Table. Factors Influencing Faculty Engagement Mean Scores

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| **Factors Influencing Faculty Engagement** | **Mean (SD)** |
| My engagement with the institution is increased when I am supported in handling online student issues. | 4.72 (.697) |
| Administrators committed to quality online education increase engagement with my online institution. | 4.61 (.700) |
| My engagement is increased when colleagues or supervisors respect my online teaching and expertise. | 4.60 (.733) |
| Notice of course changes in advance of teaching online increases my engagement with my institution | 4.57 (.758) |
| My engagement with my online institution is influenced by the communication, guidance and support I receive from my online program administrators. | 4.55 (.770) |
| My engagement increases when learning objectives and assignments are in alignment | 4.52 (.776) |
| I find online nursing programs to be equally valuable to student learning as compared to campus based nursing programs. | 4.49 (.834) |
| My engagement with the institution is increased if I feel I have job security in online teaching assignments. | 4.48 (.960) |
| Built –in grading rubrics for discussions/assignments increases my engagement with my online institution. | 4.44 (.934) |
| The opportunity to provide input to improve a course increases my engagement with my institution. | 4.42 (.802) |
| Recognition for effective online teaching is a way to keep me engaged with my institution. | 4.39 (.859) |
| My engagement with the institution is increased if they offer me training and mentoring in online teaching. | 4.32 (.956) |
| Faculty to faculty interactions to share best practices increases my engagement with my institution | 4.32(.871) |
| One discussion thread as opposed to two or more per week increases my engagement with my institution. | 4.20 (1.109) |
| Communicating with my online institution outside the classroom is best done with email | 4.15 (.867) |
| Academic freedom when teaching online is important to my engagement with my institution. | 4.14 (.845) |
| Class size of less than 20 students increases my engagement with my online institution. | 4.14 (1.176) |
| The opportunity for advancement with my current online institution is important for my engagement with my institution. | 4.08 (1.098) |
| My engagement with the institution increases if I am offered monetary support for professional development activities. | 3.98 (1.082) |
| CEU credit for any institution training increases my engagement with my institution | 3.96 (1.028) |
| Class size of greater than 20 students decreases my engagement with my online institution. | 3.95 (1.178) |
| Once a semester / session meetings with administrators and online faculty are helpful to keep me engaged with my institution. | 3.94 (1.134) |
| My engagement with the online institution. Is influenced by the level of compensation. | 3.83 (1.121) |
| Sharing best practices for online teaching increases my engagement with my institution. | 3.82 (1.015) |
| My engagement with the institution is decreased if there is uncertainty regarding future online teaching assignments. | 3.76 (1.318) |
| Recorded asynchronous sessions increase my level of engagement with my institution | 3.63 (1.159) |
| Monthly meetings with administrators and online faculty are helpful to keep me engaged with my institution. | 3.59 (1.269) |
| My engagement with my online institution is increased with weekly email communication updates | 3.51 (1.111) |
| Required synchronous sessions increase my level of engagement with my institution. | 3.32 (1.274) |
| Bi- monthly meetings with administrators and online faculty are helpful to keep me engaged with my institution. | 3.19 (1.255) |
| Communicating with my online institution outside the classroom is best done with synchronous communications (WebEx, Adobe Connect, Skype, etc.) | 2.87 (1.273) |
| Communication with students outside the online classroom is best done with text | 2.63 (1.317) |
| Communicating with my online institution outside the classroom is best done with phone calls. | 2.52 (1.269) |