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Faculty leadership practices in graduate hybrid education

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FACULTY LEADERSHIP PRACTICES IN GRADUATE HYBRID EDUCATION

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DEDICATION

In the name of Jesus Christ, I dedicate this dissertation first to my husband, my dearest and forever friend, Roland. I can never thank you enough for your belief in me. Thank you for your endless love, understanding, encouragement, prayers, and support. I cannot do this without you. Thank you, and I love you.

A dedication goes to my beloved parents, who provided me with the chance to pursue higher education in this country. I am glad to be born as your child and that I was able to honor your wishes. You taught me so much about valuing education and influenced me tremendously to have the same value.

I also want to dedicate this work to my mother-in-law, who supported our family and me through the most challenging time when I struggled among family, school, and work in the last year of this Ph.D. journey. You were always there to help, to pray, and showed me unconditional love and care. I am truly blessed to be your daughter-in-law!

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ABSTRACT

Hybrid education is an instructional delivery format that includes both online learning and traditional classroom learning and is often seen as the best of two worlds. It is one of the fastest-growing trends in higher education because of its countless educational benefits. Studies reviewed about hybrid learning focused on various areas, including student engagement, student attitudes, faculty experiences, learning effectiveness, and supporting technology tools. However, a review of the literature revealed scant studies focused on faculty leadership, especially graduate-level education faculty's leadership strategies and their influence on teaching. Faculty leadership is a critical component that is directly related to effective teaching and school success (Berry et al., 2010). Therefore, the purpose of this study was to discover and identify faculty leadership practices used in graduate hybrid courses at a U.S.-based nonprofit university. Qualitative data related to faculty experiences were gathered to offer insights about leadership practices in graduate-level hybrid education. Aligned with the theoretical framework of this paper - Kouzes and Posner's (2017) 5 exemplary leadership disciplines: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart, 21 significant leadership practices of faculty applying in graduate-level hybrid education were discovered. These findings indicated that leadership practices could be considered in graduate-level hybrid education to further the concept of teaching and learning.

Key words: Hybrid education, faculty leadership, graduate-level

Chapter 1: Introduction

Hybrid learning is an instructional delivery format that includes both online learning and traditional classroom learning (Hall & Villareal, 2015). It is often seen as the best of two worlds (Garrison & Vaughan, 2008; Ilgu & Jahren, 2015; Lamport & Hill, 2012; Owston et al., 2013). Hybrid learning is one of the fastest-growing higher education trends because of its countless educational benefits (F. Wang et al., 2009). Studies about hybrid learning focused on various areas, including student engagement strategies (Ackerman, 2008; Sniad et al., 2020) students' attitude toward hybrid classes (Chen & Chiou, 2014; Hall & Villareal, 2015; Lin, 2008; Lintunen et al., 2017; Sivo & Brophy, 2003), faculty experiences and perceptions (Calderon, 2013), learning effectiveness (Panyajamorn et al., 2016), and hybrid learning–related technology tools (Hurlbut & Dunlap, 2019; Kohls et al., 2018). Meanwhile, leadership disciplines are found to enhance pedagogy and teaching structure in hybrid courses (Meier, 2016). However, there are few studies in recent years that researched hybrid learning and faculty leadership strategies (e.g., Hyatt & Allen, 2018; Torres & Gilzene, 2019), and even fewer studies specific to graduate-level education. Some of the literature around leadership for hybrid education is at an institutional level (Garrison & Kanuka, 2004; Hilliard, 2015), such as organizational effectiveness (Kaewumpai, 2010) and team communication (Hastings et al., 2018). However, very few studies have focused on faculty leadership, especially higher education faculty's leadership strategies and their influences on students (Kranzow, 2013).

Faculty leadership is a critical component that is directly related to effective teaching and school success (Berry et al., 2010). Faculty are leaders (Meier, 2016), and they are frontline leaders who are leading students to engage and obtain knowledge. "This [faculty as leaders] becomes more important in environments where one is confronted with adults, as is the case at universities and in adult education generally" (Meier, 2016, p. 25). Therefore, Meier (2016) recognized the significance and research gap of how faculty leadership skills are applied in graduate-level hybrid learning. Researchers have conducted similar studies on faculty

leadership practices in university and graduate level (Kranzow, 2013; McCown, 2018; Taylor, 2018). Yet, fewer studies have been conducted specific to faculty leadership practices in graduate-level hybrid education.

The term hybrid learning may also be referred to as blended learning. As with hybrid learning, blended learning is a learning approach that combines traditional face-to-face teaching with computer-mediated or online teaching (Bonk & Graham, 2012; Graham, 2006; Nuruzzaman, 2016), or an integration of "thoughtfully selected and complementary face-to-face and online approaches and technologies" (Garrison & Vaughan, 2008, p. 148). For the purpose of consistency, the term hybrid learning was used throughout this dissertation to convey all modes of mixed learning that combine online and face-to-face elements.

The literature was reviewed systemically related to three main themes: hybrid learning, leadership theories, and the intersection of the two. A qualitative case study approach was used to focus and analyze the North Star University (NSU) Graduate School of Education faculty leadership practices specific to teaching hybrid courses. A hybrid course at NSU may have 40% to 80% of online learning and 20% to 60% of onsite instruction. The research results aimed to raise questions and awareness for researchers, institutional administration, faculty, and students in the interdisciplinary field between hybrid education and faculty's leadership application. It also intended to open more conversations for the integration of leadership practices when faculty are using hybrid instruction in graduate education.

Background

Educators and researchers have consistently sought innovative teaching and learning strategies in higher education and graduate-level education. Throughout the last decade, the term hybrid learning has grown in awareness and practice in graduate-level education (Ackerman, 2012). Scholars believe that students learn differently in this globalized era; thus, the traditional learning approach may not be ideal for all students anymore (Alebaikan & Troudi, 2010; Ma'arop & Embi, 2016). Compared to traditional in-person instruction, a hybrid

instruction approach has proved to be a better approach to encourage students to become independent learners in and outside of the classroom by many scholars and first-line teachers. A hybrid learning model is an effective "integration of classroom face-to-face learning experiences with online learning experiences" (Garrison & Kanuka, 2004, p. 96). Hybrid instruction has frequently been adopted in educational programs in recent years, especially in higher education and corporate training settings (Klimova & Kacetl, 2015). Meanwhile, an increasing number of K-12 schools have been implementing hybrid education formats in their courses (Shand & Farrelly, 2018) because of hybrid learning's flexibility and its increasing learning opportunity for students both in urban and rural areas (Rupp, 2016).

Scholars view hybrid education as an approach that combines the best features of both face-to-face and online learning (Garrison & Vaughan, 2008; Ilgu & Jahren, 2015; Lamport & Hill, 2012; Owston et al., 2013). Hybrid learning makes it possible to move a significant portion of the learning activities online. The learning time traditionally spent in the classroom is reduced but not eliminated (Calderon, 2013). Numerous studies have revealed various benefits of hybrid education, including institutions' growth and feasibility (Garcia et al., 2014; Young et al., 2016), increased student accessibility (Blier, 2008; Buzzetto-More & Guy, 2006; Yudko et al., 2008), flexibility (Crawford et al., 2014), student academic performance (Chen & Chiou, 2014; Calderon, 2013), student satisfaction (Chen & Chiou, 2014), pedagogical improvement of online learning (Garcia et al., 2014; Calderon, 2013), pedagogical improvement of traditional in-person learning (Chen & Chiou, 2014; Eryilmaz, 2015; Hilliard, 2015; Ilgu & Jahren, 2015; Napier et al., 2011; Smyth et al., 2012), and students' improved soft skills (Helms, 2014; Hilliard, 2015; Ilgu & Jahren, 2015; Smyth et al., 2012).

Although hybrid learning has numerous benefits, various challenges of hybrid learning have also been discovered (Gleason & Greenhow, 2017; Ma'arop & Embi, 2016; Rasheed et al., 2020). Challenges of hybrid learning include faculty's pedagogy knowledge (Alebaikan & Troudi, 2010; Jokinen & Mikkonen, 2013; Korr et al., 2012; Ma'arop & Embi, 2016; Young et al., 2016),

finding the right balance (Gedik et al., 2013; Korr et al., 2012; Rowley et al., 2002), workload (Alebaikan & Troudi, 2010; Gedik et al., 2013; Korr et al., 2012; Rasheed et al., 2020; Serrano et al., 2019), technology competency (Brown, 2016; Lin, 2008; Prasad et al., 2018; Rasheed et al., 2020), technology issues (Hara, 2000; Jokinen & Mikkonen, 2013; Lin, 2008; Smyth et al., 2012), student engagement and motivation (Ilgu & Jahren, 2015; E. Johnson et al., 2018; Napier et al., 2011; Parris et al., 2011; Shea et al., 2015), student self-regulation (Alebaikan & Troudi, 2010; Napier et al., 2011; Nuruzzaman, 2016; Raes et al., 2019; Rasheed et al., 2020), mindset and attitude (Jokinen & Mikkonen, 2013; Ramos et al., 2011; Rasheed et al., 2020), and student feeling of isolation (Parris et al., 2011; Rasheed et al., 2020; Smyth et al., 2012). Despite the critics of hybrid education, increasing numbers of hybrid programs and courses are being offered by higher education institutions because of the changing student demographics and their needs for accessibility (Blier, 2008).

Statement of the Problem

As one of the fastest-growing trends in higher education, hybrid education has countless educational benefits (F. Wang et al., 2010) for both students and the institutions. Hybrid or as it is sometime referred to as blended learning makes learning more accessible to students, and it provides new opportunities and structures for knowledge acquisition. Most studies about hybrid learning in higher education focused on its pedagogical considerations, technological applications, students and faculty perspectives, and learning effectiveness. However, faculty leadership is one of the significant but often overlooked components of hybrid education. Limited literature is available concerning faculty's leadership practices in teaching hybrid courses.

Stogdill (1950) described leadership as a process of influencing the activities of an organized group in its attempts toward goal setting and achievement. Similarly, in education, leadership involves influence, common goals, and often occurs in groups. Leadership theories can enhance pedagogy and teaching structure of hybrid learning (Meier, 2016). Therefore, it is

critical that researchers, educators, and institutions examine the gap in the intersection of faculty's leadership practices in hybrid education and reveal leadership implications in teaching and leading hybrid education.

Purpose of the Study

Hybrid learning in higher education has become "an ubiquitous delivery mode offered by most higher education institutions" (Willekens & Gibson, 2010, p. 1). Among many factors for a successful implementation of hybrid learning, faculty's leadership is one of the essential but often overlooked. As a result, it is critical that educators and institutions study the gap and intersection between faculty leadership and graduate hybrid education. Data related to faculty leadership considerations and applications were collected and thus provided insight about common leadership strategies in a hybrid education environment. The researcher aimed to contribute to the literature of hybrid learning and leadership in graduate education. The purpose of this study was to use a case study approach to examine and conceptualize NSU Graduate School of Education's faculty leadership practices and considerations in teaching graduate hybrid courses. The study results could be a benefit to graduate institutions, administrators, and most directly, faculty members interested in including effective leadership strategies in hybrid teaching environments.

Introduction to the Theoretical Framework

This study decided to use Kouzes and Posner's (2000; 2017) Leadership Model: The Five Practices of Exemplary Leadership Model as the foundation for the theoretical framework. Kouzes and Posner started to interview leaders who were middle- to senior-level managers in private and public sector organizations since the 1980s in order to find out what those people did when they were at their best in leading others. In their book *The Leadership Challenge*, Kouzes and Posner (2017) introduced the five practices of exemplary leadership as a prescriptive framework for practicing leadership. The five practices are: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart (Kouzes & Posner,

2017). Leaders model the way by creating standards and principles of excellence and setting example for others to follow; leaders inspire a shared vision by envisioning to see exciting possibilities in the future; leaders challenge the process by being innovative, willing to experiment, taking risks, and setting scaffolded steps toward larger goals; leaders enable others to act by fostering collaboration by involving and empowering others; leaders encourage the heart by appreciating individual success and celebrating the values and victories (Kouzes & Posner, 2017).

Different from trait theory, the five practices of exemplary leadership model focus on behaviors rather than leaders' traits or personalities. By examining the literature, a clear connection between hybrid teaching strategies and Kouzes and Posner's (2017) five exemplary leadership principles was found (Cashman, 2017; Gradel & Edson, 2011; Hilgard & Bower, 1966; Knowles et al., 2005; LaFasto & Larson, 2001; Spanierman et al., 2013; McDonough, 2012; Parris et al., 2011; Pittaway, 2012; Roseth et al., 2013; Rovai & Jordan, 2004; Smyth et al., 2012; Tough, 1979; Willekens & Gibson; 2010).

In the literature review of the intersections between leadership and teaching in graduate hybrid courses, clear connections between each of the five exemplary leadership principles and teaching considerations in graduate hybrid courses have been discovered, including Model the Way (King & Arnold, 2012; McDonough, 2012; Parris et al., 2011); Inspire a Shared Vision (Goleman, 2000; Knowles et al., 2005); Challenge the Process (E. Johnson et al., 2018; Knowles et al., 2005; Pittaway, 2012); Enable Others to Act (Singh, 2017; Smyth et al., 2012); and Encourage the Heart (Herman, 1995; Hilgard & Bower, 1966; Spanierman et al., 2013). In general, instructors' leadership plays a make or a break role in students' learning motivation and performance (Öqvist, & Malmström, 2016). Therefore, based on Kouzes and Posner's (2017) widely accepted five principles (Jaipian, 2010; McFarlane, 2010), this study aimed to find out what common leadership behaviors graduate school faculty practice when they teach hybrid courses.

Research Questions

The objective of this study was to investigate NSU Graduate School of Education faculty leadership practices in teaching graduate hybrid courses. This study sought to investigate this objective by establishing the six following research questions:

The central guiding research question for this study was:

- What leadership strategies are commonly practiced by faculty in teaching graduate hybrid courses?

Sub-questions included:

- Research Question 1: What leadership strategies are applied by faculty to model the way?
- Research Question 2: What leadership strategies are applied by faculty to inspire a shared vision?
- Research Question 3: What leadership strategies are applied by faculty to challenge the process?
- Research Question 4: What leadership strategies are applied by faculty to enable others to act?
- Research Question 5: What leadership strategies are applied by faculty to encourage the heart?

Overview of Design of the Study

The purpose of this qualitative case study was to examine and conceptualize faculty perspectives and practices related to leadership skills for teaching graduate hybrid courses. This study applied Kouzes and Posner's (2000; 2017) *Leadership Model: The Five Practices of Exemplary Leadership Model* as the foundation for the theoretical framework to explore the main research question: What leadership strategies are commonly practiced by faculty in teaching graduate hybrid courses?

A case study approach was used in this study. Many researchers in educational studies promote case studies as "the most desirable and convincing way of conducting and presenting research" (Richards & Morse, 2013, p. 77). Following Pepperdine University Institutional Review Board (IRB) approval, this research study applied purposeful sampling by using the following criteria: (a) Faculty who have experience in teaching hybrid courses for 2 years or more, (b) Faculty who have been teaching in graduate school for 2 years or more, and (c) Faculty who have been teaching in leadership programs for 2 years or more.

Data was gathered through course-related artifacts and interviews. For the coding process, there was a combination of deductive and inductive coding. Quirkos, a qualitative data analysis software, was operated in the coding process. Based on this study's theoretical framework, deductive coding was utilized in generating five sets of themes and initial codes. Afterward, with an inductive coding approach, data was processed by open, axial, and selective coding based on interview transcripts, memos, and artifacts. Finally, a conceptual framework was developed to demonstrate the findings. As a goal of this research, the result of this conceptual framework was adopted as the final framework of the faculty leadership practices being discovered.

Significance, Relevance, Originality, and Innovation of the Study

While the body of literature is growing relative to the pedagogy and technology use of hybrid learning, there is a gap linking faculty's leadership practices and their influences in graduate hybrid education, particularly in the online learning space (Gonzalez-Severino, 2017). The significance of this study laid in its potential to improve the awareness of faculty leadership applications in graduate school hybrid instruction. It was hoped that the research findings would benefit researchers, educators, instructional designers, program leaders, and administrators in the graduate hybrid education field. Specifically, the findings and implications would ideally benefit the growing community of graduate hybrid education in the areas such as

faculty professional development, preparation, course or program design and development, and building a successful learning community.

Faculty leadership has proved to be a significant factor that is directly related to effective teaching and school success (Berry et al., 2010). Therefore, the study of faculty leadership practices and continued development of this research area offered the potential of supporting the literature on effective teaching and school success in the graduate hybrid learning environment. This study aimed to provide a unique set of leadership practices for faculty who are teaching and leading graduate hybrid courses and programs. Finally, the innovation of this study aimed to provide a foundation for future research in the field of faculty leadership applications in graduate hybrid learning.

Assumptions, Limitations, and Delimitations

This section discussed about the key assumptions, limitations, and delimitations for the study.

- This study design was based on the assumption that the selected faculty who are teaching graduate hybrid courses in the research site have applied or considered leadership strategies in teaching these courses.
- A qualitative case study is assumed to be appropriate for the current research, and the participants selected would be sufficient to answer the research questions.
- The Kouzes and Posner's (2017) Five Exemplary Leadership Model that used in this study could present the leadership practices of the faculty who are teaching in graduate-level hybrid courses.

A limitation of a study design is the bias that the researcher did not or could not control (Price & Murnan, 2004). The following limitations of the study are elements beyond the control of the researcher.

- This research study used qualitative research methods to collect and analyze the data. Because of the nature of a case study that focuses on "particularization, not

generalization" (Richards & Morse, 2013, p. 78), the findings were limited because the data were collected from one university only. As a result, the findings from the study were limited and could not be generalized to a larger population.

- Self-reported data were collected from the participants through interviews. The researcher had no control regarding the honesty of the participants' answers.
- The study was conducted during the 2020 – 2021 academic year, with the special impact of COVID-19 pandemic. Therefore, some findings of this study might not be transferable to other periods of time.

Different from a limitation, a delimitation is a systematic bias intentionally introduced into the study design that can be controlled by the researcher for a particular purpose (Price & Murnan, 2004). The following are the delimitations of the study:

- Location: Data was collected from only one graduate school of education at a nonprofit university that is located in Southern California, U.S.
- Time: Data was only collected for a limited time of period.

Operational Definitions

The following definitions was used for this study:

- *Asynchronous Learning:* "Asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without depending on other participants' simultaneous involvement" (Ogbonna et al., 2019, p. 2). Asynchronous learning makes instruction and learning able to happen at different times and locations.
- *Case Study:* Case study is "a strategy of doing research which involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence" (Robson, 1993, p. 146). Case study is a qualitative research approach that is often adopted and valued by researchers in the educational field, and involves the study of "an issue explored through one or more cases within a

bounded system" (Creswell, 2007, p. 73). It is usually conducted through observation, interviews, field notes, audiovisual material, documents, and reports.

- *Constructivist Leadership*: From a constructivist perspective, people's learning is formed and influenced by their personal prior experiences, beliefs, histories, and perceptions. According to Lambert et al. (1995), constructivist leadership is "the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling" (p. 29).
- *Face-to-Face:* Face-to-face describes personal communication in the same physical location, instead of communicating through digital or electronic communication mediums.
- *Faculty Leadership:* Faculty leadership or teacher leadership has two primary meanings. York-Barr and Duke (2004) defined teacher leadership as "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" (p. 288). This paper focuses on faculty leadership related to facilitating students' learning process.
- *The Five Practices of Exemplary Leadership:* The five leadership practices of exemplary leaders are from Kouzes and Posner (2017)'s book *The Leadership Challenge*. Kouzes and Posner started to interview leaders who were managers in private and public sector organizations in the early 1980s, and then collected thousands of stories to find out what those people did when they were at their best in leading others. The five practices are: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (Kouzes & Posner, 2017). This is also the theoretical framework of this study. The definitions of the above five practices are:

- *Model the Way:* Model the way is the first of the five principles of Kouzes and Posner's (2017) leadership model. Leaders create standards and principles of excellence and set an example for others to follow. "Leaders must set the example. Deeds are far more important than words when constituents want to determine how serious leaders re ally are about what they say. Words and deeds must be consistent" (p. 14).
- *Inspire a Shared Vision:* Inspire a shared vision is the second of the five principles of Kouzes and Posner's (2017) leadership model. Leaders believe they can make a difference. Leaders envision and inspire others to have this shared vision of the future of the organization. Through leaders' charisma and influence, they enlist people and get them to see exciting potentials for the future.
- *Challenge the Process:* Challenge the process is the third of the five principles of Kouzes and Posner's (2017) leadership model. Leaders constantly look for new ways to improve the organization by experimenting and taking risks. By challenging the process, leaders set scaffolded goals so that people can achieve small milestones as they work on the way to greater goals. Leaders also take failures as opportunities to learn because they understand that taking risks involves mistakes and failures.
- *Enable Others to Act:* Enable others to act is the fourth of the five principles of Kouzes and Posner's (2017) leadership model. Leaders build motivated and collaborative teams by involving others. By enabling others to act, leaders strive to create an environment that has mutual respect, trust, and human dignity. These leaders strengthen others, enable others, and make each person of the team feel capable and powerful.

