capitalize on their synergy – surely offers the greatest potential for impact. (Poindexter 2003, 26)

Faculty development and instructional technology training often overlap (Wolf 2005, 2). Departments have difficulty knowing where and how to assign training for alternative delivery systems. Institutions wrestle with the decision of whether to maintain a development and instructional training as two separate units or combine both activities and one teaching and learning center (Wolf 2005).

Pchenitchnaia comments on one future option for faculty development, "As technology and pedagogy interfaces are becoming increasingly complex, teaching and learning centers can bridge explorations of appropriate technologies and effective technologies to enhance learning among faculty, information technology specialists, and librarians" (Pchenitchnaia 2007, 53). Teaching and learning centers can provide a balance of technology and pedagogy. These centers have constant fixed cost and other budgetary requirements that an institution can consider.

Future technology additions come with a significant price tag, yet sometimes the additional fees paid by users of the new delivery systems may not recover the initial investment. Researchers at the American Association of State Colleges and Universities state:

> Technology is an expensive instructional tool. Technology enhancements, related training, and curriculum design programs, as well as the purchase of electronic tools such as library resources, absorb any profit that might result from raising enrollment caps or expanding traditional courses to include students at a distance. (American Association of State Colleges and Universities 1999, 29)

Future technology additions may not initially pay for themselves, nor automatically provide a great balance between technology and pedagogy.

Faculty Adoption

In the future, institutions can adopt a three-fold approach to developing faculty to use alternative delivery systems. First, they can recognize the importance of individual faculty development directed toward learning teaching tips, student learning theories, and

the application of specific technology training. Second, they can realize that the successful and competent redesign of courses for alternative delivery systems must become part of the culture of the organization. Third, they can accept that the overall organizational focus with respect to the acceptance of alternative delivery systems will substantially impact the success or failure of program changes and new technology system implementations.

Institutions, like companies, need to leverage available technology and resources while maintaining an acceptable level of faculty adoption and involvement. In his landmark book, *Toward Faculty Renewal*, Gaff describes the need for faculty and administrators to maintain a focus on the future. Institutions must be aware of delivery system changes, and they must consciously determine whether or not to use them.

Faculty adoption of faculty development will be directly impacted by institutional decisions. Institution must carefully consider the impact, or "null curriculum," of what they determine not to fund. Faculty development should be a primary force and tool, used to prepare institutions for the future and to sustain institutions no matter what economic or technology changes may occur (Gaff 1975).

Faculty career path. Specific training, regardless of whether it is primarily intended to help the faculty understand a content management system or the current pedagogical approaches, can be related to a career training path or plan for the instructor. As Malone explains, "The key to useful professional development endeavors should be to connect it with planned career management. The goal of developmental endeavors should be to assist in accomplishing one's current responsibilities and preparing for future responsibilities" (Malone 1999, 154). Instructors can gain skill sets through faculty training. This will increase the likelihood of faculty members reaching a tenured position.

Faculty members must take full advantage of training opportunities which will align with their career paths, in order to reach personal and professional goals. Malone states, "Although professional development frequently consists of organized activities, individuals often need to create their own professional development efforts. This is a crucial element of the philosophy of career management" (Malone 1999, 154). The administration of a given institution may or may not have a clear development sequence for tenure or long-term success. Faculty members can be personally aware of their professional development requirements, to ensure that they maintain a clear focus on their career objectives throughout training efforts.

Improving the art of teaching. A future strategic training plan can target the current needs of the faculty. One of the primary ways in which this could be accomplished would be by supplying ways to improve the art of teaching and instruction. As Gaff argues:

> The basic assumptions are that the instructional behavior of faculty members is a learned complex of knowledge, attitudes, values, motivations, skills, and sensitivities, and that faculty members may learn to improve these instructional competencies. The focus is directly on the improvement of instruction, and the aim is to help faculty develop in the several aspects of their instructional roles. (Gaff 1975, 4)

Both new and senior faculty alike may be challenged to learn to teach using new technologies, formats, or curricula (American Association of State Colleges and Universities 1999). Helping faculty members to improve their instructional techniques provides them with confidence for the classroom, and also gives them enhanced skills which could, potentially, make them more promotable (Gillespie 2002).

Faculty are sometimes taught the very basics of an alternative delivery system and set free to go and teach. Many schools are providing a variety of additional training levels to prepare their faculty to teach in alternative delivery system environments (University of Wisconsin-Madison; University of Central Florida; University of Kentucky; University of Louisville). Faculty training is usually created because of an

observed difference between the description of the content management system features and what is actually being delivered by professors. Workshops are created to bridge the training gap. Fennema comments, "The workshop was created in response to a discrepancy between the potential of the software of e-learning and the courses being created by many faculty members using the software" (Fennema 2003, 256). Specific training could result either from proactive future thinking or reactive responses to low student evaluation scores or multiple faculty complaints. The faculty members of an institution can be trained on the specific platform they will use in the delivery of their courses, so that they are able to fully utilize all of its tools and all of its potential.

Faculty Development Decisions Factors

One of the greatest factors can be an alternate understanding of institutional priorities between faculty and administration. In *Making a Place for the New American Scholar*, Eugene Rice observes a "mismatch between faculty priorities and the fundamental purposes of the institutions" (Rice 1996, 1). An institution's leadership can clearly communicate with faculty and administration to ensure that both groups have a transparent agreement of institutional priorities concerning faculty development for alternative delivery systems.

Sustaining Alternative Delivery Systems

One primary decision is determining how to sustain a new alternative delivery system. Institutions can create an environment which will sustain new, alternative delivery systems. Delamarter asks, "So, what does it take to create an environment where we can begin to see new possibilities? What are those institutions doing that are exploring innovative uses of technology and how did they get to that point?" (Delamarter 2006, 10).

One answer involves a change in pedagogy, or the uniting of technology and pedagogy (Riedinger and Rosenberg 2006). Institutions must focus on pedagogy and

pedagogical training in order to sustain a technology change (Delamarter 2006, 13). James Dalziel states:

> Put simply, what we lack is an agreed way to describe and share the teaching process, regardless of whether the activities are conducted online or face-to-face. As a result, individual educators spend heroic amounts of time on planning and preparation, but with enormous duplication of effort and no economies of scale. Apart from a lack of efficiency in preparation, educational quality also suffers: While some educators regularly create outstanding learning experiences for their students, some do not. (Dalziel 2008, 376)

Instructors who are trained to approach pedagogy through the methodology of content delivery will likely be frustrated and dissatisfied with the online or hybrid environment of learner-centered delivery. Appropriate initial and on-demand pedagogical training will significantly impact the ability of institutions to sustain technological changes along with a clear institutional vision.

Technology failures. Many institutions have purchased technology platforms without clearly envisioning or planning for their use. As a result, the new alternative delivery systems are not implemented, or operate at limited capacity (Lane 2008, 5-6). Delamarter lists three kinds of failures organizations experience when implementing new technology into existing programs: failing completely to see the potential and impact of a new technology; responding inadequately and belatedly to the challenge of the use of technology by a competitor; and underutilizing a new technology by forcing it into the constraints of an old model of understanding (Delamarter 2006, 10). In order to sustain the new technology, the administration can communicate a clear institutional vision and use an integrated model for deployment of the alternative delivery system.

Institutional Vision

Clearly communicating the institutional vision for faculty development and professional development can be important. Thomas Guskey states, "What is required for success in professional development is a clear and compelling vision of the

improvements needed, combined with explicit ideas on organizational characteristics and attributes necessary for success" (Guskey 2000, 21).

Constant challenges are another factor impacting institutional vision. Judith Gappa, Ann Austin, and Andrea Trice consider, "For administrative leaders facing constant challenges, an energetic, diverse, and engaged faculty is their most important resource. Investment in the faculty and in the quality of the academic workplace becomes a college's or university's most critical strategic choice" (Gappa, Austin, and Trice 2007, 5).

Another factor is taking steps to sustain faculty development for alternative delivery systems within the institution. Drucker notes that during turbulent times, "[The] first task of management is to make sure of the institution's capacity to survive, to adapt to this sudden change, and to avail itself of new opportunities" (Drucker 1980, 1). Bai Kang and Michael Miller believe, "Faculty development has been a crucial mechanism that helps maintain and improve the quality of higher education" (Kang and Miller 2000, 10).

Increasing costs, fiscal constraints, and increased competition are factors that will impact future faculty development efforts (Gappa, Austin, Trice 2007, 7). Online, hybrid, and distance education courses could be leveraged to address some of these factors. Gappa, Austin, Trice reflect:

> Other institutional assets-buildings, laboratories, classrooms, residence halls, power plants, and technology infrastructures begin to depreciate the day they are acquired. But colleges and universities depend on their faculty members' competence and commitment to increase steadily over time to meet the institution's ever changing circumstances and goals. (Gappa, Austin, and Trice 2007, 4)

Faculty development may seem like an easy budget line item to cut, yet this factor may impact the long-term faculty readiness to teach and support the institution.

Another factor is changing economic conditions and internal competition. Gappa, Austin, and Trice ask three questions concerning fiscal constraints and increased competition:

1. How might a culture of increasing entrepreneurialism affect faculty members' commitment to their institutions and thus retention?
2. To what extent are financial pressures creating a competitive environment that challenges a spirit of collegiality on the campus?
3. Are pressures for faculty to produce revenue creating environments where those who bring in less revenue feel less respected and less equitably treated by their institutions? (Gappa, Austin, and Trice 2007, 7)

Each institution can be aware of these factors as they evaluate future alternative delivery systems.

Integrated Model

Another factor is approaching faculty development as an integrated model rather than a traditional model. Schuster and Wheeler compare an "integrated model" of faculty development with a "traditional model" of faculty development, and conclude that professional development, personal development, and organizational development should partially overlap (Schuster and Wheeler 1990, 279-86). Kang and Miller state, "faculty development programs that enhance faculty professional skills and academic growth in either specific disciplines or relevant fields need to be advanced and provided for faculty knowledge and skill renewal in different stages of career development" (Kang and Miller 2000, 13).

One of the most important factors is determining the best way to enable and to improve faculty performance. Kang and Miller state:

> Although many other factors are built into an institution's claim for quality, faculty are the most prominent feature in determining the quality level of instruction. A logical investment, then, is in the tools that enable faculty to perform their jobs better. With potentially stronger and more capable faculty, the argument subsequently can hold that students learn more and perform better. (Kang and Miller 2000, 3)

Faculty members are the prime human resource interacting with students. A well trained faculty can sustain an institution through turbulent times.

Another factor is determining how faculty development fits into the faculty reward system. Robert Diamond and Bronwyn Adam comment:

> Faculty feel pressure from all segments of the education community – from administrators and department heads who need more of their time for a host of activities related to teaching, service, and research to students who, as consumers, want greater access to their teachers. Faculty face continued commitments to scholarship and published research, and many faculty understandably spend considerable time on these activities to ensure promotion, tenure, and annual merit pay increases. (Diamond and Adam 1993, 1)

Faculty are faced with many institutional pressures. Faculty development can assist them with promotion and tenure by giving them resources that directly align with the reward system.

Having a clear rewards system is another factor. Doyle discusses the importance of this factor:

> An important driver for faculty in the use of technology in teaching and learning is its place in the reward systems of the institution. Institutions must clarify the value of teaching with technology as part of the annual reviews and promotion for tenure. If the use of technology will either not be rewarded or will detract from the faculty member's rating in an important review, there will be little incentive for faculty to spend much time developing online components of their courses. (Doyle 2006, 139)

If teaching with alternative delivery systems is not a factor with promotion, tenure, or the rewards systems, faculty may not have any desire to participate in faculty development.

Another factor is maintaining faculty vitality. Shirley Clark and Darrell Lewis review strategies for faculty vitality using three items: providing environmental support for scholarly development of the faculty; providing institutional support for faculty research and instructional development activities; and, providing differentiated support for individual faculty needs" (Clark and Lewis 1985, 255).

Evaluating for Effectiveness

Evaluating faculty development is another factor. Guskey (2000) discusses evaluation procedures for professional development. He mentions, "Harsh lessons from the past have taught educators that fragmented, piecemeal approaches to professional development do not work. Neither do one-shot workshops based on the most current educational fad" (Guskey 2000, 19). Faculty development should be a systematic process of training over a period of time.

Effective faculty development is another factor. Kang and Miller summarize, "[Effective] faculty development aims enhanced faculty morale, strengthened faculty vitality, and highlighted faculty commitment, all three of which contribute tremendously to an institution that accomplished its goals and mission effectively and efficiently" (Kang and Miller 2000, 11). Guskey reflects on four principles of effective professional development: a clear focus on learning and learners; an emphasis on individual and organizational change; small changes guided by a grand vision; and, ongoing professional development that is procedurally embedded (Guskey 2000, 38).

A final factor is extending the current reach or influence of the institution to maintain effectiveness. Doyle surmises:

> Using technology to enhance teaching and learning and to reach beyond our isolated local points of view can be the key to a robust future in international collaborations. But to accomplish such lofty goals, institutions must devote the resources necessary to support both seasoned and fresh new faculty in their application of technology to improve teaching and learning and further their research agendas. (Doyle 2006, 139)

The following section will review a profile of the current research providing a brief overview of the major topics. Common types of delivery systems and other aspects of faculty development for alternative delivery systems will be reviewed.

Profile of Current Research

Chapter two has given an overview of the relevant literature pertaining to the research purpose. It has demonstrated a view of the Great Commission and alternative delivery systems. God's Truth is presented through multiple formats, methods, and situations, yet churches and Christian higher education institutions wrestle with balancing scarce resources between evangelism and discipleship efforts. The major connection of the Great Commission and alternative delivery systems relates to the aspect of making disciples and teaching. Christian higher education institutions can utilize various technology systems and applications to teach God's Word to people who are not in the same room, the same town, or even the same continent.

A theological framework for teaching has been examined by reviewing the purpose of Christian graduate education and biblical principles for teaching. Teaching and learning are the foundational elements of the Christian faith. A Christian graduate or theological education equips and prepares men and women for the ministry of the Gospel of the Lord Jesus Christ, wherever that may be. The essential biblical principles for teaching and learning for the church and Christian higher education are composed of truth, knowledge, the teacher, the learner, and the pedagogy.

The section on the theological foundations of faculty development considered the pastoral care of students. Additionally, sections on building unity and on building maturity were completed. Faculty developers are challenged by God's Word to examine the institution's curriculum in light of the impact the curriculum will have on the overall spiritual development of students, who will learn, grow, and adapt to the knowledge communicated by their professors.

All of these research aspects of faculty development for alternative delivery systems provide a foundational understanding of the key factors for selecting, implementing, and sustaining delivery systems. The specific types of delivery systems which are offered can match the mission, vision, and resources of specific institutions. Educational leaders can consider a wide range of cost factors, including expenditures related to purchase, implementation, operation, and faculty development. Transitioning to a new delivery system without properly training the faculty can cause a number of negative results for faculty, staff, and students. Faculty development can be a strategic part of the planning for the implementation of new, or the continuation of existing, alternative delivery systems.

The following chapter analyzes the responses of distance education coordinators (or, in some cases, the faculty development representative) for alternative delivery systems. This descriptive study hopes to discover what faculty development practices institutions of Christian higher education are using to prepare their faculty to

teach using alternative delivery systems. The conclusions drawn from chapter two have led to the design of an interview questionnaire that will assess faculty development practices. Conclusions regarding the collected data will be summarized in chapter 5.

CHAPTER 3

METHODOLOGICAL DESIGN

The primary focus of this research was to analyze the current practices of faculty development related to alternative delivery systems in Christian graduate institutions of higher education. The researcher examined information collected through extensive interviews with faculty development professionals involved in alternative delivery systems, and also conducted a content analysis of the significant contributions of these interviews. This chapter details the procedures which were used to address the five research questions which guided the current study.

Research Question Synopsis

The primary research question which undergirded the current study was: What is the appropriate design, development, and implementation strategy for a faculty development program focused on preparing faculty to successfully utilize alternative delivery systems? The following sub-questions were addressed in this study:

1. What are the current faculty development practices of Christian graduate institutions of higher education?
2. What are the current alternative delivery systems employed at Christian graduate institutions of higher education?
3. What are the current faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
4. What are the future or intended faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
5. What are the factors that influence the decisions regarding faculty development practices in alternative delivery systems of Christian graduate institutions of higher education?

Design Overview

The research design for this descriptive, phenomenological study consisted of 11 extensive interviews with distance education coordinators who were actively using alternative delivery systems. The researcher conducted interviews using a software application called Skype. The interviews were recorded and transcribed. The interviews were subjected to summary analysis and content analysis. The summary analysis was performed to identify broad themes of commonalities. The content analysis was completed to identify consistencies and inconsistencies of specialized or professional language concerning faculty development and alternative delivery system types identifiable in the literature base and in the institutional strategies for implementation. Categories were created from the literature review and the summary analysis, and also from potential terminologies, practices, and categories determined from the content analysis.

The interviews provided opportunities to review faculty and administrative experiences, and created a baseline of current practices of faculty development for alternative delivery systems. The utilization of an open-ended question format allowed each participant to answer the questions with limited bias. The data resulting from the interview questions was both broad and deep. The interviews allowed the researcher to explore in greater depth the reasoning behind, and development of, the specific practices of participant institutions.

The interviewees were selected using a purposive sample of distance education coordinators or the appropriate academic administration representatives of institutions affiliated with The Association for Biblical Higher Education Commission on Accreditation (ABHE), The Association of Theological Schools in the United States and Canada (ATS), and the Transnational Association of Christian Colleges and Schools Accreditation Commission (TRACS), based on previous research of Thomas Kiedis (Kiedis 2009). A list of institutions was found in Kiedis' research based on his taxonomy

models of Distance Education and Hybrid courses, which aligned with the current researcher's definition of alternative delivery systems. These institutions were selected to allow the researcher to mine deeper data about the institutional processes concerning faculty development for alternative delivery systems.

The researcher reviewed all of Kiedis' institutions and sampled those currently offering Distance Education and Hybrid courses. John Creswell and Vickie Clark state, "Purposeful sampling means that researchers intentionally select participants who have experience with the central phenomenon or the key concept being explored" (Creswell and Clark 2007, 112). The greatest combination of, or highest number of, alternative delivery systems was the primary criterion for the selected institutions. The specific purposeful sampling strategy was a homogeneous sampling of institutions, chosen to identify specific applications, types, and uses of faculty development (Creswell and Clark 2007, 112). The selected institutions are listed in Appendix 3.

ABHE Institution Selection Process

Using Kiedis' selected institutions, the researcher reviewed each ABHE member institution at http://directory.abhe.org/default.aspx?status=Member. ABHE provides an information page on each member institution that contains a "Non-Traditional/Distance Education" section. The researcher purposely selected ABHE institutions that were actively offering alternative delivery systems. The researcher examined the listed institution's web page to ensure some type of alternative delivery system was currently being offered. All qualifying institutions were noted in an Excel spreadsheet with the number of current courses offered and the variety of alternative delivery systems in use. The researcher leveraged these two selection criteria for delimiting institutions.

ATS Institution Selection Process

Using Kiedis' selected institutions, the researcher reviewed each ATS member

institution at http://www.ats.edu/MemberSchools/Pages/DistEd.aspx. At this web page, ATS provides an explicit section titled "ATS Institutions Offering Distance Education." The researcher purposely selected ATS institutions that were actively offering alternative delivery systems. The researcher examined the listed institution's web page to ensure that some type of alternative delivery system was currently being offered. All qualifying institutions were noted in an Excel spreadsheet with the number of current courses offered and the variety of alternative delivery systems in use. The researcher leveraged these two selection criteria for delimiting institutions.

TRACS Institution Selection Process

Using Kiedis' selected institutions, the researcher reviewed each TRACS member institution at http://www.tracs.org/member.htm. TRACS provides standardized information for each member institution, including a "Degrees Offered" section. The researcher purposely selected TRACS institutions that were actively offering "Distance Learning Offerings." The researcher examined the listed institution's Internet web page to ensure that some type of alternative delivery system was currently being offered. All qualifying institutions were noted in an Excel spreadsheet with the number of current courses offered and the variety of alternative delivery systems in use. The researcher leveraged these two selection criteria for delimiting institutions.

Population

The population for this study was those institutions that were purposely selected from Kiedis' research. These Christian higher education institutions were accredited by ABHE, ATS, or TRACS. The institutions were currently offering some type of course using one or more alternative delivery systems.

For the purpose of this research, the preferred institutional contact was the distance education coordinator or the appropriate academic administration representative who is in charge of faculty development for the alternative delivery systems at the

institution. The targeted institutional contact person has direct experience with training and developing faculty for the institution's alternative delivery system(s).

Samples and Delimitations

This study was intended to discover faculty development practices for alternative delivery systems from Christian higher education institutions. The population previously described was limited, but additional delimitations were necessary in order to discover reasonable answers to the research questions that were proposed. These delimitations were:

1. This study is delimited to a minimum number of participants to be interviewed of ten, and the maximum number will be twenty-five (Leedy and Ormrod 2005, 139).
2. This study is delimited to those institutions from Kiedis' 2009 study that are actively offering alternative delivery systems course(s) according to the respective accreditation website and the institution's website.
3. This study is delimited to those institutional representatives directly in charge of faculty development for alternative delivery systems. At many schools, the same person could be both the distance education coordinator and the faculty development coordinator. While other institutional members such as faculty members, administrative staff, or the provost are important, the researcher will delimit the current study to the individual(s) currently overseeing the alternative delivery system(s).
4. A balanced number of institutions from the three accrediting organizations will be selected for interviews.

