Concerns of faculty regarding participation in teaching online include a lack of standards for an online course, the threat of fewer jobs, and a decline in usage of full-time faculty which faculty believe results in a decline in quality of faculty (IHEP, 2000; NEA, 2000). In addition, faculty note lack of time, lack of institutional support, lack of scholarly respect in the areas of promotion and tenure, and a lack of training as other obstacles in participating in distance education (Baldwin, 1998; Bonk, 2001; Lee, 2001; Northrup, 1997; O'Quinn & Corry, 2002; Parisot, 1997).

Specifically, the list of motivating and inhibiting factors for faculty participation in distance education is lengthy. Therefore, the author formatted a chart (see Appendix) to record the various factors found within the chosen thirteen studies. Once the factors were charted, they were grouped into categories which included personal, external, technical, pedagogical, and institutional. Upon further reflection, the technical and pedagogical categories seemed to fit best within the institutional category. Thus the final categories were intrinsic or personal, extrinsic, and institutional. Within the institutional category, the following two subcategories were recognized: 1) technology and teaching and 2) technical and administrative support. The factors within these categories are outlined in the next section of this review.

Intrinsic Motivators

Much of the literature supports that intrinsic motivators are stronger than extrinsic motivators when it comes to participation of faculty in online teaching. Intrinsic motivating factors include a personal motivation to use technology (Betts, 1998; Bonk, 2001; Lee, 2001; Rockwell, et al, 1999; Schifter, 2000) or perceiving teaching via distance learning as an intellectual challenge. Some faculty stated that teaching via distance learning added to their overall job satisfaction (Betts, 1998; Schifter, 2000) and that teaching online provided optimal working conditions, as they were able to teach at any time and from any place. Faculty also stated a feeling of self-gratification from teaching online (Rockwell, et al, 1999).

Extrinsic Motivators

External incentives in the form of tenure and promotion would also increase the level of job satisfaction as well as the amount of support and recognition faculty receive from peers another factor that motivates faculty participation (Bonk, 2001; Parisot, 1997; Rockwell, et al, 1999). Faculty look to their peers for role modeling distance education technologies, sharing their online experiences, and online peer observations. Chizmar & Williams (2001) note that 63% of their faculty respondents would like more faculty showcases in instructional technology that demonstrates real-world applications in the classroom (p. 22). In Parisot's (1997) study, role modeling was a primary motivational factor in the adoption and diffusion of technology (p. 6).

Furthermore, faculty are interested in online collaboration opportunities with faculty from other institutions and would welcome the institution's support of this type of collaboration (Dooley & Murphrey, 2000). Collaboration also includes inter-institutional student to student collaborations. It is important to note that these extrinsic factors could also be categorized as institutional motivators as opportunities for peer modeling and technology sharing showcases could be instigated by administrators and thus be seen as administrative support.

Institutional Motivators

Not all motivators can be considered intrinsic. Factors that are extrinsic have been categorized as institutional motivators as the institution or the administration are perceived to have the ability or power to alter distance education policies or procedures to meet the needs of the faculty. These needs are addressed within the following list of institutional motivators.

Technology and Teaching.

Faculty note their interest in getting more of their students involved with technology, as they realize the importance of technology in all areas of today's world. At the same time, they perceive teaching via distance learning as a benefit to them in that it is an opportunity to use technology more innovatively and to enhance course quality (Betts, 1998; Bonk, 2001; Dooley & Murphrey, 2000; McKenzie, et al, 2000; Rockwell, et al, 1999; Schifter, 2000). In addition, technology can lead to the development of new ideas and diversification of academic programming. Furthermore, faculty noted that distance learning helped them in meeting the needs of students at a distance thus increasing student access to college courses and/or degree and certificate programs (Betts, 1998; Dooley & Murphrey, 2000; Jones & Moller, 2002; McKenzie, et al, 2000; Rockwell, et al, 1999; Schifter, 2000).

Intrinsic Inhibitors

Just as faculty indicate personal factors that motivate them to teach online, there are also factors that deter them from teaching via distance education. These factors occur less often than motivating factors, typically because deterrents are more extrinsic than intrinsic. The intrinsic factors that do deter online faculty participation include resistance to change (Berge, 1998; Parisot, 1997) and intimidation of technology (Parisot, 1997). Twenty-two percent of faculty surveyed by Berge (1998) indicated reluctance or inability to deal with the changes often engendered by online teaching (Survey Results and Discussion section, ¶ 8). These instructors typically have not used much technology in their face-to-face classrooms or have found a way to get around using email. Thus teaching an entire course online is a daunting consideration.

Other faculty feel threatened by the technology and are concerned that online courses and programs will replace the on-campus learning experience. They worry about their career and the changes within the field and what those changes may do to their job security (Dooley & Murphrey, 2000). Furthermore, they have concerns that capturing their intellectual property through multimedia might eliminate positions (Dooley & Murphrey, 2000, Discussion Section, ¶ 4). Another concern regards fully understanding distance education and what subject areas are most appropriate for an online environment (Berge, 1998; Betts, 1998).

Finally, the issue of competition from peers at private and public institutions is a concern to some faculty. No longer are the classroom walls borders for students; they can pick and choose online courses from one or more institutions and they will register for courses at institutions that will ensure their needs are met. Thus, some faculty from traditional institutions worry about the increased competition from those that offer online courses and programs (Dooley & Murphrey, 2000).