- *Encourage the Heart:* Encourage the heart is the last of the five principles of Kouzes and Posner's (2017) leadership model. By encouraging the heart, leaders show appreciation for individual excellence and celebrate the values and victories.

- *Hybrid Course:* Researchers and institutions have different considerations in defining hybrid courses. For example, some attribute percentages of virtual time spent necessary for a course to be considered as a hybrid course (Hyatt & Allen, 2018). The University of North Florida identifies a hybrid course as a course "in which at least 50 percent and not more than 79 percent of the direct instruction of the course is delivered using some form of technology where the student and instructor are separated by time or space, or both" (University of North Florida, n.d., para. 6). A hybrid course at NSU Graduate school of Education may have 40% to 80% of online learning and 20% to 60% of onsite instruction. For the purposes of this study, the researcher applied the standards from the NSU to define hybrid courses.
- *Hybrid Learning:* Hybrid learning, blended learning, or mixed-mode instruction is a thoughtful educational approach that integrates face-to-face learning experiences and online learning experiences (Garrison & Kanuka, 2004; Ilgu & Jahren, 2015). Hybrid learning dichotomizes the class time into "a distance or a web-based learning portion and an in-class or face-to-face meeting portion. However, the length of each learning mode may vary according to the course design" (Olapiriyakul & Scher, 2006, p. 288).
- *Leadership:* According to Stogdill (1950), leadership is a process of influencing the activities of an organized group in its attempts toward goal setting and achievement. Zaleznik (1977) continued to emphasize the aspect of influence in leadership, as

leadership influences the thoughts and behaviors of other people. More specifically, Winston and Patterson (2006) wrote:

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. (p. 7)

- *Online Learning:* Online learning or online education refers to online communication and educational applications, including course delivery, access to resources, and collaboration. Online learning can include both synchronous and asynchronous learning. "Online learning is described by most authors as access to learning experiences via the use of some technology" (Benson, 2002; Carliner, 2004; Conrad, 2002, as cited by Moore et al., 2010, p. 130).
- *Pedagogy:* Pedagogy is the science of teaching. It is the method and practice of teaching and making the learners learn, especially in an academic learning environment. In a pedagogical model, teachers take on responsibility for deciding on the content to be learned, how, and when something will be learned. In pedagogy, "the educational focus is on transmitting, in a very teacher-controlled environment, the content subject matter" (Pew, 2007, p. 17).
- *Synchronous Learning:* "Synchronous learning involves the exchange of ideas and information with one or more participants during the same period" (Ogbonna et al., 2019, p. 2). Synchronous learning affords real-time interaction and requires simultaneous student-teacher presence (Perveen, 2016), both face-to-face and online.

- *Transformational Leadership:* Burns (1978) theorized leadership as transformational. Transformational leaders do not only inspire followers to achieve goals but also develop their capacity to become leaders. Transformative leaders transform their followers by empowering individuals, aligning shared visions and goals, challenging the followers to be innovative problem solvers, and through coaching and mentoring (Bass & Riggio, 2006).

Summary

The research study intended to examine faculty's leadership considerations related to graduate hybrid courses. To be specific, this study explored the unique leadership strategies that faculty members commonly practice while they are teaching graduate hybrid courses. The literature review provided an overview of hybrid education, its background, advantages, challenges, hybrid pedagogy, and faculty roles in hybrid learning. The literature review also presented Kouzes and Posner's (2017) leadership theory model: The Five Practices of Exemplary Leadership Model as the theoretical foundation to guide this study. The literature review finally examined the common practices of faculty leadership in teaching graduate hybrid courses, by connecting the literature findings with the theoretical framework of this study.

This research project aimed to extend the research in graduate hybrid education research and practice. It might provide educators and researchers with a deeper understanding and awareness of the role of leadership in graduate hybrid education. With the findings of this study, higher education institutions, professors, and administrators might utilize leadership strategies and common practices to enhance the hybrid education experience.

Organization of the Study

The structure of this paper consisted of five chapters. Chapter 1 provided an overview and introduction of the study. The topics covered the rationale of the researcher examining faculty leadership practices in teaching graduate hybrid courses. Chapter 2 was a comprehensive review of literature, including background, theories, and discussions relevant to graduate hybrid

learning and leadership. The intersection between graduate hybrid learning and leadership was examined and summarized. Chapter 3 provided a description of the research methods applied in this study and included an explanation of the research design, including site selection, participants, sampling, and instrumentation. Discussions on data collection, data analysis, protection of human subjects, research credibility, dependability, researcher's positionality, and limitation were also presented. Chapter 4 reported the research findings and data analysis to answer the proposed research questions. Chapter 5 summarized and discussed the findings, shared insights into the future implications of this research related to theory and practice, and provided limitations and recommendations for future studies.

Chapter 2: Review of the Literature

This research study examined faculty's leadership considerations in teaching graduate hybrid courses. Through a review of literature, Chapter 2 located, analyzed, synthesized, and organized previous research and documents related to the topic of hybrid education and leadership. The literature review focused on three main topics: hybrid education, leadership theories, and the intersections between leadership considerations in hybrid education. A theoretical framework was introduced to the study based on the five practices of exemplary leadership (Kouzes & Posner, 2000).

Roberts and Hyatt (2019) introduced eight steps of conducting a thorough and scholarly review of the literature in their book *The Dissertation Journey*. These eight steps are: (a) identify keywords or descriptors, (b) create a search query, (c) identify relevant literature sources, (d) search the literature and collect relevant materials, (e) critically read and analyze the literature, (f) synthesize the literature, (g) organize the literature, and (h) write the literature review. These eight steps are not automatically progressive. Instead, Roberts and Hyatt (2019) indicated that a researcher might move back and forth between these steps in conducting the literature review. Based on these guidelines, the researcher started the literature review process by identifying keywords of the research (e.g., hybrid learning, faculty leadership, graduate education) and creating search queries. With initial keywords and search queries prepared, the literature searching process was started by conducting peer-reviewed article searches in ProQuest and ERIC databases. A Google Scholar search was also utilized in finding relevant books and articles, as it provided a broader collection of literature across many different disciplines and sources (Creswell & Creswell, 2018). Search words and phrases included hybrid education, (post)graduate education, hybrid pedagogy, teaching practices, faculty leadership, leadership in teaching, and educational leadership. Synonyms of hybrid education, which include hybrid learning, hybrid model, blended learning, and blended model, were also used as search terms. Further literature was identified through cited references and discovered within

found resources. Relevant literature that studied hybrid education also used multiple terms, such as mix mode, technology enhanced, web-enhanced, and remote learning. Both general to specific and thematic organizational frameworks (Roberts & Hyatt, 2019) were used to organize the literature. This literature review starts with discussions of a general and comprehensive perspective, then examines studies that are most closely related to this research. For example, the discussions started from the theme of hybrid education, and then narrowed down to postgraduate hybrid education leadership. Meanwhile, with a thematic organizational framework, literature is organized and discussed as key concepts, categories, and subthemes.

Chapter Structure Overview

This discussion of existing literature was focused on three main parts: hybrid education, leadership theories, and the intersections between the two, which results in leadership practices in hybrid education. This chapter first presented the background of hybrid education, including different types and terms of hybrid education, particularly in the perspective of hybrid pedagogy and efficiency. Advantages and challenges of hybrid education and descriptions of the complexity of the faculty roles in hybrid education was summarized. The second part of the chapter thoroughly reviewed the theoretical framework of this study by introducing Kouzes and Posner's (2017) leadership theories, which include five exemplary leadership traits: (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart. Finally, the last part of this literature review examined the intersection between faculty's leadership applications and hybrid instruction, and attempted to build the connections between hybrid education and faculty leadership by using the theoretical framework of the study.

Hybrid Education

The Background of Hybrid Education

A hybrid model provides a learning experience that combines both in-person and online education (Bonakdarian et al., 2009; Hall & Villareal, 2015). As Garrison and Kanuka (2004)

stated, a hybrid education model is an effective integration of classroom face-to-face learning with online learning components. Hybrid education has been commonly implemented in worldwide educational programs in recent years, especially in higher education and corporate training settings (Klimova & Kacetl, 2015). Dangwal (2017) has a more detailed description of hybrid education that incorporates direct instruction, indirect instruction, collaborative teaching, and individualized computer-assisted learning. Additionally, it is "a mixture of traditional classroom teaching and online learning, virtual classes, voice messages, e-mail, tele-conferencing, online written texts and videos" (Thorne, 2002, p. 80). Hybrid learning may also be referred to as blended learning, technology-enhanced learning, technology-mediated instruction, web-enhanced instruction, or mixed-mode learning. These terms are usually used interchangeably in existing research literature (Nuruzzaman, 2016).

In the mid-1970s, the earliest form of online education was invented by academics who were also engaged as Arpanet researchers (Harasim, 1987). E-mail and computer conferencing were introduced to university students as course content, and soon enough became a pedagogical process. Starting from the early 1980s, more researchers started to look into computer-assisted and technology-enhanced learning in higher education (Simon, 1985; Spraggins, 1983). These studies focus on how computers and technologies could assist the traditional face-to-face learning and teaching, but do not yet address distance education. Meanwhile, blended learning and blended classroom models emerged in schools in 1983 (Harasim, 2017). In the late 1980s, numerous studies on online learning and teaching started to emerge (Grabe, 1988; Harasim, 1987).

Statistically, little research has been found with direct research on hybrid or blended learning enrollment numbers. However, the number of student enrollment in distance education has increased while the number of traditional on-campus students has been largely declined over the recent decade (Seaman & Seaman, 2019; Seaman et al., 2018). According to Seaman and Seaman (2019), from 2012 to 2019, students who studied at least one course at a

distance increased 2 million, from 5.4 million to 7.4 million. Meanwhile, the number of students who studied on-campus decreased by 1.9 million nationally (Seaman & Seaman, 2019, p. 2). Similarly, in another study, Seaman et al. (2018) found that "the total number of students studying on campus (those not taking any distance course or taking a combination of distance and non-distance courses) dropped by over a million (1,173,805, or 6.4%) between 2012 and 2016" (p. 4). This decrease has been revealed across all higher education sectors, including public, private not-for-profit, and private for-profit institutions. On the other hand, distance education student enrollment, including both students who are taking all of their courses at a distance and students who are taking a combination of distance and non-distance courses, has increased each year steadily and grew by 17.2% from 2012 to 2016 (Seaman et al., 2018, p. 12). For example, undergraduate students who are taking advantage of distance courses increased from 4,559,494 to 5,253,997 from 2012 to 2016 (Seaman et al., 2018, p. 38). And the number of graduate students who are taking distance courses increased from 865,912 to 1,105,124 from 2012 to 2016 (Seaman et al., 2018, p. 38).

Blended-Mode Learning. To enhance face-to-face learning, blended-mode learning appeared as an add-on or supplement to the existing curriculum (Harasim, 2017). At this time, the online portion of the learning "does not replace the traditional techniques nor do they represent a significant portion of the course grade" (Harasim, 2017, p. 30). The normal pedagogical practices for this mode include using e-mail functions for communication between faculty and students, submitting assignments, distributing course materials and online quizzes, or distributing course grades. Then it became mixed mode learning as a result of the emergence of new online educational applications. Very similar to the definition of hybrid learning, mixed or blended-mode learning makes up a significant portion (more than 50%) of the learning activities and overall online grade (Harasim, 2017).

Hybrid Learning. However, the terms hybrid education, hybrid learning, or hybrid solution did not largely appear until the middle 1990s (Hoffman et al., 1995; Jackson et al.,

1997; Senta, 2008). Hybrid learning "was originated to improve and complement distance learning" (Calderon, 2013, p. 26). A widely accepted definition of hybrid learning is that it is an educational approach that integrates face-to-face learning experiences and online learning experiences (Garrison & Kanuka, 2004; Ilgu & Jahren, 2015).

Many classifications of hybrid learning are defined by different perspectives. Friesen (2012, as cited in Nuruzzaman, 2016) classified blended/hybrid learning into six models:

1. Face to face driver—where the teacher drives the instruction and augments with digital tools.
2. Rotation—students cycle through a schedule of independent online study and face-to-face classroom time.
3. Flex—Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.
4. Labs—The entire curriculum is delivered via a digital platform but in a consistent physical location. Students usually take traditional classes in this model as well.
5. Self-Blend—Students choose to augment their traditional learning with online course work.
6. Online Driver—All curriculum and teaching is delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary. (p. 129)

HyFlex Model. In addition, a new type of hybrid learning model, the HyFlex model, has emerged in recent years (Abdelmalak & Parra, 2016; Beatty, 2007). It has also been named synchronous hybrid learning (Butz & Stupnisky, 2016; Raes et al., 2019; Romero-Hall & Vicentini, 2017), synchronous blended learning (Lakhal et al., 2017; Q. Wang & Huang, 2018), or optimal engagement and immersion pedagogy (Miyake-Trapp et al., 2020). In this HyFlex learning environment, both on-site and online students can simultaneously attend classes and learning activities. This new model provides more flexibility in learning attendance (Raes et al.,

2019; Q. Wang & Huang, 2018) and extends some features of classroom instruction to the online students to make equivalent learning experiences possible (Q. Wang & Huang, 2018).

Advantages and Challenges of Hybrid Education

Advantages of Hybrid Education. Hybrid learning is an educational approach that combines the advantages of online and face-to-face learning models. Researchers and educational practitioners find hybrid learning as the best of two worlds because of its blending feature (Ilgu & Jahren, 2015; Lamport & Hill, 2012). At the core, hybrid courses were to provide an alternative to traditional face-to-face instruction. Advantages of hybrid learning include, but are not limited to:

- Institutions' Growth and Feasibility (Garcia et al., 2014; Nuruzzaman, 2016; Young et al., 2016);
- Increased Student Accessibility (Blier, 2008; Buzzetto-More & Guy, 2006; Yudko et al., 2008);
- Valuable Adult Learning Approach (Smyth et al., 2012);
- Pedagogical Improvement of Online Learning (Garcia et al., 2014; Calderon, 2013);
- Pedagogical Improvement of Traditional In-Person Learning (Chen & Chiou, 2014; Eryilmaz, 2015; Hilliard, 2015; Ilgu & Jahren, 2015; Napier et al., 2011; Smyth et al., 2012); and
- Students' Improved Soft Skills (Helms, 2014; Hilliard, 2015; Ilgu & Jahren, 2015; Smyth et al., 2012).

Institutions' Growth and Feasibility. From an institutions' perspective, scholars believe that hybrid learning models fit the business model needed to sustain financial growth and feasibility of colleges and universities (Young et al., 2016). The hybrid model allows schools to maximize classroom space and decrease the number of overcrowded classrooms (Nuruzzaman, 2016). Consequently, the expansion in classroom utilization cuts costs of instruction delivery (Garcia et al., 2014) and "have the potential to reduce direct instructional

cost by 25-50 percent" (Dziuban, Hartman, & Moskal, 2004, as cited in Nuruzzaman, 2016, p. 130). Campus parking situations, flexibility in course scheduling, and schools' savings on photocopying are all improved as a result of the hybrid learning model (Nuruzzaman, 2016). Higher education institutions are reviewing strategies to increase enrollment by providing flexible course offerings (Young et al., 2016) and extend the course offerings to a broader audience of learners (Garcia et al., 2014).

Increased Student Accessibility. From the students' perspective, because of the limit of time and space, face-to-face classes can only be accessible to a certain amount of the student population. "The hybrid course grew out of a desire to make course offerings more accessible to students" (Blier, 2008, p. 27). For example, hybrid courses and programs reduce students' travel time and expenses. In addition, Internet resources and electronic communication are also made available and more convenient with the hybrid model (Yudko et al., 2008). Buzzetto-More and Guy (2006) indicated that hybrid learning has a positive future in minority education. The courses offered with the hybrid model in higher education have increased rapidly because of the shift of student demographics.

Valuable Adult Learning Approach. Some students believe that hybrid learning, as a valuable adult learning approach, provides learning autonomy and enables students' problem-solving skills (Smyth et al., 2012). Most notably, students noted they learned more through a hybrid course when comparing it to a traditional face-to-face class (Smyth et al., 2012).

Pedagogical Improvement of Online Learning. From the perspective on pedagogy and learning, hybrid education is a modification and improvement of distance learning (Calderon, 2013). The combination of face-to-face and online learning in hybrid education provides opportunities to overcome some of the negative associations of a fully online course, such as the feelings of social isolation, confusion, and low motivation. With the emergence of the hybrid model, while having the in-person interaction and socialization,

students are still "benefiting from the practical, financial, and pedagogical advantages offered through online education" (Garcia et al., 2014, p. 67).

Pedagogical Improvement of Traditional in-Person Learning. According to Ilgu and Jahren (2015), hybrid learning methods such as Flipped Learning benefit students' learning with a student-centered instructional approach. Not only are students able to access course materials and watch, pause, rewatch, and take notes on the lecture videos 24/7, the model creates free time for more interactive exercises and complex problem solving during in-person class time. Hybrid learning format offers learning flexibility and self-paced learning (Hilliard, 2015; Ilgu & Jahren, 2015; Napier et al., 2011; Smyth et al., 2012). The use of new communication technologies promotes students' learning attitudes (Ilgu & Jahren, 2015). Hybrid education was proved by researchers to increase learning result on many levels, such as its high effectiveness (Eryilmaz, 2015), and higher academic achievement (Hilliard, 2015), including significantly higher scores than traditional face-to-face courses (Chen & Chiou, 2014; Helms, 2014).

Students' Improved Soft Skills. Hybrid education prepares students with needed social skills in different ways. It improves students' responsibility (Smyth et al., 2012), communication, and teamwork (Helms, 2014). Nuruzzaman (2016) found communication between faculty and part-time students is improved because of hybrid learning. It increases students' engagement and empowerment, such as increasing opportunities for graduate students to be involved in teaching efforts (Ilgu & Jahren, 2015). Moreover, hybrid learning increases the opportunity for global connection, collaboration, and preparing students with needed skills in a global society (Hilliard, 2015).

Controversial Findings on Advantages of Hybrid Education. Many of the advantages of hybrid learning are controversial. Some scholars believe hybrid learning increases students' engagement (Ilgu & Jahren, 2015), while others find fostering student engagement and participation can be a challenge (Ma'arop & Embi, 2016; Parris et al., 2011). Similarly,

researchers have contradicted findings on student-faculty interactions and student satisfaction with hybrid learning. For example, many studies reveal that students have a high satisfaction level with hybrid learning (Banerjee, 2011; Lim et al., 2008; Vaughn, 2007). At the same time, a low satisfaction level associated with hybrid learning was also found within numerous studies (Pinto & Anderson, 2013; Vamosi et al., 2004). However, students' satisfaction levels may not be individually associated with hybrid learning. For example, according to Yudko et al. (2008), students who are digitally literate generally have a strong positive attitude toward hybrid education and believe that they benefit from it. Students who are not as computer or internet proficient do not necessarily have a strong belief in the benefit of hybrid courses. The satisfaction level can be associated and influenced by many factors, such as learning subjects, learning experience design, faculty pedagogical strategies and involvement, the length of the course or program, and perhaps faculty's leadership in leading students to navigate through hybrid education. According to Estelami (2012), student satisfaction is found to be affected by the course content, student-teacher communications, the use of effective learning tools, and the instructor. Therefore, the advantages and challenges are both situational. They depend on the design of the hybrid learning environment as a whole and to what model (online or traditional model) it is compared.