Limitations of Generalization

The nature of this qualitative study and the purposeful sampling limited the generalizations that may otherwise be discerned by the researcher. The findings from this research may not necessarily generalize to other theological seminaries, graduate studies, and other types of Bible or theological training institutions that are not members of ABHE, ATS, or TRACS. The findings from this research may not necessarily generalize to other institutions of Christian higher education. The findings from this research will not generalize to all ABHE, ATS, and TRACS institutions, yet the findings may be applicable to the selected institutions. It seems possible that concepts derived from this

study will provide helpful data to these institutions where the leaders are making faculty development and alternative delivery system decisions.

Another concern for the generalizations of this study was the bias of the institutional contributors to be interviewed. The interviews were intended to reveal the perspectives and assumptions of faculty development for alternative delivery systems of contributors. The interviewees' backgrounds and experiences may have created a bias that prevented them from answering the interview questions with absolute objectivity.

Instrumentation

Because of the limited population and the need to gather responses specific to the research questions listed previously, the researcher used a descriptive research method that involves the use of two "instruments." The first of these, which was employed to gather the qualitative data, was the phenomenological interview protocol (see Appendix 4) in the form of extensive interview questions.

The semi-structured interview approach provided the researcher with the opportunity to gather feedback about current practices and perceptions of faculty development for alternative delivery systems, and to evaluate directly the opinion of those institutions that were sampled, as the interviews related to the listed categories of faculty development practices discovered in the literature base. Each interview question was open-ended, to create the opportunity and the freedom for each contributor to respond thoroughly and sincerely with respect to their perspectives on faculty development for alternative delivery systems.

The interviewer followed the predetermined questions, yet allowed the interviewee to deviate from those questions as long as the context remained faculty development for alternative delivery systems. The responses provided evidence and foundational information for current practices of faculty development and current usage of alternative delivery systems.

In the second phase of the current study, the data was indexed and coded using the NVivo 8 software application, sold by QSR International. The qualitative indexing program was specially designed to execute qualitative analysis on "non-numerical and unstructured data," such as the proposed interview transcripts. This application permitted the researcher to create and study the previously-identified categories that emerged in the precedent literature review, by creating a series of themes and perceptions associated with faculty development for alternative delivery systems.

The NVivo application helped the researcher with reviewing the interview transcripts and identifying words or phrases, coding the outcomes of each transcript, exploring for coding patterns, and constructing reports of analysis and the produced findings. The NVivo data analysis offered a greater degree of reliability and validity to the research design and process.

Summary of Instrument Assignments

Table 2 summarizes the assignment of the interview questions to the research questions.

Table 2. Assignment of interview questions to the research questions

Research Questions	Interview Questions
Research Question 1	Interview Question 1
Research Question 2	Interview Question 2
Research Question 3	Interview Questions 3, 4,5
Research Question 4	Interview Questions 6
Research Question 5	Interview Questions 7,8,9,10,11

Summary of Coding Assignments

The current study focused on faculty development options that were identifiable in the literature base: (1) One day, two day, or three day annual seminar or workshop; (2) One-on-one mentoring; (3) Technical training course(s); (4) Pedagogical

training course(s); (5) Mandatory training course(s); (6) Optional training course(s); (7) Informal training by colleague; (8) Other; (9) None.

The current study focused on alternative delivery systems that were identifiable in the literature base: (1) Online course(s); (2) Blended or hybrid course(s); (3) Distance education course(s); (4) Fully online degree program(s); (5) Fully online certificate program(s); (6) Other(s); (7) None.

Procedures

The explanation below is a description of the process that was utilized to discover the information needed for the research questions. The information collected enabled the researcher to describe the faculty development practices for alternative delivery systems of institutional contributors through categorization of their views.

Design an Interview Protocol

The interview protocol and recording procedures followed John Creswell's recommendations (Creswell 1998, 123-27). The protocol identified the project, time of the interview, date, place, interviewer, interviewee, position of the interviewee, a brief description of the research project, and questions to be asked of the interviewee. It concluded with a reminder to express thanks for the interviewee's participation and to assure the interviewee of the data's confidentiality. The researcher created an interview protocol template (see Appendix 4).

Validity and Reliability of Measurement

The validity of the interview questions was established by submitting the questions to an expert panel for review. Leedy and Ormrod describe research validity and reliability of measurement instruments:

> The validity and reliability of your measurement instruments influence the extent to which you can learn something about the phenomenon you are studying, the probability that you will obtain statistical significance in your data analysis, and the extent to which you can draw meaningful conclusions from your data. (Leedy and Ormrod 2005, 27)

According to these criteria, the validity of the results of this research was based on the ability of the responders to recognize and self-identify the alternative delivery systems in use at their institutions, as well as the current faculty development practices related to these alternative delivery systems. The researcher used content validity (Leedy and Ormrod 2005, 92) to ensure that the instrument produced valid results.

Expert Panel Review

The researcher needed to ensure that appropriate and relevant interview questions were selected. Upon the approval of the prospectus by his dissertation committee, the researcher used an expert panel to analyze the interview questions. The interview questions were checked for validity and reliability. The interview questions were reviewed by an expert panel to ensure that the questions contained the appropriate wording and were appropriately understandable.

The primary function of the expert panel was to review and evaluate the overall format of the interview questions in terms of appearance and simplicity of use, the precision of the questions, the usage of the questions to gather appropriate data for satisfying the research questions, and general content validity. The researcher edited the interview questions based upon the evaluation of the expert panel. The researcher then submitted the updated instruments to his dissertation committee for their final approval. The researcher reviewed the interview question updates with his dissertation committee supervisor to gain approval to use the questions. Once the instrument was approved by the supervisor, the researcher arranged a field test for the questions using two distance education coordinators at institutions in the sample population. The field test allowed the researcher to test the timing and presentation of the interview questions.

The expert panel consisted of distance education coordinators or other people in similar positions who each have many years of experience with alternative delivery systems and faculty development. Each member was currently serving at a higher education institution or organization (see Appendix 2 for a complete listing of the members of the expert panel).

Field-Testing of the Instruments

After the expert panel revisions and the dissertation committee's approval, the researcher conducted a field test of the interview questions with two distance education coordinators from Christian higher education institutions who were members of the sample population. Permission was sought from these institutions to field-test the interview questions. Oral and written feedback from the interviewees helped in clarifying and formatting the interview questions.

The field test results were used to confirm or modify the interview questions. The participants were asked to review the interview questions and provide feedback using a provided document, to permit each participant to remark on the clearness of language and the ease of use for each instrument. After receiving feedback from the participants, the researcher examined the suggestions and updated the instruments as necessary.

The changes included new wording, new word order, new or expanded definitions of terms, new order of questions, or a new number of questions. The researcher reviewed the instrument updates with his dissertation committee supervisor to gain approval to use the revised instruments. Once approval was granted by the supervisor, the new interview questions were ready for the main phase of the research.

Ethics Approval Process

The final step prior to actual research was ethics approval of the interview protocol. The researcher submitted the Assessment of Risk to Human Subjects in Research packet to his dissertation committee (Research Ethics Committee 2008, ethics).

Upon receiving the ethics approval from The Southern Baptist Theological Seminary, the researcher initiated the actual research process.

Seek Permission and Set the Appointment

The researcher located contact information for the distance education coordinator or appropriate academic administrator from each selected institution within the research population. Next, he contacted the distance education coordinator by email, phone call, or letter to secure permission for the interview (see Appendix 5). The researcher explained, in his request, the nature of the research endeavor and the role the distance education coordinator would play in the interview process. Once the researcher secured permission from the distance education coordinator and set an appointment for the phone interview, he sent a follow-up confirmation email. All distance education coordinators in this interview process were offered a copy of the research results once the study was completed. The researcher conducted each phenomenological interview via Skype.

Conduct the Interview

The interview followed the protocol noted above. At the beginning of the interview, the researcher thanked the participant for taking the time, and for having the willingness, to contribute to the research effort. He confirmed that the interview would be recorded and transcribed, and requested voice approval for the same from the interviewee. Each interview was scheduled for one hour, utilizing the first few minutes for introductions and equipment checks, with the remainder of the time devoted to the actual interview according to the protocol. At the conclusion of the interview, each interviewee was thanked for participating and was assured again of the confidentiality of the interview process. The researcher explained that the digital recording of the interview would be destroyed after it had been successfully transcribed and/or imported in NVivo.

After the completion of the interviews, the researcher sent the participants a personal note expressing gratitude for their participation, and reminded them that they would receive an electronic version of the complete study.

Transcribe the Interview

Once the interview was completed, the recording was transcribed. The researcher offered all interviewees a transcript of the interview, and provided them with a period of one week during which they could review the transcript and make any necessary notations or changes. The researcher explained to each interviewee that failure to respond to the researcher within the one-week timeframe would constitute the interviewee's consent regarding the correctness of the interview transcript.

Analyze the Data

After collecting the interview data, the researcher analyzed the data using NVivo 8 to identify instances in which it corroborated existing patterns and trends from the literature review and in order to determine applicable insights concerning the research questions. The researcher endeavored to further identify the current faculty development practices for alternative delivery systems. The researcher drew on this data to establish a set of current faculty development practices for alternative delivery systems and recommended external resources.

The analysis of finding is presented in chapter 4 of this dissertation. The research implications and the research applications are presented in chapter 5.

CHAPTER 4

ANALYSIS OF FINDINGS

This chapter presents the research data collected through interviews with distance education coordinators or other appropriate institutional representatives who are involved with conducting faculty development for alternative delivery systems. In this chapter, the research data is organized and presented with sole intention of accurately communicating the current faculty development practices, factors, and influences for alternative delivery systems. Every effort has been made to analyze the raw data, and to present the results of that analysis in as clear and unbiased fashion, reserving opinions and conclusions for Chapter 5. Some thematic categories were anticipated based on the research questions and literature review, but the researcher also examined the data with the recognition that other, unanticipated categories could be discovered as well.

Compilation Protocol

The collection and analysis of the data for this research involved a two-step process. In the first step, the data was gathered through interviews which utilized Skype. Some interviews were interactive video conversations, while others were only audio conversations. These interviews were digitally recorded for ease of transcription in preparation for analysis of the data. Each interview was transcribed by the author into a Word document and then imported into NVivo 8 qualitative analysis software. NVivo 8 allowed the researcher to manually code the content of the interviews using category

headings called "nodes." Parent and child nodes were created based on the literature review. These divisions followed the structure of the research instrument.

The second step in the data analysis was the content analysis. The researcher examined the interviews for related references to the nodes. When an interview reference was discovered, it was coded to the corresponding node. The researcher performed an initial coding of all of the transcripts before conducting a review of the coding nodes. The researcher coded each interview as a separate unit and compiled the results based on the interview questions. The data aligned into five groupings according to the research questions.

A reference included strong evidence of at least sentence length that was relevant to the established categories or that was recognized as an emergent category. References varied in length from a single phrase to multiple paragraphs. A reference was limited only by the association with the category in order to capture the full meaning of the contributors' words. The references offered as illustrations in this chapter were copied directly from NVivo exactly as they were coded. The quotes were change due to minor instances of reformatting for readability or where necessary to maintain participant anonymity. The entire list of coded references could not be inserted into this chapter due to space limitations, but the researcher has selected and supplied those examples which most clearly confirm the overall observations of the full set of data.

The first categories which were anticipated from the research questions included standard faculty development practices, current delivery systems, and literature-based faculty development for alternative delivery systems. Additionally, as the researcher reviewed the interview transcripts to code the data for anticipated categories,

other themes appeared within the transcripts for the interview questions. These emergent themes were then coded as they were identified by the researcher.

After the researcher completed the initial coding structure, a maintenance phase included reviewing the coded transcript segments to determine if the coding was accurate. This entailed comparing the transcript segment with the node (qualitative research marker) to ensure the segment matched the node. After the comparison, some nodes were combined due to common themes, some new nodes were created to separate themes, and other nodes were deleted.

Subsequent to the first two phases of coding, the researcher performed a third phase to discover deeper meanings within the context of the nodes that had already been identified. The researcher sought to identify the relationship, influence, or impact one node group may have on another group or category. The study of relationships among the nodes and categories provided a better understanding of connections between the different research questions and the coding and themes of the interview data.

Findings and Displays

As the interview data was transcribed and coded, the information was grouped into five primary categories based on the research questions. Each element of faculty development for alternative delivery systems was examined in relation to the related research question. The remainder of this chapter will present summaries of the responses from the interview participants in table format and selected portions of the interviews in dialogue format.

The first proposed research question revealed the current practices of faculty development regardless of the delivery system. The second research question reviewed

the current delivery systems each institution was currently using. The third question focused on faculty development practices within the specific context of alternative delivery systems. The fourth question explored the future or intended faculty development practices within the specific context of alternative delivery systems. The fifth question assessed the factors that influence decisions regarding faculty development for alternative delivery systems. The data produced by the research interviews is represented in appropriately labeled tables.

Unique Demographic Aspects of Population

The following section displays attributes of the sample population in order to give the reader additional information about the 11 interviewees. The attribute sections are listed in the order of the interview questions.

Age of Interviewee

In a technology-driven world, many people stereotype the "techie" as a younger person who grew up using a computer from an early age. This assumption would naturally cause researchers to expect to find that people involved in teaching technology would tend to be 50 years of age or younger, since the computer began to have wide public usage within only the last few decades. Over 50% of the respondents to this study who were actively teaching pedagogical and technical skills to their professors were in the age range of 46-55, and only 9% of the respondents were 56 years of age or older (see table 3).

Additionally, a large number of the younger respondents were promoted from a technology support function, either at their current institution or a previous institution, to the faculty development function. Since the distance education coordinators have to

"connect" with the professors and establish rapport with the potential to associate with older and younger professors, the 46-55 age range establishes a broad connection point across the professor age bracket. The younger interviewees had limited positional authority and limited experience teaching experience in Christian higher education.

Table 3. Age of interviewee

Age Range	Cases	Percent of Population
18-24	0	0%
25-35	3	27%
36-45	1	9%
46-55	6	55%
56-65	1	9%
66 and older	0	0%

Years in Faculty Development

The majority of the participants report very little experience in the area of faculty development. Table 4 reveals that 27% of the participants had 1-3 years of faculty development experience, 45% of the participants have up to 6 years of faculty development experience, and 72% of the participants have less than 9 or fewer years of faculty development experience. Only 1 of the respondents reported having more than 15 years of faculty development experience.

Institutions are adding online and hybrid courses which can require additional faculty development classes and support for people who are new to the alternative

delivery system(s). Faculty development duties, assignments, and employment positions are becoming a prominent part of an institution's staff.

Table 4. Years in faculty development

Year Range	Cases	Percent of Population
1-3	3	27%
4-6	2	18%
7-9	3	27%
10-12	0	0%
13-15	2	18%
16-19	0	0%
20 or more	1	10%

Credit Hours Taught Using Alternative Delivery Systems

Multiple credit hours of teaching experience is not the normal personal experience for this population.

Table 5. Credit hours taught using ADS

Hour Range	Cases	Percent of Population
1-30	6	55%
31-60	1	9%
61-90	3	27%
90 or more	0	0%
None	1	9%

Table 5 shows that 55% of the participants have only taught 1-30 semester hours, and none of the participants has more than 90. One participant has not taught any classes. The lack of teaching experience could have an impact on establishing credibility and rapport with existing faculty.

Years Teaching in Christian Higher Education

The participants showed a wide range of variability in years teaching in Christian higher education. Table 6 shows that 45% of participants have less than 6 years of experience teaching in Christian higher education, and 36% of the participants have 16 or more years of experience teaching in Christian higher education. The participants with less than 6 years of teaching experience tended to be either technical staff senior administrative staff that started teaching and conducting faculty development.

Table 6. Years teaching in Christian higher education

Year Range	Cases	Percent of Population
1-3	3	28%
4-6	2	18%
7-9	0	0%
10-12	1	9%
13-15	0	0%
16-19	2	18%
20 or more	2	18%
None	1	9%

For the participants with less than 6 years of teaching experience, they tended to have the same amount years in faculty development (less than 6 years) and the same years in the current position (less than 6 years).

Years in Current Position

In the overwhelming number of cases in this research study, the people assigned to the faculty development staff positions are recent appointees. Table 7 shows that 55% of the participants have been in their current position for only 1-3 years, and that 91% of the participants have been in their current position for less than 6 years. It is entirely possible that many of these positions are new to the institutions in general, as alternative delivery classes are added to the course offerings.

Table 7. Years in current position

Year Range	Cases	Percent of Population
1-3	6	55%
4-6	4	36%
7-9	0	0%
10-12	1	9%
13-15	0	0%
16-19	0	0%
20 or more	0	0%

Current Title of Participant

This researcher found the titles of the participants particularly interesting. Each title revealed some measure of the importance of the position within the institution.

Many of the titles included the word "Director" and others included the word "Dean." A complete alphabetical list of the titles follows:

1. Academic Dean
2. Assistant Director of Professional Studies and Distance Learning
3. Associate Dean of Distributed Learning
4. Dean of Online Learning
5. Director of Distance Education and Online Learning
6. Director of Distributed Education and Electronic Communication
7. Director of Online and External Studies
8. Director of Operations and Production
9. Online Course Developer
10. Online Instructional Design
11. Vice President of Institutional Effectiveness and Planning

Summary of Demographic Aspects of Population

From the demographic data, several generalizations can be made about the characteristics of "typical" distance education coordinators. First, they are likely to be ages 46-55. Second, they are likely to have 6 or fewer years of faculty development experience. Third, they are likely to have taught no more than 30 semester hours of ADS related courses. Fourth, they are likely to have 6 or fewer years of Christian higher education teaching experience. Fifth, they are likely to have been in their current positions for 3 or fewer years. Finally, they are likely to have the word "Director" or the word "Dean" in their titles.

The following section will review each of the five research questions. Quotes from participants have been included as examples of the actual phenomena as observed by the interviewee.

Presence of Faculty Development Elements Concerning Alternative Delivery Systems

This research study yielded data concerning the faculty development practices of a small set of Christian higher education institutions. This section contains a concise overview of the research questions, followed by an in-depth review of each research question, with the data arranged in tables to aid in its presentation and analysis. The following list presents some of the topics that were commonly observed across the interview transcriptions:

1. Most of the institutions are using both initial and ongoing faculty development.
2. Institutions may use a "faculty boot camp" or a multi-session consultation as the initial training.
3. Most of the training attempts to balance both pedagogy and technology.
4. Ongoing and on-demand training is LMS feature specific (i.e., addressing needs such as building quizzes, using the grade book, and effectively conducting a discussion forum), covering both technical push-button commands and pedagogical reasoning and best practices.
5. Professors do not like generic group training. They think it is a waste of time because they cannot ask context-specific questions.
6. Professors prefer consultations and hands-on training in small groups of no more than 2-4 people.
7. The main "future factor" is the student market. Students are requesting more blended and hybrid classes on their end of class student evaluations, and this is getting the attention of the administration.
8. Fully online bachelor degree completion programs and graduate (30 semester hour) certificates are driving administration and faculty to request, schedule, and attend more faculty development sessions. The graduate certificates are often being utilized by individuals overseas who cannot come to America but want some type of

theological training. The certificates are also being used to train lay leaders in the United States. who do not live near a graduate institution.

9. Peer and presidential recognition are significant incentives in motivating faculty to participate in faculty development.
10. Faculty development support is a service consisting of consulting, advising, and troubleshooting individual course problems.

Research Question 1: Faculty Development

Research question one attempted to identify current faculty development practices at the member institutions. Each institution typically conducted annual faculty meetings that included some type of faculty development. This development may or may not be pedagogical or technical training. Research-intensive institutions may focus on publishing and research seminars over other types of development. Table 8 lists the interview responses in order of total references.

Table 8. Types of faculty development

Name	References	Percent
Workshops or Faculty Training - Optional	10	53%
Part of Regular Faculty Meeting - Mandatory	7	37%
Evaluating and Changing due to Accreditation Issues	1	5%
Conference Attendance	1	5%

Workshops or Faculty Training – Optional

Institutions offer faculty development on a variety of schedules. Some are scheduled for a particular time frame within a semester and others are made available on an on-demand basis. Some workshops or training are scheduled on a regular and

repeating basis: "The university also runs a fairly regular sequence of faculty development courses. These courses run at least once a month or so" (Interview J).

Technical training was the most common type of generic faculty development. Monthly workshops were described by one interviewee:

> We have monthly workshops that are mostly Power Point or other types of Microsoft Office type software training. He does not get too many faculty involved, but gets more of the office workers. He will meet with faculty to do various types of overviews and explanations like Sharepoint. (Interview G)

The attendance for these courses was not very high, but the institution wanted to ensure that the classes were offered often enough to meet faculty availability. Some workshops were specifically offered in between semesters or during semester breaks to offer flexible scheduling to professors:

> We have a couple of different phases of faculty development. Probably the most visible phase is a series of faculty workshops that we conduct. They are typically conducted in the computer teaching classroom. Typically those are run in between semesters or during semester breaks. We usually have around 10-15 faculty at a time that come in and participate in those. They can be anything from afternoon-long sessions to a couple of day-long sessions. (Interview E)

This type of training does not impact the professor's semester schedule, but the professor may have mission trips, speaking engagements, or research and publishing deadlines that are battling for his or her limited time off between semesters.

