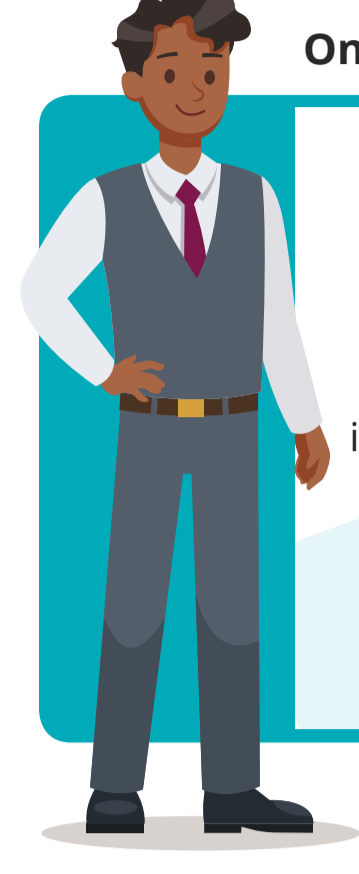


# Recruiting, Orienting, *and* Supporting Online Faculty at Public Universities



The number of online programs and online students at colleges and universities across the country continues to grow. As a result, finding, training, and supporting faculty members to effectively teach in the online environment has become a major challenge for higher education institutions. This infographic is based on the study "Online Learning at Public Universities: Recruiting, Orienting, and Supporting Online Faculty," which surveyed member institutions of the American Association of State Colleges and Universities (AASCU) about their current practices in this area.

## Online and blended learning is significant.



**38%**

of courses offered at responding institutions are online or blended.

**67%**

of online and blended courses are taught by full-time faculty.

**98%**

of full-time faculty members are expected to teach online courses as part of their regular workload.

**63%**

of institutions had no restrictions on the number of online courses a faculty member can teach during a specific term or academic year.

## Among respondents, there is no consistently mandated training for faculty who teach online.

**37%**

require a faculty-led pedagogical training.

**23%**

don't require faculty to do any training activities.

### Recommendations:

**Offer mandatory or incentivized training** to faculty who have not taught online. Topics might cover LMS basics, support services for faculty and students, and best practices in online pedagogy.

**Regular and continuous professional development** via workshops and informal sessions can help faculty stay current with and share knowledge about best practices and technologies for online learning.



## Support services for instructional design vary widely, as does consistency in course design.

**94%**

provide some type of instructional design support, however, **54%** leave online course development up to the faculty member.

**22%**

allow for full customization of online courses, suggesting that many institutions lack an overall course philosophy.

**31%**

provide a 24/7 faculty help desk, while an additional **31%** provide a version of help desk services.

### Recommendations:

**Online students need a standard experience throughout a program.**

- A master course philosophy can support consistent and clear learning outcomes.
- Institutions might consider a basic template, which could also save development time.

## Evaluation of faculty teaching online varies.

**90%**

gather student feedback for online courses at least once per term.

**70%**

of supervisors evaluate faculty once a year, **18%** do it once a term.

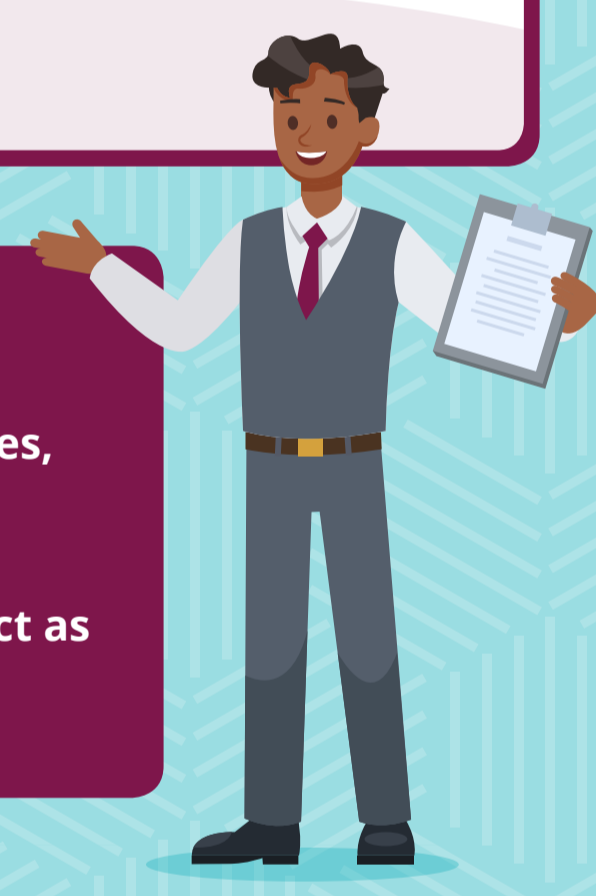
**60%**

do not conduct peer evaluations.

### Recommendations:

**Offer regular and formalized feedback from multiple sources**, including supervisors and peers.

Faculty members who have online teaching experience could **act as mentors to those who are new to the modality.**



## Faculty engagement with online learners is often not defined by a set policy.

**74%**

do not have a policy for how often a faculty member must post on message boards.

**63%**

do not mandate how quickly a faculty member must respond to a student's post.

**71%**

do not have a policy on how quickly student assignments need to be graded.

**52%**

have a written policy about office hours for online students.

### Recommendation:

**Student-faculty engagement in online courses is key to student success and retention.** Put written policies in place to encourage faculty to interact with students on a regular basis.

## Adjunct faculty are often used for online courses.

Nearly **one-third of online courses** utilize adjunct faculty members.

### Respondents use adjuncts for:

- **55%** of undergraduate general education courses
- **23%** of undergraduate major courses
- **20%** of graduate-level courses

### Reported benefits of having adjuncts teach online courses include:

- Employing active practitioners
- Cost-effectiveness
- Filling temporary vacancies
- Flexibility to address variations in term-to-term enrollments

### Recommendation:

The recommendations outlined above for full-time faculty should apply to adjunct faculty as well. In addition to enhancing the quality of online programs, **providing adjunct faculty with these resources can help them feel more invested in their roles and the community.**



Each institution has its own unique circumstances and challenges, so these recommendations should be adapted as appropriate. Doing so can help all faculty feel supported as they teach online, and help promote a high-quality, consistent learning experience for online students.

As one of our many service offerings to our partner institutions, Wiley Education Services provides support and training for faculty members to ensure they are prepared, confident, and empowered to teach online—which creates more engaging, effective, and meaningful learning experiences.

To download the full report:

[CLICK HERE](#)

Source: Online Learning at Public Universities: Recruiting, Orienting, and Supporting Online Faculty (Learning House, a Wiley brand/AASCU)