Challenges of Hybrid Learning. Although researchers and educational practitioners find hybrid learning as the best of two worlds because of its blending feature, various challenges with the hybrid learning model have been discovered as well (Gleason & Greenhow, 2017; Ilgu & Jahren, 2015; Ma'arop & Embi, 2016; Nuruzzaman, 2016; Rasheed et al., 2020). Challenges with hybrid learning include, but are not limited to:

- Faculty's pedagogy knowledge;
- Finding the right balance;
- Workload;
- Technology competency;

- Technology issues;
- Student engagement and motivation;
- Student self-regulation;
- Mindset and attitude; and
- Student feelings of isolation.

Faculty's Pedagogy Knowledge. Most instructors in higher education do not have a teacher education background and may have less experience and development in pedagogical theories and practices. Besides, traditional face-to-face models of instruction do not effectively reach hybrid students (Young et al., 2016). Some instructors lack specific pedagogical skills, and thus have challenges in instructional design in their hybrid learning curricula (Alebaikan & Troudi, 2010; Ma'arop & Embi, 2016). Instructors face challenges in curriculum restructuring (Korr et al., 2012) and learning-activity redesigning to accommodate the virtual space (Levin et al., 2013), especially for teachers who have no previous experience of collaborative planning and hybrid learning (Jokinen & Mikkonen, 2013). According to Young et al. (2016), "Essential with any shift regarding instructional implementation is training, both on the practical pedagogical level, as well as the theoretical level" (p. 50). Therefore, additional professional development and knowledge is needed for faculty to transit from a traditional face-to-face model to a hybrid format.

Finding the Right Balance. Planning on the right balance is one of the most significant challenges found by numerous researchers (Alebaikan & Troudi, 2010; Gedik et al., 2013; Korr et al., 2012; Ma'arop & Embi, 2016; Napier et al., 2011; Rowley et al., 2002; Serrano et al., 2019). Some instructors found the decrease of face-to-face instruction time and the sense of rush was the most challenging issue (Jokinen & Mikkonen, 2013). Instructors have challenges in creating a balance and harmony between face-to-face and online-learning spaces (Gedik et al., 2013; Ma'arop & Embi, 2016), such as in time allocation for in-person meetings and online learning (Gedik et al., 2013). There is often a disconnection between face-to-face and online

components of hybrid courses (Strom & Porfilio, 2019). Some instructors only use an online environment as a depository for learning materials (Jokinen & Mikkonen, 2013). Consequently, how to utilize an online environment fully to connect and support overall hybrid learning experience remains a challenge. In addition, it is also challenging to find the right balance of the synchronous and asynchronous learning for the online learning experience. Farmer (2020) provided six models of blended online learning based on different ratios of synchronous and asynchronous hours: Flipped Classroom, Guided Lab Time, Integrated Lab Time, Capstone/Independent Learning, Project-Based Course, and Self-Directed Course. In order to achieve the right balance, Farmer (2020) suggested considering the following three questions when deciding on an approach: (a) Where is the course situated within the overall academic program?; (b) How independent are the learners at this point in the program?; and (c) What level of guidance or coaching will the learners need to be successful? Ultimately, the instructors need to discover the techniques to leverage asynchronous learning time to support overall learning and conduct better synchronous sessions (Levy, 2020).

Workload. Another commonly found challenge was increased time devotion and workload for the instructors who are teaching hybrid classes (Alebaikan & Troudi, 2010; Gedik et al., 2013; Korr et al., 2012; Napier et al., 2011; Serrano et al., 2019). According to Garnham and Kaleta (2002, as cited by Nuruzzaman, 2016), instructors need to invest a substantial amount of time and effort into remodeling the class. Instructors feel the need to create online learning communities for their students, constantly monitor students' engagement, guide the students to organize their online learning activities, and utilize the online learning materials (Rasheed et al., 2020). Instructors also need to spend countless amounts of time preparing learning materials such as making videos, building course content, and uploading learning resources. Rasheed et al. (2020) believed that instructors spend too much time and effort in creating quality online videos, and it has become a top challenge to the instructors. Although most of the studies found that the workload of hybrid teaching is heavier than face-to-face

instructions, some scholars believed that hybrid teaching instructors would have less workload compared to teaching in a 100% online class (Ranganathan et al., 2007). On the other hand, students also find an increasing workload in doing course work when compared to a traditional face-to-face model (Napier et al., 2011).

Technology Competency. Technology literacy is a challenge for both faculty and students (Brown, 2016; Rasheed et al., 2020). Students face challenges with lack of Internet technology literacy and skills (Lin, 2008), along with unpleasant side effects associated with technology (Nuruzzaman, 2016), such as demotivation and refusal to engage (Prasad et al., 2018). Instructors also face challenges related to technology competency, such as a lack of technological literacy, lack of confidence of using technologies in teaching, willingness to learn the use of technologies for teaching, creating instruction content on learning management systems, and training students in the use of online materials (Rasheed et al., 2020).

Technology Issues. Technology issues such as Internet connectivity (Lin, 2008; Smyth et al., 2012) were reported as a some of the hybrid learning challenges. These technology problems prohibit students from fully engaging in online learning experience (Smyth et al., 2012), impact student attitudes toward learning (Lin, 2008), and may also create student distress and anxiety (Hara, 2000). Moreover, a lack of institutional support on technology such as insufficient technical support and inadequate hardware is another reason instructors find hybrid teaching challenging (Jokinen & Mikkonen, 2013).

Student Engagement and Motivation. Student engagement brings out many educational benefits. However, how to keep students engaged becomes a common challenge in hybrid classes (Napier et al., 2011; Parris et al., 2011). Shea et al. (2015) believed that maintaining student engagement was one of the greatest challenges to successful hybrid course implementation. Napier et al. (2011) wrote:

> Students were given reading assignments on the days that we didn't meet and then the following class was supposed to be a discussion on what they read. Most students would

> come unprepared and the discussion session usually ended as a lecture, leaving lesser time to do other things….Quizzes were the only way to get the students to read. (p. 29)

However, graduate students were found to have more intrinsic motivation than undergraduate students in an online learning environment (Rovai et al., 2007). Hybrid learning has been also criticized for not providing adequate interactions between instructors and students (Ilgu & Jahren, 2015; Shea et al., 2015). Instructors' social engagement, support to the students, students' technology skills, and Internet issues could all impact student engagement (E. Johnson et al., 2018). Additionally, Parris et al. (2011) believed that the inconsistency of student engagement also led to decreased chances of success in the course grades and learning outcomes.

Student Self-Regulation. Researchers have found students face challenges of self-regulation (Rasheed et al., 2020), self-discipline (Napier et al., 2011; Raes et al., 2019), time-management skills (Napier et al., 2011), and responsiveness (Alebaikan & Troudi, 2010). "Participating in a blended or hybrid course requires students to be self-motivated learners with effective time management skills. Students are responsible for successful interactional classroom environment" (Nuruzzaman, 2016, p. 131).

Mindset and Attitude. Teachers and educational institutions' perspectives on hybrid instruction sometimes are still a challenge (Rasheed et al., 2020). Some teachers have negative perceptions toward hybrid learning, especially the online portion, and are skeptical about the effectiveness of hybrid instruction and the use of technology for teaching and learning (Rasheed et al., 2020). Some instructors are reluctant to rethink and rework their practices to meet students' needs and lack a willingness to be trained or counselled (Ramos et al., 2011). On the other hand, students are used to traditional teacher-led studying, and might be reluctant to use new learning methods (Jokinen & Mikkonen, 2013), which is often student-centered and self-paced learning.

Student Feelings of Isolation. One of the challenges of hybrid learning is students' feeling of disconnection and isolation (Parris et al., 2011; Rasheed et al., 2020; Smyth et al., 2012). In a hybrid learning environment, the opportunity for social interaction can be limited. In Smyth's et al. (2012) study, students thought that they did not know anyone and were "not really given the opportunity to know people" (p. 466). Some students experienced mental health issues (Levin et al., 2013). However, some scholars have argued that a hybrid learning environment, when compared to a virtual learning environment, will help to reduce anxiety and feelings of isolation because the opportunity for face-to-face classroom settings is lessened (El-Gayar & Dennis, 2005). Table 1 displays the above supporting literature of the challenges of hybrid learning by themes.

Table 1

Challenges of Hybrid Learning

Themes	Authors
Pedagogy Knowledge	Alebaikan & Troudi, 2010; Jokinen & Mikkonen, 2013; Korr et al., 2012; Levin et al., 2013; Ma'arop & Embi, 2016; Young et al., 2016
Finding the Right Balance	Alebaikan & Troudi, 2010; Farmer, 2020; Gedik et al., 2013; Korr et al., 2012; Levy, 2020; Ma'arop & Embi, 2016; Rowley et al., 2002; Serrano et al., 2019
Workload	Alebaikan & Troudi, 2010; Gedik et al., 2013; Korr et al., 2012; Napier et al., 2011; Rasheed et al., 2020; Serrano et al., 2019
Technology Competency	Brown, 2016; Lin, 2008; Nuruzzaman, 2016; Prasad et al., 2018; Rasheed et al., 2020
Technology Issues	Hara, 2000; Jokinen & Mikkonen, 2013; Lin, 2008; Smyth et al., 2012
Student Engagement and Motivation	Ilgu & Jahren, 2015; E. Johnson et al., 2018; Napier et al., 2011; Parris et al., 2011; Shea et al., 2015
Student Self-Regulation	Alebaikan & Troudi, 2010; Napier et al., 2011; Nuruzzaman, 2016; Raes et al., 2019; Rasheed et al., 2020
Mindset and Attitude	Jokinen & Mikkonen, 2013; Ramos et al., 2011; Rasheed et al., 2020
Student Feelings of Isolation	Parris et al., 2011; Rasheed et al., 2020; Smyth et al., 2012

Pedagogy in Hybrid Education

Garrison and Vaughan (2008) stated, "understanding the strengths of both face-to-face and online learning is the first step to being truly open to new approaches and technological possibilities" (p. 48). The following section covers a review of pedagogy in hybrid education, including hybridizing pedagogy (Garrison & Kanuka, 2004; Strom & Porfilio, 2019); flipped learning and Bloom's taxonomy (Boucher et al., 2013; Crews & Butterfield, 2014; Keengwe et al., 2014); blended community of inquiry (Garrison et al., 2010; Garrison & Vaughan, 2008; Vaughan, 2007; 2010; Voegele, 2012); and technological pedagogical content knowledge framework (Koehler & Mishra, 2009; Linder, 2017).

Hybridizing Pedagogy. Compared to face-to-face or online instruction, the hybrid model takes a different type of instruction (Strom & Porfilio, 2019). Hybrid learning is not a simple convergence or combination of face-to-face and online learning experiences. Instead, it includes complex reconceptualization and reorganization of the learning and teaching dynamic (Garrison & Kanuka, 2004). It is critical that instructors have enough time and training to explore the different pedagogical implications of both online and face-to-face learning environments and consider how the two environments can be brought together for students' learning (Reynard, 2007). The crucial piece of effective hybrid education is a systematic instructional design of pedagogy and course organization throughout the entire course across both face-to-face and online delivery platforms. The learning experiences between face-to-face and online sessions need to flow and be interconnected to maximize the learning outcome. Strom and Porfilio (2019) emphasized the significance of producing new types of pedagogy and created the phrase hybridizing pedagogy to discuss the particular pedagogy in a hybrid setting. Strom and Porfilio (2019) wrote:

> Viewing our teaching as a multiplicity or assemblage, we recognized that moving teaching from an in-class, embodied environment to an asynchronous digital one alters an important dimension of our courses, and as such, it produces a qualitative change in

> the nature of the assemblage as a whole. That also means our pedagogy, and way students experience that pedagogy, also changes in nature. Thus, we cannot merely 'transfer' the pedagogical methods we would use in a face-to-face format, but have to adapt them specifically for the affordances and constraints of an online environment. (p. 6)

Reynard (2007) emphasized that the face-to-face time should not be the arena for traditional teacher-centered instruction and passive learning. Instead, students have access to learning resources and material online first, then have time to reflect, interact, and produce evidence of learning in the face-to-face learning time (Love et al., 2015). For example, one can use the Flipped Learning model to plan the course structure, content, flow, and learning experiences to maximize all learning spaces in support of deep engagement and higher-order processing in the face-to-face space. Instructors may also consider including the use of technology tools for creative and collaborative learning experiences to strengthen the connections between online and face-to-face learning activities. Moreover, instructors are encouraged with a Collaborative approach, which includes considering small-group collaborative activities, real-world cases, and student-led/moderate seminars (Harasim, 2017). In addition, instructors may consider designing experiences that could increase togetherness (Wenger, 2009) in students' online learning space when time and location form the separation. Furthermore, by adopting the Community of Inquiry framework, instructors and course designers may also find ways to increase social, teaching, and cognitive presence to build a connected community and a successful learning experience (Garrison et al., 2010).

Flipped Learning and Bloom's Taxonomy. The Flipped Learning model is receiving a lot of attention in hybrid education in regard to the pedagogy consideration and course structure design (Boucher et al., 2013; Crews & Butterfield, 2014; Keengwe et al., 2014). Love et al. (2015) wrote:

> Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (p. 748)

In a Flipped Learning model, students are provided with learning resources and material before their traditional classroom time (Boucher et al., 2013; Love et al., 2015; Talbert, 2017). Usually, students are expected to complete the initial knowledge acquisition in their individual space before coming to the group space, which is the face-to-face classes (Love et al., 2015). Consequently, in face-to-face classes, instructors may not spend much time on lecturing, since this is completed in students' individual time. Instead, instructors are the guide on the side (A. King, 1993), and they are to "foster a safe environment, facilitate discussion, and redirect as necessary" (Love et al., 2015, p. 746). Accordingly, "The students are expected to apply and expand their knowledge of the subject by solving problems, interacting with classmates, working on projects, or sharing artifacts of their learning" (Bergmann & Sams, 2012, as cited in Crews & Butterfield, 2014, p. 40).

Flipped classroom models structure individual and group-space learning based on Bloom's Taxonomy. Bloom's Taxonomy was named after Benjamin Bloom, an American educational psychologist. There are six levels in the original cognitive domain of Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Bloom, 1956). These six levels were later revised by Anderson and Krathwohl (2001) with six action words describing the cognitive processes that learners would encounter with knowledge: Remember, Understand, Apply, Analyze, Evaluate, and Create. In a flipped classroom model, learners complete the fundamental cognitive levels of learning before class in their individual space, which are remember and understand. When students come to the class meetings, instead of spending time on basic knowledge, more time can be utilized on higher levels of cognition, such as applying, analyzing, evaluating, and creating (Love et al., 2015). For example, students

will apply and analyze key concepts of the learning by collaborating with their peers during the face-to-face classes (Gomes & Paul, 2018). Last, the higher levels of learning in Bloom's Taxonomy such as evaluate and create can be accomplished or enhanced after face-to-face meetings (Gomes & Paul, 2018), perhaps with further online collaboration or individual learning and reflection.

To encourage best practices in the Flipped Learning model, Flipped Learning Network released the Four Pillars of F-L-I-P for educators to consider in their flipped learning practice. The four pillars are flexible environment, learning culture, intentional content, and professional educator (Flipped Learning Network, 2014). In creating a learning culture, teachers may provide students opportunities to engage in meaningful activities without the teacher being central. Teachers may also scaffold these student-centered activities and make them accessible to all students through differentiation and feedback. In the pillar of professional educator, one of the indicators is to collaborate and reflect with other educators and take responsibility for transforming one's practice.

Blended Community of Inquiry. According to Garrison et al.'s (2010) Community of Inquiry model (CoI), there are three important elements for optimal and interactive online student learning: social presence, cognitive presence, and teaching presence. Historically, CoI has been the ideal model of all learning environments in higher education (Vaughan, 2010). Vaughan (2010) adopted the CoI model in his design of blended learning courses and programs. He indicated that the CoI model is based on an inquiry approach to learning. "Inquiry learning is problem or question-driven learning involving critical discourse, self-direction, research methods, and reflection throughout the learning experience" (Vaughan, 2010, p. 15). He applied the four categories of Practical Inquiry model: (a) Triggering event, (b) Exploration, (c) Integration, and (d) Resolution/application (Garrison et al., 2010) to design the blended learning experience with four inter-connected phases: (a) Before a synchronous session, (b)

Synchronous session, (c) After a synchronous session, and (d) Preparation for the next synchronous session (Vaughan, 2010).

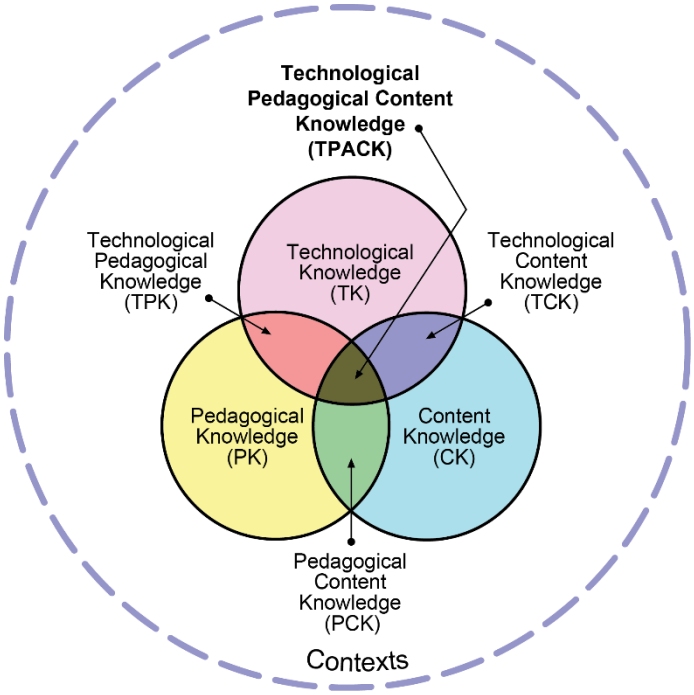
Traditionally, students would be assumed to work independently in their distanced or online space. However, more researchers have studied the CoI model in hybrid education to make connections between face-to-face and online learning (Garrison et al., 2010; Garrison & Vaughan, 2008; Voegele, 2012). Ke (2010) introduced that online teaching presence and social presence are crucial to a successful online higher education experience for adult learners. Teaching presence and social presence are online elements that encourage deep learning and motivation. Anderson et al. (2010) proposed that student motivation is influenced by how instructors communicate with them. Furthermore, Baker (2010) found a significant positive relationship between the online instructor's presence and student's motivation for learning. Researchers also have been studying the use of social presence in online and blended learning programs (Whiteside, 2015; Zilka et al., 2018). According to Gunawardena et al. (as cited in Jonassen & Land, 2012), "The degree of perceived social presence may influence the functioning of a learning community" (p. 273). Online interaction is a huge part of social presence in an online learning environment. Learners' online interaction can be increased by an improved level of social presence (Tu & McIsaac, 2002). Cakir et al. (2018) suggested that the level of distance learners' motivation is positively related to their online interactions, and consequently, to social presence. On the other hand, student engagement, persistence, and academic achievement can also be negatively impacted by the decrease of social presence (Gleason & Greenhow, 2017).

Technological Pedagogical Content Knowledge Framework. Technological Pedagogical Content Knowledge (TPACK framework) is widely researched and applied in online education (Doering et al., 2009; Qasem & Viswanathappa, 2016; Zhou et al., 2017). Although few studies researched TPACK framework in hybrid education (Linder, 2017), the theory and implication of TPACK is extremely applicable to hybrid education, especially the online portion of hybrid education. TPACK framework describes how teachers' knowledge of educational

technology, pedagogy, and content interact with each other to yield effective teaching (Koehler & Mishra, 2009). TPACK framework is formed with three main forms of knowledge: Technology Knowledge, Pedagogy Knowledge, and Content Knowledge (Koehler & Mishra, 2009; see Figure 1).

Figure 1

TPACK Framework



From *Using the TPACK Image*, by M. J. Koehler, 2011, TPACKORG (http://tpack.org). Reprinted with permission.