One final area of faculty training or workshops involved faculty presenting papers to other faculty members. One interviewee stated, "Each of our school areas meet monthly to present papers and have a mentoring program" (Interview C). This peer review time can offer an exceptional learning opportunity for professors to vet their draft publications prior to release to a journal or editor. The professors can share new ideas and build collaboration within the institution.

Part of Regular Faculty Meeting – Mandatory

Each institution conducts faculty meetings on some regular basis. Faculty development may or may not be a consideration in the planning of these faculty meetings. One interviewee stated:

> At the seminary, we have attempted to build faculty development into our regular rotation of faculty meetings. Our faculty meets twice a month and we try to build in faculty development several times a year. There are some faculty development sessions in the spring and summer. (Interview J)

In this case, faculty development is a regular part of the faculty meetings.

The frequency of faculty-wide meetings is sometimes influenced by economic conditions of the institution. As one interviewee stated, "Due to economic reasons, we have limited staff development. We offer staff development 4 times a year basically dealing with pedagogical skills and leadership training. We always do customer service; this area is number one for us" (Interview D). Customer service training and emphasis was an interesting aspect for a faculty meeting. Training faculty to improve customer service could improve student retention and recruitment.

The typical higher education institution has an end-of-summer or pre-semester faculty meeting. This meeting could be used to distribute new academic year information and other communication. This faculty meeting is an ideal time in which to present broad faculty development topics or to advertise upcoming faculty development opportunities. One interviewee mentioned, "Annual startup faculty meetings in August will include some type of faculty development" (Interview G). Faculty development offered at an annual faculty meeting is typically focused on tenure and promotion related topics. Due to the limited time with the professors, faculty development topics may not be either pedagogical or technical training.

Other institutions have traditionally taken the entire faculty offsite for development and encouragement. These sessions can be used for vision casting and high profile communication to the faculty. One interviewee described the faculty meetings:

> At the beginning of each year, we have a two-day faculty workshop. The content of that workshop will vary from year to year. Two days throughout the year, one per semester, there is a faculty work day where the faculty are actually pulled off campus for that day. (Interview J)

The offsite meetings can reduce interruptions, but they also involve cost factors related to distance, location, and meals for the event.

Evaluating and Changing Due to Accreditation Issues

Each institution faces accreditation reviews. Preparation can take years and often consumes multiple institutional resources. One interviewee discussed the importance of using faculty development as a tool to prepare faculty for upcoming assessments. The interviewee stated,

> We're in the process of trying to determine how to do that based on, particularly based on the pressure coming down from accreditation agencies on assessment. So related to assessment, how to run faculty development programs that help faculty develop clear learning objectives and activities that align with them and assessments that align with them also. So that's sort of on the planning table right at the moment. (Interview H)

Faculty development can be used as a tool to help prepare an institution for assessment. Adding faculty development can help professors align their pedagogical practices to meet institutional and accreditation standards of teaching.

Conference Attendance

Many respondents affirmed their desire to go to conferences, but due to current economic reasons fewer people are able to attend. One institution stated, "Faculty are

encouraged and budgets are provided for conferences for both attendance and presentations" (Interview E). Outside recognition of professors can assist the institution in branding and recruitment. The institution can consider the return on investment of sending professors to conferences such as North American Professors of Christian Education (NAPCE) or The Evangelical Theological Society (ETS).

The next section will review current delivery systems in use at the institutions in this study.

Research Question 2: Alternative Delivery Systems

Research question 2 identified current alternative delivery system (ADS) usages at the member institutions. Each institution used a combination of delivery systems. The researcher did not qualify content management systems (CMS) or any delivery-method-specific hardware or software. Table 9 lists the interview responses in order of total references.

Table 9. Types of ADS

Name	References	Percent
Online Course(s)	10	57%
Hybrid or Blended Course(s)	4	24%
Distance Education Course(s)	3	14%
Fully Online Degree Program(s)	1	5%

Online Course(s)

The main alternative delivery system in use for this population is fully online course delivery, with 57% of the references related to aspects of online courses.

Concerning online courses, one interviewee stated, "The University created a department to do that in about 2001 or 2002. Since that time, we have done a number of courses through the program, probably anywhere from 3-6 a year" (Interview J).

One important factor related to the decision-making for online courses was whether or not to align the online courses with the standard semester cycle. One interviewee confirmed that "we offer online courses and hybrid courses running on Moodle. The courses are on the normal semester cycle" (Interview F).

Following the existing semester schedule was the common practice. Some individuals were wary of the administrative nightmare of tracking multiple start and end dates that would need to be associated with courses not offered on the standard school semester cycle.

Several institutions were converting many of their existing face-to-face courses to online courses. One interviewee commented, "We are converting all of these courses to online. Our earliest online courses were 2002. I developed training on CD for the faculty back then" (Interview G).

An institution such as this one could have 50 or more courses available online. Every institution converted courses from face-to-face to online, rather than creating a new online course with no corresponding campus-based course.

Hybrid or Blended Course(s)

Mixing face-to-face and the fully online delivery system has been the newest approach for 24% of the references in this study. Education institutions are attempting to reach new markets and meet increasing student demands. One distance education coordinator offered a helpful insight on this subject:

> We have hybrid programs where some of the courses may be online while others are in person. There are two of those . . . in the works right now that are being developed. One is in the teacher education area where the ultimate goal for them is to have online courses running in the school year, and then the teachers, during summer vacation, would actually come to campus to complete some of their work here in person. (Interview E)

Combining the face-to-face and online components is the primary description of blended or hybrid courses. Blended courses can be created from the existing face-to-face classes by new technology applications or sometimes by accident. One interviewee commented:

> The other option that we have here is what we call blended courses. This came about almost by accident. We had been using some online resources sporadically across campus. Then we started moving into Moodle. The decision was made to move all of those resources onto Moodle. (Interview E)

Combining digital resources into one location can provide tools for both online and face-to-face courses. Strategically changing the environment to include new CMS platform tools could encourage face-to-face professors to experiment with these digital tools.

Distance Education Course(s)

Many Christian higher education institutions have offered some type of distance education or correspondence course program over the last 50 years. One interviewee described the usage of distance education courses:

> For probably 15 or more years we have made use of theological courses. They put together standardized distance courses. We have used them to varying degrees and made them available for quite a while. We have been working them into our own online programming. (Interview J)

Other institutions have experimented with distance education options for many years. Using alternative delivery systems is nothing new to their culture. One interviewee commented, "We were one of the pioneers of distance learning. [We began doing this] from at least the 70's with theological extension with correspondence courses" (Interview G).

Each of these institutions has utilized a variety of alternative delivery systems to offer coursework to a changing student population. Technology advances have contributed to newer types of delivery.

Fully Online Degree Program(s)

Fully online degree programs were not common in this population. Each of the accrediting organizations has strict guidelines on the number of credit hours an institution is required to host onsite in order for the degree to be accredited.

Certain aspects of fully online degree programs will be covered in research questions 4 and 5, which will examine some of the ways in which institutions are exploring future uses of alternative delivery systems as they consider factors which may influence their strategic planning decisions. Future accreditation standards may impact institutional decisions concerning fully online degree programs.

Research Question 3: Faculty Development for Alternative Delivery Systems

Research question 3 identified aspects of faculty development, specifically reviewing various incentives for faculty development and the types of faculty development. The first section reviews incentives offered by an institution's administration for faculty to attend faculty development.

Administration's Incentives for Faculty to Attend Faculty Development

Each institution's administration has certain methods it can use to influence faculty to attend faculty development. The major tool used by institutions in this population was money, which can take the form of either a direct stipend, or an indirect

compensation. As Table 10 shows, 30% of the respondents indicated that they received a fixed stipend to attend training. However, when all of the other forms of indirect financial compensation are accounted for, that number rises to 70%. The breakdown for all of the types of influences on training attendance is shown below.

Table 10. Administration's incentives for faculty to attend faculty development

Name	References	Percent
Money	6	30%
Food and Refreshments	5	25%
Public Recognition	3	15%
Conference Attendance	2	10%
Administration Mandate	1	5%
Fully Paid Training Travel Expenses	1	5%
First Right of Refusal to Teach a Course	1	5%
Software or Hardware	1	5%

Money. Many of the institutions were paying professors to attend some type of initial faculty training for alternative delivery systems. One interview expounded,

> We definitely went with a payment process. So . . . people can participate in this faculty development course in one of three different ways. They can be a brand new on-line teacher who is also developing a brand new on-line course. And so, if they are doing that kind of an experience, they get what basically amounts to a stipend for being an adjunct of a regular full-time course. (Interview H)

Not every institution paid faculty to attend some type of initial faculty development, yet they did provide a stipend for the course creation.

Food and refreshments. Providing food at faculty development training sessions or taking faculty to lunch for a consulting visit were the top actions in this category. One institution had "TIPS – Technology and pizza. Food is a good incentive to get faculty to participate" (Interview H). Another interviewee stated, "We provide lunch every once in a while, depending on our budget" (Interview E). The food and refreshments category was noted by 25% of the responses, and was the second highest incentive, trailing direct financial compensation by only 5%.

Public recognition. From an internal marketing stand point, public recognition was a dominating factor for most distance education coordinators. One interviewee voiced this clearly, "I think that recognition is a great tool. The faculty meetings where the president recognizes me or the faculty doing this are motivating factors" (Interview G).

Faculty and other staff members like to be recognized for their alternative delivery system course achievements. Some institutions recognized their faculty in faculty meetings while others made a brief announcement in a campus-wide chapel service. Giving faculty the opportunity to discuss what they are currently doing in alternative delivery systems was common:

> We are recognized at faculty meetings by discussing what we are doing, the courses we are bringing online, and who's doing it and what they are doing.
>
> At last year's faculty workshop, the new online courses were announced and those who were teaching them, what they were doing, and how involved they were. It does make the faculty perk up and realize those are challenging courses to put online. Then you see faculty interacting with the faculty who are doing it asking how it is done and that sort of stuff. (Interview A)

Building faculty conversation and momentum for alternative delivery systems was a typical result of this kind of recognition.

Conference attendance. Many interviewees had attended conferences specifically focused on faculty development for alternative delivery systems, but only one institution sent its new faculty. The interviewee at that institution said, "We send our faculty to the University of Wisconsin course and pay all of the expenses" (Interview F).

Other institutions encourage faculty to present their online or hybrid course work at a variety of external faculty conferences. Interviewee H discussed the motivating factor involved in "well, possibly having the opportunity to go to conferences outside of the institution and present their work there and you know, be recognized that way. I find that for myself that's a motivator and an incentive" (Interview H). Being recognized for their creative work in alternative delivery systems by their peers at other institutions was a great motivator according to the interviews.

Administration mandate. One incentive to attend faculty development was continued employment. One interviewee stated rather bluntly,

> Faculty receive some financial incentives for creating the courses. But for just faculty development, they are cordially required to attend. Though it is a choice in this area . . . the provost is a very directive kind of leader that says this is what I want and everybody says yes. (Interview K)

Other institutions had types of training that were mandatory, such as new CMS training programs or course which introduce a new form of government compliance or regulation.

Fully paid training travel expenses. One institution brings its entire first-time faculty into the main campus for faculty development. One interviewee observed,

> We fly everyone in and put them up in hotels. They participate in our on ground graduation ceremony. It's kind of nice to be able to come in from [location] to get trained and get a prepaid, mini vacation. We bring around 17 people in and then we also have people here locally that teach online also. (Interview I)

Most of the research population used residential faculty to teach the online classes.

First right of refusal to teach a course. One institution offers the faculty member who creates a course the first chance to refuse to teach the course. As one interviewee stated, "The only incentive we give is when a faculty member designs a course, we give [him or her] first right of refusal in teaching it. Teaching it will give them more money. Some of them want to teach as well as develop; some of them just want to teach" (Interview B). This benefit was realized as an aspect of professor job security according to some interviewees.

Software or hardware. One institution offered software applications with the corresponding hardware components as an incentive. An interviewee stated,

> When it was voluntary, I tried to give prizes. That did not work that well. I tried to give them software. . . . What I do now with the ones who work with us online, I give them Camtasia and they get to keep it. They have gotten the use of head phones and so on. (Interview G)

Other institutions mentioned basic hardware and software applications that were given to each professor as part of the position.

Faculty Incentives to Attend Faculty Development

Each faculty member has certain incentives to attend faculty development. The strongest reason that was apparent to the distance education coordinators was individual faculty preparedness, carrying 31% of the references for this category. Faculty peer pressure and a desire for hands on experience were also strong in this category (see Table 11 below).

Individual preparedness. The strongest response in this category was faculty preparing themselves for the future. Over 30% of the references were related to faculty

members' personal desire to develop their skills with alternative delivery systems. One interviewee related the following experience:

> Incentives to this point have been largely either intrinsic in the sense that faculty are just aware of the need to develop in this area. . . . We have a number of faculty where this whole thing is new. The challenge in many cases is to get them to consent to doing online classes. Once they know what they're doing, they are pretty motivated to get what they need to do it right and figure how to make it work. (Interview J)

The distance education coordinators repeatedly mentioned that faculty members have a strong desire to improve, but are hesitant because the faculty must change some teaching and preparation practices to match the new delivery systems.

Table 11. Faculty incentives to attend faculty development

Name	References	Percent
Individual Preparedness	4	31%
Faculty Peer Pressure	3	23%
Hands on Experience	2	15%
Faculty Peer Recognition	1	8%
Discovering New Things Together	1	8%
Faculty's Seeing Value of Faculty Development	1	8%
Recovery of Class Time	1	8%

Faculty peer pressure. Each distance education coordinator that the researcher interviewed mentioned various impacts of peer pressure on faculty. One interviewee commented,

> We see a lot of the motivation for attending these things coming out of peer pressure and student expectations. One faculty member in a department will see that another faculty member is using this, and there is some buzz about it, and they want to see what it is all about. So they will attend out of their own curiosity. (Interview E)

One institution sent out pedagogical or technical tips on the latest discoveries by faculty, causing a number of other faculty to send in their "discoveries" to be shared with others.

Hands-on experience. Many of the faculty members requested a "lab" type of development environment rather than just a lecture on the latest features of the CMS:

> One of the things we know works is that if we can get the professors in to see all of this hands-on, we have watched a lot of attitudes of professors really change maybe from what it was before they saw it hands-on themselves. They realize the amount of work that goes into something like this and all the pieces. (Interview A)

The hands-on environment also tended to build community and trust between the faculty and the distance education coordinator and other training staff members.

Faculty peer recognition. One incentive was being able to share what the faculty had learned with their peers. One interviewee observed,

> I think one of the things with my experience with faculty is that faculty like to be able to share what they have learned. Often a good way to get them motivated to be a part of training is to allow them to be part of the training themselves . . . to be able to share what they have been discovering and learning. (Interview J)

Some of the institutions offered faculty the opportunity to teach sections of the faculty development or provide examples of the topic being covered.

Discovering new things together. Some faculty were motivated by the opportunity to learn the features of an alternative delivery systems together. A unique learning environment with a high level of trust and sharing was created with the faculty according to one interviewee.

One coordinator commented, "I think as well the building a good sense of community and sort of discovery together helps. We want to continue to try to do this"

(Interview J). The sense of community was contagious on one campus, causing multiple faculty members to request more "faculty sharing" sessions.

Faculty's seeing value of faculty development. Professors like to be independent. This "Lone Ranger" mentality can be easily transferred into the creation and instruction of alternative delivery system courses. One interviewee observed,

> One of the things that will be an intentional part of training as we go forward is helping faculty to see the value of not all kind of going on their own Lone Ranger projects. But making the online project one as we as an institution do together is better than what they may try to do independently. (Interview J)

Faculty can gain value from faculty development and through the experiences of others by attending training sessions and interacting with fellow professors.

Recovery of class time. Some faculty members were encouraged to attend faculty development because of the potential recovery of class time. Professors were learning to add pre-class tests and other activities through the CMS rather than using class time. One of the study participants commented, "Their biggest incentive is the recovery of class time. Blackboard can free up the traditional classes to have more time in class: more time to handle questions, and more time to handle current topics" (Interview C).

One institution had faculty eliminating one of three class periods a week by adding online activities to the course. Each of these changes had to be standardized and approved, yet were widely accepted within the institution. The professors were considering other opportunities to recover class time while increasing student learning and adding out of class activities.

Unofficial Incentives to Attend Faculty Development

This research study uncovered three unofficial incentives that impacted faculty attendance of faculty development from the perspective of the distance education coordinator. Each of these incentives has an equal weight in this study (see Table 12).

Table 12. Unofficial incentives to attend faculty development

Name	References	Percent
Shortened Face-to-Face Class Time	1	33%
Encourage Peer to Peer Sharing	1	33%
Faculty Self Marketing	1	33%

Shortened face-to-face class time. One direct result of faculty development for alternative delivery systems was applying the tools and activities to the face-to-face courses. The professors trained to teach online realized a benefit of the pedagogical changes to their residential classes. One interviewee commented:

> An unintentional result of the blended course structure is moving a three session a week course to a two session a week course. Let me tell you, when faculty can get out of a Friday course, that's a pretty big incentive as well. Faculty found that putting quizzes and other reading material online, they we able to cover more material in just 2 sessions. Students were engaged and came to class better prepared. (Interview E)

A common result at many institutions was reducing the course seat time while maintaining an acceptable level of instruction. Some institutions did not reduce the number of class meetings, but the professors moved the tests and quizzes outside of class in order to have more discussion time.

Encourage peer-to-peer sharing. Faculty build a certain amount of trust and collaboration from a training class with an atmosphere of "we're all in this together." Some DEC's used this environment to encourage the sharing of ideas, practices, and processes:

> We are going to try to encourage more peer-to-peer sharing and faculty meetings. The kinds of things we are going to encourage are not formal in the sense of giving someone a coupon. The planning and scheduling are more formal, yet the actual incentives are informal. (Interview J)

Multiple interviewees like the idea of using peer-to-peer sharing, but did not have a formal structure or vehicle in place to promote this activity.

Faculty self marketing. Faculty members may have more reasons to attend faculty development than just learning a new system. Some of the interviewees commented that faculty members were attending the development options in order to improve their employability. One coordinator stated, "If they see the importance of why we are doing things and they feel they can use the tools as a resume item, they can sell and market themselves" (Interview D).

More than one interviewee admitted that some professors seemed to be preparing for their next job or alternate adjunct teaching opportunities. However, the faculty members were highly motivated to create or convert current face-to-face courses to online courses. The distance education coordinators used this desire to convert courses and improve existing alternative delivery system courses and processes.

Types of Faculty Development for ADS

The primary type of faculty development for this research was consultant or help desk, with 37% of the references. Initial training and on-demand or ongoing training

were also strongly represented in the responses, with 24% of the references. Each type of faculty development will be discussed below (see Table 13).

Table 13. Types of faculty development for ADS

Name	References	Percent
Consultant or Help Desk	21	39%
Initial Training	13	24%
On Demand or Ongoing Training or Workshop	13	24%
Mandatory Training Course(s)	2	4%
Conference	2	4%
Optional Training Course(s)	1	2%
Special Guest Speaker(s)	1	2%
Training Web Site	1	2%

Consultant or help desk. The major faculty development type for this population was consulting, with 39% of the references. Many different distance education coordinators described how the professors relied on the coordinators to answer pedagogical and technical questions when the professors were in need:

> I serve as a help desk resource for people when they run into issues or have questions about classes. I am there trying to assist them. The other thing that that I try to do is when there is a new course under development I try to be present checking with the faculty with ways of doing that in the online environment.
>
> I also try to be more proactive than a help desk and try to check in with them and say, "Hey, do you need help with anything?" I have got some ideas and that sort of thing. . . . It is a little bit more of a safety net than just a help desk. (Interview F)

The coordinators are actively seeking out the professors to provide just-in-time training and be a resource to stabilize a professor pressured to get a course ready.

Some distance education coordinators mentioned being available for ongoing training as needed when the professor is "stuck" or simply cannot fully remember an area covered in an earlier faculty development session. One person observed:

> Our training is on an as needed basis. We do not have a required time to sit down. We are constantly working with them and answering their questions. We sit down with them live and in some cases we will talk to them on the phone, just like we are talking to you, and walk them through the platform. (Interview A)

Acting as a consultant or help desk allows the coordinator to meet one-on-one with the professors to answer specialized questions. As one interviewee noted, "I perform this training one-on-one in a studio. I have a big conference table and a monitor I plug into and throw everything up and talk through it. It's week-to-week consultations with faculty. This one-on-one training has been great" (Interview G).