TPACK is the intersection of the above three primary components, and it also goes beyond them. "TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content" (Koehler & Mishra, 2009, p. 66). Koehler and Mishra (2009) wrote, TPACK Framework,

> ...allows teachers, researchers, and teacher educators to move beyond oversimplified approaches that treat technology as an 'add-on' instead to focus again, and in a more

> ecological way, upon the connections among technology, content, and pedagogy as they play out in classroom contexts. (p. 66)

For example, in hybrid learning, educators have been utilizing technology affordances based on pedagogical considerations, such as virtual mobility, digital storytelling (Otto, 2018; Shelton et al, 2016), robot-mediated communication (Gleason & Greenhow, 2017), multimedia instructions (Hsiao et al., 2017; Kresse & Watland, 2016), and social media (Casey, 2013; Chan & Leung, 2016). On the other hand, Billings et al. (2001) "warned against letting technology override pedagogical goals and emphasized that even the most futuristic and exciting technology does not automatically improve the learning process" (as cited in Twomey, 2004, p. 453). The TPACK model as an effective teaching framework but lacks a critical component, which is leadership knowledge. Therefore, this paper would fill the gap by adding the leadership knowledge as a key part of effective teaching.

Faculty's Roles in Hybrid Education

The instructor's role in hybrid education is formed by a distinctive combination of responsibilities (Hall & Villareal, 2015). Faculty play multiple roles in hybrid instruction to help students navigate their learning experience. For example, in one session, faculty may have led lectures and learning activities in person in a classroom, and in the next session, the faculty may have facilitated a Zoom class, online forum discussion, or helped students with technology issues in a virtual office hour. The instructor needs to meet the students' needs, and "has to be a great communicator and an active hybrid-learning community builder" (Calderon, 2013, p. 38). From a constructivism perspective, teachers serve in a role that promotes students' interaction with the learning content and with each other, and to construct new information based on their prior knowledge. The teachers "try to understand how students interpret knowledge and to guide and help them to refine their understanding and interpretations to correct any misconception arises between students at an early stage and improve learned knowledge

quality" (Al-Huneidi & Schreurs, 2013, p. 582). According to Calderon (2013), faculty in hybrid courses have five roles: pedagogical, social, managerial, technological, and facilitator.

Pedagogical Role. This pedagogical role includes the design, development, and delivery of instruction and learning activities for both in-person and online environments. Faculty have to be more than people who provide information and lecture, since learning content is much easier to access in a hybrid setting. Instead, faculty need to change their pedagogical approach, "as students want instructors, who are guides, who can navigate the various technologies available, and who foster broader student engagement through more complex classroom interactions than are typical in face-to-face settings" (Lin, 2010, as cited in Calderon, 2013, p. 40). Meanwhile, the faculty's traditional pedagogical role becomes less clear, and some instructors may concentrate on the technology and become inattentive to the learning objectives (Smyth et al., 2012; Twomey, 2004). The hybrid learning model needs teachers' active pedagogical role in enhancing learning by using more creative teaching methods and continuously reflecting on meaningful teaching methods (Jokinen & Mikkonen, 2013).

Social Role. One key element for the online part of hybrid learning is to create the sense of community. Creating a socially connected learning environment has a significant impact on students' motivation, satisfaction, and persistence (Kranzow, 2013). According to (Ritter et al., 2010), though there is no significant difference in students' perception of learning, traditional face-to-face learning and hybrid learning students perceive a significantly higher sense of community and connectedness than students who solely attend online learning. Thus, researchers (Kranzow, 2013; Ritter et al., 2010; Calderon, 2013) suggested faculty play the social role in hybrid learning environments. For example, faculty are suggested to create positive learning environments and motivate students to get involved in learning communities, include community building when designing and modifying students' online portion of learning, provide assignments for students to work with their peers, and give flexible options for students and faculty to connect outside of the classroom (Kranzow, 2013; Ritter et al., 2010; Calderon, 2013).

Managerial Role. Faculty work as managers, overlooking the course structure and balancing the learning organization and flow between in-person and online experience. This managerial role covers all aspects of course coordination, including establishing delivery dates for assignments, day-to-day learning outcomes, and learning interactivity (Calderon, 2013).

Technological Role. The technological role for hybrid faculty includes both faculty's technology competence and their ability to support students in resolving technologically related issues. The impact of faculty's technology skills is significant on their ability to deliver hybrid education. Faculty often face the challenges of low confidence in using technologies in teaching, creating instructional content on Learning Management Systems, and training students to use online learning materials or software. Faculty and students' lack of familiarity with technology can hinder both faculty's teaching and students' learning. Technology problems prohibit students from engaging in online learning experience fully (Smyth et al., 2012), impact student attitudes toward learning (Lin, 2008), and may also create student distress and anxiety (Hara, 2000). Therefore, faculty members are encouraged to demonstrate a high technical expertise level before instruction of hybrid courses (Calderon, 2013).

Facilitator Role. It is essential for faculty to recognize that in a hybrid learning environment, they function as facilitators (Jokinen & Mikkonen, 2013). As facilitators, faculty need to create a learning environment where they enable students to collaborate with each other (Jokinen & Mikkonen, 2013; Smyth et al., 2012) as well as support them to take responsibility for their learning (Jokinen & Mikkonen, 2013). To be more specific, Lin (2010) provided a list of characteristics of instructors' roles in hybrid learning. Some of them are focused on faculty's facilitating function, such as establishing themselves as guides, facilitators, and planners; involving themselves, but not dominating; providing frequent feedback; giving students rubrics and other tools for self-evaluation and assessment; emphasizing interaction and participation; encouraging mentoring and support among students; and developing and nurturing the learning community.

Theoretical Framework: Kouzes and Posner's Leadership Model

After examining multiple leadership theories, the researcher decided to use the Five Practices of Exemplary Leadership created by Kouzes and Posner (2000) as the foundation framework of this study. Kouzes and Posner started to interview leaders who were middle- to senior-level managers in private- and public-sector organizations in the early 1980s, and then collected thousands of stories to find out what those people did when they were at their best in leading others. "Although each experience was unique in its individual expression, there were clearly identifiable behaviors and actions that made a difference" (Kouzes & Posner, 2017, p. 12). In their book *The Leadership Challenge*, Kouzes and Posner (2017) introduced the five practices of exemplary leadership as a useful framework for studying how to practice transformational leadership principles in a leader-follower relationship. Different from Trait Theory, the Five Practices of Exemplary Leadership are behaviors rather than leaders' traits or personalities. The five practices are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2017).

1. Model the way. Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way they should pursue goals. Leaders create standards of excellence and set an example for others to follow. They put up signposts when people feel unsure of where to go or how to get there. Leaders create opportunities for victory.
2. Inspire a shared vision. Leaders passionately believe they can make a difference. They envision the future and create an ideal and unique image of what the organization can become. Through their magnetism and persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.
3. Challenge the process. Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they

experiment and take risks. Since complex change threatens to overwhelm people and stifle action, leaders set interim goals so that people can achieve small wins as they work toward larger objectives. Effective leaders unravel bureaucracy when it impedes action. And, because leaders know that taking risks involves mistakes and failures, they accept occasional disappointments as opportunities to learn.

4. Enable others to act. Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect sustains extraordinary efforts. They strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.
5. Encourage the heart. Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes. (The Five Practices of Exemplary Leadership Model, n.d., para. 2–6)

Kouzes and Posner (2006) recommended these five practices for leaders to "transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards" (p. xvii). These five exemplary leadership attributes were based on Kouzes and Posner's earlier Trait-Theory Leadership Model (Kouzes & Posner, 2000).

Practice 1: Model the Way

Kouzes and Posner (2006) stated that it is leaders' behavior that wins respect. "Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of other. Leaders model the way" (p. 14). Kouzes and Posner (2017) emphasized that leaders need to do two things in modelling the way: "clarify values by *finding your voice* and *affirming shared values*" and "set the example by aligning actions with shared values" (p. 46). Leaders must first clarify their guiding principles, values, real thoughts and beliefs before effectively modeling the way to others. When leaders

passionately express a commitment to core value, they are also making a commitment on behalf of their entire organization. Therefore, leaders need to ensure that there is agreement on shared values among the group.

Model the Way With Clarifying Values. "To find your voice, you have to discover what you care about, what defines you, and what makes you who you are" (Kouzes & Posner, 2017, p. 50). Kouzes and Posner studied the correlation between a ranking of leaders' clarity in their leadership philosophy and their teams' favorable feelings about their workplace. Team members who rated their leaders in the top 20% on clarity of leadership philosophy evaluated their leaders about 140% more effective than the leaders who were rated in the bottom 20%. Significantly higher scores were found in strong team spirit, feeling of belongingness, clear expectation, trust, willingness to work harder, and feelings of contribution for employees who ranked their leaders among the top 20% on clarity of their leadership philosophy. Therefore, in order to find the leader's voice, leaders need to let their values guide them; state the values in their own words; and find commitment through clarifying values (Kouzes & Posner, 2017). In addition, Kouzes and Posner (2017) emphasized that personal values clarity is critical to the level of commitment to the organization. According to Kouzes and Posner (2017), managers' personal values drive their commitment and increase motivation and productivity. However, Leadership is not only about leaders' own values. Instead, exemplary leaders emphasize shared values and build on agreement by aligning the team around common values, involving team members in the process, forging unity, and showing the team the importance of the values to each individual (Kouzes & Posner, 2017).

Model the Way With Setting The Example. Kouzes and Posner (2017) found exemplary leaders set the example by living the shared values and teaching others to model the values. Countless researchers have supported the ideas of leaders to lead by modeling and setting examples (Bass & Riggio, 2006; Linzey & Pierce, 2015; Owens & Hekman, 2012). To set the example, leaders need both to live the shared values as well as teach others to model the

values (Kouzes & Posner, 2017). It is significant that a leader's action is consistent with their words. A leader's personal example is powerful, and it determines if the leader is serious about what they claim to be. To sum up, exemplary leaders practice what they preach (Balwant et al., 2014; Beckett et al., 2013; Kouzes & Posner, 2017). In being able to model the way with setting the example, Kouzes and Posner (2017) suggested leaders: (a) Spend time and attention wisely and focus on what they say is important, (b) Pay attention to the language and see if it is reflecting the value, (c) Ask purposeful questions to send out signals for important value and develop people, and (d) Seek feedback to find out if their words aligned with their actions. If not, make adjustments based on the feedback received accordingly.

Practice 2: Inspire a Shared Vision

Exemplary leaders are usually forward looking. They are able to imagine a positive future and see great opportunities to come (Cramer, 2014; Kouzes & Posner, 2017). Meanwhile, exemplary leaders also have the ability to enlist others by creating a common purpose or a shared vision with their team (Kouzes & Posner, 2017).

Envision the Future. Being able to envision and see possibilities is an essential quality of leadership (Kerfoot, 2001; Maxwell, 2018). According to Kouzes and Posner (2017), there are techniques to increase leaders' capacity to envision a future for themselves and others: reflect on the past, attend to the present, prospect the future, and express your passion. To be able to envision the possibilities, leaders are encouraged to reflect on what has happened, spot the trends and patterns in the present, identify emerging developments in all aspects of life inside and outside the organization, and last, to connect and express their deepest inner feelings. It is important to find a common purpose in the process of envisioning the future. Thus, Kouzes and Posner (2017) suggested leaders, "Listen deeply to what is important to others in their future and to what gives their lives meaning and purpose" (p. 116) and "Involve others in crafting a shared vision of the future. Don't make it a top-down process" (p. 116).

Enlist Others. "Much too often it is assumed that leaders have the sole responsibility to be the visionaries" (p. 107); however, "people want to see themselves in the picture of the future that the leader is painting" (Kouzes & Posner, 2017, p. 107). It is critical for leaders to inspire a shared vision with their team rather than persuade others to follow the leader's own vision. Communication of a strong and clear vision has always been considered one of the critical leadership traits (Conger, 1989; Sperandio, 2006; Wolf, 2014). Communicating a shared vision benefits both leaders and organizations. In Kotter's 8-Step Process for Leading Change, developing and communicating a vision is a critical step to empower people and make change happen (Kotter, 2012). A shared vision is also one of the five disciplines in creating a learning organization, which Senge (2006) identified in his book, *The Fifth Discipline*. According to Senge (2006), a shared vision changes employees' relationship with the organization. "It is no longer 'their company'; it becomes 'our company'….It creates a common identity" (p. 194). "Shared visions attract more people, sustain higher levels of motivation, and withstand more challenges than those that are exclusive to only a few" (Kouzes & Posner, 2017, p. 97). This shared vision, common purpose, dream, or mission inspires people to want to work toward making the vision a reality (Kouzes & Posner, 2017; Senge, 2006).

Practice 3: Challenge the Process

Leaders challenge the process by looking for new possibilities, experimenting and taking risks. "Not one person achieved a personal best by keeping things the same. Regardless of the specifics, they all involved overcoming adversity and embracing opportunities to grow, innovate, and improve" (Kouzes & Posner, 2017, p. 16).

Leaders search for opportunities and make things happen by actively seeking innovative ideas from familiar experience (Kouzes & Posner, 2017). Kouzes and Posner (2017) encouraged leaders to be on the lookout for things that lull their colleagues into a false sense of security, focusing less on the routine operations, but pay attention on the "untested and untired" (p. 167) ideas. A few guidelines were provided in exercising this practice. For example, leaders seize the

initiative by making something happen beyond their job description and see opportunities where others do not see them; leaders encourage initiative in others (Gustavson & Liff, 2014; Kouzes & Posner, 2017; Manz & Sims, 2001); also, leaders challenge the process with a common purpose, which could be a motivation to others (Emery, 2019). Exemplary leaders also exercise outsight. They look outside of their experience, listen to and encourage diverse perspectives, and treat every job as an adventure rather than routines by always asking "what's new? What's next? What's better?" (Kouzes & Posner, 2017, p. 168).

Great leaders break norms and take risks (Boyett, 1996; Porter, 2014). To take a step further, some leaders would encourage, challenge, and prepare others to come forward to take risks as well (Porter, 2014). According to Kouzes and Posner (2017), exemplary leaders usually take two approaches: generating small wins and learning from experience, to "transform challenge into an exploration, uncertainty into a sense of adventure, fear into resolve, and risk into reward" (Kouzes & Posner, 2017, p. 172). A few practical exercises were suggested by Kouzes and Posner. Leaders could create opportunities for small wins to achieve short-term goals and steps, build momentum, and promote meaningful progress. Leaders can also actively promote a safe and active learning environment for people to experiment, take risks, make mistakes, and learn from their experiences.

Much of the research supported the practice of challenging the process. Transformational leaders create an environment to encourage their employees to discuss freely and try new things (Bass & Riggio, 2006). Tierney et al. (1999) discussed the significant connection between leaders' demonstration and openness of creativity and employees' instinct motivation on creativity. Change-oriented leadership also supports the idea of challenging the process (Gil et al., 2005; Ortega et al., 2014). Teams with more change-oriented leaders reported greater psychological safety (Ortega et al., 2014), hence it positively influenced employees' voice, team learning, and team performance (Detert & Burris, 2007; Ortega et al., 2014). Researchers have also proved the importance of developing, promoting, and maintaining a safe and effective

learning climate (Senge, 2006; Zaccaro et al., 2008). The significance of leading change is well researched (Yukl et al., 2002). Yukl et al. (2002) argued that even though many theories recognize the importance of leading change, they do not always describe the change behaviors that are required. Therefore, Yukl et al. (2002) listed specific leadership behaviors in leading change, such as making short-term plans, envisioning and proposing change with great passion and conviction, taking personal risks to promote desirable organizational change, and encouraging and challenging others for innovative thinking.

Practice 4: Enable Others to Act

Great organizational achievement requires a team effort, and it is based on trust, relationship, and collaboration (Kouzes & Posner, 2017). Leaders enable others to act by fostering collaboration and strengthening others (Kouzes & Posner, 2017). Bhope (as cited in Kouzes & Posner, 2017) wrote:

> No one could have done this alone. It was essential to be open to all ideas and to give everyone a voice in the decision-making process. The one guiding principle on the project was that the team was larger than any individual on the team. (p. 17)

Leaders Foster Collaboration by Building a Climate of Trust and Facilitating Relationships. Maintaining a collaborative climate is a critical factor in achieving and sustaining high team performance and effectiveness (Kouzes & Posner, 2017; LaFasto & Larson, 2001). In Kouzes and Posner's (2017) study, they found leaders who spend the most time developing cooperative relationships among the people with whom they work are viewed as the most effective leaders, and they have the highest level of engagement by their direct reports. In addition, a climate of trust and collaboration allows its members to stay problem focused, communicate and understand one another (Larson & LaFasto, 1989), and become willing to take risks (McLain & Hackman, 1999). To practice building a climate of trust, Kouzes and Posner (2017) encouraged leaders to be the first to trust, show concern for others, and share knowledge and information. Similarly, Larson and LaFasto (1989) emphasized the importance of honesty,

openness, consistency, and respect in building trusting relationships. To foster collaboration through facilitating relationships, leaders are recommended to structure projects that require cooperation and have common goals. “People are more likely to cooperate if the payoffs for working together are greater than those associated with working by themselves” (Kouzes & Posner, 2017, p. 213). Consequently, leaders help people to realize that they are interdependent. By working together, people will accomplish great success that they could not accomplish by working individually. Last, Kouzes and Posner (2017) believed that regular communications between team members promoted positive feelings on the part of each for the other party. Therefore, they encouraged the transferring between teams and letting people get familiar with the cultures and practices of their peers. Leaders also are encouraged to find ways to increase deep and meaningful face-to-face time and thus increase the durability of the relationship (Kouzes & Posner, 2017).

Leaders Strengthen Others by Increasing Self-Determination and Developing Competence. Great leaders empower people (Conger, 1989; Wolf, 2014). Empowerment has been suggested to have a positive association with organization’s motivation (Conger & Kanungo, 1988), effectiveness (Conger & Kanungo, 1988; Spreitzer et al., 1997), job satisfaction (Spreitzer et al., 1997; Thomas & Tymon, 1994), and participative climate (Spreitzer, 1996).

“Leaders empower via direction and inspiration” (Burke, 1986, p. 56). According to Burke (1986), successful leaders are the ones who pay attention to the needs of the followers and the group, and they are able to conceptualize and envision the needs by providing direction and inspiration. Kouzes and Posner’s five practices of exemplary leadership models are based on a transformational leadership perspective (Abu-Tineh et al., 2009). One of many strengths of transformational leadership is it places a strong focus on followers’ needs. Leaders “help followers develop the confidence and capabilities necessary to succeed” and enable them to act as leaders (Posner, 2015, p. 889). In Goleman’s (2000) six leadership styles, he declared that the

coaching leadership style "focuses more on personal development than on immediate work-related tasks" (p. 3).

Practice 5: Encourage the Heart

By encouraging the heart, Kouzes and Posner (2017) considered exemplary leaders who recognized contributions by showing appreciation for individual excellence and celebrated the values and victories by creating a spirit of community. Many theorists and practitioners have supported Kouzes and Posner's (2017) concept of encouraging the heart. For example, as a reflection and implementation of the five exemplary leadership theory model, Williams et al. (2011), in their Caring Leadership Model, suggested leaders embody an environment of caring-helping-trusting for self and others. Similarly, Harris (2002) stated that effective leadership is through empowering and encouraging others. In addition, servant leadership also supports the concept of encouraging the heart (Ebener & O'Connell, 2010; Van Dierendonck, 2011; Wong & Page, 2003).

Leaders encourage the heart by recognizing contributions (Kouzes & Posner, 2017). Reynolds and Warfield (2010) believed that one of the main differences between leaders and managers is that leaders recognize contributions of their members. Recognition of team member's achievements, challenges, and expertise is critical in building a strong team (MacIsaac, 2016). According to Kouzes and Posner (2017), to recognize contributions, leaders must first communicate and maintain high expectations about what individuals and teams can accomplish. Kouzes and Posner (2017) encouraged leaders to show their team that they believe. "Believing in others is an extraordinarily powerful force in propelling greater performance" (Kouzes & Posner, 2017, p. 253). Second, leaders create a comfortable environment to receive and give feedback. Uusiautti (2013) emphasized the significance of leaders both giving and receiving feedback. "A caring leader appreciates and welcomes this kind of feedback, but also understands the importance of giving similar feedback to followers. Caring leadership involves being open to criticism and ready to learn" (p. 491). Third, leaders take time to inquire, observe,

ask, and also find out the types of encouragement that make the most difference. Fourth, leaders could be creative and spontaneous when it comes to recognition. Kouzes and Posner (2017) found that personalized recognition is rated the most meaningful recognition, and genuine recognition does not have to be tangible. Finally, leaders are encouraged to use "thank you" in everyday behavior. "People appreciate knowing that you have their best interests at heart, and they are more caring about what they are doing as a result. When you genuinely care, even the smallest of gestures reap huge rewards" (Kouzes & Posner, 2017, p. 265).

Leaders encourage the heart by celebrating the values and victories (Kouzes & Posner, 2017). "Celebrating together reinforces the fact that extraordinary performance is the result of many people's efforts" (Kouzes & Posner, 2017, p. 293). Celebration of values and accomplishments builds a strong sense of team or community (MacIsaac, 2016), sustains team spirit, reinforces organizational values, increases commitments, and strengthens people's focus. To commit in this practice, a few suggestions were provided by Kouzes and Posner (2017): Find and create occasions to bring people together to celebrate publicly accomplishments; Take actions that demonstrate that you care and value your team, and have their best interest; Create fun working environments and demonstrate the joy and passion for their organization and others; Get personally involved in as many recognitions and celebrations as possible and demonstrate that encouraging the heart is something everyone should do; and finally, calendar celebrations and look for spontaneous opportunities to link shared values with victories.

The theoretical framework this study uses, the Kouzes and Posner's leadership model, is supported by the literature. Table 3 displays supporting literature of each principle of the Five Practices of Exemplary Leadership.

Table 2

Theoretical Framework for Kouzes and Posner's Leadership Model

Leadership Practices	Authors
Model the way	Balwant et al., 2014; Bass & Riggio, 2006; Beckett et al., 2013; Linzey & Pierce, 2015; Owens & Hekman, 2012
Inspire a shared vision	Conger, 1989; Cramer, 2014; Kerfoot, 2001; Kotter, 2012 Maxwell, 2018; Senge, 2006; Sperandio, 2006; Wolf, 2014
Challenge the process	Bass & Riggio, 2006; Boyett, 1996; Detert & Burris, 2007; Emery, 2019; Gil et al., 2005; Gustavson & Liff, 2014; Manz & Sims, 2001; Ortega et al., 2014; Porter, 2014; Senge, 2006; Tierney et al., 1999; Yukl et al., 2002; Zaccaro et al., 2008
Enable others to act	Burke, 1986; Conger, 1989; Conger & Kanungo, 1988; Goleman, 2000; LaFasto & Larson, 2001; McLain & Hackman, 1999; Spreitzer et al., 1997; Thomas & Tymon, 1994; Wolf, 2014
Encourage the heart	Ebener & O'Connell, 2010; Harris, 2002; MacIsaac, 2016; Reynolds & Warfield, 2010; Uusiautti, 2013; Van Dierendonck, 2011; Williams et al., 2011; Wong & Page, 2003

Intersections between Leadership, Learning, and Graduate Hybrid Education

The "concepts of learning and leading have been influenced by similar historical and philosophical ideas" (Lambert et al., 1995, p. 28). From a constructivist perspective, people's learning is formed and influenced by their personal prior experiences, beliefs, histories, and perceptions. Therefore, Lambert et al. (1995) emphasize that leadership must be based on the same ideas that formed by constructivist learning, addressing the need for sense-making, community participation, and reflections.

According to Lambert et al. (1995) and their constructivist leader perspective, those who perform leadership in learning need:

- A sense of purpose and ethics, because honesty and trust are fundamental to relationships.
- Facilitation skills, because framing, deepening, and moving the conversations about teaching and learning are fundamental to constructing meaning.
- An understanding of constructivist learning for all humans

- A deep understanding of change and transitions, because change is not what we thought it was.
- An understanding of context so that communities of memories can be continually drawn and enriched.
- A personal identify that allows for courage and risk, low ego needs, and a sense of possibilities. (p. 47)

These above constructivist perspectives on leading in learning are highly correlated with Kouzes and Posner's (2017) leadership principles. After an examination of the literature, a robust connection between hybrid teaching strategies and Kouzes and Posner's (2017) leadership theory model has been revealed. The following paragraphs will discuss the connections between each of the five exemplary leadership principles and teaching considerations in graduate hybrid courses. In general, instructors' leadership plays a make-or-break role in students' learning motivation and performance (Öqvist, & Malmström, 2016).

Model the Way and Graduate Hybrid Education

Kouzes and Posner (2006) stated that people follow the person before the plan. "Modeling the way is essentially about earning the right and the respect to lead through direct individual involvement and action" (Kouzes & Posner, 2006, p. 15). A few leadership practices in teaching hybrid classes are found to match the concept of Model the Way.

To enlist students and have them believe the importance of the course and learning, faculty may invest time and model their commitment in making this class successful. Before teaching the course, faculty could spend time, such as searching for articles and books, attending workshops, working with the school IT department, and being aware of upcoming training sessions (King & Arnold, 2012). As Kouzes and Posner (2017) suggested for exemplary leaders, "Make sure your calendar, your meetings, your interviews, your emails, and all the other ways you spend your time reflect what you say is important" (p. 92).

Instructors are suggested to apply learner-centered principles and strategies and provide opportunities for students to articulate their passion and value (McDonough, 2012). Similarly, Kouzes and Posner (2017) mentioned the significance of leadership in providing opportunities and helping others to articulate their values and why they do what they do. For example, on the first day of class, instructors can initiate conversations to give students time to talk about their beliefs about education, attitude about hybrid learning, interest, and goals for the future.

King and Arnold (2012) suggested instructors have self-reflection and careful refinement at each stage of the course development and teaching. Instructors are encouraged to spend time reflect on what they claim is important and adjust based on the received feedback. Without reflection and change, "people will stop bothering to provide it" (Kouzes & Posner, 2017, p. 92).

Exemplary leaders make sure that people are following to agreed-upon standards (Kouzes & Posner, 2017). Instructors as leaders are encouraged to do the same in their hybrid learning planning stage. For example, instructors need to think carefully through and communicate the details of both face-to-face and online learning experiences, such as detailed assignment directions, grading rubrics, and assignment expectations (Parris et al., 2011). In addition, reinforcement is significant, so that desirable and correct responses should be recognized and rewarded (Hilgard & Bower, 1966).

Inspire a Shared Vision and Graduate Hybrid Education

Exemplary leaders are often forward thinking. They are able to imagine a positive future and see great opportunities to come and enlist others by creating a common purpose or a shared vision with their team (Kouzes & Posner, 2017). According to Hilgard and Bower (1966), students' long-range goals affect their short-range activities. Therefore, students of similar capability may do better in courses perceived as relevant to their majors than in those perceived as irrelevant. Do students know about the purpose of the course and learning? Are students aligned with these visions? Are they genuinely enthusiastic about these visions? It is urgent to ensure that a leader, who is a faculty member, has a clear and a compelling shared vision that all

team members, who are students, recognize and understand (Kouzes & Posner, 2017). According to Kouzes and Posner (2017), to inspire a shared vision, leaders must do two things: first, envision the future by imagining exciting possibilities; and second, enlist others in a common vision by appealing to shared aspirations.

Educators need to help learners to envision the future. Cashman (2017) proposed three big questions to clarify organizational purpose:

- The Big What Question (Vision): What is possible for us to become?
- The Big How Question (Strategy): How will we get there?
- The Big Why Questions (Purpose): Why is it so important that we exist in the world? (p. 79)

According to Knowles' et al. (2005) andragogical model, adults need to know the why, which is the purpose of the learning, before they could commit to the learning process. To be more specific, adult students want to know what will be learned the importance of the learning, and how learning will be conducted. The concept of mutual planning is found to be effective in adult learning. "Engaging adults as collaborative partners for learning satisfies their need to know as well as appeals to their self-concept as independent learners" (Knowles et al., 2005, p. 169). Parris et al. (2011) recommended hybrid teaching faculty to set early, clear, and consistent expectations, as well as help students see the vision for the class and realize that consistent engagement with the learning (beyond class meeting) is needed in accomplishing the big picture.

In addition, faculty as leaders need to make sure their students know what makes their field of study and work unique and special. Faculty are encouraged to have discussions with students about the relationship between their field of study and the current subject to increase student motivation in online learning (Kranzow, 2013). Additionally, it would be beneficial if students have the "freedom to choose their own means of achieving it" (Goleman, 2000, p. 3).

Challenge the Process and Graduate Hybrid Education

Leaders challenge the process by constantly looking outward for opportunities and innovations for themselves and their followers. Faculty can help students develop a growth mindset and thus increase student personal engagement. “If students enter university with a fixed, or ‘entity’ view of intelligence, then they may disengage when things become difficult” (Pittaway, 2012, p. 42). Knowles et al. (2005) suggested teachers challenge their adult students by exposing them to new possibilities of self-fulfillment, helping students clarify their own aspirations for improved behavior, helping students diagnose the gap between their aspiration and their current level of performance, and helping students identify the problems they experience because of the gaps in their personal equipment.

Leaders challenge the process with a safe environment for people to explore and take risks by promoting learning from experience. Similarly, it is the faculty’s responsibility to construct an environment that is conducive to learning, and in a way that students are motivated and engaged in purposeful learning activities (E. Johnson et al., 2018; Knowles et al., 2005). Researches have revealed that obstacles such as test anxiety and self-conception may weaken students’ motivation for self-improvement and academic achievement (Bernaus & Gardner, 2008; Khalaila, 2015). Therefore, by applying Kouzes and Posner’s (2017) principle, faculty as leaders are suggested to challenge the process by creating a learning environment in which people feel trusted, encouraged to persist, share achievements and failures, adopt continuous improvement as the common way of doing things, and have opportunities to observe and interact with positive role models. To apply this leadership principle in teaching, Pittaway (2012), in his engagement framework, suggested the development of respectful and supportive relationships and students are given and take the responsibility for their learning. In addition, with clear expectations, instructors also scaffold the learning for students to develop knowledge, understanding, and skills to reach the high standards.

Enable Others to Act and Graduate Hybrid Education

Leaders foster collaboration by building a climate of trust and facilitating relationships (Kouzes & Posner, 2017). Maintaining an active and collaborative climate is a critical factor in achieving and sustaining high team performance and effectiveness (Kouzes & Posner, 2017; LaFasto & Larson, 2001). Singh (2017) found active learning that involves teams and interactive methods enhances student success, and it was received positively by the students. Willekens and Gibson (2010) also emphasized the importance of collaborative learning and student-faculty interaction. Similarly, Smyth et al. (2012) emphasized that instructors are the key in creating and nurturing a community of students. In a learning environment, instructors function as facilitators, "guiding transformative experiences enabling students to feel confident and supported in working independently and with each other" (Smyth et al., 2012, p. 467). Rausch and Crawford (2012) proposed a hybrid learning community model to build community right from the beginning with group projects designed to increase the socialization process.

In the field of education, cooperative learning (Gradel & Edson, 2011; Roseth et al., 2013), team projects, and technology (Parris et al., 2011) are often suggested by researchers in promoting collaboration and out-of-class engagement. Knowles et al. (2005) emphasized that there is less motivation for improvement and more obstacles to learning in hierarchically structured organizations than those that are more functionally structured. Therefore, enabling others by adopting interlinked work groups and project-based tasks are needed in teaching.

According to Knowles et al. (2005), andragogical teachers help and enable students to learn among themselves. Faculty play a role that builds relationships of helpfulness among the students by "encouraging cooperative activities and refraining from inducing competitiveness and judgmentalness" (p. 129). Cooperative learning has proved to be a pedagogy strategy to address challenges in higher education hybrid courses (Gradel & Edson, 2011). In particular, the synchronous forms of cooperative learning results in "greater achievement, motivation, and more positive peer relationships compared to asynchronous forms" (Roseth et al., 2013, p. 55).

D. Johnson and Johnson (2004) listed five key elements of a well-organized cooperative learning environment, which are positive interdependence, individual and group accountability, promotive interaction, teaching students the required interpersonal and small-group skills, and group processing. The first and the most essential element is positive interdependence. "Students must believe that they sink or swim together" (D. Johnson & Johnson, 2004, p. 32). As an instructor, common goals need to be clearly structured so that students would be able to understand that they are linked to each other, and they are responsible for mutual achievements. The second element is individual and group accountability. D. Johnson and Johnson (2004) believed that a cooperative learning group "must be accountable for achieving its goals" (p. 32). The group needs to have a clear goal and to be able to measure the progress in achieving them and individual efforts. In addition, promotive interaction, preferably a face-to-face or virtual synchronous interaction, is encouraged. Furthermore, interpersonal and small-group skills are required in cooperative learning. "Group members must know how to provide effective leadership, decision making, trust building, communication, and conflict-management" (p. 33). Therefore, these teamwork skills need to be learned and taught by faculty. Last, the fifth element is group processing. Group processing is group reflection time. Group members analyze and discuss on how well they are achieving their goals. By doing so, group effectiveness can be continuously enhanced. However, the challenge is how instructors can facilitate and encourage cooperative learning in hybrid classes, especially when students are learning asynchronously online. This will be investigated later and discussed with faculty members who are being studied.

In addition, leaders enable others to act by strengthening others (Kouzes & Posner, 2017). By doing so, leaders may "provide people opportunities to make choices," "spend time getting to know your constituents and find out what makes them tick," "structure projects so that there is a common goal that requires cooperation," "listen, listen, and listen some more," and "find ways to get people together" (pp. 217–218). In teaching leadership practices, teachers

may provide options for learning assignments (Knowles et al., 2005); spend time getting to help; show approval, encouragement, and friendship to the students; help students to organize project groups, learning teams, independent study, to share responsibility in the process of mutual learning (Knowles et al., 2005); and listen, understand, and help the students, instead of control, command, and persuade them (Tough, 1979).

Encourage the Heart and Graduate Hybrid Education

The group atmosphere of learning affects satisfaction and outcomes of learning (Hilgard & Bower, 1966). In Knowles's et al. (2005) andragogical approach, adults learn better in a relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive learning environment. To encourage the heart, leaders need to build a community of encouragement and celebration (Kouzes & Posner, 2017). This is similar to the idea of a humanistic approach to teaching and learning (Knowles et al., 2005). Humanistic psychologists encourage educators to create psychological environments that are "safe, caring, accepting, trusting, respectful, and understanding" (Knowles et al, 2005, p. 55). With this humanistic approach, teachers need to demonstrate high-level communication skills and build a strong and creative student-teacher relationship (Herman, 1995). In Albu's (2017, as cited in Venera-Mihaela, 2017) book *A Humanistic Approach to Education*, he carries a humanistic axiology, in which students and teachers may be trusted,

> ...provided with proper conditions for effective research and effective and emotional involvement in (self) learning, stimulation of creativity, encouragement and confidence, respect and sincerity, recognition of the value of each person, understanding and closeness, acceptance and cooperation: that is, conditions conducive to soul care. (p. 2)

Leaders take actions that demonstrate that they "have people's backs" and ensure they feel "part of the whole" (Kouzes & Posner, 2017, p. 294). The sense of belonging is a universal human need for motivation (Maslow, 1954). However, the challenge of students' feelings of disconnection and isolation in hybrid learning is found by many scholars (Parris et al., 2011;

Rasheed et al., 2020; Smyth et al., 2012). Consequently, increased attention has been given to the importance of a sense of community in higher education, especially in the hybrid learning field (Rovai & Jordan, 2004; Shield et al., 2005). According to McMillan and Chavis (1986), a sense of community means "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (p. 9). A sense of community and belonging impacts students in significant ways. According to Rovai and Jordan (2004), students who have a low sense of community and belonging are likely to feel isolated and are at-risk of becoming dropouts. On the other hand, a higher-level sense of community and belonging brings numerous positive outcomes for students, such as better academic performance, increased self-worth and value, increased engagement in class activities, and positive perceptions of course content (Spanierman et al., 2013).

Summary

In an analysis of the literature, there is increasing evidence indicating that hybrid education requires faculty to acquire and apply pedagogical skills, technological skills, and leadership skills to design learning and engage students in a hybrid learning environment. Hybrid courses bring out major challenges related to faculty's pedagogy knowledge in hybrid learning (Alebaikan & Troudi, 2010; Jokinen & Mikkonen, 2013; Korr et al., 2012; Levin et al., 2013; Ma'arop & Embi, 2016; Young et al., 2016), skills in finding the right balance (Alebaikan & Troudi, 2010; Farmer, 2020; Gedik et al., 2013; Korr et al., 2012; Levy, 2020; Ma'arop & Embi, 2016; Rowley et al., 2002; Serrano et al., 2019), increasing workload for both faculty and students (Alebaikan & Troudi, 2010; Gedik et al., 2013; Korr et al., 2012; Napier et al., 2011; Rasheed et al., 2020; Serrano et al., 2019), technology competency for both faculty and students (Brown, 2016; Lin, 2008; Nuruzzaman, 2016; Prasad et al., 2018; Rasheed et al., 2020), technology issues (Hara, 2000; Jokinen & Mikkonen, 2013; Lin, 2008; Smyth et al., 2012), student engagement and motivation (Ilgu & Jahren, 2015; E. Johnson et al., 2018; Napier et al.,

2011; Parris et al., 2011; Shea et al., 2015), student self-regulation (Alebaikan & Troudi, 2010; Napier et al., 2011; Nuruzzaman, 2016; Raes et al., 2019; Rasheed et al., 2020), faculty and students' mindset and attitude (Jokinen & Mikkonen, 2013; Ramos et al., 2011; Rasheed et al., 2020), and students' feelings of isolation (Parris et al., 2011; Rasheed et al., 2020; Smyth et al., 2012). With these challenges, how do faculty apply leadership skills in teaching graduate hybrid courses? While the existing literature provides substantial information on the forms, advantages, challenges, pedagogy, and faculty's roles in hybrid learning, there is limited literature that focuses on the intersection between faculty leadership and graduate hybrid education. This literature review also offers necessary findings in leadership theory applications in teaching hybrid courses, based on the theoretical framework of Kouzes and Posner's (2000; 2017) Leadership Model: The Five Practices of Exemplary Leadership.

Teaching graduate students in the hybrid format requires faculty to give attention to leadership considerations. A review of the literature demonstrated three essential perspectives:

- The research has supported that leadership in teaching has potential to benefit hybrid education.
- Although there are existing models for hybrid pedagogy, there have not been any comprehensive studies to address fully faculty's leadership strategy considerations and practices in teaching, particularly in teaching graduate hybrid courses.
- Further studies on this topic would uncover, describe, and conceptualize faculty's current leadership practices to inform the potential development of faculty leadership strategies in teaching graduate hybrid courses.

A case study of faculty's leadership applications in teaching graduate hybrid courses would have many implications for hybrid instruction in higher education. Therefore, this study sought to investigate the main research question: What leadership strategies are commonly practiced by faculty in teaching graduate hybrid courses? Based on the theoretical framework this study chooses to use, five sub-questions were also developed: (a) What leadership strategies

are applied by faculty to model the way?; (b) What leadership strategies are applied by faculty to inspire a shared vision?; (c) What leadership strategies are applied by faculty to challenge the process?; (d) What leadership strategies are applied by faculty to enable others to act?; and (e) What leadership strategies are applied by faculty to encourage the heart?

Chapter 3: Methodology

Hybrid education is one of the fastest-growing trends in higher education because of its numerous benefits (F. Wang et al., 2010). Studies related to hybrid learning have focused on student engagement strategies, students' attitudes, faculty experiences, learning effectiveness, and technology tools. However, very few studies have researched the leadership practices in hybrid instruction, particularly in graduate-level education (Hyatt & Allen, 2018; Torres & Gilzene, 2019). The research results gleaned from this study aimed to tackle the identified gap in the research and contribute to the literature about faculty leadership in graduate hybrid instruction.