The consulting faculty development approach has also given the coordinator new opportunities to invest specialized time with individual professors. One coordinator described the results of this process:

> These last few years I have wanted to have quality time with the professors where I could just develop them and pour myself into them. This gives me the opportunity with those particular professors. Those who are doing the development of online courses get my undivided attention and they are the ones using the technology in the classroom better and more efficiently. (Interview G)

Distance education coordinators take the occasion of this consulting time to remove technology fears and the normal apprehensions related to using alternative delivery systems. As one interviewee noted:

> We really see it as our responsibility here in this office to kind of take the technology fear out of the equation. We have really seen a breadth of faculty participation, everything from very high end users of technology to the other side.
>
> For 95% of faculty, their initial meeting with us is a one-on-one consultation. We just sit down and talk about how they teach this course traditionally and what are some of the things they would like to accomplish, and we start face-to-face from the very beginning. . . . Most of the faculty that end up teaching have gone through one of our workshops in one form or another just to try to learn. Then when they

> are assigned the course to teach and they agree to develop the course, then we move into more one-on-one. (Interview E)

As a final benefit, the consulting type of faculty development gives professors a helpful option for receiving some type of faculty development in what is likely an already over-scheduled life. One interviewee appeared to implicitly recognize the time constraints under which faculty labor:

> We try to schedule workshops and they just, you know, it's hard to get people to come out for workshops. It's hard to find the timeslot that works for most people and that kind of thing.
>
> I have two instructional designers in my office we call them, I mean you know, they are the ones who consult and brainstorm with faculty and they're available for one-on-one advice and several people take advantage of that, not everybody. But they can make appointments with us individually outside of that faculty development course and we're always glad to set them up. And the same is true for technical training. We have a technical, technology coordinator in our office who is always available to work one-on-one with people as well.
>
> Just-in-time kind of training seems to work better for most people. It doesn't work better for us, we'd love to do it . . . more systematically . . . but we haven't been buried in it, so I think it is working as well as it needs to right now. (Interview H)

Consulting as a faculty development tool was the preferred method of training faculty beyond introductory classes with hands-on components. According to multiple coordinators, each party mutually gained from the experiences.

Initial training. Most of the institutions had some type of initial training to prepare professors for creating alternative delivery courses or just to teach existing alternative delivery courses. An introductory training session is a great tool to "win over" faculty who are hesitant to accept alternative delivery courses. One interviewee offers "[A] one day class that I invite people that are teaching online and those that are interested in teaching online to come." This person continues:

> Christian universities, especially those that do not have online programs, everybody thinks you have to meet face-to-face. Some of our instructors really have a challenge even considering online as an option. I understand their thinking and methodology and . . . the way they will be.
>
> I give them the opportunity to come and experience or look to see what options there are and how effective online teaching can be. They can also learn how to use technology in the classroom, even if they don't want to teach online, but simply want to use technology in the classroom.
>
> I set up three sessions per day: 9-12, 1-5, 6-10. I want to cover as many people as possible. On average I have 9-10 people come to each session. I have a packet that is already put together for them of the Power Points that the instructor will go through and places for them to write their questions. (Interview D)

Institutions held initial faculty development sessions to evaluate professors and ensure the professors were prepared for this new environment. The professors had to be acclimated to the new pedagogy of alternative delivery systems:

> Before you teach any online class, you will have to do some type of training. Online is totally different than teaching in the classroom. You can mess up both, but there has to be some type of evaluation method up front before they are allowed to teach online. Do they know how to navigate through the course? We will figure out some from our students in the classroom if the instructor is just a mess or they don't know what they are doing.
>
> The confusion online is different. You have to have some type of evaluation or structure to make sure that an instructor actually knows what he or she is doing. (Interview D)

Another type of initial training included giving the professors a printed instruction guide to reference after the initial training:

> We have two notebook prepared that we give to online professors and one notebook to professors that are teaching in a hybrid format. Those two notebooks were put together by our office, working with other departments on campus. We actually sit down with the professor before they go to teach and walk through the notebook. The notebook has things in it like professors that have done a hybrid format before, what things they found that worked really well, what things that didn't, if you have one visit, versus two visits, versus three visits, what are extra things to cover, and those types of things. Really, it's a compilation of how we prepare online professors, we recommend "x" many discussions, demonstrate that students are talking to each other and to you, etc. (Interview C)

The distance education coordinator used this tool as a follow up for consulting and other activities, built on the foundation of the initial training session.

On-demand or ongoing training or workshop. Many of the institutions offered a variety of courses to build on the initial faculty development for alternative delivery systems.

> The department also does regular ongoing training as needed or wanted. They encouraged people to take it if they are thinking about teaching a course or if they plan to teach a course for the first time. A lot of the online-specific training is done by them. (Interview J)

Many of the institutions had on-demand basic technical training and ongoing training updates to the CMS. Some of the faculty development sessions were created from a particular problem discovered:

> Ongoing training is more on-demand as a problem comes up. Sometimes we take these problems and turn them into training session more so than us just fixing them. We try to make ourselves available as much as possible. Our professors have done a great job of contacting us ahead of time for instruction. (Interview D)

Faculty members setting appointments for specific training needs was one of the normal tendencies in this population. As will be described under consulting, many of the faculty members request assistance during a "crisis" and not over a summer break or pre-semester training session.

Mandatory training course(s). Institutions have certain mandatory training courses. Each professor is required to complete certain requirements before creating a course and before teaching a course on the institution's ADS. One interviewee stated:

> We have a couple of things [sic]. Learning House has two levels of training for all faculty to become conversant with the learning management system. We require all faculty, before they teach online, to go through this training. In addition, those faculty who are going to develop courses for online delivery go through a 16-hour training on how to construct curriculum for online delivery. We acknowledge that the andragogy is a better approach to teaching online than typical face-to-face pedagogy. And so we feel that we have a need to train our faculty in these areas. The training is offered by a company and a trainer out of Pittsburgh. We hire somebody to conduct the training from outside the organization. (Interview K)

These development courses may be offered at any time, but most are offered with the installation of a new CMS or major changes to the existing delivery system(s).

Conference. The University of Wisconsin August distance education training was one of the main conferences mentioned by interviewees. One institution used this conference as the primary faculty development vehicle, "For alternative delivery systems, I have a budget and I try to send faculty to the University of Wisconsin-Madison annual summer conference for development activities" (Interview F).

Institutions use conferences to encourage better pedagogical skills and to help faculty see the connection between pedagogy and technology. Regarding the University of Wisconsin course, one participant stated, "I know it has been beneficial because I have faculty coming back and saying, 'Wow I learned a lot. I know I am going to do this. I have ideas both on the technical and pedagogical sides.' I sense it has been helpful because of direct reports back from faculty" (Interview F). The conference training was not the normal method unless the institution was small and faculty relatively long-tenured with that institution.

Optional training course(s). Many institutions offered regularly scheduled development courses and encouraged the faculty to attend. One DEC commented, "Twice a year we do training for our CMS, every fall and spring, we offer free training in the library computer lab. All professors are invited, but not required. All graders for professors are invited and all faculty secretaries are invited" (Interview C).

The faculty development options are on the school calendar and advertised to all faculty members. The attendance was stated as "low" by most interviewees.

Special guest speaker(s). A few institutions would bring in a special guest speaker to address pedagogical, technical, or industry changes impacting the institutions alternative delivery systems. One interviewee stated, "We have done a few things through the seminary on an occasional basis to raise awareness to discuss philosophy. We actually spent a full day last spring bringing in a guest specialist to discuss online pedagogy and andragogy" (Interview J). The guest speakers were well received, but the interviewees agreed that the topics were usually broad and sometimes difficult for the professors to apply to their courses.

Training web site. Some institutions were adding a web site with teaching and course preparation tools. Tutorials and other development options can be hosted allowing the professors 24-hour access. One DEC said:

> Outside of those faculty development experiences, we do have a help site that we maintain where we actually host tutorials for various features in Moodle: how do I develop a quiz, how do I navigate this thing, how do I add an assignment or web page or things like that. We have developed a number of tutorials that faculty can use to brush up. They can go step by step and walk through the process.
>
> These are typically text based or audio tutorials where we use a program called "Wink," which is a free flash creator where we will actually use screenshots and animation to walk them through the process of click and this pops up and this is what you would put in this field. They actually get to watch the process of building a quiz or something like that with each step of the process explained, showing the options and why they might choose one option over another.
>
> They can watch these over and over again as they are trying to develop things on their own. These are online, 24 hour available versions of some of the things we would cover in our workshops. (Interview E)

The training allows the professors to access the material when they need it.

The next section covers research question 4, concerning future practices of faculty development for alternative delivery systems.

Research Question 4: Future Faculty Development Practices

Research question 4 identified future faculty development practices, specifically reviewing various classroom improvements, program improvements, and institutional improvements. The first area reviews what distance education coordinators were intending to improve in their classrooms.

Classroom Improvements

Interviewees discussed aspects of classroom improvement ranging from teaching methods to improving student performance (see Table 14). Each interviewee was challenged to maintain the same or greater standards for the alternative delivery system classroom standards than the face-to-face traditional courses. The interviewees were only asked to describe, not to try to compare, these two environments.

Table 14. Classroom improvements

Name	References	Percent
Teaching Methods and Pedagogy	1	20%
Dealing with Students	1	20%
Improving Student Performance	1	20%
Platform or Software Application Specific Training	1	20%
More Hands on Involvement of Faculty	1	20%

Teaching methods and pedagogy. One future faculty development practice was a renewed focus on teaching methods and pedagogical skills targeted at each course experience. One interviewee described the process as "always teaching methods and pedagogical skills" with "more instructional technology in the classroom than online"

(Interview D). Some institutional courses needed better design based on online pedagogy and student interaction in comparison with face-to-face student interaction.

Dealing with students. One institution was developing methods to deal with disgruntled students who may be located across the state or around the world. The primary focus for the distance education coordinator was dealing with these disgruntled students.

The students using alternative delivery systems may not be able to come to campus easily to resolve isolated specific issues. Instant messaging and other tools are being employed to give the customer student a "real time" interactive response.

Improving student performance. Another future practice for faculty development was helping students perform better in the classroom. One interviewee was concerned about student writing habits and avoiding some common pitfalls surrounding alternative delivery systems:

> Writing is a big, big area for us as far as properly citing and plagiarism, and just knowing how to write. We want to write a paragraph well or write a sentence well. I think we are going to focus on teaching teachers how to teach writing well and teaching them how to grade writing. (Interview D)

Plagiarism is also a primary concern at many institutions. A few institutions had plagiarism checking software built into CMS that would scan each student document while being uploaded to the CMS.

Platform or software application specific training. A few institutions were going to add more software tools as options for faculty to enhance the construction and instruction of their courses. Additionally, more application-based classes were being considered.

According to one interviewee, the institution was preparing for adding Moodle training. This person said, "I think IT will be doing more with some of the programs like Camtasia and expand more of the offerings that they currently have. Maybe 3 or 4 workshops a month" (Interview G). These workshops would be voluntary and possibly could be one-on-one consulting opportunities for the coordinators to invest time with individual professors to help with a specific course.

More hands on involvement of faculty. Many distance education coordinators desired to have faculty attend faculty development options in order to improve themselves and the classroom. One interviewee stated:

> One element I think we will see take place even more is more hands-on involvement from our faculty. I think that is an area that we know we need to improve on. Sometimes it can become very easy for faculty not to become involved even when the course is going on.
>
> In the future, we will see in some form or fashion that our faculty are encouraged to have more hands-on in the online classes. (Interview A)

Some of the distance education coordinators were concerned that faculty would not fully understand the new environment of online discussions, chat rooms, and wikis without physically participating in some type of hands-on faculty development in this area.

Program Improvements

Table 15 summarizes interviewee perceptions regarding anticipated program improvements. More than half of the references (53%) envisioned future or intended change responses as impacting the entire alternative delivery program, with 35% citing adding course enhancing software applications across the entire program, and with an additional 18% citing the need for overall evaluation and reorganization of existing

programs. Just under half of the references (48%) envision making only incremental future changes to existing programs.

Table 15. Program improvements

Name	References	Percent
Adding Course Enhancing Software Applications	6	35%
Evaluating and Reorganizing Existing Training	3	18%
Impacting Faculty Portfolio and Tenure	2	12%
Providing Articles and Information	2	12%
Providing ADS Course of Semester Award	1	6%
Adding Audio Conference Training Platform	1	6%
Providing Food with Training	1	6%
Adding Webinar or Skype Interactive Training Platform	1	6%

Adding course enhancing software applications. The largest response for this section, with 35% of the references, was the focus on adding or evaluating software applications to the courses. One representative response was:

> We're also looking at some stand alone interactive flash type things on the Internet, where if an instructor wanted to know something about an area they can pull it up and watch it whenever they want, but it would be short training episodes if you will, of either this Camtasia-type screen captures with audio, or even some type of interactive flash. (Interview B)

Another interviewee commented:

> We're starting to do some on-demand type things. We're going to use a platform called Dimdim. It's kind of like Gotomeeting.com or Webex. There's a cluster of these services. To provide some real time half-day seminars during the summer, or at different times through the year, on subjects we find through assessment need to be touched on. That's forecasting something we're going to do, it's not something we've done yet. (Interview I)

A similar comment was given by another interviewee:

> One of the things we're looking at is using DimDim, Mikogo or something like that. There's Gotomeeting.com, Webex, where you can have half-day or a couple of hour online session with people, wherever they're at. It can be recorded and used with new people or other people at a later time also. You could focus on specific topics as the need arises and not a year later. We are hoping that will address things that are more immediate and that we would like to see a quicker change occur. Because everyone's there at the same time, we hope to see better involvement. (Interview I)

Another product description was given by Interviewee I:

> There are some other products like Jing that are web based so you don't have to download software, that allow you to do screen capture, and you can use your video camera and web stream your audio. This can be placed online as a hosted flash video later. We placed that in the faculty lounge on Moodle, with some demos on "How do I download my attendance?" and "How do I update my attendance?" so they can watch that and see how to do it. (Interview I)

One final product that many institutions were evaluating was "Quality Matters," which is a course evaluation tool and to assist with accreditation. This software product "connects" to some CMS products.

Evaluating and reorganizing existing training. A number of the institutions were reviewing their existing faculty development to ensure that program objectives were being met. One interviewee stated:

> What we're trying to move into beginning this coming year now is something more systematic and something more team-based. We are creating a guiding team that will plan what . . . could be done online but will also do some work side by side with our faculty and will facilitate connecting the faculty more directly with the resource people in the online department. We are in transition at this point. (Interview J)

A primary concern for the training was how to accurately measure the results:

> Measuring is one of the conscious things that we're in need to work on. ATS is pressing everybody on this issue. We have not really systematically measured it yet except for self-perception approach and to some degree in the use of student evaluations of courses. (Interview J)

A final aspect of program evaluation was forward thinking and planning about creating classes for the second-generation faculty. At some point, most or all of the current faculty will be trained with the initial pedagogical and technical faculty development. One coordinator explained, "We will get to a point where we have more faculty who have been trained than who have not been trained. When we hit that mark, we will have to evaluate what type of faculty development training that is done" (Interview E).

Each institution expressed some level of concern about future training courses and strategies. Because of the newness of the faculty development, few institutions were close to having every faculty member complete the initial alternative delivery system training.

Impacting faculty portfolio and tenure. One difficulty with coordinators getting faculty to teach with an alternative delivery platform was the faculty members' fear that the new course would negatively impact promotion and tenure evaluation. One institution was adding the alternative delivery courses to the tenure and promotion consideration process:

> We are aware as we move further into non-traditional alternative delivery systems we will have to be more proactive in linking it with traditional faculty development, professional development and the promotion and tenure process. A formal incentive starts to be that this training goes in the portfolio as professional development for the year towards tenure and promotion. That's not in place in a really effective way yet. We are hoping it will be. (Interview J)

One other institution acknowledged the need to add something besides a stipend to get faculty more interested in alternative delivery systems. The interviewee noted, "Aside from the stipend, there is really nothing else. They can put the workshops and other training on their portfolios, which is reviewed for promotion, raises, and things

like that" (Interview E). Providing attendance incentives such as portfolio and tenure entries were very important to the interviewees.

Providing articles and information. Another concern the coordinators mentioned was providing up-to-date articles and publications on pedagogical and technological issues for the faculty to review. One coordinator noted simply, "We do hope to disseminate research articles and other helps in the future" (Interview E).

Journal articles and other outside research papers or articles were of high interest to the interviewees. One interviewee voiced the importance of providing current information, by "moving into the ongoing research based training where we would provide articles and information about what is currently going on in the field of online education and make those available to faculty" (Interview E). Many the interviewees mentioned organizations like ACCESS, Sloan-C, and the University of Wisconsin-Madison as their top choice for getting articles and information.

Providing ADS course of semester award. One program improvement idea was to evaluate each alternative delivery course and determine a course to receive an award. One participant suggested, "I think it would be great to have an internal course of the semester award or something like that. We may work on that" (Interview G). This award would be presented at a joint faculty meeting and be used as a marketing tool for generating interest in alternative delivery courses.

Adding audio conference training platform. One institution desires adding a synchronous audio conference type of training especially targeting the non-resident

adjunct professors. The interviewee explained the perceived benefits of this systems on the faculty:

> One step below that would be an audio conference where we can have someone lecturing or talking or encouraging and people out there can be on the phone with the documentation we're going over and there can be live interaction with questions and answers. (Interview B)

This institution was searching for inexpensive methods to train dispersed faculty while being able to interact synchronously.

Providing food with training. Some distance education coordinators were considering the value of offering food with the faculty development. One coordinator summarized:

> I would like to start brown bag lunches or the technology and pizza. If you provide the food, it is a great incentive. Doing those kinds of things and having more faculty conversation among themselves about this kind of stuff. Have a forum open for faculty-to-faculty conversations. (Interview F)

Getting faculty together to discuss successes and failures with their courses was one of the primary goals of the coordinators. During these meetings, the distance education coordinator could learn problems the faculty members were experiencing and the faculty could learn from each other.

Adding webinar or Skype interactive training platform. As described above with the audio conferencing option, institutions are searching for methods to train remote faculty and/or provide synchronous training to residential faculty who are not in the same room. One interviewee commented, "We're considering some interactive live webinar things where we can have face-to-face with people all over the country with one of the webinar programs. That's one thing we're considering" (Interview B). This type of platform would allow partial or full visual interaction of participants and the trainer.

Institutional Improvements

The area of institutional improvements, adding alternative delivery systems to the institution's strategic plan was noted in 38% of the references. The second highest area of improvement was adapting to changing student demands, with 25% of the references. The complete summary of the data for this question is shown in Table 16.

Table 16. Institutional improvements

Name	References	Percent
Adding ADS to Strategic Plan	6	38%
Adapting to Changing Student Demands	4	25%
Adding Blended or Hybrid Courses	2	13%
Making Online Teaching Part of Load	1	6%
Making ADS Training Part of Regular Faculty Training	1	6%
Adding Online-Only Faculty	1	6%
Improving Overall Faculty Training	1	6%

Adding ADS to strategic plan. The primary institutional improvement for this population was appending aspects of the alternative delivery systems to the institution's strategic plan. One institution expounded:

> Our intention has been as an institution to mount a more regular and more aggressive cycle, but it has been slow in coming. This year we're getting [to be] more systematic about the process. Up to this point it has been more of an ad hoc process.
>
> Last spring we were coming out of a strategic planning cycle. One of the things that the cycle identified was a need to move ahead promptly with something more systematic online. We need to follow up some more systematic processes, but this will probably not happen until the fall.
>
> The primary positive things are simply that we are coming out of this strategic planning process. The process reaffirmed what we all knew, which was that we have dabbled in nontraditional delivery systems, yet have not really gone after them

> as well as we need to, should have, or recently wanted to. And so, that is part of the stage we are at in the cycles institutions go through. The strategic planning process has raised awareness of what we need to do. It is a good understanding on everybody's part that we need to do this. It's not really hard to convince faculty or administration of what we needed to do because of our recent long process of the strategic plan. We have asked the questions and probe the constituencies and everybody says, "Yes, we know we have to." This is an enormously helpful.
>
> Implementing will be an interesting challenge. It is easier to implement once we have the motivation.
>
> Some of the challenges that make it harder are the current economic times. These systems cost them money and we have to find ways to do it inexpensively. Economics is certainly a concern. (Interview J)

Another interviewee described the results of limited strategic planning for alternative delivery systems, saying, "Until the deans have a more strategic plan, limited faculty will come. I have tried to implement a plan a number of times in the past, and there is only so much I can do" (Interview G).

Adapting to changing student demands. Students are the primary customers of the institutions. One new student demand was based on the student's location:

> We are finding increasingly, and I suspect this is a true in a lot of places, and I think more true in our particular cultural environment, that more and more churches are hiring people from inside and training them on the fly rather than sending them off to traditional training programs. This is requiring us to rethink the role of nontraditional training as part of a larger package in the percentage they go to each and how to make them all work well, how to make them relevant, and how to sell them. (Interview J)

Another aspect is that residential students are starting to request hybrid or blended courses as the preferred delivery method. One participant noted, "We have seen students start to request blended sites in their other classes. Professors will approach us about how to set up a Moodle site for their traditional class" (Interview E).

One final future area was to match the delivery format to student's new schedule due to additional work hours because of economic decline:

> If we have a demand for new demand populations, we will add new systems. Part of moving to a hybrid format offering either on campus or at extension centers, was just a demand of the students. Some of our extension centers traditionally met seven Mondays. We had students who said, "I would love to attend classes this semester, but my job will just not allow me." When we dropped from twenty to eight students at an extension center because of economy and they were having to work when and where they could, we said, "What if we use more online materials and you just have to meet two Friday/Saturday sessions?" and the population went back up. (Interview C)

The new format and schedule met the needs of the students and will impact future institutional planning and decision making.

Adding blended or hybrid courses. Some institutions want to add blended or hybrid courses in addition to their online courses. According to one interviewee:

> The other thing we are interested in is more hybrid opportunities where you really blend in online elements and live class elements so much so that you might not think of a division of online versus live, but integrated more.
>
> Our D.Min. program is a good example of a program [where] we could use the online platform. (Interview A)

The doctoral level classes seem to be the primary target for new hybrid or blended courses across this population.

Making online teaching part of load. One institutional change an institution was considering focused on adjusting the official professor teaching load requirements to include the online courses. Previously, this institution offered all alternative delivery systems courses as above-load or adjunct classes only. The interviewee stated:

> Currently, the online classes are treated as an adjunct as far as pay and load requirements. One of the things we consider for the future is the possibility of making online classes part of their teaching load. It takes away the additional adjunct pay, but it would not be so heavy on their load. (Interview A)

The classes would be considered as equal weight within that institution for pay, load, and other internal decisions.

Make ADS training part of regular faculty training. At most institutions, faculty development for ADS was a secondary training issue. One institution planned to make at least part of the ADS faculty development part of the annual institution-wide faculty training:

> Our Provost has already asked us, he is very impressed with our faculty development course and he's already asked us to take pieces out of it that talk about learning objectives and assessments in particular and make it public for the entire institution.
>
> Because it fits right in line with what the accreditation agencies are asking higher ed institutions to do, and so he said if you've already done it, why don't we just take that and use it. You know, so he's talking about using it as part of a required orientation for all new faculty and to just sit it out there for existing faculty so that, I mean eventually maybe he'll require existing faculty to do it but that's you know, that's touchy. (Interview H)

Part of the faculty development for alternative delivery systems may become a section in the new professor orientation or the regular faculty training.

Adding online-only faculty. One institution was discussing the addition of online-only faculty or faculty whose primary focus would be ADS courses:

> A couple of things. One, we obviously are going to continue the training and the training philosophy we have engaged. We are going to increase the amount of LMS training that is available to faculty and began to make that training more and more required.
>
> There are in the works thoughts and discussions about faculty hiring whose primary load requirement will be online delivery as opposed to face-to-face delivery. In the counseling program we have thoughts of a faculty member who will be completely in an online delivery format. They will be a full-time faculty member. (Interview K)

Within this research population, adding ADS-only adjunct faculty was commonly mentioned, but no institution was adding full-time faculty only for ADS courses.

The next section review research question 5, and the factors that impact faculty development for alternative delivery systems. Administration, program, and institutional factors will be considered.

Research Question 5: Faculty Development Decision Influences

Research question 5 identified elements that influenced faculty development decisions at the population's institutions. These influences were categorized as administration, program, institutional, student markets, negative factors, and new degree considerations. The first area reviews the administration influences for faculty development.

Administration Influences

How new courses are determined and faculty participations methods were the primary responses for this section, with 28% of the references for each of these entries. The administration influences focused on aspects of alternative delivery system control or governorship. Each entry shown in Table 17 reveals a concern voiced by the interviewee concerning the respective institution's administration.

Table 17. Administration influences

Name	References	Percent
Encouraging Faculty Participation	9	28%
Determining New Courses	9	28%
Researching New Markets	6	19%
Providing for Flexible Course Options	5	16%
Examining Course Creation Process	1	3%
Measuring and Evaluating Courses	1	3%
Surveying Faculty Feedback	1	3%

Encouraging faculty participation. Institutions used a variety of influences to encourage faculty to attend faculty development opportunities. The three primary methods were mandatory, or "stick," voluntary, or "carrot," or a combination of these two.

One interviewee described a scenario in which the training was required, but the institution was flexible with the professors. This person said:

> I think it is a number of things. The plan in the seminary works well overall because there is a plan to get all of these things online. They recognize the value of that. It will give them as a professor extra flexibility in doing some of their courses online. They are already teaching at different locations and weekends and so on. They are a pretty flexible bunch.
>
> They were required, but given some compensation. I think with the stipend idea will give them more of a motivation, but I do not know if it is a carrot or a stick motivation. (Interview G)

According to another interviewed, one institution has mandatory faculty development as "one of their mechanisms for quality." This participant explained,

> We're so small, when we first started as a school, we started online education. It has always been part of our school. When we hire faculty, it is with the understanding that they're going to teach on-ground as well as teach online. It's a mixed blessing. Sometimes the worst professors you can have in an online environment are the face-to-face ones. They complain the most and drag their feet the most.
>
> It's required for full-time, but for our adjuncts we have to bend a little bit. But, most of them are here because they want to teach online. But we have a rule that if you're going to teach online, you have to be trained to do it. . . . We need to maintain a certain consistent standard and provide a quality product because students are paying a lot of money to take our classes. One of our mechanisms for quality is if you are not trained, you do not teach. (Interview I)

Maintaining a consistent and quality product was a primary concern for multiple interviewees.

One institution described the difficulty of not using sticks or carrots to influence faculty development for alternative delivery systems:

> One negative institutional influence is that we do not use sticks, but we haven't been willing to use carrots much, which means that we still have some faculty that have never taught online and don't want to. And, there has not been the institutional will to encourage them to move that way. (Interview F)

Another institution preferred to use influence and key faculty leaders as a motivation for faculty to attend faculty development:

> The more we can get key leaders on the faculty to embrace online, it becomes really our greatest promoting tool. There is nothing like faculty who are already respected by their faculty members no matter how seasoned they are, if they have a good experience and share this with their peers, this is the best promotion we get. When this happens, we don't need much of a stick or a carrot. (Interview A)

A combination of method was common at some institutions, with one using a "starrot" to promote faculty development:

> We have a sort of a "starrot," maybe. We buy this big elaborate LMS and one of the ways that we have gotten them used to it is we've tagged our advising module onto the LMS. Now they have access to their advisees in the records so they get used to using the LMS.
>
> We have put all the courses on the LMS which gives them access to pictures and rosters and other things. They are literally being forced to use the LMS for certain administrative and classroom management elements that they all enjoy and find this very beneficial. It almost becomes a carrot but it was done in such a way that they ended up without many choices in the matter. And this is how we go about getting them connected to the system. (Interview K)

Many of the institutions were beginning to require a syllabus be posted in the CMS for every course regardless of the delivery method.

One final interviewee described how they were focusing on building relationships with the faculty as the primary influence for faculty to attend faculty development: "I definitely put down carrot. One thing we're trying to do is establish relationships. And in establishing relationships and collegiality, the instructors then are willing, able, and open to develop and even teach courses for us" (Interview B). Each of the influences was a guiding factors for the administration's planning and decision making.

Determining new courses. One of the primary factors that influenced the administration's decision making for alternative delivery systems was the process through which new courses were determined. One interviewee described the ad hoc nature of the process at that institution:

> Historically, we have been somewhat ad hoc. . . . Historically we have asked, "Which courses really need to be online?" Well, our pre-req courses need to. That was just an obvious curricular decision.
>
> The other courses that have been built have been a combination of ad hoc issues thinking about what might be useful to serve this year's curriculum combined with which faculty seem to be interested. It has not been very systematic up until this point. . . . We are in the process this year of working on a philosophy of delivery. This is being done in the academic administration level asking some very intentional questions: Who are our markets? What are their patterns of training, and what is their accessibility pattern both in terms of distance and proximity and in terms of timeframe and in terms of resources? Trying to be way more intentional about going back to square one and asking: Who are the people we are serving? What kinds of patterns and needs to they have? What kind of programming and curriculum will serve them effectively?
>
> The intention is that by the time that is completed it will give us time to really give guidance about which courses need to be offered, the frequency, and what to develop. This is a slow process. In a perfect world where we could dedicate a couple of weeks to it, it would go much faster. . . . We are working on some things that will make this all very principled. (Interview J)

One institution with many senior faculty members has a high level of trust with the new course creation process. The interviewee at that institution noted "no difference in the process" for creating online courses:

> The faculty member will produce a one paragraph course proposal and submit it to our educational policies committee. Upon their approval it goes to faculty meeting and upon their approval it's done. There is a lot of trust of colleagues here. People aren't micro managing the process and we don't even look at the syllabus. We assume that if the course looks good, we set them free to do it. (Interview F)

Other institutions were new to their alternative delivery system and had a simple yet effective new course approval process: "Because we are so new and have so few courses, the steps are very few. I select the course, then the instructor who is going to teach it and/or build it, and we go from there" (Interview D).

Some institutions use a designer or team to provide a consistent structure to the alternative delivery courses along with control and parameters. One institution has a very internally controlled new course creation process:

> I am the curriculum design specialist for the seminary. I get to do the process, the conceptualization, and the sequencing.
>
> For the alternative delivery systems I do the process for both college and seminary. I handle design, conceptualization, and sequencing, and then implementation schedules, and then take them to departments and say, "Here is the schedule that we need to follow to develop these courses." That's how the process works. (Interview K)

Another example of an institution's control over the new course decision was far more complex and controlled. The interviewee at this institution described their process in comparison with the process for creating traditional courses:

> In a traditional setting, basically the faculty member or a department that wants to bring a new course up, assuming it is not part of a new degree program, would take that to a department chair and discuss it. If they approve it, it would go to Academic Affairs. If Academic Affairs approves it, it would go to the full faculty for a vote, and then it would become a course.
>
> In distance learning – whether correspondence, blended, or online – it is still faculty owned, but we would often be the instigators of bringing the course to the forefront. We would go and work with the faculty who have to give the name, number, and course description. We work with them to set the course objectives as well.
>
> Our department basically owns the rest of the course as far as the pedagogy. We flesh it out and make sure that all of the learning objectives are met and assessed through the lessons and the work that is done in the lessons. . . . That being said, once the course has been identified, we would get a person that the faculty have approved to develop the course. That person would flesh the course out in an initial stage. They would lay out a schedule of the lessons, the textbooks, and goals. That goes to the department chair that would be responsible for that particular course.
>
> If they approve it, it comes back to us and we send it to the developer and it is a go. "Here is what they suggested," [and the developer would produce] the lessons and everything. During the process, our instructional designer is working [with them] at every step. When we are done with it, we send it back to the faculty committee. They approve it and then it is a done deal.
>
> Once the course is approved, it is piloted for one semester. After that semester, we evaluate what the student surveys said and then we put a peer review committee together where we involve the assistant dean, the instructional designer, the instructor of the course, the course developer, and one or two people from that department. We assess the course. . . . From that assessment, any further tweaks

> that need to be adjusted would be done, and then it would be [given final approval] by the faculty chair. Then the course would go into a two-year revision cycle.
>
> We want to make sure the faculty have a say in it at least [three times]: initial approval, full approval, and assessment/peer review approval. . . . The instructional designer will make sure that the course matches up everything pedagogically and gives feedback to the faculty and course designer. (Interview B)

Some of the institutions determine their new alternative delivery courses using the same process as the face-to-face courses. The interviewee at one school said,

> It's not different from face to face, as online we're not trying to be all the departments, we just facilitate. The academic dean decides the courses that need to be added to the schedule, course rotation and they use the same course evals. We added a couple of additional questions, but it's the same eval. You have the same statistical information that you're getting because you're evaluating the course, not the delivery system. Now we added some questions to evaluate the delivery system. So all that's just integrated into our institutional processes and procedures. . . . It can be very difficult, I've served on evaluation team visits with both of our accreditors and one of the interesting things is some of the schools had developed schools of lifelong learning and the online education has grown out of that. They have their own faculty for different systems in the schools and there's no one measure they're applying to all of the courses. (Interview I)

Researching new markets. Dovetailing on the flexible course options, one key factor for many of the institutions was which markets to pursue and how to pursue them. One interviewee expressed this factor:

> The whole point of our programs there was to try to be sensitive to needs that exist. Unlike Louisville and other places, we have a disadvantage. We are in Podunkville. Our town is a thriving Metropolis of less than 3000 people. It is just not a metropolitan area that will draw people in. The Internet is really a means to expand our influence into those areas that we have traditionally had people come, yet because of the economy don't come. (Interview K)

One institution described using the new alternative delivery system to reach a new student population that geographically would have difficulty attending seminary. The interviewee affirmed that the institution was reaching new students "as we are becoming more intensive and intentional about online and the related blended kinds of things." This person further affirmed:

> In part, that will allow us to serve the existing constituencies well. One of the dynamics in our area is that it is really big with a lot of space. The population is scattered. Our area is one of our more concentrated population bases, yet we have multiple communities within four or five hours that are isolated. Some of these folks do study with this by commuting back and forth. For them, these new options give them better access. (Interview J)

For this institution, the new student population potential was a strong factor and influence in decision making and planning.

The type of degree expectations can be a strong factor in determining new markets. One interviewee described the cultural and denominational influence toward a two-year program as the preferred degree:

> Our situation is different than others. Comparatively, the pressure for people to do an M.Div. as part of pastoral training is substantially less in most our denominations than it is in a lot of the other counterparts. You find a lot more people doing a two year program and using that to launch into a Senior Pastor role because of the nature of the denominations. This is partly about availability and partly about history. For these kinds of reasons, the pressure on us is to think of the shorter programs first and then the longer programs we will deal with later. (Interview J)

Each new market decision process was an attempt to meet perceived future student and denominational needs.

Providing for flexible course options. Students are influencing the administration by requesting a number of flexible course options. According to Table 17, 16% of the references related to administration influences centered on the demand for flexible course options. An interviewee described the situation at one institution:

> In the seminary, they have been more open to alternative programs. They have a modular program where people can take a week intensive in January with several in the spring and in the fall. They do an online course or two in between for those who essentially do part time school year round. This is becoming more and more popular. This group is more flexible and growing as far as where they are.
>
> We have a number of people overseas who are missionaries and so on. They are very pleased with the flexibility. I think that will be the key. (Interview G)

The new, non-traditional student is older and would rather not relocate his family to go to seminary. One coordinator described this aspect:

> The problem with seminaries traditionally is you have to pick up and go take classes. Then you seldom ever go back where you came from. There tends to be in a lot of seminaries, your graduates tend to settle in the area rather than going back out. The nice thing about training people online is that you can train people already in a ministry. We find a lot of our people are already in places of ministry seeking training. The average age is 38. They can receive training right there and they're not having to disrupt their family and move. (Interview I)

Another student market is local church leadership requesting individual courses or certificate training. According to one interviewee, "The nontraditional delivery systems really reach out into the churches themselves to train leadership that does not have access to picking up and relocating to a seminary for three years, relocating their family, and getting a job at a local area" (Interview K).

The last administration influence was students located around the globe requesting classes as well as residential students taking advantage of alternative delivery courses. As one interviewee stated the issue:

> We have various groups of students taking online courses. We have about 250 online only students who are spread everywhere. We also have students on the campus and the extension campuses that are making online classes part of their whole program. (Interview A)

Each of these student influences can impact future course and program decisions made by the administration.

Examining course creation process. Each institution controlled how and when their ADS courses were created. Two primary methods were used. One was capturing the entire live class on video one semester and then editing the course into an ADS course for a future semester. The other method involved creating the class structure, syllabus, and other elements, and then adding video "chunks" of 10-20 minutes

specifically created for the ADS course. The video chunks were usually created in a video recording room or studio with the professor talking to the camera. An example of the first method was:

> We tape the professor's live class. We have a media team that captures the live video. We meet with the professor so they know that this is going to be captured online. We set up the classroom cameras and make sure the professor is ready.
>
> Usually the online development really begins after we capture the class. We will meet with the professors and get any guidelines from them as they think about adapting it to online.
>
> We will kind of lay out (based on their live class) a syllabus and unit structure, and will edit the video working with the media team. Once we have edited the video, put it into the unit structure and built tasks. We also have a graphics team that will add slides. We will outsource the transcripts for those videos, but then we edit them when they come back because the outsourcing company usually does not know theological terms, names, and that sort of stuff. Then we put it all together and make sure all of the pieces work together. (Interview A)

Each of these methods maintains the integrity of the course and matches institutional policies and practices. The number of video chunks versus class activities such as discussions, written assignments, and online quizzes varied greatly among the research population.

Measuring and evaluating courses. One constant concern with respect to administration seemed to be ensuring the course meet accreditation and internal course standards. One interviewee described their measuring process:

> We do a number of things to measure. We're very involved in the online classes. So we're in there monitoring and measuring student's satisfaction, and monitoring number of posts per week. . . . faculty attendance in the online classroom [each] week . . . if there is a particular faculty that we're dealing with specific issues. I have one person on staff who is only paid to help us train our faculty. They do a lot of the follow up for us. But it's all in the form of monitoring, so that's the best way to get feedback to know we got our point across or are they following through on certain things. We actually just go and check.
>
> We have several evaluation sheets. One is metrics that we look at, how many days were they in the class this week. We expect our faculty to be in the classroom five days out of seven, just like our students. (Interview I)

The metrics and evaluations mentioned by the interviewees centered on ensuring the professors and students were actively participating in the classes.

Surveying faculty feedback. Another measuring device used by the administration was faculty surveys. One faculty survey process is described below:

> In the past we have done a survey each semester only for professors. . . . [This survey is handled by the] accreditation and institutional effectiveness department. They would craft a survey that will specifically asked questions. There is an IT section: Were you supported with the academic management software? Were your questions answered? and all of those types of things. There was a media services section: How was the recording process? How was the hardware and software in the recording room? Did you have microphone problems? We have used feedback off of those. (Interview C)

The surveys were tailored to current CMS or technical problems as well as pedagogical questions to evaluate current and future faculty development areas.

All of these influences had an impact as factors in the decision making for the administration of the institutions in the researchers population. The next section will spotlight program influences as factors for decisions.

Program Influences

A number of influences were used to shape programs within the researcher's institutions. The two primary program influences were support staff training, with 26% of the references, and support staff assigned, with 36% of the references (Table 18).

Support staff assigned. The number of support staff assigned to each institution varied from a one-person shop to as many as twenty-five members who may or may not touch a course during creation or operation. One interviewee explained the support staff size by stating simply, "It's really me and the director of Seminary computing" (Interview F).

Table 18. Program influences

Name	References	Percent
Support Staff Assigned	14	36%
Support Staff Training	10	26%
Background of Support Staff	7	18%
Software Applications Used for Course Creation	3	8%
Lack of Standardized Course Format	2	5%
Course Standards	1	3%
Value Added to Face-to-Face Classes	1	3%
Broad Variety of Development Options	1	3%

The medium size support staff consisted of directly assigned staff and other institutional staff who provided project or "as needed" support for the creation or operation of alternative delivery systems. A representative example of this is:

> Three of us in Distance Learning: me; a full time assistant that answers the phone, email, does our scheduling and that type of stuff; a part time administrative assistant who handles student calls, email, checking in and out DVDs, mailing materials worldwide. . . . At least six guys that work [in the media services department doing] audio, video, and editing. They also produce all of the DVDs for us. . . . Two full time guys [working in the IT department]. One is a SQL database manager for Blackboard and another full time guy who does the web for Blackboard. . . . [and] five part-time staff that are hardware specific, yet they will take care of basic Blackboard questions and other things for professors. (Interview C)

One institution had a full-service support staff with multiple full time and part time staff members involved with the creation and support of alternative delivery courses. The interviewee described their staff allocations:

> We provide them an instructional design service. I have an instructional designer that knows his stuff and if I have a faculty member that ever has a question or comment, they're free to call him. He has also visited with them and gone over things, I've done some of that myself. . . . We have an assistant dean of online learning who is at their beck and call. If they want some discussion, he really

> understands our methodologies. So I guess a lot of that one-on-one plugs into this question. We'll just kind of give one-on-one if they need it. We will also transcribe things for them. If they want the notes typed up for a lecture, we have student workers who will do that.
>
> Counting part-timers it's about twenty-five. There are twelve or thirteen full-time staff. . . . We have marketing, instructional effectiveness, an assistant dean, we have a modular coordinator, which handles modular sites [for the graduate school]. We [have] an independent studies coordinator who handles our correspondence, [and] an operations manager. We have a couple of people that handle our call center and we have another director who is in charge of the business and the market management. (Interview B)

Support staff training. The support staff is typically the first connection point for faculty with a training program. Each institution has to determine the investment to make in its support staff. The following items were listed as types of support staff training:

1. The University of Wisconsin Distance Education Program
2. Peer training
3. ABHE conferences
4. Went to Dallas to meet Kaye Shelton and took a course through her
5. ACCESS conference
6. SLOAN-C conference

On-campus support staff training extends beyond the qualifications of the staff person. One interviewee described their campus support staff development:

> Support staff attends all training required of the faculty that way they can answer questions. This support staff has been given access to and been given training for all computer systems and has been given access to learning house and all of their subsystem support. (Interview K)

Local or online CMS user groups were another type of support staff that multiple interviewees mentioned.