The purpose of this qualitative exploratory case study was to examine, describe, and conceptualize the lived experiences faced by faculty who are teaching graduate-level hybrid courses. The overarching research question was: What leadership strategies are commonly practiced by faculty who teach graduate hybrid courses? This chapter contains information about the systematic procedures of a qualitative exploratory case study approach, theoretical framework, research design, research quality assurance, and human subject considerations in detail.

Chapter Structure

Chapter 3 presented a discussion about the qualitative research methodology and research design of the study. The chapter started with a review of the study's background, followed by a purpose statement, and research questions. The researcher then discussed the research design, including case study as a qualitative approach and the rationale; research setting such as research site and population; sampling methods; and instrumentation. Data collection procedures and data analysis techniques were explained. This chapter included a description of the protection of human subjects. Research quality assurance, including credibility and dependability, were also discussed. Last, the researcher's positionality and the research limitations were described.

Purpose Statement and Research Questions

Purpose Statement

Hybrid learning in graduate education has become an inevitable phenomenon, and faculty leadership is one of the essential but often overlooked components in hybrid teaching and learning. As a result, it is critical that educators and institutions study the gap and intersection between faculty leadership and graduate hybrid education. The researcher collected data related to faculty leadership considerations and applications that provides insight into leadership strategies in a graduate hybrid education environment. The study contributed to the literature on hybrid pedagogy, learning, and leadership in graduate education. The purpose of this exploratory case study was to examine and conceptualize faculty perspectives and practices of leadership skills for teaching graduate hybrid courses. The results of the study sought to benefit graduate school hybrid education faculty, administrators, and program and course designers in applying effective leadership strategies in graduate hybrid teaching environments.

Research Questions

In order to examine faculty leadership practices used in graduate hybrid courses, the following six research questions were used:

The central guiding research question for this study was: What leadership strategies are commonly practiced by faculty in teaching graduate hybrid courses?

The following questions informed the study:

- RQ1: What leadership strategies are applied by faculty to model the way?
- RQ2: What leadership strategies are applied by faculty to inspire a shared vision?
- RQ3: What leadership strategies are applied by faculty to challenge the process?
- RQ4: What leadership strategies are applied by faculty to enable others to act?
- RQ5: What leadership strategies are applied by faculty to encourage the heart?

Research Design

Richards and Morse (2013) wrote:

> A common feature of qualitative projects is that they aim to create understanding from data as the analysis proceeds. This means that the research design of a qualitative study differs from that of a study that starts with an understanding to be tested, where often the hypothesis literally dictates the form, quantity, and scope of required data. (p. 87)

Hybrid education has been commonly implemented in worldwide educational programs in recent years, especially in higher education and corporate training settings (Klimova & Kacetl, 2015). However, there are few studies in recent years that research the links between faculty leadership strategies and hybrid instruction (e.g., Hyatt & Allen, 2018; Torres & Gilzene, 2019), and even fewer studies specific to graduate-level education. Therefore, this study applied a qualitative exploratory case study methodological approach to gather, code, and interpret data. The case study approach is "a strategy of doing research which involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence" (Robson, 1993, p. 146). Case studies provide an opportunity to develop an in-depth analysis of a case, allowing researchers to "collect detailed information using a variety of data collection procedures over a sustained period of time" (Creswell & Creswell, 2018, p. 14), usually through observation, interviews, field notes, audiovisual material, documents, and reports. As a result of the process, the data was collected, coded, categorized, and conceptualized. Scholars often use theorizing processes to move from categories to concepts and then to build frameworks of concepts that map or image the subjects of research (Richards & Morse, 2013). Thus, a conceptual framework of leadership practices for teaching graduate hybrid courses was developed as a result of conceptualization.

Kouzes and Posner's (2017) Leadership Model was utilized as the theoretical framework. The five main components of this theoretical framework are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner,

2017). This framework served as a tool to guide the study in the literature review process and served as a guideline for the research question design.

Case Study as a Qualitative Method

A qualitative exploratory case study approach was applied to discover faculty leadership strategies used for teaching graduate hybrid courses. According to Roberts and Hyatt (2019), qualitative studies focus on people's experiences and perspectives, and the inquiries begin with questions about the area under investigation. In qualitative research, researchers may make observations, conduct in-depth, open-ended, semi-structured interviews, and review artifacts. "Rather than numbers, the data…describes people's knowledge, opinions, perceptions, and feelings as well as detailed descriptions of people's actions, behaviors, activities, and interpersonal interactions" (Roberts & Hyatt, 2019, p. 143). The case study approach is commonly conducted in social science disciplines (Yin, 2017). It is a qualitative research method that is often adopted and valued by researchers, particularly in the educational field. It involves the study of "an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73), usually through observation, interviews, field notes, audiovisual material, documents, and reports. There are three primary types of case study research: (a) explanatory case studies, (b) descriptive case studies, and (c) exploratory case studies (Yin, 2017). The central issue of this study is the connection between faculty's leadership practices and graduate hybrid education. Therefore, this study utilized an exploratory case study approach to conduct an in-depth investigation of existing faculty leadership practices in graduate hybrid education at one university.

Research Site and Population

This research was conducted at a graduate school in a higher education institution in Southern California. For human subject consideration purposes, a pseudonym North Star University (NSU) was used to refer to the institution to be studied. NSU Graduate School of Education had an enrollment of more than 600 students from eight countries in the 2019–2020

school year, with approximately 40% male students and 60% female students. Students' average age was 32 years old. NSU Graduate School of Education's average student-faculty ratio was 12:1. At the time of the study, the school was offering 11 graduate-level programs, including seven master's programs and four doctoral programs. The school also provided other continuing education programs for working professionals. Among these programs, most offered hybrid learning and online learning options and courses. The study included nine faculty members who have been teaching graduate hybrid classes at NSU Graduate School of Education's leadership programs for two or more years.

Sampling Method

Purposive sampling was this study's primary sampling method. Roberts and Hyatt (2019) mentioned that qualitative research often limited participant sample size to a single- or double-digit number. Therefore, initially, 19 faculty participants from NSU Graduate School of Education were selected for this study by purposive sampling. More specifically, expert sampling was applied. As Etikan et al. (2016) mentioned, expert sampling selects experts in a particular field to be the subjects of the purposive sampling, and it is a positive tool to use when investigating new areas of research. Therefore, for this study, the researchers identified experts by using the following inclusive criteria:

1. Faculty who have experience in teaching hybrid courses for two years or more.
2. Faculty who have been teaching in graduate school for two years or more.
3. Faculty who have been teaching in leadership programs for two years or more.

The rationale to these criteria was to select professors who have experience teaching graduate-level hybrid courses and have leadership strategy awareness. Therefore, the subjects could articulate their leadership practices while participating in this study. All potential research participants were approached via direct email contact from the researcher initially.

Instrumentation

This study utilized multiple data sources, including artifacts and interviews. "Typically, in good qualitative research the researchers draw on multiple sources of qualitative data to make interpretations about a research problem" (Creswell & Creswell, 2018, p. 187). Data was collected through artifacts and semi-structured interviews. The researcher collected publicly available course-related artifacts (e.g., catalog). All interviews were conducted with full-time and part-time faculty members who met the above-mentioned selected criteria.

After careful consideration, the decision was made to use semi-structured interviews to collect faculty leadership practices in detail. One-to-one semi-structured interviews can encourage self-reflection on specific experiences without other distractions (Breen, 2006). Further, individuals' interpretation of a significant experience may vary. The person being interviewed may be more motivated to share in a private setting to provide a full explanation of the information under investigation. In addition, the type of information sought in the study is related to faculty members' personal experiences in the case organization. Semi-structured interviews with open-ended and semi-open-ended questions provided the environment and opportunity for further clarification and exploration of participants' in-depth thoughts and provide more information to address the research questions.

Interview Questions:

1. What is your favorite hybrid course to teach, and why?
2. Based on your experience, describe how you set examples and expectations for your students.
3. Based on your experience, describe how you enlist your students.
4. Based on your experience, describe how you improve your students' learning process.
5. Based on your experience, describe how you empower your students.
6. Based on your experience, describe how you inspire your students.
7. Are there any other practices and/or information you would like to add?

Data Collection Procedures

After the initial agreement to participate in this study, each of the faculty participants was contacted for a 30- to 60-minute, one-on-one semi-structured interview to gain a deep understanding of the faculty's leadership considerations in teaching graduate hybrid courses. After obtaining participants' digital written approval to participate in the study, the participants were scheduled at the convenience of the participant for virtual interviews using Zoom, a virtual meeting technology platform. With the participants' permission, Zoom Cloud Recording function was applied to record the audio conversations for auto transcribing. In addition to the audio recording, memos were recorded manually to capture key concepts and information.

The faculty hybrid course-related artifacts that were publicly available were also collected electronically prior to the interviews. All participants voluntarily consented to participate in this study before any of the course artifacts were accessed. All documents were stored on the researcher's private laptop on a secured hard drive for analysis.

Data Analysis Techniques

All interviews were conducted virtually through an online conferencing tool via Zoom. The Zoom platform was used to transcribe the interviews. All the recordings of the transcriptions were reviewed and manually corrected for accuracy. Afterward, each study participant received a transcript of their interview to confirm accuracy of the data that was collected. "Coding is the strategy that moves data from diffuse and messy texts to organized ideas about what is going on" (Richards & Morse, 2013, p. 167). Based on the research questions of this study, the data analysis process was a combination of deductive and inductive approaches (Elo & Kyngäs, 2008). First, the coding process started with the deductive approach with the study's theoretical framework, Kouzes and Posner's (2017) five leadership principles. Second, based on interview transcripts and researchers' memos, inductive approach was applied to analyze the data by open coding, axial coding, and selective coding (Strauss & Corbin, 1990). Open coding was the initial coding method to organize keywords and ideas into categories. By

axial coding, categories were grouped and organized into themes and key concepts. Then, selective coding were utilized to select the central theme. According to Strauss and Corbin (1990), selective coding is "the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116). Selective coding focuses on theoretical development regarding the nature of core themes and concepts emerging from the collected data. In case study research, selective coding is perceived as the culmination of the process of exploration (Mills et al., 2010).

According to Creswell and Creswell (2018), the data analysis process involves multiple steps of analysis. "Step 1: Organize and prepare the data for analysis. Step 2: Read or look at all the data. Step 3: Start coding all of the data. Step 4: Generate a description and themes. Step 5: Represent the description and themes. Following these steps, the data was organized, reviewed, and analyzed" (p. 193). Kouzes and Posner's (2017) Leadership Theory Model as the theoretical framework was adopted to guide the coding process. The interview data and artifacts were coded by addressing the following research questions: (a) What leadership strategies are applied by faculty to model the way?; (b) What leadership strategies are applied by faculty to inspire a shared vision?; (c) What leadership strategies are applied by faculty to challenge the process?; (d) What leadership strategies are applied by faculty to enable others to act?; and (e) What leadership strategies are applied by faculty to encourage the heart? Key quotes from the interviews were highlighted, coded, and sorted into themes.

In addition, two inter-reviewers were invited to the coding process. Two doctorly prepared inter-reviewers who were familiar with leadership theories and practices, and who have experiences in teaching or working in graduate school were selected and involved in the coding process. Hyatt's (2013) 10-step process to work with the inter-reviewers on data analysis was applied:

1. The primary researcher analyzes the data and then meets with the reviewer(s) to review the coding process for identifying themes.
2. The primary researcher selects a transcript for the purpose of familiarizing the reviewer(s) with the coding process.
3. The researcher maintains the highlighted/analyzed version of the transcript.
4. The reviewer(s) is provided with a clean copy of the selected transcript.
5. Prior to analysis, the researcher and reviewer(s) will each read the transcript to a) familiarize the reviewer(s) with the data from the transcripts; and b) to further the reviewer(s) consideration of the information and to answer any questions about the transcript.
6. The researcher assists the reviewer(s) in completing the analysis of one selected transcript by bracketing for reduction, horizontalization, and synthesis of the text for structural descriptions and conclusions.
7. Meaning units are entered in the left margin. Structural descriptions and conclusions are entered into the right margin. This completes analysis of the transcript.
8. The additional reviewer(s) applies the same process to the remaining transcripts independent of the primary researcher. If there are multiple reviewers, each works independently.
9. After completion of the process for all transcripts, the primary researcher and reviewer(s) reconvene. The primary researcher and the reviewer(s) review their identified findings, discuss differences, and come to a consensus on the conclusions. An analysis categorizing form may be created to identify the agreed-upon themes.
10. Generally, criteria for major themes are met when a minimum of a majority of participants provide supportive data for the theme(s). (p. 3)

Protection of Human Subjects

"Scholars are responsible for contributing to their field through rigorous research that incorporates sound methods while simultaneously demonstrating high ethical principles" (Roberts & Hyatt, 2019, p. 35). As a result, ethical consideration, especially the protection of human subjects, was essential. The researcher followed the Institutional Review Board (IRB) principles and guidelines at Pepperdine University. The researcher obtained IRB approval from the IRB committee at Pepperdine University before any data collection process. Information including study purpose, methods, data collection, analysis, interpretation, along with the plan for maintaining confidentiality and ethics of the participants, were included in the IRB application. After gaining IRB approval, the researchers began recruiting voluntary participants. "All prospective participants must be fully informed about the procedures and risks involved in the research project before they agree to take part" (Roberts & Hyatt, 2019, p. 36). Therefore, before engaging each participant in the study, the researcher informed participants of the study's purpose and data collection process and obtain written consent. Participants were reminded that their participation was entirely voluntary, and they had the option to leave the study at any time without any penalty. Participants were informed that their responses would be held confidential. To increase confidentiality, each participant were assigned an alpha-numeric code (Roberts & Hyatt, 2019) to protect their identities. No other identifying demographic information were to be revealed. The researcher limited access to the identified data by using a private laptop, an individual Zoom account, and a strong password.

This study qualified for an exempt review, as the risk of participation is minimal. It represented no greater risk than that incurred in daily routine. The interviews in average took about 40 to 60 minutes. Some participants might experience Zoom fatigue and boredom from the interview process. To reduce this minimal risk, the interview time was flexible, and it was open to be terminated if the participant found it overwhelming or uncomfortable at any point.

The overall goal of this study was to better understand faculty leadership practices in graduate hybrid education. No remuneration was provided to the participants. However, possible benefits to the participants might include gaining a better awareness of their own leadership practices in graduate hybrid teaching through the interview reflection questions. Furthermore, the interviewees' participation were greatly appreciated as it contributed to the study of faculty leadership in graduate hybrid education.

Digital recording raises ethical concerns during data collection (Roberts & Hyatt, 2019). As a result, Roberts and Hyatt (2019) suggested that researchers first obtain permission from the participants and explain how the recordings will be used, stored, and ultimately destroyed according to IRB policies. In this study, with participants' permission, interview audio data were recorded on Zoom and then transferred to the researcher's personal laptop computer. All collected electronic data were kept in password-secured folders in the researcher's personal hard drive for analysis. Ultimately, the data will be destroyed within five years of the study's completion.

Credibility, Reliability, and Dependability

One of the concerns for case studies is the credibility of data analysis. Therefore, this study used data triangulation (Creswell, 2007; Yin, 2017) and member checking (Lincoln & Guba, 1985) to increase study credibility. In addition, this study involved two inter-reviewers (Hyatt, 2013) in the coding process to ensure the study's reliability and dependability.

Data triangulation increases the credibility of the findings (Yin, 2017). Using multiple data sources will allow for data triangulation (Creswell, 2007). Therefore, to ensure research credibility, this research used more than one method to collect data, including artifacts and interviews. Obtaining data through different instruments also substantiates the consistency of findings. It increased the consistency of data collection methods. Lincoln and Guba (1985) recommend member checking as a procedure of enhancing rigor and credibility in qualitative research. Member checking "covers a range of activities including returning the interview

transcript to participants, a member check interview using the interview transcript data or interpreted data" (Birt et al., 2016, p. 1803), and etc. Therefore, in this study, the researcher sent each participant a transcript of their interview in order to enhance accuracy of the data that was collected (Birt et al., 2016).

Reliability and Dependability

To ensure the reliability in qualitative research, Gibbs (2007) suggested a few actions. For example: (a) check transcripts to avoid apparent mistakes made during transcription, (b) communication among the coders and sharing the analysis, and (c) check codes developed by different coders and compare results. Therefore, Zoom's auto transcription function was operated. To ensure the accuracy of the transcripts, the transcripts then were manually checked and corrected. In addition, inter-reviewers were invited to help identify additional themes, discuss differences, validate the themes, come to a consensus on the conclusions, and eventually, to ensure the reliability and dependability of the coding process. Hyatt's (2013) detailed 10-step process were implemented to establish inter-reviewer(s) reliability and to support further the dependability and trustworthiness of this study.

Researcher and Reflexivity

Qualitative researchers usually have close interaction with the research participants; therefore, the researchers must be aware of their own biases and subjectivity that relate to data (Creswell, 2007). In qualitative research, data analysis is highly reflexive, as the patterns and themes do not emerge on their own. Instead, they are driven by "what the inquirer wants to know and how the inquirer interprets what the data are telling her or him according to subscribed theoretical frameworks, subjective perspectives, ontological and epistemological positions, and intuitive field understandings" (Srivastava & Hopwood, 2009, p. 77).

Reflexive analysis, the key to "sparking insight and developing meaning" (Srivastava & Hopwood, 2009, p. 77), is one of the processes to diminish researcher bias. During this study, the researcher, who has been a student and an educator in graduate hybrid education for five

years, maintained objectivity by keeping her practices and interpretation from influencing the participants she interviews. The use of Zoom recording and auto-transcription helped to reduce the bias and limited opinionated memos.

Patton (2002) has provided three types of reflexive questions for triangulated reflexive analysis throughout the research process: (a) self-reflexivity, (b) reflexivity about those studied, and (c) reflexivity about the audience. Similarly, Srivastava & Hopwood (2009) developed a simple iteration framework with three iterative questions. The three guiding questions are: (a) What are the data telling me?—to clarify the lenses; (b) What is it I want to know?—to connect identified subjective lenses with research objectives; (c) What is the dialectical relationship between what the data are telling me and what I want to know?—to refine insights and sharpen the focus for analysis by identifying gaps in the researcher's understandings of what was going on in the case. The researcher applied this reflexive iteration framework by visiting and revisiting the data, connecting them, and progressively leading to refined understandings (Srivastava & Hopwood, 2009). Scholars find reflexivity transforms subjectivity in research from problem to opportunity (Finlay & Gough, 2003). Through reflexivity, the researcher intentionally avoided bias, stayed focused on the research objectives, identified the researcher's gaps in understanding, and refine insights.

Limitations

The sample population of this research was limited to one higher education institution in the U.S.. Therefore, the study did not include diverse perspectives and practices from other professors outside of this institution. Because of the nature of a case study that focuses on "particularization, not generalization" (Richards & Morse, 2013, p. 78). As a result, the findings from the study were limited and could not be generalized. However, the findings could assist to inform the field and to add information to the previous and recent research on this topic. This case study design could also be duplicated in different educational settings for further research.

This study only used qualitative methods. Therefore, the application of quantitative research or mix-methods may have provided additional information in future study.

Chapter Summary

Chapter 3 presented a discussion on the qualitative research methodology used in the study. The purpose statement and research questions were reviewed. This chapter then outlined an overview of the research design, including the case study as a qualitative approach and its rationale, research site and population, sampling methods, and instrumentation. Following the description of the research design, data collection procedures and data analysis techniques were explained. Furthermore, this chapter included a description of the protection of human subjects. In addition, research credibility and dependability, researcher's positionality, and research limitations were also discussed.

Chapter 4: Data Analysis and Results

This qualitative exploratory case study was designed to examine, describe, and conceptualize the lived experiences of faculty who are teaching graduate-level hybrid courses. The overarching question of this study was: What leadership strategies are commonly practiced by faculty who teach graduate hybrid courses? To investigate this, first, a thorough review of the literature revealed the Five Practices of Exemplary Leadership (Kouzes & Posner, 2017) as the theoretical framework for this study. The following research questions were developed based on this theoretical framework:

- RQ1: What leadership strategies are applied by faculty to model the way?
- RQ2: What leadership strategies are applied by faculty to inspire a shared vision?
- RQ3: What leadership strategies are applied by faculty to challenge the process?
- RQ4: What leadership strategies are applied by faculty to enable others to act?
- RQ5: What leadership strategies are applied by faculty to encourage the heart?

Based on these research questions, a qualitative exploratory case study approach was applied with both semistructured interviews and artifact investigation. Seven semistructured interview questions were designed to guide the interviews. The same seven interview questions were asked and answered by each of the participants.

- IQ1: What is your favorite hybrid course to teach, and why? (Ice-breaker question)
- IQ2: Based on your experience, describe how you set examples and expectations for your students.
- IQ3: Based on your experience, describe how you enlist your students.
- IQ4: Based on your experience, describe how you improve your students' learning process.
- IQ5: Based on your experience, describe how you empower your students.
- IQ6: Based on your experience, describe how you inspire your students.

- IQ7: Are there any other practices and/or information you would like to add? (Closing question)

Chapter Structure

Chapter 4 presents a discussion about the data analysis and result of this study in detail. This chapter first restated the purpose and research questions of the study. Next, a description of research participant recruitment, participant overview, and data collection procedure was introduced. Systematic procedures of data analysis and data analysis instruments were discussed, followed by methods for verification and trustworthiness. The research findings based on research questions and interview questions are presented, followed by a chapter summary at the end of the chapter.

Interview Participant Recruitment

Following approval from Pepperdine University IRB, the participants of this study were recruited using purposive sampling (Creswell, 2007). More specifically, expert sampling (Etikan et al., 2016) was applied to select experts in the particular field for this study. Therefore, participants were identified and selected by using the following inclusive criteria:

- Faculty members who have experience in teaching hybrid courses for 2 years or more.
- Faculty members who have been teaching in graduate school for 2 years or more.
- Faculty members who have been teaching in leadership programs for 2 years or more.

Nineteen potential participants who met the criteria at NSU Graduate School of Education were identified. A recruitment email was sent to all 19 potential participants. A participant recruitment email template was created and used (see Appendix A). Twelve of the potential participants responded, and 10 of them signed the Informed Consent Form for Research Participants (see Appendix B) and were able to attend and complete the Zoom

interview process. Nine interview transcripts were used in the final data analysis process after the member checking procedure.

Participant Overview

The interview participants held a range of teaching experience in graduate school education from 7 to 35 years, with multiple years of experience in both hybrid education (ranged from 6 to 23 years) and various leadership program experiences (ranged from 3 to 32 years) as well. The study had a total of nine interview participants, with five full-time professors and four adjunct professors, all from NSU Graduate School of Education. Seven of them were male, and two were female. All interviewees had a minimum of 6 years of experience teaching in hybrid courses, a minimum of 7 years teaching in graduate school, and a minimum of 3 years teaching in leadership programs. See Table 3 for more details on the participants.

Table 3

Description of Participant Experience

Participant Pseudonym	Years in teaching in hybrid courses	Years in teaching in graduate school	Years in teaching in leadership programs	Gender
P1	7	7	3	M
P2	11	11	20+	M
P3	10+	35	15	M
P4	6+	17	8	M
P5	23	30	30	M
P6	6	32	32	F
P7	15	20	15	M
P8	13	16	16	M
P9	10	7	10	F

Data Collection

The Pepperdine University IRB provided approval for data gathering, and data were gathered from faculty who met the sampling criteria. The results of the data collection were compared with the theoretical framework. A Participant Interview Guide (see Appendix C) was established and used as a protocol during the interview process with each of the participants. All interviews were conducted virtually on an online conferencing platform—Zoom—with the date

and time set by each participant. At the beginning of each interview, the researcher confirmed each participant's understanding of the informed consent form, reviewed the interview procedure and time expectations. It was explained that the interview would be recorded for transcription purposes only and each participant's verbal agreement was received, in addition to the signed consent form. First, five demographic questions were asked to collect participant's background information and ensure that the participant met the selecting criteria for the study. An icebreaker question was used to open the conversation and reflection, followed by five main interview questions for the participant to reflect on. In the end, the participants were asked to see if there were anything else the participant wanted to add. The interviews ranged from 40 minutes to 60 minutes. With Zoom's auto transcription function, the transcripts were generated and ranged between 20 to 30 plus pages. After the review of the transcripts, each transcript ended up with five to eight pages long.

Data Analysis Process

The data analysis process involves five steps of analysis, according to Creswell and Creswell (2018). "Step 1: Organize and prepare the data for analysis. Step 2: Read or look at all the data. Step 3: Start coding all of the data. Step 4: Generate a description and themes. Step 5: Represent the description and themes" (p. 193). Following these steps, the data were being prepared, organized, and analyzed.

In the first step, the Zoom audio transcription function was used to transcribe the interviews. After receiving the raw interview transcripts, the researcher listened to all the recordings of the transcriptions, read through them, and got familiar with the line-by-line transcriptions, organized the format, and made corrections for accuracy.

In the second step, separate files for each interview's transcript were created and later were sent to each participant for member checking after the transcript cleaning-up process. By a thorough review of the interview audios and the transcript cleaning-up process, the researcher

became very familiar with the rough content of each part of the transcripts and the approximate location of the key information the study might use.

In the third step, based on the research questions of this study, the coding process was a combination of deductive and inductive coding approaches. A deductive approach is applied when the structure of the analysis is based on previous knowledge, theory, or model (Elo & Kyngäs, 2008; Kyngäs & Vanhanen, 1999). "A deductive approach is useful if the aim is to test an earlier theory in a different situation" (Elo & Kyngäs, 2008, p. 113). Therefore, the deductive approach was applied. A predefined set of themes based on Kouzes and Posner's (2017) five leadership principles—model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart—was used as an initial step. Theme 1, model the way, was focused on research question 1; Theme 2, inspire a shared vision, was focused on research question 2; Theme 3, challenge the process, was focused on research question 3; Theme 4, enable others to act, was focused on research question 4; and Theme 5, encourage the heart, was focused on research question 5 (see Table 4).

Table 4

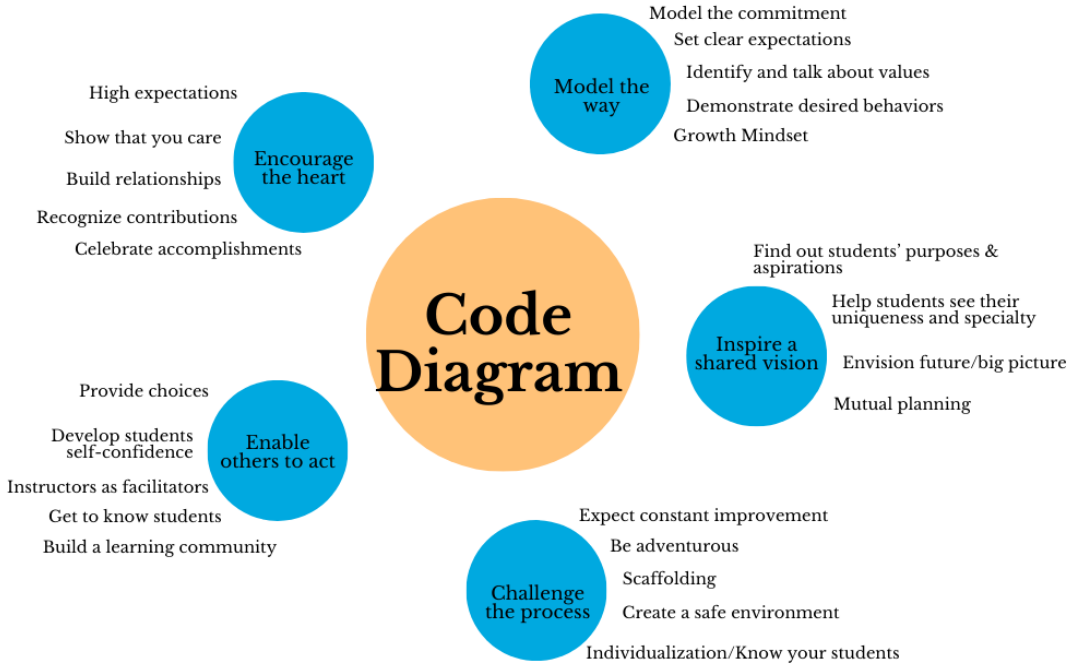
Coding Themes and Linked Research Questions

Theme Number	Theme	Research Question
1	Model the way	What leadership strategies are applied by faculty to model the way?
2	Inspire a shared vision	What leadership strategies are applied by faculty to inspire a shared vision?
3	Challenge the process	What leadership strategies are applied by faculty to challenge the process?
4	Enable others to act	What leadership strategies are applied by faculty to enable others to act?
5	Encourage the heart	What leadership strategies are applied by faculty to encourage the heart?

In addition, a code diagram was established. Based on the theoretical framework of this study, about six to nine initial codes were established under each theme, for example, clear expectation, envision future, create a safe environment, develop student's self-confidence, and build relationships (see Figure 2).

Figure 2

Code Diagram



The inductive coding approach was also applied in the data analysis process. According to Elo and Kyngäs (2008), an inductive approach is normally applied when there is insufficient prior knowledge about the phenomenon. It moves data from the specific to the general. The inductive coding process includes "open coding, creating categories and abstraction" (p. 109), similar to the idea of opening coding, axial coding, and selective coding (Strauss & Corbin, 1990). Therefore, for inductive coding, the typical open coding, axial coding, and selective coding were applied. Open coding was utilized as the initial coding method to organize keywords and ideas into categories. For example, codes were extracted from the transcripts and memos with an inductive approach. An initial codebook was developed at this point.

A codebook is a list of codes with code definitions, allowing researchers to keep track of how codes are being used to make sense of data. In some cases, code definitions come

> from the literature review. In other cases, codes are defined by how participants refer to a topic. (Mihas & Institute, 2019, p. 2)

In the fourth step, with the process of axial coding and discussion with an interreviewer, categories were slightly changed, grouped, and organized into more concise themes and concepts. Afterward, selective coding was utilized to select the central theme for the codes that were generated with the inductive approach. Selective coding is the process of choosing the central themes and filling in themes that need further refinement and development (Strauss & Corbin, 1990). Selective coding focuses on theoretical development regarding the nature of core themes and concepts emerging from the collected data. Therefore, with the deductive coding approach, the data collected were analyzed based on the theoretical framework of this study. Meanwhile, with the inductive coding approach that includes open, axial, and selective coding, central themes and codes were revealed to further the study's findings. The codebook was updated with detailed descriptions and sample quotes at this step (see Figure 3). With the codebook as a guide, quotes from the interviews were highlighted, color coded, and sorted into codes and themes.

Figure 3

A Sample Page of the Codebook

	Code Name	Code Definition	Code Example
Model the Way "Clarify values by finding your voice and affirming shared values" "Set the example by aligning actions with shared values" (Kouzes & Posner, 2017, p. 46).	Model the commitment	The professor does what they say they will do, follows through commitment to students and teaching; keeps promises, and walks the talk	So for me, my way of modeling the way is that I'm very very cautious about what I say. Because every single thing I say, I'm going to hold myself accountable for, and I'm going to make sure that they see that I not only say that, but that I live it in practice. No deviation between words and actions, exactly the same. (P2)
	Set clear expectations	The professor set clear expectations about the course, students, assignments, and norms	I think the clearer your syllabus is in terms of what it is they're being measured against, the easier it is to just go through that process and make sure that they know here's what you're going to need to be successful in this particular course. (P1)
	Identify and talk about values	The professor identifies their own values as well as asks questions that keep students constantly focused on the values that are the most essential to themselves, to the cohort, and to the course	It's really important in any program to ensure that that kind of student we say back to them the passion they're bringing into the program. So that we do our own member checking with our students, "Is this what you're thinking about? Is this what you're pursuing?" And you get a lot of tears when they say, "yes, that's just what I meant." (P4)
	Demonstrate desired behaviors	The professor shows examples of desired behavior/assignment projects	I use some examples of how sort of my writings and my research and what I've been doing as exemplary demonstrations of how leadership theory is applied, and ultimately how publications look for particular areas. That's how I really hope my students learn. (P3)
	Growth Mindset	The professor shows a growth mindset, asks for feedback from students, self-reflect, and make adjustments	And then, I always listen to students to see how they felt about the program. And I look at the evaluations and say, okay, this - we did well. This - you know, maybe we could do differently. So it's really kind of a combination of things I do, and I work very closely with students. (P6)
	Communicate	The professor actively and constantly looks for ways in transparent communication	One of the things that I think is important is communication. What I try to do is have weekly communication—it's not just like three times a semester. I think that really helps me keep in touch with students. I have their phone numbers, and then I make sure that during the week I try to contact each student. So that by the end, I know pretty much where they're feeling. (P6)
	Technology Consideration	The professor pays attention to online portion of the class, including course design and technology interface	Because it is online, we go through where they can find everything and what you can do to find it. There are a lot of buttons. And if you can just keep it very simple and keep it straightforward to the buttons they'll need and use. I make use of that to keep it simple for students. (P1)

The final codes are listed in each of the five themes generated from the study's theoretical framework. These codes and themes address five research questions to explore

faculty's leadership practices in graduate-level hybrid education. The themes and codes are linked with the research questions in Table 5.

Table 5

Research Themes, Questions, and Codes

Theme Number	Theme	Research Question	Codes
1	Model the way	RQ1: What leadership strategies are applied by faculty to model the way?	• Communicate • Set clear expectations • Identify and talk about values • Model the commitment • Growth mindset
2	Inspire a shared vision	RQ2: What leadership strategies are applied by faculty to inspire a shared vision?	• Envision future/big picture • Real-world learning • Mutual planning • Find out students' purposes and aspirations
3	Challenge the process	RQ3: What leadership strategies are applied by faculty challenge the process?	• Individualization • Create a safe environment • Provide feedback • Expect constant improvement
4	Enable others to act	RQ4: What leadership strategies are applied by faculty to enable others to act?	• Develop student's self-confidence • Instructors as facilitators • Get to know students • Build learning communities • Experiential learning
5	Encourage the heart	RQ5: What leadership strategies are applied by faculty to encourage the heart?	• High expectations • Show that you care • Build relationships

Data Analysis Instruments

Quirkos, a computer-assisted qualitative data analysis software, was used during the entire coding process. Quirkos is commonly used in social science studies. It provides a visual and straightforward interface in which color-themed bubbles represent the codes or themes of the data. In addition, Google Docs and Google Sheets were used in the data analysis process, such as creating the codebook, interreviewer data comparison, and the intercoder reliability calculation.

Methods for Verification and Trustworthiness

As mentioned in the last chapter, one of the arguments for case studies is the credibility of data analysis. Therefore, this study used data triangulation (Creswell, 2007; Yin, 2017) and member checking (Lincoln & Guba, 1985) to increase its credibility. In addition, this study involved two interreviewers (Hyatt, 2013) in the coding process to ensure the study's reliability and dependability.

Data Triangulation

Data triangulation was used to enhance the credibility of the findings (Yin, 2017). Using multiple data sources allowed for data triangulation (Creswell, 2007). Publicly available artifacts were considered an additional method and data source to ensure research credibility. By comparing the data from the course catalogs, NSU's website information, and interview transcripts, consistency of the data was found between artifacts and interviews.

Member Checking

By conducting member checking, all transcripts were carefully reviewed and corrected at first. Then, the interview transcript was returned to each of the participants. The reason for this process was to increase the accuracy of the data that was collected (Birt et al., 2016). Out of 10 original interviewees, nine completed their member-checking process. Among the nine participants, seven confirmed the transcripts without any changes, and two confirmed their transcripts with minor modifications. To ensure the study's rigor and credibility (Lincoln & Guba, 1985), one transcript that was not member-checked by the participant was disposed. As a result, nine transcripts were used as the final data in data analysis.

Interreviewer

To increase further the reliability and dependability of the study, two interreviewers were invited to the coding process. Two interreviewers who were familiar with leadership theories and practices, had a doctorate degree or in a doctoral program, and taught or worked in graduate school were selected and participated in this coding process. Hyatt's (2013) 10-step

process in working with interreviewers on data analysis was applied. The 10 steps were listed in Chapter 3. In this study, the steps specifically used were:

1. The researcher analyzed the data and then scheduled an initial meeting with the reviewer to review the coding process for identifying themes.
2. The researcher selected a transcript for the purpose of familiarizing the reviewer with the coding process.
3. The researcher maintained the analyzed version of the transcript.
4. The reviewer was provided with a clean copy of the selected transcript by the researcher.
5. Prior to analysis, the researcher and reviewer each read the transcript to get familiar with the data from the transcripts and to further the reviewer's consideration of the information and answer any questions about the transcript.
6. After the reviewer completed the analysis of one selected transcript independently, the researcher reconvened with the reviewer to go through the completed transcript and assisted the reviewer in understanding the coding process with more explanations of the research context and coding themes. The researcher developed the codebook with input from the reviewer.
7. During the independent coding process, the codebook was served as a guide, aiming to increase the coding consistency among coders. An interreviewer comparison sheet was created on a shared Google Sheet by the researcher. The codes were entered under the researcher's and reviewer's separate columns. Conclusions of agreement or disagreement between the researcher and reviewer were entered into the right column. Additional notes were added to the sheet as well (see Figure 4).
8. The additional reviewer applied the same process to the remaining transcripts independently.

9. After completing the process for all nine transcripts, the researcher and reviewer scheduled another meeting to reconvene. The researcher and the reviewer reviewed their identified findings, discussed differences, and aimed to reach a consensus on the conclusions.
10. Criteria for major themes were met when a minimum of a majority (more than 50%) of participants provide supportive data for the theme(s).

Figure 4

A Screenshot of the Interreviewer Comparison Sheet

Item	Location (Line)	Primary coder	2nd coder	Agreement	Disagreement	Notes
1	28	Communication	Communication	1		
2	28	Set clear expectation	Set clear expectation	1		
3	30	Technology consideration	Technology consideration	1		
4	34	Technology consideration	Technology consideration	1		
5	40	Set clear expectation	Identify and talk about values		1	
6	41	Set clear expectation	Set clear expectation	1		
7	47	Communication	Communication	1		
8	50	Communication	-		1	
9	50	Set clear expectation	Set clear expectation	1		
10	55	Identify and talk about values	Identify and talk about values	1		
11	78	Model the commitment	Communication		1	
12	87	Identify and talk about values	Identify and talk about values	1		
13	96	-	Envision future/big picture		1	
14	101	Communicate purposes & aspirations	Communicate purposes & aspirations	1		
15	109	Envision future/big picture	Envision future/big picture	1		
16	116	Communicate purposes & aspirations	Communicate purposes & aspirations	1		
17	124	Growth mindset	Growth mindset	1		
18	124	Constant improvement	Constant improvement	1		
19	132	Individualization/Know your students	Individualization/Know your students	1		
20	147	Individualization/Know your students	Individualization/Know your students	1		
21	151	Individualization/Know your students	Individualization/Know your students	1		
22	160	Individualization/Know your students	Individualization/Know your students	1		
23	161	Individualization/Know your students	Create safe envrionment		1	
24	166	Get to know students	Get to know students	1		
25	169	Learning community	Learning community	1		
26	171	Get to know students	Get to know students	1		

P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11

In addition to the above 10 steps, the transcripts intercoder reliability (ICR) was calculated. Scholars often use ICR and inter-rater reliability interchangeably. According to O'Connor and Joffe (2020), ICR is a numerical evaluation to reveal the extent to which two or

more coders agree with the coding result. “ICR assessment can yield numerous benefits for qualitative studies, which include improving the systematicity, communicability, and transparency of the coding process; promoting reflexivity and dialogue within research teams; and helping convince diverse audiences of the trustworthiness of the analysis” (O’Connor & Joffe, 2020, p. 2).