Background of support staff. The qualifications and type of background had an impact and influence on the programs within the research population. Some important qualifications for background staff listed by interviewees were:

1. Administrator with project management skills
2. Experience teaching in online education and because of doctoral studies. Online teaching expert
3. Student worker – by chance has a graphics background
4. Archivist, the detail work
5. Instructional designers with experience
6. Higher education experience in both traditional and online coursework
7. Masters degree in curriculum and instruction
8. M.Div.
9. MBA

Software applications used for course creation. Secondary software applications were becoming a part of many institutions in this study. Camtasia software was the number one addition: "We're working on some Camtasia training where you see the video, hear the voice, and it moves the cursor" (Interview B).

Another software application being added was Quality Matters. This application was connected directly into the Blackboard CMS:

> We are official subscribers to the Quality Matters program. I don't know if you've run across that in your research. . . . Yeah, so we have officially subscribed to them. We are using their rubric which is just an outstanding rubric. And we just actually hired our, or brought on, two faculty persons to team up with our office and we will be having three people on a team to review every single course. (Interview H)

Quality Matters was used to provide a standardized course review and reporting for the institution and as a tool to prepare for accreditation.

Lack of standardized course format. Another program factor mentioned by interviewees was attempting to standardize their alternative delivery course formats. One interviewee admitted, "A standard format was not being used when I came. Each instructor was doing his or her own thing. I standardized the format" (Interview D). Institutions are creating standard processes and approvals for their course formats to try to maintain the same rigor of course work across the institution. One interviewee said:

> The instructor may or may not be the course builder. I am going away from that and focusing on, like in our graduate programs, one or two persons to be the course builders. Because of the rigor of the content, there has to be a standard. What I have seen by allowing other instructors to build courses, an inconsistency in rigor. There has got to be a consistency in rigor, no matter what the level, in order for us to have quality in our classes. (Interview D)

Course standardization also impacted preparation for accreditation and comparison of ADS courses with traditional courses.

Course standards. As institutions are investigating and starting to utilize alternative delivery systems, one problem can be a lack of standardization across all classes. Faculty development can add value to the professors by providing training and support to align all future alternative delivery system course creation and instruction. One interviewee described their course standards by saying, "Each class has to have three standards: a syllabus, a rubric, and the weekly schedule. Once we have identified a faculty member to teach, they are able to make some adjustments to the standard syllabus" (Interview D). The class standardization provides a definitive model for decisions about the entire program.

Value added to face-to-face classes. One strong program influence was the noted impact of ADS faculty development on professors who taught in both ADS and

face-to-face courses. The interviewee at one school said, "Some of the professors, who spend six months developing an online course, see a direct usage of this material in their traditional course by making it a blended course" (Interview E). Impacting and improving the face-to-face courses was a factor noted at a number of institutions.

The next section describes institutional influences and their impact on decisions about faculty development for alternative delivery systems.

Institutional Influences

Faculty involvement in course conversion was the highest referenced category for this section with 44% of the references (Table 19). The faculty involved in course conversion from face-to-face to online or blended courses influenced the decisions regarding faculty development. Additionally, institutional polices and other administrative aspects of the institution impacted decisions about faculty development for alternative delivery systems.

Faculty involvement in course conversion. The institutions in this research pool used three different approaches of faculty involvement. Each of these approaches can have a significant impact on the type and frequency of faculty development for alternative delivery systems. In the first approach, the administration performed the majority of the course conversion:

> The professors provide about 10% of the involvement. The department chairs give the course objectives, the suggested textbooks, and the description of the course. I put that into a syllabus along with everything else pertaining to the online class. (Interview D)

Table 19. Institutional influences

Name	References	Percent
Faculty Involvement in Course Conversion	15	44%
Administration's Perception of ADS	11	32%
Institutional Philosophy	1	3%
Faculty Perception of Faculty Development for ADS	1	3%
Faculty Length at Institution	1	3%
Fear of Losing Connection with Students	1	3%
Misunderstanding of Distance Education	1	3%
Changing Student Culture	1	3%
Future Perspectives of ADS	1	3%
Institutional Growth through ADS	1	3%

In the second approach, the individual professors do the work of course conversion:

> The instructors do all of the work. We are a very small faculty. We probably have only like seven teaching faculty plus some adjunct. I am called in more to help the adjuncts. The full time faculty are expected to do their own course work. I am a resource available to help them. (Interview F)

The third method or practice of course conversion is a team approach. One example of this approach involves converting a course without directly video recording the face-to-face course. This approach requires a number of individuals to participate in the conversion process:

> It's an incredibly high involvement. We have made a commitment that all of the courses designed for online classes are going to be branded by our own full-time professors. We do not hire out material from other professors. Our professors design the courses. They don't necessarily have to teach them all, but they do have to create them. We take a lot of time to train them in what we expect. . . . I supervise the development. The professors have to pass all of the developmental materials through to me before they get submitted to the CMS. I review and make sure that we are consistent and are achieving the same ends in each of the classes.

> Then they go to Learning House and they take all the notes and their syllabi and everything else, and they design it for delivery on the learning management system. They are the instructional design people that format and create and make it look "snorky" for the actual LMS. That section the professors do not deal with.
>
> Actually creating material and designing learning outcomes and learning activities, dealing with daily or course assignments, that is all done by the resident faculty. (Interview K)

A different example displays the steps and personnel involved with converting a face-to-face course that was video recorded in its entirety, and then "chunked" for use in an alternative delivery format:

> We use a team approach. The media services department does all of the video recording and editing. We are the tech support side, the faculty development, and then the delivery system. It is my job to make sure that the online classes are setup, the students have their materials. Once that part is done at the beginning of the semester, then I fall back into a tech support role.
>
> The faculty are involved from the beginning. When we do a traditional online, we record a live class here on campus. The cameras are in the back. We capture questions. Those are then edited down into the lectures. Faculty are invited to be a part of that process, but they do not have to be.
>
> Some faculty would like to check out a couple [of the lectures] and just see how [they] look, and maybe put [in] some input [such as] "keep one question" or "throw out" another. . . . Other professors say," I just trust you. Just edit the videos and hand me a set of DVDs so I can watch them before the students see them." (Interview C)

Administration's perception of ADS. Each of the administrations viewed faculty development in a positive and supportive manner. One coordinator commented, "I think they are pleased. They are very supportive from what I can tell. They support online courses 100% because most of our money is being made through these courses" (Interview D). Other administration approvals came in the form of budget announcements. As one interviewee noted, "They are pleased. The budget in our department has not experienced any cuts during this declining economy. . . . The president is a driving force of online education" (Interview A).

The institution's administration can influence decisions through positive support, involving multiple staff members in decisions, and having public recognition. One representative example of this is:

> Not only are they supportive, they are the ones that are initiating some of the classes and they are giving me the freedom to make sure that these things get done in such a way that people are adequately trained. They're very supportive and they recognize that this is absolutely essential for effective online delivery.
>
> All of the successes we are having are due to direct support of the president through speeches, supported by him publically, and in his vision. . . . The deans and vice presidents are directly involved in the decisions, yet the administration gives us the breadth that we need to pursue what is going on in online education. (Interview K)

One last influence is the administration helping faculty understand the need for cooperation and collaboration between traditional and non-traditional faculty. As one interviewee stated, this relationship at one institution is:

> Very good. They desire a lot of cooperation and collaboration between the traditional faculty and the distance learning side. So, that has been getting better over the last couple of years. So the administration really appreciates this. They realize one of the only ways we're going to get our faculty to buy into distance learning and nontraditional methodologies is if they understand it. And in understanding we're offering training and the administration is all for it. But it's very positive. (Interview B)

Faculty perception of faculty development for ADS. According to the interviewees, faculty members have had negative and positive responses to the new delivery systems and the training provided for them. One interviewee described a negative interaction:

> Now, I've also talked with other faculty that haven't been willing. We've pushed back on some pedagogical issues and they say, "Look, I've been teaching this class, I've given this exam to a thousand students, I know what's best." But they really don't from a pedagogical standpoint. (Interview B)

Describing the pedagogical differences between a face-to-face class and an online or blended course has been an opportunity and obstacle for many of the interviewees. If

a clear explanation was received by the faculty member, a negative influence can become a positive opportunity:

> They don't like to have to do it because it's a major change. But even though they sort of kick and scream and complain and moan and groan by the end of the experience they definitely tell us in their feedback that it has been incredibly valuable. (Interview H)

The positive feedback can be used to influence other faculty members, and possibly the institution as a whole.

Some interviewees stated that their faculty had a very positive perception of the faculty development for alternative delivery systems. One interviewee affirmed,

> The ones that engage in it, they love it. They know it is necessary and they just do it. We have a lot of great discussions and a lot of great ideas that come in. All of the feedback is positive. . . . Not everyone agrees with everything, and that is good. If we all agreed, we would not need different people in the conversation. . . .We have a really strong team and even when we have disagreements, we learn to work through the issues. . . . We have not had to cancel one online class. (Interview D)

Another interviewee described the overall response to online learning as "very well received. I find that faculty really have a desire to learn." This interviewee related a positive interaction with one professor who strongly desired feedback from the staff concerning a new course the professor was creating:

> One instructor I was working with, another faculty chair, was designing a course for us. He said to myself and the instructional designer, "I don't know about this, so when I put this together according to your instructions, if I make a mistake or I'm not going in the right direction, would you please tell me?"
>
> He was more than open to criticism and so he submitted his first iteration of the course and we gave some feedback. He loved it, changed some things, and now he has a first rate course because he was open and willing. (Interview B)

Faculty length at institution. Faculty turnover was another concern for distance education coordinators that influenced their decisions about faculty development. One institution with low faculty turnover commented:

> Most of our faculty here are relatively long-term, stable, and have taught for a long time. What we don't have [as at] some schools [is] a fairly strong string of young faculty coming in for whom this is their first opportunity and they jump all over it, so they take whatever they can get. Often those folks are more computer connected. (Interview J)

High faculty turnover could cause a focus on initial faculty development rather than a multi-level faculty development program.

Fear of losing connection with students. An additional influence factor is trying to estimate the impact of alternative delivery system courses on the existing campus culture and student body. One interviewee expressed this fear:

> That's another institutional influence is the lack of "buy-in" for our distance education program. It comes from a variety of places. This is not just teaching faculty, it comes from some of the other administration that are so dedicated to the vision of this institution as they have understood it as a face-to-face place, that they are afraid to embrace distance ed because they are afraid [that] reaching out beyond our walls will weaken our connection. It is a bizarre kind of fear, nevertheless it is real and I understand it. We've got a lot of stuff we are working on around here. (Interview F)

This fear can be considered as a decision factor when implementing or evaluating alternative delivery systems.

Misunderstanding of distance education. Another negative influence is not understanding where the primary student market for alternative delivery system is located. Similar to the fear of losing connection with students, faculty and administrators may fear that all of the campus-based students will "go online." One interviewee pointed out one type of non-residential student the alternative delivery system could reach:

> Some do not understand that people are enrolling in our distance education program. It is not a choice between moving here to [location] and taking classes here or staying at home and eating bonbons and taking the distance education program. It is

> the question of are they going to enroll here through the distance education, or are they going to go somewhere else, or not go at all. (Interview F)

Changing student culture. Another decision influence or factor is that students want to stay in their current ministry and get a quality graduate education from a recognized institution of Christian higher education. One interviewee explained, "[Many] of our people who are already embedded in ministry or family or jobs or whatever, they are not free to just pick up and move. The culture has changed. It's not like we'll take three years and get our degree. I'm sorry, we have to keep a job and pay for our mortgage" (Interview F).

Institutional growth through ADS. Adding multiple ADS courses can be a strategic decision for growth that requires decisions about human resources, infrastructure, and expenses. One interviewee described a personal experience:

> Part of this is out of necessity from growth. We're having to train more faculty. More and more faculty are realizing that this institution isn't going to grow unless it grows in a nontraditional way through ADS. So by necessity, the faculty are having to say, "Okay, I haven't been on board for years, but I am now, so tell me what I have to do and I will." So, the ADS are appealing to the faculty more now than it has in years past. (Interview B)

The next section discusses non-institutional influences pertaining to the decision factors about faculty development for alternative delivery systems.

Non-Institutional Influences

Many factors outside of an institution can impact the decisions about faculty development for alternative delivery systems (Table 20). The primary factor for this section was conferences, with 26% of the references. Many of the non-institutional references will be presented in list format for the reader's review.

Conferences. The interviewees noted several conferences that influenced their decision-making, including those conducted by ABHE, ACCESS, ASCD, ATS, SLOAN-C, and The University of Wisconsin Distance Education Program. One respondent praised the ASCD, "They give me a journal and manuals and other things that I use to help in my training. [It] offers a certification process for online delivery including classes and other meetings" (Interview K). Another noted, "One of the best conferences is the summer University of Wisconsin-Madison online or distance learning conference. I have gone to that a number of years and always felt that was helpful" (Interview G).

Table 20. Non-institutional influences

Name	References	Percent
Conferences	11	26%
National Organizations	10	24%
Books	10	24%
Journals or Magazines	6	14%
Certifications	3	7%
Special Guest Speakers	1	2%
Other Institutions	1	2%

National organizations. All of the institutions were affiliated with at least one national accrediting organization. One interviewee commented on the interaction with their accrediting organization in reference to faculty development for alternative delivery systems by observing:

> The primary things that we have drawn on have come from ATS. I was at the one of the first ATS conferences that was specifically put on for online education. We

> like because ATS always does good work and [we go] to ATS because we are accountable to them as a member institution. It's helpful up to us to know what type of advice they give and the expectations they have got. ATS is an ongoing resource that we draw on and appreciate. (Interview J)

The list of the national organizations that influenced the interviewees' decisions is: ABHE; ACCESS; ATS; ASTD (which focuses on K-12 educational environment, but has resources designed for higher education); Quality Matters; SLOAN-C; and, WCET.

Books. The interviewees mentioned several books that had influenced their decision-making: *Building Online Learning Communities* by Rena Palloff and Keith Pratt; *Designing Effective Instruction* by Gary Morrison, Steven Ross, and Jerrold Kemp; *Discussion-Based Online Teaching to Enhance Student Learning: Theory, Practice, and Assessment* by Tisha Bender; *Online Education: the Future is Now* by Gary Bedore; *Teaching Online a Practical Guide* by Susan Cole and Steven Rolfson; *Teaching Online* by William Draves; and *Understanding by Design* by Grant Wiggins and Jay McTighe.

Some of these books received very strong endorsements. Regarding *Understanding by Design*, one interviewee noted, "I use this book as a reference and provide it to the faculty. [It] gives the faculty a good sense of how to go about designing a course" (Interview K).

Journals or magazines. The following is a list of the journals or magazines recommended or used by distance education coordinators in this research study: The Chronicle of Higher Education; Distance Education Report – Magna Publications; Distance Learning in Higher Education Journal; Journal of Higher Education; and, The Online Classroom – Magna Publications. One interviewee described one of these publications, saying,

> We've taken advantage of Magna Publications webinars before. They're secular and they've come out with several of these little monthly, 8-page reports that you pay $119/year for a subscription, but they really have some good stuff. They have a

> whole host of training and if you go to their website, they have these webinars that they do all the time. Some have to do with protecting yourself on campus with what happens with guns and crazy students, yet they also come up with great pedagogical things on distance learning that we've been involved with a couple of times. (Interview B)

Certifications. The interviewees were aware of certifications, yet not all of them had pursued one. One interviewee stated, "I also have two certifications, professional development certifications from the University of Wisconsin-Madison. One is in distance education administration and the other is in on-line teaching. That influenced me a whole lot" (Interview H). The other certification mentioned most frequently was the online teaching certification from Sloan-C.

Special guest speakers. One influence institutions were using was special guest speakers to promote certain aspects of faculty development for alternative delivery systems. In one example of this,

> Steve Delamarter was brought in . . . to provide all-day pedagogical training. He talked about pedagogical issues and some of the decisions that have to be made given those kinds of issues. . . . We have tried to draw on people in this area that we have personal connections with to help us. (Interview J)

Other institutions. Many of the interviewees reviewed the alternative delivery practices of institutions larger than them. In one example an interviewee noted, "I look at schools like Liberty to see what they are doing" (Interview D).

Negative Factors of Faculty Development

Data related to negative factors of faculty development is shown in Table 21. The primary negative factor that influenced decisions, with 27% of the references, was lack of follow up after the completion of faculty development for alternative delivery system.

Lack of follow up. The greatest deficiency with faculty development for alternative delivery systems was the lack of follow up after training. Information and material was shared, but professors still had a number of questions. One interviewee expounded on this problem, "I would say that the least beneficial is when you do show and tell with no chance for follow up. I love show and tell, but I need something to follow up or the training falls by the way side" (Interview G).

Table 21. Negative factors of faculty development

Name	References	Percent
Lack of Follow Up	3	27%
Lack of Strategy	2	18%
Changes in Campus Technology Systems	1	9%
Training too New to Evaluate	1	9%
Large Group Training	1	9%
No Hands On Training	1	9%
Static Course to Review with No Interaction	1	9%
Initial Face-to-Face Training	1	9%

Another result of lack of follow up was inconsistencies in the program. This was revealed in a comment by one interviewee, "What has been least beneficial has been our lack of continual follow up. I think that it would be more helpful to have a more consistent program, which we do not have. It is the absence of something that is negative" (Interview F).

Lack of strategy. Developing a faculty development plan and adding the plan to the institution's strategy was important to institutions. One interviewee the negative consequences of failing to plan this way:

> Training that was not a part of a good long-term consistent strategy became a problem. Of course with faculty, we were all busy and that has ripple effect problems, because not only was training not itself helpful, they became jaded about coming to training sessions on systems or processes that may not be long-term. (Interview J)

Changes in campus technology systems. One distance education coordinator mentioned that changes to the campus systems made their existing faculty development obsolete: "In a very situation specific sense, one of the things that was frustrating for us was we have had some places where the university system has changed. We've had training that became obsolete because of the changes the university made. That obviously is not very beneficial" (Interview J).

Training too new to evaluate. One negative factor was inherent within the new alternative delivery systems themselves. The new systems required new faculty development, polices and other adjustments, and the changes were simply too recent to be fairly assessed and evaluated:

> I have not received negative feedback. Most of our training is brand new and we are a small school. Everything being brought to them is a challenge and new, so every time they're learning something it is new and exciting. It can be tiresome and frustrating, but at the same time it is pretty good because the instructors realize they are getting there. (Interview D)

Large group training. Another negative influence was attempting to train large groups of faculty on a specific alternative delivery system topic. One interviewee observed:

> The least effective training has been when we pack 30 people into the computer lab and you are trying to cover one topic. Everyone has different questions. One of the roughest was one on doing testing in Blackboard because there are 50 different question types to choose from. Professors would ask why they can't do different types of multiple choice, while others want help with true/false questions. You end up chasing so many rabbits that many people that just have not been helped. (Interview C)

No hands-on training. One limitation of faculty development was covering a topic without allowing the professors to touch the CMS or corresponding software application. In the words of one interviewee, "When they are asked to go to a group presentation on some type of software or function . . . they are not giving the opportunity for hands-on. This doesn't give much help without going back through the demonstration themselves. They lose the training and get frustrated" (Interview G).

Static course to review with no interaction. Some institutions provide faculty with a static course example for them to review. One interviewee asserted that the most serious problem is:

> Probably just giving them a static course, like giving them a play course they can go in and play with. That's been the least beneficial because they want some guidance. That's what we've done before, we would give them a shell and tell them to go in there and play with it and have fun, they can't hurt anything. Inevitably, they never bother to go in there and check it out. (Interview B)

This section reviewed decision factors about negative faculty development factors for alternative delivery systems. The next section covers influences and decisions about fully online degrees or certifications.

Considering Fully Online Degree or Certification

This section reviews the types of online degree or certification that institutions in this population were considering. As shown in Table 22, the top two categories were a

fully online certificate with 21%, and a fully online degree with 29%. These two delivery methods were a common topic with interviewees.

Fully online degree. Institutions are searching for ways to offer a fully online graduate degree. One interviewee stated, "In our grad school of intercultural studies, which is not under ATS but SACS, we intend to do a fully online Master's in intercultural studies" (Interview G). Another institution was offering a fully online degree, yet required a local campus visit:

> Yes, in fact, we will be meeting with a consultant to put together our substantive change requests to our accreditors. This will offer a full Master's degree program for biblical training in the College, because ATS will not accredit full programs online.
>
> For us, we require every student that attends our school, regardless of which program they attend, to come to a local colloquial gathering which brings them on the campus, brands them to who we are, introduces them to the faculty, gets them acquainted with the school, even if the program is going to be completely online during their program. One time they have to come to these gatherings that are at the beginning of the year. (Interview K)

Table 22. Considering fully online degree or certification

Name	References	Percent
Fully Online Degree	7	29%
Fully Online Certificate	6	25%
Online Classes without Certificate	5	21%
On-campus Required Component	2	8%
Accreditation Issue	2	8%
Associates Degree	1	4%
Undergrad Degree Completion Program	1	4%

Fully online certificate. Multiple institutions in this research study were offering a fully online graduate certificate. In one example,

> We actually have a certificate program that can be fully completed online. Our certificate of graduate studies, which is a 30-hour program, can be accomplished on any campus or fully online. . . . The certificate program targets anyone who would like to have a basic biblical and theological education. They may be career professionals in other areas and not in full time Christian ministry per se. They may be a Sunday school teacher, they may do business work at a church or theological institution, they may be a housewife, homeschooling teaching mother or father, businessman or women. . . . The certificate program is surprisingly appealing. They come in all sizes, shapes, and forms. The certificate is not designed for professional ministry. (Interview A)

Another interviewee described their online certificate by stating:

> We are just now beginning to offer this fall a concentrated Bible certificate of 30 hours of Bible that we have on campus, but we are targeting fully online to look at missionary candidates, missionaries out in the field, maybe even Christian nationals located in all parts of the World.
>
> We have a vision for the future for missionaries to take this online certificate and teach the local people using our Moodle system. Secondly, we would like to go in and partner with churches where they would have their own "faculty member" that would work under our faculty member to do the online component, but also the face-to-face component with the local person. (Interview E)

Online classes without certificate. Certain institutions want to offer ADS classes to students overseas and for lay leaders who are not interested in a certificate or degree. In one example of this, an interviewee related, "We are offering courses for our overseas students knowing that they may not finish an M.Div. or other degree, yet that does not mean that those courses will not have a significant impact on the way they do ministry" (Interview F). Another example involved institutions reaching out to lay people, "We are developing some training tracks for lay people. What about the people [such as] Sunday school teachers and church pillars that have a hunger to learn more? We are doing lay leader tracks at this time, especially for Hispanics" (Interview F). Each

of these options could have an influence on the faculty development efforts of an institution depending on the type and level of student in the classes.

On-campus required component. Providing a minimum of an on-campus meeting at the beginning and ending of an online degree program allows the institution to instill a certain amount of culture to the students. One interviewee described it by saying,

> It also kind of creates a graduate school effect where every graduate student or adult student is gathered in the same place and gets a chance to rub shoulders with each other and began to see this thing can really work, talk to students that have really done it and see that this is a great format. This gathering builds enthusiasm and builds commitment and loyalty. So, while we do have this program completely online, it has an on-campus required component. (Interview K)

Accreditation issue. Many of the institutions in this research study were offering multiple online or hybrid courses, yet could not offer a complete degree because of accreditation requirements. As one interviewee explained,

> The percentage of face-to-face courses that are online [in the Bachelor's program is] 100%, [but in the], Master's 50-60% of required courses are offered online. The rest of the courses we intentionally do not offer online so that it reinforces that you have to come for the final year. This forces the students to come to campus and take a certain number of courses. . . . To be simplistic, we know they have to have certain classes because they're not offered online. (Interview I)

Undergraduate degree completion program. Some institutions were implementing an online undergraduate degree completion program as a feeder degree to their graduate degree programs. One interviewee explained clearly the way in which one institution envisions this process:

> I really want to reach out to the degree completion people. The undergrad dean is thinking through some proposals to start some type of certificate program that would reach all kinds of people and bring them in. That would also be used as a basis for a degree completion program. We are moving in that direction. (Interview G)

Current Student Market

The last decision factor for this research question was the current student market for the institution (Table 23). Each of the geographical areas could influence what faculty development for alternative delivery systems is required for an institution.

Table 23. Current student market

Name	References	Percent
Adult Degree Completion Program	1	7%
Local	2	13%
Regional	5	33%
North America	2	13%
Global	5	33%

Adult degree completion program. A new type of student market is the degree completion program. In a way similar to the use of certificate programs noted above, some institutions are considering this type of degree as a feeder to graduate degrees. One interviewee described an adult bachelor degree completion program by noting,

> The dean is very open and pushing in the adult education program. They are still focused on campus, so they are only going to reach those within driving distance. We are trying to push that beyond the envelope and reach out to a lot more who want to finish their degree who are in the 25-35 year old group. I think that is where we can reach a lot of people in completing their Bachelor's degree. (Interview G)

Global. The global market has the greatest influence on the current institutions. Each school would like to reach out globally and provide Christian graduate education. Some of the interviewee descriptions of their global markets were:

1. Most of our non-North American students are from the Asian Pacific rim: China, Hong Kong, Japan, Malaysia. (Interview J)

2. I keep trying to branch us out into a little bit more international. We have a few students from Nigeria, but at this point they have had to come to the US to participate. I want to continue to keep alternative delivery systems as a way to reach students in many different places. (Interview F)

3. Around the globe. They are spread throughout the US and around the world, maybe 14 countries. That is one of the benefits of online. (Interview A)

4. We are worldwide. This spring we had over 300 students. Thirty to sixty students are worldwide. We have military men and women, chaplains, missionaries. We are in at least 20 states. We have students in Eastern Europe and South America. (Interview C)

Evaluation of Research Design

The qualitative, phenomenological research methodology of this study has been demonstrated to be advantageous to the researcher in the attempt to investigate the faculty development practices and thoughts for alternative delivery systems within a defined population. The research instrument permitted the researcher to encourage and to guide distance education coordinators to discuss their views concerning the germane issues uncovered by the interview questions. The organization of the research questions also allowed each interview to take a more conversational approach, which possibly enabled the contributors to reflect on their views and experiences more personably and more freely.

The study has been subject to obstacles that should be addressed. The first and foremost concern with the research design is the same as the primary benefit, the phenomenological design. The research methodology was based on the intent to discover answers to research questions. One possible disadvantage of this research method was its

dependence on the interpretation of the researcher in the coding process. Multiple tables and sections were created due to the discovery process of a phenomenological study.

Another limitation of the design took place during the interview process, as the researcher conducted each interview. The contributors, with varied backgrounds in Christian higher education, faculty development, and alternative delivery systems responded to the interview questions with varying degrees of thoroughness. Most of the interviewees remained focused, answering the questions by utilizing the interview questions provided by the researcher in advance of the appointment. Other contributors may have been too brief in their responses to gain the nuances of their practices and experiences, while others gave such extensive explanations and analogies that it was more challenging to identify references for coding at the appropriate nodes in the NVivo software.

CHAPTER 5

CONCLUSIONS

This final chapter explores the extent to which the findings of the research study might be utilized in areas related to faculty development for alternative delivery systems. This chapter includes some basic conclusions related to the findings of the five proposed research questions, a brief discussion of the potential significance of this information for the practitioners of faculty development and distance or alternative education systems, and a summary of some of the perceived opportunities for further research related to the study.

Research Purpose

The purpose of this proposed study was to examine the faculty development practices for alternative delivery systems at ABHE, ATS, and TRACS member institutions, building on the research of Thomas Kiedis. The present study examined perceived practices of faculty development with a specific focus on alternative delivery systems. This research was intended to further the understanding of faculty development for Christian higher education, and to provide specific examples of current institutional practices.

This study could provide decision-makers at Christian higher education institutions with a limited list of faculty development practices that they could consider adding to the institution's strategic plans. The researcher uncovered a set of current

faculty development practices for alternative delivery systems that can be utilized to improve operations at Christian higher education institutions. Each of these discoveries and recommendations are provided as a basis for further research.

Research Questions

The primary research question which undergirded the current study was: What is the appropriate design, development, and implementation strategy for a faculty development program focused on preparing faculty to successfully utilize alternative delivery systems? The following sub-questions were addressed in this study:

1. What are the current faculty development practices of Christian graduate institutions of higher education?
2. What are the current alternative delivery systems employed at Christian graduate institutions of higher education?
3. What are the current faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
4. What are the future or intended faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?
5. What are the factors that influence the decisions regarding faculty development practices in alternative delivery systems of Christian graduate institutions of higher education?

Research Conclusions

The common or general characteristics of the interviewees indicate that "stereotypical" distance education coordinators would likely be between 46 and 55 years of age, have 6 or fewer years of faculty development experience, have taught 1-30 semester hours of ADS related courses, have 6 or fewer years of Christian higher education teaching experience, have been in their current institutional positions for no

more than 3 years, and have the word "Director" or "Dean" in their job titles. Many of the interviewees had attended the University of Wisconsin-Madison distance education conference, and were members of ACCESS or Sloan-C. The following sections will review the conclusions from each research question in numerical order of the questions.

Traditional Faculty Development

The first research question asked, "What are the current faculty development practices of Christian graduate institutions of higher education?" The primary vehicles used to train faculty were sabbatical leaves, faculty retreats prior to the semester (which could last anywhere from one day to one week), and optional faculty workshops or faculty training sessions. One interviewee noted,

> We have a couple of different phases of faculty development. Probably the most visible phase is a series of faculty workshops that we conduct. They are typically conducted in the computer teaching classroom. Typically, those are run in between semesters or during semester breaks. We usually have around 10-15 faculty at a time that come in and participate in those. They can be anything from afternoon-long sessions to a couple-of-day-long sessions. (Interview E)

Most of the institutions in this study offered some type of monthly workshop or training session on a technical product such as Microsoft Word or PowerPoint.

A first observation is that the institutions in this research population did not have a connection between the traditional faculty development and the faculty development for alternative delivery systems. The budgets, administrators, and trainers were associated with different institutional departments. Some institutions were integrating aspects of faculty development for alternative delivery systems into the annual faculty development meetings, but this was not a normal occurrence.

Secondly, many institutions offered a mandatory "kickoff" faculty meeting prior to the fall semester to present ideas and other information to the entire faculty.

Typically, these meetings might include faculty workshops or training sessions related to personal professional development matters such as career advancement and publishing. In addition, training related to general faculty development topics on pedagogy or syllabus creation might also be presented in these sessions. One interviewee observed,

> We do some type of faculty development during the summer with just the regular full time faculty that are campus based. We also bring all online faculty to campus for two days of faculty training. Additionally, we have meetings throughout the year that will (not always, but often) focus on faculty development issues. (Interview I)

Another form of faculty development was the inclusion of some type of training alongside the regularly scheduled faculty meetings. One interviewee stated,

> We are offering two levels of faculty development. At the seminary, we have attempted to build a faculty development into our regular rotation of faculty meetings. Our faculty meets twice a month and we try to build in faculty development several times a year. There are some faculty development sessions in the spring and summer. (Interview J)

These faculty development segments were most commonly comprised of either a twenty to thirty-minute presentation of a faculty paper, a talk given by a guest speaker, or some other type of delivery of information related to a specific topic that was deemed to be of importance for the entire faculty.

Lastly, faculty members were encouraged to attend and present scholarly papers at academic conferences such as ACCESS, NAPCE, and ETS. This type of faculty development encouraged the faculty to engage the scholarly community and to present new ideas before their organizational peers. Many institutions compensated faculty members for the costs related to conference attendance and associated travel expenses.

Alternative Delivery Systems

The second research question asked, "What are the current alternative delivery systems employed at Christian graduate institutions of higher education?" The current research records instances of all three of Hyo-Jeong So's generations of delivery systems (So 2008, 606). Some institutions are still using first generation correspondence education (14%); all institutions are using second generation distance education with single technology; and, many of the institutions are using third generation blended learning to deliver courses (24%). These alternative delivery systems agree with Steve Delamartar's types of technology classrooms (Delamartar 2005a, 110-14) and with Tara Tiangha's blended learning analysis (Tiangha 2003).

The principal alternative delivery system within this research population was the online course, which gives students increased access and convenience (Able 2005c; Diamond 2005). All institutions in this study were offering at least one online course every academic semester. The courses followed the standard semester schedule, and were of equal semester-hour value with face-to-face courses. The accreditation standards limited the number of online courses the students could take which would count toward the completion of a graduate degree.

Additionally, many institutions were offering either blended or hybrid courses. Online components such as wikis, discussion boards, online quizzes, and synchronous meetings were added to face-to-face courses. These new online components saved class time and gave the professor additional testing options and online collaboration options. The accreditation standards did not limit the number of blended or hybrid courses the students could take which would count toward the completion of the graduate degree.

The primary reason for adding alternative delivery systems was to expand the teaching capability of the institution into a global capacity in order to promote more in-depth discipleship. This reasoning is congruent with Shirley Roels' discussion of the usage of alternative systems to expand global discipleship (Roels 2004, 455-56). This reasoning also matches David Sills' discussion of preparing future leaders for discipleship roles within their own cultural context (Sills 2005, 66).

Also, fully online degree programs were a common topic of discussion, but the institutions acknowledged that these programs would not meet accreditation standards. Some institutions were interested in, and even investigating, the logistics of providing this degree type, but for now they recognize that offering a fully online Master's degree program would entail working through an accrediting organization other than the ones that delimited this study.

A final program set was an online graduate certificate. Institutions were adding certificate programs to reach lay people who are not interested in pursuing a full Master's degree. Many individuals from African, European, and Asian countries in which theological education is not readily available are taking certificate classes. These students cannot relocate to America to attend face-to-face courses because of financial and cultural constraints. The online graduate certificate is an excellent example of using an alternative delivery system to "teach all nations."

Faculty Development for Alternative Delivery Systems

The third research question asked, "What are the current faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?" The principal type of

faculty development for alternative delivery systems was consulting, or help desk support. This agrees with Christopher Knapper and Sergio Piccinin's discussion of motivation of professors to engage in faculty development (Knapper and Piccinin 1999). One interviewee said:

> The development is just kind of a constant and ongoing thing. We will sit down with a new professor that might have a course and walk through the steps with them of how the online platform works as they are developing that class or doing that class. We will even train them as necessary as to how their class could be adapted to online and give them technical training. They will email us or call us and ask how do I do this. (Interview A)

The interviewees stated that the faculty learned most from one-on-one sessions which were tailored to the faculty member's specific topics when the faculty needed "just in time" assistance (Knapper and Piccinin 1999; Gillespie 2004; Svinicki 2002). One interviewee expounded:

> I think that the smaller one-on-one consultations have been more beneficial. I don't have measurement for that, except that when I see the professor teaching using those tools, they do a much better job. When they come into the second course development, they are much better prepared.
>
> All the way through with faculty, I find that it is usually a . . . one-on-one that works best for them, because faculty don't want to sit there and go over stuff that they already know, or know that they do not need. They want to deal with things that are at hand, what they are stuck on, what they need to get training on, and that often works better with a more individual consultation. (Interview G)

The distance education coordinators were available for a faculty "crisis," and many coordinators would venture out into the faculty hallways to offer their services.

This research aligned with Marilla Svinicki's eight general program components of faculty development (Svinicki 2002, 216). One-on-one or small group faculty consulting is a direct comparison. Offering formal workshops and informal resources such as books, newsletters, or websites was is another connection point with this research study.

A second type of faculty development was the initial training session. Multiple institutions offered (and some required) a one-to-three-day faculty boot camp in order to teach online, hybrid, or blended courses. These lessons were followed up with the provision of journal articles, one-on-one meetings, and other resources.

Institutions provided web sites and comprehensive printed notebooks to assist the faculty in their transition to alternative delivery systems. Hands-on training in labs with up to four professors was communicated by interviewees as the preferred training environment to provide both technical and pedagogical development. This training was offered to both fulltime faculty and part-time or adjunct faculty, harmonizing with one of Thomas DiLorenzo and Paul Heppner's faculty development focus areas (DiLorenzo and Heppner 1994).

Many of the institutions furnished some type of faculty development as part of a course conversion process. The professors were paid to convert a course from a traditional, face-to-face format into an online or blended course. Consulting, technical support, and other services were available to the professors as part of the course conversion agreement. One interviewee described his level of support for faculty:

> If the faculty member is not terribly experienced in working in this online medium, we have [gone as far as sitting in on] faculty members' courses and [taking] notes about a particular project they wanted to integrate and [watching] how it happened in the face-to-face context, and then [coming] back later with a proposed plan as to how we would move that to online delivery. (Interview E)

While each institution's faculty development varied, the development typically included a mixture of technology and pedagogy. The research agreed with Lanthan Camblin and Joseph Steger's development definition aligning faculty to fulfill the organization's mission (Camblin and Steger 2000), and with Jerry Gaff's definition of enhancing faculty talents and improving competencies (Gaff 1975).

The technology development was generally an introduction to the campus CMS, offering professors the information necessary to build the class, create discussions, or set up the grade book. Pedagogy development generally involved explaining when and how to use tools such as wikis or discussion boards, or when and why to host an online synchronous meeting versus an asynchronous meeting. The practices with this research population were consistent with Sue Taylor's research on faculty teaching for the first time through distance education (Taylor 1999) and Irene Mueller's research on faculty development for electronic technology-based distance education (Mueller 2001).

Each institution integrated into the faculty development for alternative delivery systems some level of understanding of Gary Bredfeldt's descriptions of the four ways professors can minister to their students (Bredfeldt 2006, 124-26). Showing concern and care for the students was a primary focus of faculty development, perhaps due to an appreciation for the non-traditional nature of alternative delivery systems. Another aspect of showing student care through faculty development was training professors to incorporate spiritual formation objectives and elements into the courses.

Individual preparedness was the motivating factor for attending faculty development (Allen 2004). The distance education coordinators reported that the professors desired to know the CMS and wanted to be prepared to teach their classes effectively in this new environment. One interviewee said, "We are moving towards expecting the faculty to teach online, so the incentive is that they will be prepared to teach. It's kind of, 'Get it now while you can'" (Interview F). Faculty peer pressure and the potential recovery of class time were other notable incentives.

One area not covered by this research is faculty sabbatical leave (Eble and McKeachie 1985; Schuster 1990). Because of the technical nature of alternative delivery systems and the lack of connection with traditional types of faculty development, institutions did not offer any type of sabbatical leave. Faculty members were given week-long leave to attend distance education conferences and certification programs.

Another area not addressed in this research was the teaching and learning center. Interviewees stated that the institutions could not afford the cost of a dedicated physical space, personnel, and equipment for an actual teaching and learning center. Most of the institutions used a shared computer lab for their training and employed a limited number of staff. Some faculty development personnel were assigned multiple responsibilities within the institution, having faculty development as a part-time duty.

Future or Intended Practices

The fourth research question asked, "What are the future or intended faculty development practices of Christian graduate institutions of higher education with regard to the equipping of faculty to teach in alternative delivery systems?" One future aspect was adding faculty development for alternative delivery systems, linking participation to faculty portfolios and counting this development in the tenure process. Tying the faculty development to promotions, raises, and other institutional academic recognition could create a greater desire for faculty to complete alternative delivery system training (Doyle 2006). These ideas agree with the American Association of State College and Universities recommendations to reform faculty development policies (American Association of State College and Universities 1999, 8-9).

Many institutions were evaluating and reorganizing existing faculty development for alternative delivery systems (Sorcinelli 2007). One interview stated, "We're just trying to find better, more effective ways to reach our faculty and our adjunct faculty with the training they need or want" (Interview B). Prominent interests included concerns about changes in CMS platforms, changes in student requests and expectations, and measuring the effectiveness of the existing development. Another evaluation point was determining how and what to provide for second-generation alternative delivery system faculty who have completed all of the existing faculty development courses.

Another future influence on faculty development was making online, blended, or hybrid courses part of the standard faculty credit-hour load requirements (Svinicki 2002). Currently, most institutions treat these courses as overload or adjunct courses. The professors get additional pay, and teaching a course is typically optional. Under the new requirements, these classes would be considered as equal in weight with face-to-face courses within that institution for pay, load, and other internal decisions. One interviewee stated, "I think probably what would be the most long-term effective incentive would be if they become convinced that this is a viable way to learn and not just a passing fad" (Interview A).

Adding alternative delivery systems to the institution's strategic plan was a further influence on faculty development. The ADS courses were providing an innovative revenue stream, and institutions were determining how to capitalize on this fresh market. Accreditation issues and course standardization were the greatest concerns. Setting up a systematic course creation process, course schedule, and course review or rework timetable (usually after three years) were additional areas of consideration.

Decision Factors and Influences

The fifth research question asked, "What are the factors that influence the decisions regarding faculty development practices in alternative delivery systems of Christian graduate institutions of higher education?" One decision factor for this research question was the course creation process. Each institution has an educational philosophy that influences their utilization of alternative delivery systems. One interviewee appraised this situation:

> We [are trying] to move past "shovelware" where you use the content of your traditional course and make a digital copy of that and throw it online and call it an online course. We actually try to get them to think about the tools that are available and the strengths of online education and how you can adapt what you are doing in the online classroom to make the best use of the strengths that are out there. (Interview E)

In one course creation method, courses were converted from face-to-face to online by capturing the entire live class on video one semester and then editing the course into an ADS course for a future semester. Another course conversion method was creating the class structure, syllabus, and other elements, then adding video "chunks" of ten to twenty minutes specifically created for the course. The type of method employed by an institution significantly impacted the level and content of faculty development.

Interviewees from this study discussed how traditional courses were impacted by faculty development for alternative delivery systems. Professors teaching in both delivery systems adapted the alternative delivery system pedagogical training to their traditional courses. This discovery agrees with Jeff Groeling and Lester Ruth's discussion of the indirect impact of faculty development for online classes on face-to-face classes (Groeling and Ruth 2007).

The distance education coordinators of this research demonstrated the direct applicability of Barbara Millis' five reasons for faculty development, especially with respect to changing student populations and to the changing paradigms in teaching and learning (Millis 1994, 454-57). The non-resident student population brings a new set of support requirements. One interviewee illustrated this situation:

> Because with many of our people who are already embedded in ministry or family or jobs or whatever, they are not free to just pick up and move. The culture has changed. It's not like we'll take three years and get our degree. I'm sorry, we have to keep a job and pay for our mortgage. (Interview F)

The teaching and learning differences between face-to-face instruction and alternative delivery courses influenced the research population's faculty development decisions.

Another factor that influenced decisions was the number and background of support staff assigned. One interview described the background of his staff:

> Most of the people that have been hired have an expertise in a particular area with experience. So our assistant dean has quite a bit of understanding of the academic side. Our instructional designer has done instructional design in the secular market. I've had experience in online and traditional Christian education. Our business and marketing people have experience in those areas as well. (Interview B)

Some institutions had from one to three personnel assigned to conduct all aspects of alternative delivery systems, while other institution may have had up to twenty-five individuals touching a course. The variety, frequency, and depth of faculty development were influenced by the available staff and the support staff's training.

Dennis Trinkle describes 10 factors for success in adding technology components. Two of these factors, "align IT with institutional mission and culture" and "support sustainable technologies," are influences for this study (Trinkle 2005, 18-24). These two concerns were often voiced as decision influences among the interviewees.

Many non-institutional factors influenced decisions for faculty development. The primary influences were journals or magazines, national organizations, books, and conferences. Each institution used a combination of these resources to aid the faculty with both pedagogical and technical resources.

Some of the negative factors influencing decisions were changes in campus technology systems, lack of faculty development strategy as a part of the institution's strategic plan, and lack of faculty development follow-up by distance education coordinators after training. When campuses add or modify their CMS, the current course processes may have to be modified to match the new display, new features, or the new location of existing features. One interviewee described the lack of follow-up:

> [There] may be a problem with the way that we require the Moodle training. The faculty continue to ask questions on materials covered in the training. Either they took the training without really paying close attention, or they took the training and didn't take notes and did not realize that this is something that they would have to do each time they went into the course room.
>
> We need to be a little bit more effective in tracking and watching what is going on in each course room to be able to remediate some of the mistakes that are being made. (Interview K)

Consistency in development follow up was a common influence on future faculty development planning and decisions.

Faculty Development Model

A model of faculty development practices for alternative delivery systems from this population would include the following elements:

1. Implement an initial faculty development "boot camp" (from one to three days) to build a pedagogical and technological foundation for each professor. During this session the professors would be introduced to the CMS and provided with course standardization requirements and with the expectations for either course conversion or course instruction. The training would be held in a computer lab with a limited number of professors, allowing each professor to experience the ADS.

2. Recognize on-demand faculty consultations as a key to the success of the faculty development program and to the successful operation of the alternative delivery system. Distance education coordinators must be available when faculty members experience a crisis. The ability to react and assist the professor in his or her time of need builds faculty trust and confidence in the coordinator and (where present) other staff. A lack of follow-up training and the non-availability of support staff will dismantle the faculty development program and could severely impact the acceptance and sustainment of the alternative delivery system.

3. Provide second-generation faculty development. Advanced training for professors who have completed the initial faculty development, converted courses, and taught multiple semesters using the alternative delivery system could also be created to help those faculty members who desire to continue improving their delivery and pedagogical practices.

4. Maintain consistent technology systems and involve faculty in system conversions or major technology changes. The greatest deterrent to successful faculty development was multiple technology system changes or computer application changes. The faculty members were "churned" with constant retraining requests. CMS changes or major system changes were made based on financial savings with little or no consideration for the impact of these changes on the faculty or staff.

5. Communicate the standardization guidelines for course conversion and course instruction. Faculty distrust and frustration will be incurred if faculty members are reprimanded for failing to adhere to course conversion elements or course instruction elements that have not been properly communicated to them.

6. Provide training in small groups of not more than four professors. Small groups allow personalized questions, and allow professors to learn from each other. Small groups also allow distance education coordinator to get to know the professors and build rapport with them prior to a crisis or disagreement.

7. Provide external resources such as journals, books, web sites, and certification information to professors. A monthly newsletter highlighting the accomplishments of professors, describing a pedagogical process, and recommended further reading is a great internal tool to promote continuing professional development.

8. Include faculty development for alternative delivery systems as part of the institution's strategic planning. Institutions should ensure that budgeting for CMS modifications includes some provision for assisting in faculty development targeted toward helping faculty members to understand how to use the new systems.

9. Modify alternative delivery systems courses to have equal weight for promotion, tenure, and load evaluations. Faculty development for alternative delivery systems should be added to mandatory portfolio requirements.

Research Implications

The research findings primarily identified aspects of faculty development and affirmed the current practices within the research population. The institutions in this study acknowledged the presence of alternative delivery systems and were in the process of discovering the best and most effective methods to develop their faculty to teach using their particular systems.

The primary research implication was that one-on-one one consulting was the preferred method of follow-up after faculty has attended some type of conference or initial faculty development for the institution's CMS and course standardization. The faculty members need ongoing support when they are building their courses, preparing assignments, and actively teaching the course. The distance education coordinator can be a "faculty hero" by being available for emergency calls and emails concerning specific technical or pedagogical difficulties with the alternative delivery system.

A second research implication was that faculty members need some type of initial training or faculty "boot camp" for the administration to present the course standards and the expectations of the alternative delivery system. The training could provide a common foundation, a clearly defined set of acronyms, definitions of system-specific terms, and a common set of technical and pedagogical skills related to the alternative delivery system. These skills could positively impact the existing face-to-face course being taught by the professor.

A third research implication was the importance of follow-up after the initial faculty development. Offering a consistent and enriching set of courses is important to the life of an institution by creating well-equipped professors. However, follow-up

training and consultation should be a part of, and expectation of, the faculty development program.

A fourth research implication was that any alternative delivery system needs to be a basic part of the institution's strategic plan in order for proper implementation, development, and sustainment to occur. One interviewee explained,

> The president and college spent a year and a half prior to my coming going through the whole process of researching online education, bringing in a consultant to meet with different committees and groups of faculty. They went through a whole faculty and staff process that I think prepared the college for accepting online education so that when I came in there was not a lot of resistance. (Interview E)

In order to build an appropriate faculty development infrastructure, the institution should clearly add the alternative delivery system to institutional planning, budgeting, and academic preparation. In addition, the institution could add these courses to faculty load requirements and add them to promotion and tenure reviews.

Further Research

The research study into the current faculty development practices for alternative delivery systems revealed several future research opportunities. First, an opportunity exists to interview institutional leaders to determine what educational philosophy or other parameters are driving the curriculum approaches and practices for alternative delivery systems at their institutions. The researcher could determine how each institution's educational philosophy impacts its faculty development.

A second possible area for further research might be an exploration of the specific types of technological or pedagogical faculty development offered by institutions. A researcher could review the course order and curriculum of faculty development in comparison with the mission and vision of the institution to determine

how these factors impact faculty development. A study focusing on the content analysis of actual faculty development courses could be conducted.

A third possible area for further research might be an intentional examination of current accrediting standards related to faculty development for alternative delivery systems. The researcher could interview accrediting agencies to determine their future standards for alternative delivery systems, if any of the agencies intend to change their standards to accept fully online degrees or certifications, or if certain aspects of the accrediting standards are obsolete with respect to alternative delivery systems. A study focusing on the content analysis of actual accrediting agency faculty development polices and standards for alternative delivery systems could be conducted.

A final possible area for further research might be a study of how Christian institutions of higher education might utilize alternative delivery systems to carry out the Great Commission to "teach all nations," both in the United States and around the World. The researcher could conduct interviews with key institutional leaders to determine if and how they plan to train future leaders overseas without requiring that the students leave their home countries or regions. Additionally, the researcher could interview Christian organizations overseas that are currently offering non-accredited training to multiple people groups, using alterative delivery systems, to determine current practices that could be utilized in Christian institutions of higher education.

APPENDIX 1

KIEDIS LEADERSHIP DEVELOMENT MODEL TAXONOMY (Kiedis 2009, 145)

TAXONOMIC CLASSIFICATION OF SEMINARY LEADERSHIP DEVELOPMENT MODELS	
MODEL/DESCRIPTION	CHARACTERISTICS
Applied: The Applied Model is philosophically and programmatically integrative, intentionally combining theory and practice by embedding throughout the curriculum opportunities for "hands-on" application in the church and community.	Classroom: Intentional springboard to applied learning Curriculum: Praxis-centered Pedagogy: Intentional "hands-on" integration Learning: Face-to-face followed by Action-Learning Distinctive: Embedded application/authentic assessment
Apprentice: The Apprentice Model utilizes a field-based, comprehensive, full-immersion, ministry-centered pedagogy for a significant portion of the degree program. Students migrate from the seminary to a field of ministry, which becomes the classroom.	Classroom: Residential campus + Field Curriculum: Experience-centered Pedagogy: Transmissive + Process-oriented/Active Learning: Mostly synchronous, action-learning Distinctive: Contextual on-the-job-training
Classic: The Classic Model places the academic and curricular focus in a teacher-centered, residential classroom, which is primarily knowledge or content-driven, and augmented by some field-experience and/or internship.	Classroom: Residential campus Curriculum: Teacher-centered Pedagogy: Transmissive (lecture), with supervised mentoring/ministry Learning: Face-to-face instruction Distinctive: Historic campus classroom preparation
Distance Education: The Distance Education Model includes educational and instructional activity in which students are separated from faculty and other students for a significant portion of their degree program (one-half of a M.A. degree or two-thirds of a M.Div. degree).	Classroom: "Without walls" Curriculum: Teacher-facilitated Pedagogy: Learner-centered; Teacher/learner partnership Learning: Asynchronous/Synchronous, Contextualized Distinctive: Accessibility for those "in-ministry"
Extension Site: A geographically separate unit generally governed by the parent institution, but with local facilities, curricula, faculty and administration; providing education for students who are unable or unwilling to attend the traditional campus. Extension site may occur for a course, program (4 to 6 courses), or a complete degree.	Classroom: Transported Curriculum: Dispersed, teacher-centered Pedagogy: Transmissive (lecture), with supervised mentoring/ministry Learning: Contextualized, Mostly Synchronous Distinctive: Educational accessibility
Hybrid: The Hybrid Model incorporates both traditional classroom and distance education modes in the degree program and coursework in preference to the exclusive use of either traditional or technological modes.	Classroom: "Bricks and clicks" Curriculum: Teacher-directed/facilitated Pedagogy: Teacher/Learner-centered Learning: Synchronous/Asynchronous, Contextualized

	Distinctive: Flexibility, Convenience, Technology
Partnership: In the Partnership Model a seminary strategically collaborates with a teaching church or parachurch ministry for a specialized portion of the degree program usually comprising a minimum of four to six course credits.	Classroom: Campus + Partnering organization Curriculum: Teacher/Partner-centered Pedagogy: Transmissive + Process-oriented/Active Learning: Focused, Mostly synchronous Distinctive: "Teaching Church/Ministry"

APPENDIX 2

EXPERT PANEL SELECTION

Description of Expert Panel

The proposed expert panel consists of:

Michael Anthony, Ph.D., Ph.D., Professor and department chair of Christian Education at Talbot School of Theology in La Mirsada, CA, who has expertise in faculty development for Christian higher education.

Anthony Foster, instructional designer for McGraw Hill Publishing who has expertise in alternative delivery systems and faculty development.

Mark Maddix, Dean of the School or Theology and Christian Ministries and Professor of Christian Education at Northwest Nazarene University, Nampa, ID, board member at North American Professors of Christian Education, and is responsible for seven fully online graduate degrees in religion.

Kaye Shelton, Dean of Online Education at Dallas Baptist University, Dallas, Texas, frequent speaker at Accessed Conference and EDUCAUSE conference, and is author or contributing author to a number of books and articles on online education and administration.

APPENDIX 3

INSTITUTIONS SELECTED FOR INTERVIEWS ABHE, ATS, TRACS QUALIFYING INSTITUTIONS

The researcher established inclusion criteria based on post-bachelor Christian higher education institutions as selected by Thomas Kiedis. Each institution is offering some type of alternative delivery system. The institutions selected from Kiedis' study are:

ABHE Institutions	
Contact	Institution
Dr. Angelita Howard	Beulah Heights University
Daniel Janosik	Columbia International University, Columbia, SC
Michael Freeman and Dan DeHass	Lancaster Bible College
Kevin Mahaffy	Moody Bible Institute

ATS Institutions	
Contact	Institution
Dr. Kenneth Radant	Associated Canadian Theological Schools
Dr. Enten Eller	Bethany Theological Seminary
Bob Abegg and Marty McKee	Dallas Theological Seminary
Dr. Mark Soto	Grace Theological Seminary
Allyson Dickie	North Park Theological Seminary
Jerry Lassetter	Southeastern Baptist Theological Sem.

TRACS Institutions	
Contact	Institution
Don Brubaker	The King's Seminary

APPENDIX 4

QUALITATIVE INTERVIEW PROTOCOL

Title of Project: Current Faculty Development Practices for the Implementation of Alternative Delivery Systems in Christian Higher Education Institutions: A Qualitative Study.

INTERVIEW PROTOCOL

Time of the interview: _____ **Date of the interview**: _____

Place of the interview: ____ Phone; ____Skype

Interviewee:_____ **Position/Title:**_____

Interviewee's academic institution: _____

Interviewee's email address: _____

Agreement to Participate and Consent to Audio-recording

In order to assist in the note-taking process, the researcher will digitally record the interview session. If you agree to allow this, please give your verbal consent, at the beginning of the session. The researcher, alone, will have access to these recordings, which will be destroyed after they are transcribed. Also, please understand that your participation in this research effort is voluntary, you are guaranteed interview data anonymity (your name and institution will be listed in an index table; your interview data will be coded with Institution A, Institution B, Institution C, etc.) and you may stop the interview at any time.

Introduction

For the purpose of this study, **Alternative Delivery Systems** will be applied to any format or method other than a traditional face-to-face delivery system, such as, but not limited to, classes offered through online, distance, blended/hybrid delivery. This study **will not include extension centers** or other forms of delivery that send a physical professor to an alternate site or classes that do not include **at least minimal online asynchronous or synchronous discussion interaction as part of the class**.

The interview is planned to last no longer than **one hour**. Both your experience in and contribution to faculty development with alternative delivery systems were factors in

your selection for this study. The research effort is particularly focused on understanding your ideas, strategies and methods pertaining to faculty development for alternative delivery systems. It is not the intention of the researcher to evaluate these ideologies or techniques. Instead, the study is an attempt to understand the current approaches of a sampling of those actively involved in faculty development for alternative delivery systems.

The researcher will email the interviewee a transcript of the interview, and will provide a period of **one-week (from the date of the email transmission)** during which the interviewee may review the transcript and make any necessary notations or changes. Failure to respond to the researcher within the one-week timeframe will constitute the interviewee's consent regarding the correctness of the interview transcript.

I. Interviewee Background Information

1. Age: 18-24 25-35 36-45 46-55 56-65 66 and older

2. Gender: Male Female

3. How many years have you conducted faculty development?

   1-3 4-6 7-9 10-12 13-15 16-20 21 or more
   Please list what level and capacity you conducted the training.

4. How many credit hours have you taught using alternative delivery systems?

   1-30 31-60 61-90 90 or more
   *Please list total credit hours and separate credit hours for each delivery system.

5. How long have you been teaching in Christian higher education?

6. How long have you been in your current position?

7. Please list or explain any other capacities you have had with faculty development or alternative delivery systems? How long?

II. Interview Questions

1. Describe what current type(s) of faculty development your institution is offering. How often are they provided: weekly, monthly, quarterly, annually?

2. Describe what type(s) of alternative delivery systems your institution is offering and for how long. Are they provided year round, on demand, or on a cycle?

3. Describe what type(s) of faculty development your institution is offering

specifically for alternative delivery systems. How often are they provided?

   a. Describe the level of individual faculty involvement in the creation of new courses or conversion of face-to-face courses to the institution's alternative delivery systems? Do you have a team approach?

   b. What types of faculty development are specifically pedagogical training?

   c. What types of faculty development are specifically technical training?

   d. Do you have training that is delivery method specific such as for online or hybrid only?

   e. Do you offer initial training in how to use alternative delivery systems? Do you offer ongoing training? If ongoing training is offered, describe how the training is different from the initial training.

   f. Overall, what types of faculty development have been most beneficial in preparing your professors to teach using one or more alternative delivery system(s)? How do you know they were beneficial?

   g. Overall, what types of faculty development have been least beneficial in preparing your professors to teach using one or more alternative delivery system(s)? How do you know they were not beneficial?

   h. What type of "grass roots" faculty development practices are recognized and/or rewarded? How are they recognized and/or rewarded?

4. Describe, if any, what incentives your institution provides to attend faculty development for alternative delivery systems?

   a. What incentives do you think would best motivate your faculty to participate in faculty development for alternative delivery systems? Why?

   b. What non-institutional (unofficial) incentives do you think would best motivate your faculty to participate in faculty development for alternative delivery systems? Why?

5. What is your current student market and where are they located? Do you intend to add any alternative delivery systems to reach new student populations? If so, explain how and why.

   a. Are you considering any fully online programs or certificate programs?

6. Describe what type(s) of future or intended faculty development practices your institution is considering in regard to the equipping of faculty to teach using alternative delivery systems.

   a. Is this decision prompted by an addition or deletion of an alternative delivery system? If so, explain how the new delivery system's faculty development might impact the existing faculty development.

7. Describe any institutional influence(s), whether positive or negative, on current or future faculty development practices for alternative delivery systems.

   a. Does your instruction use a stick or a carrot to get professors to use the systems?

   b. What is the administration's overall perception of faculty development for alternative delivery systems?

   c. What is the faculty's overall perception of faculty development for alternative delivery systems?

8. Describe what types of human resources are available for faculty development of alternative delivery systems.

   a. Do you have some type of dedicated teaching and learning center? If so, please describe.

   b. How many support staff are assigned?

   c. What type of background and training does your support staff have?

   d. What type of training does the support staff get?

   e. What is your annual faculty development budget for alternative delivery systems? How does it compare to other faculty development budgets?

9. What national organizations, training seminars, certifications, journals, or books may have influenced your current faculty development practices for preparing professors to teach using alternative delivery systems?

10. How are new courses determined/evaluated/reviewed/approved by your institution? Do alternative delivery systems have a different process? Why?

11. May I have a digital copy of your faculty development manual or training guide for all alternative delivery system(s)? (These document(s) will be analyzed for current practices of faculty development for alternative delivery systems. Any notations in research document will be anonymous).

Spoken Closing:
Thank you very much for your time. I appreciate your participation in my research project. Please remember this information is confidential and the digital recording will be destroyed after it has been successfully transcribed. I will send you a draft copy of the transcript for your review. You will have a ***one-week*** *timeframe to respond with any necessary notations or changes. Failure to respond in the one-week timeframe will be assent to the correctness of the interview transcript.*

*I will send you a digital copy of the final research product via email to:*_____
(Verify email address).

Thanks again for your participation.

APPENDIX 5

CONTACT PROCEDURES CONFIRMING
INTERVIEWS

From: Steve Yates
Sent: Date
To: Name
Subject: Yates Ph.D. Research (Southern Baptist Theological Seminary)

Dr. XXXXXX,

I am conducting my Ph.D. research through Southern, and will graduate this December, Lord willing. I am working on a descriptive study of current faculty development practices concerning alternative delivery systems in Christian higher education institutions accredited by ABHE, ATS, and TRACS.

Would it be possible to get 60 minutes of your time? I want to ask you 11 questions that relate to your institution. I have attached the questions for your review.

I will be touching base by phone or Skype to see if it is possible to schedule 60 minutes with you.

Blessings,

Steve Yates

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Louisville, KY 40220
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Mobil: 502-295-3654

ATTACH Survey Questionnaire

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ABSTRACT

CURRENT FACULTY DEVELOPMENT PRACTICES FOR ALTERNATIVE DELIVERY SYSTEMS IN CHRISTIAN HIGHER EDUCATION INSTITUTIONS: A QUALITATIVE STUDY

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This research study was an investigation of current faculty development practices for alternative delivery systems. Attention was given to faculty development in general as well as specific facets of faculty development for alternative delivery systems. Future or intended faculty development practices were pursued, along with factors that influence decisions related to faculty development practices for alternative delivery systems at Christian graduate institutions of higher education.

The examination of the precedent literature presented theological foundations for the study, current research on faculty development, and current research on alternative delivery systems. The concepts revealed in the literature review focused the structure of the research design and instrumentation.

The presentation of the methodological design included the primary research questions, an overview of the research design and coding criteria, discussion of the research population, samples and delimitations, and the limitations of generalization. This section also discussed instrumentation and procedural processes guiding the research.

The research then offered a summary and analysis of the data, organized according the order of the research questions. Conclusions based upon the research findings included a number of insights.

The principal type of faculty development for alternative delivery systems was consulting or help desk support. The interviewees stated that faculty learned the most from one-on-one sessions tailored to faculty members' specific topics when faculty need "just in time" assistance. The distance education coordinators were available for a faculty "crisis," and many coordinators would venture out into the faculty hallways to offer their services.

The second-most common type of faculty development for alternative delivery systems was the initial training session. Multiple institutions offered (and some required) a 1-3 day faculty boot camp in order to teach online, hybrid, or blended courses. These courses were followed up with journal articles, one-on-one meetings, and other resources. Institutions provided web sites and comprehensive printed notebooks to assist the faculty in their transition to alternative delivery systems. Hands-on training in a lab setting, with small groups of up to four professors, was communicated as the preferred training environment to provide both technical and pedagogical development.

Key Words: Faculty development, alternative delivery systems, distance education, online education, hybrid or blended courses, Great Commission

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