There are many well-known methods and software to calculate ICR; however, one of the most common and straightforward methods is reporting the percentage of data units on which coders agree (O’Connor & Joffe, 2020). In this study, the ICR was calculated by dividing the number of agreements by the total number of agreements plus disagreements (Miles & Huberman, 1994). Thus, the calculation formula used was:

$$\text{ICR} = \frac{Total\ number\ of\ agreements}{Total\ number\ of\ agreements + Total\ number\ of\ disagreements} \quad (1)$$

When the first coding round of the chosen transcript was completed, the ICR was only 0.22. There were multiple reasons behind the low ICR rate, including coders’ various interpretations of the codes, lack of clarity and description with the initial codes, and different coding habits (e.g., multiple coding for one data unit). With in-depth discussion, clarification of the meaning of each code, and reorganization of the codes and codebook, the researcher and the reviewer were able to achieve a consensus. The ICR of the first chosen transcript turned out to be 0.816 after the discussion, which was a significant level of agreement. The researcher and the reviewer continued to code and reconvene, aiming to achieve consensus on the data. At the end of the data analysis process, each of the nine transcripts was able to achieve a minimum of 0.80 in its ICR (see Table 6), with an average ICR of 0.858.

Table 6

Intercoder Reliability

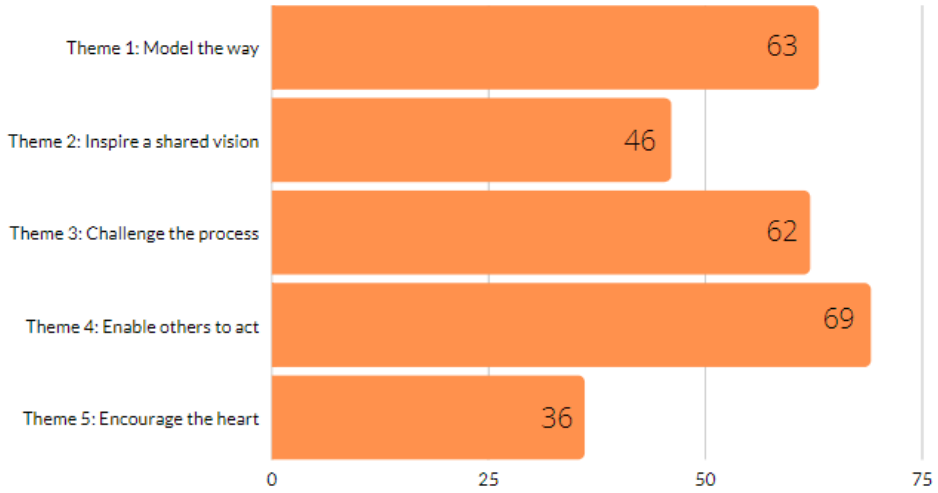
Transcript	ICR
P1	0.816
P2	0.826
P3	0.833
P4	0.875
P5	0.912
P6	0.836
P7	0.925
P8	0.824
P9	0.878
Average	0.858

Research Results

The study's overarching research question was focused on the leadership practices of faculty as they teach in graduate-level hybrid courses. The question asked: What leadership strategies are commonly practiced by faculty who teach graduate hybrid courses? To answer this question, five subresearch questions were developed. From the data analysis, 276 codes were found. From the participants' responses, most of the faculty leadership practices were coded under three themes, which are theme 1: Model the way (63 codes), Theme 3: Challenge the process (62 codes), and Theme 4: Enable others to act (69 codes; see Figure 5). Under each theme and its correlated research question, five to seven code categories were generated.

Figure 5

Number of Codes for Each Research Question

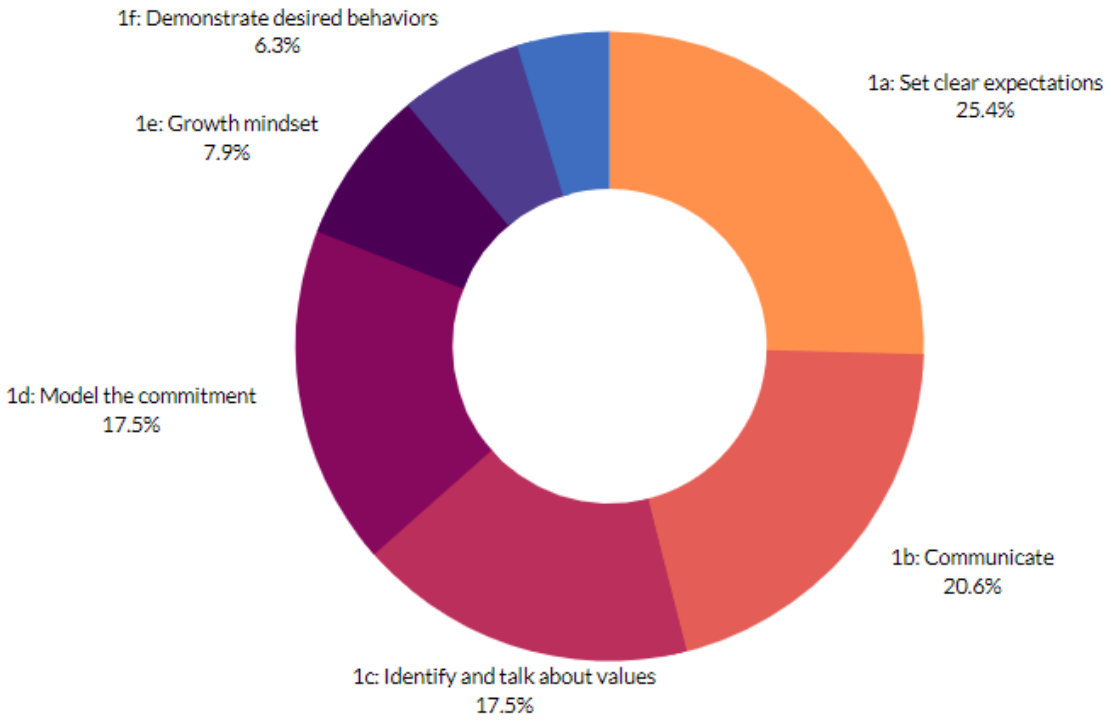


Research Question 1 and Corresponding Data

Research Question 1 asked: What leadership strategies are applied by faculty to model the way? This research question is correlated to the theme Model the way, with a total of 63 codes from a total of nine interviews. The significant codes related to the theme Model the way that emerged in the participants' responses were: (1a) set clear expectations, (1b) communicate, (1c) identify and talk about values, (1d) model the commitment, and (1e) growth mindset. Figure 6 demonstrates the code categories generated from research question 1.

Figure 6

Research Question 1 and Corresponding Codes



Code 1a: Set Clear Expectations. Among the interviewees, set clear expectations is the most popular practice when faculty are modeling the way. Sixteen of the quotes from the participants were about setting clear expectations. Here are some quotes under this category:

- "Keeping it simple, and making sure students know exactly where to go to find the expectations for the course, whether that be through syllabus or assignments." (P1)
- "Through the syllabus and my meetings with the class, my job is to kind of paint a picture of what things should look like at the end. So that there's no confusion about it." (P2)
- "I model the way by being very clear on expectations and the vision for the course, no matter what it is. So, I'm very clear on what the course is based on, for example, what program learning objectives we're going to be using." (P6)

- "What I try to do is make sure that when we talk about accountability in a course, the accountability is to each other and yourself, that you're a member of this class and you're a member of this cohort. Each of us is holding each other accountable." (P8)

Code 1b: Communicate. To model the way, faculty emphasized the importance of communication, for instance, constant communication, transparent communication, and clear communication. Thirteen quotes from the discourse were about faculty's practice in communication.

- "Constantly having checkpoints, where you talk about what we did last class, how that connects to this class, and what we're looking forward to." (P1)
- "And people know that I'm very upfront. I will never lie to them; I will never deceive them. If I feel a certain way about something, I will state it, and I will defend it. And if they disagree with it, that's okay." (P2)
- "One of the things that I think is important is communication. What I try to do is have weekly communication—it's not just like three times a semester. I think that really helps me keep in touch with students. I have their phone numbers, and then I make sure that during the week, I try to contact each student." (P6)
- "Then, as I'm teaching my class, I'm always going back to remind my students about what the outcomes are that we're trying to reach for that particular piece of learning." (P9)

Code 1c: Identify and Talk About Values. Another significant leadership practice (11 codes) noted by faculty was to identify and talk about values with the students, including the values of learning, values of the course, and also the students and faculty's own values:

- "The more connections you can make between courses, it makes more sense to students, where they sort of know that this is not all happening disconnected. It's happening with purpose and at the right time." (P1)

- "If you want to get somebody to share your vision, you have to communicate how you feel, what's your vision for yourself, for the program, for the class." (P8)
- "I continue to connect back because it's important, especially for our adult students, to understand why they are learning something. So, they don't want to just spend time doing an assignment or an activity if it's not something that they can make sense of. I spend some time making sure that the outcome is clear on whatever the activity is before we actually do it, and there's a reason behind whatever it is that we're doing. So that there's a connection that the students can make, and that helps them be more motivated to want to do the different things that we're doing in class." (P9)

Code 1d: Model the Commitment. Model the commitment is another significant leadership practice (11 codes) brought up by the faculty participants. The professors talked about how they would model the commitment by doing what they say they will do, following through commitment to students and teaching, keeping promises, and walk-the-talk.

- "I just think the most important thing is that you build a relationship of trust you create a commitment, commitment between you and the students. And every single thing you say and every single thing you do, is toward building that relationship building that trust and building that commitment. If you do that as a teacher and a leader, I think everything else just kind of falls in place." (P2)
- "In my mind, I see teaching in general as a combination of two axes. On one axis is love for the subject matter, and the other axis is love for students. There are teachers who love to teach physics. They might not care what students are learning and what they're paying attention to. This person gets there and does a great job teaching physics, but not too concerned about students. The other who would say I'm a good teacher, I can teach anything. But they don't cover as much; they don't support the theory and the material as much. They are just like, 'let's have a dialogue.' So I call

one content, I call one context. The love for the students—I call context. Great teachers have high content and high context. So, in modeling the way, I have to model high content and high context." (P5)

- "You have to model each of the behaviors that you're saying. You have to actively demonstrate it because people will see what you do versus what you say." (P8)

Code 1e: Growth Mindset. The last significant code in modeling the way is for faculty to have a growth mindset.

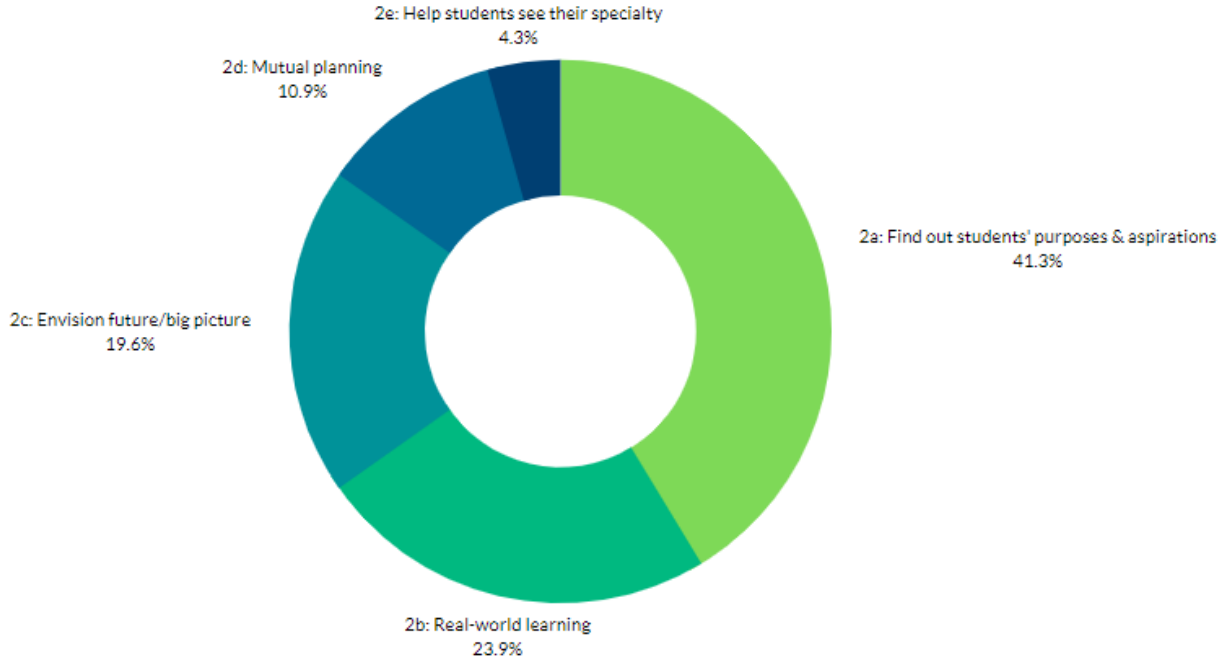
- "You can't write well until you write poorly. First, you have to write poorly before you can write well." Then I try to give examples of bad writing of my own in one of the exercises that we have, or of writing that then changes and it gets better." (P4)
- "And then, I always listen to students to see how they felt about the program. And I look at the evaluations and say, okay, this—we did well. This—you know, maybe we could do differently." (P6)
- "At the end we kind of look at every one of our assignments, and we say, 'what is happening in the world; how did covid change everything we were doing; how did the environment change this class,' and environments do change a class. There's no syllabus that is the same as it was a year ago. So, we look at the environment—how has it changed, how can we change this syllabus. So next time we take into account what's changed during this year." (P6)

Research Question 2 and Corresponding Data

Research Question 2 asked: What leadership strategies are applied by faculty to inspire a shared vision? This research question is correlated to the theme: Inspire a shared vision, with a total of 46 codes from a total of nine interviews. The major codes related to the theme Inspire a shared vision that emerged in the participants' responses were: (2a) find out students' purposes and aspirations, (2b) real-world learning, (2c) envision future/big picture, and (2d) mutual planning. Figure 7 demonstrates the code categories generated from research question 2.

Figure 7

Research Question 2 and Corresponding Codes



Code 2a: Find Out Students' Purposes and Aspirations. Among the interview participants, Find out students' purposes and aspirations is the most popular practice when faculty inspire a shared vision. Nineteen quotes from the discourse were about finding out students' purposes and aspirations. Faculty emphasized the importance of having or finding out the mission, vision, purpose, and aspiration for their students. For example:

- "I have to create purpose for them; I have to create meaning for them; I have to create enthusiasm for them; I have to create a set of values for them." (P5)
- "It's really important in any program to ensure that that kind of student we say back to them the passion they're bringing into the program. So that we do our own member checking with our students." (P4)
- "Although there is some intrinsic motivation of graduate students, I think in terms of enlisting them or to ensure that they're interested in the course is a lot about having a purpose for them, like being useful for them, whether that's from a theoretical

> standpoint or a practical standpoint, or a combination of both. But if we are doing something that is just to check off something, I mean we can do that. But I think the more that they're able to see a purpose and a reason to do this, the more likely they are to be motivated to give it a shot and try." (P1)

Some professors gave concrete examples of how they are practicing this leadership in a classroom setting:

- "The other thing is thinking about what it is that their program is about. For example, in some of the graduate programs that I teach in, part of what they may need to learn is how to give a professional presentation. That's different than an academic presentation. So, giving them some connections also to professional skills that they'll need, depending on what they want to become, is important too. And it is more empowering for the students in doing the assignment. Because we've probably all been there that I'm never going to do this again, this is not useful in my life. Why do I have to do this? So if we can avoid those kinds of situations to the extent that we can, then we empower the students to be more actively engaged in learning." (P9)

Code 2b: Real-World Learning. Many faculty members used real-world learning, including real-world examples, challenges, applications, and case studies to inspire their students.

- "Every class I teach has an experiential component to it; I think it's very important, and that's the beauty of a hybrid course as well, where they have the opportunity to reach out. For instance, I did a leadership course that had to do with leaders under Covid-19 and how they respond to it. If you learned all these leadership concepts, now look at their leadership concepts, look at their followers, look at what's needed, how would you change it, what's practical there—so there's some more experiential work. And part of that is in this COVID environment that they've all experienced it, but they actually had to figure out ways to reach out and talk to people and test their

idea of how a change model could happen and would it make sense in that environment." (P8)

- "Helping them see how things relate to the material is helpful. So, I will share things in my own life, or things I've experienced, or people I've worked with, depending on the topic. That's helpful for the students to be able to relate to it better." (P9)
- "What I find is that it's very, very, very different if they are solving an actual real-world problem that actually exists, versus a hypothetical problem that they make up." (p7)

Code 2c: Envision Future/Big Picture. Nine responses from the interviewees were focused on the participants' practice in envisioning the future or the bigger picture. Some faculty mentioned that getting students to see a brighter future and a bigger picture makes students more interested and engaged in their course work.

- "I try to get them to see purpose, a bigger picture, and how it all fits, because that way they're a little bit more interested in doing the work." (P1)
- "I want them to know that we are envisioning a place of the prosperity of their soul." (P4)
- "To ask the students to engage so deeply into material, you have to have a vision for them—How does this help your life, how does this advance your career, how does this give you insight into things that matter for you….You have to get people to buy into the vision of what being literate in algebra is or what is being literate in economics is." (P5)

Code 2d: Mutual Planning. The last significant code in the second research question is mutual planning. Multiple participants mentioned the importance of involving students in decision making and mutual planning in learning rather than making decisions for the students.

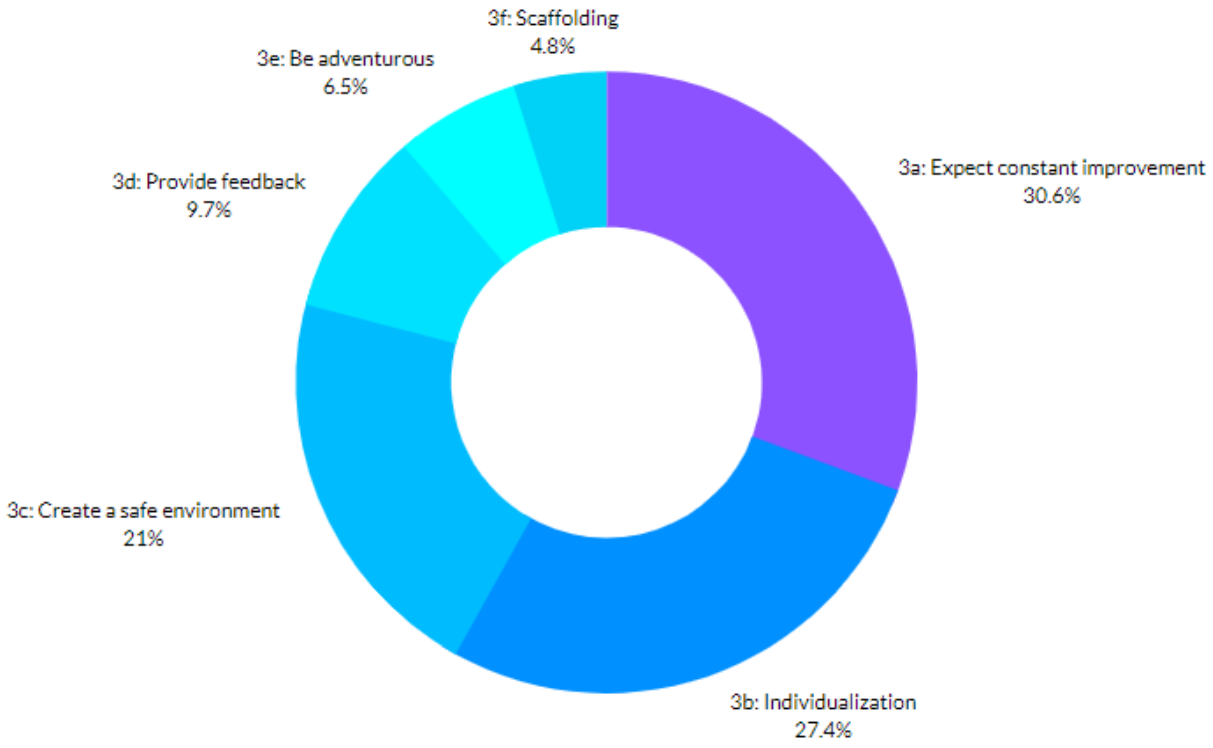
- "So I think that inspires students, where you're not just dictating the content, but you're actually getting them involved in an operation that would make someone's life better." (P6)
- "But I also want them to see their own sense of creating the classroom, as you know, a simulation where they become invested. They devour the material; they take the material. They first have to understand the material and then from that, they can then sort of role-playing a particular area that they self-choose. And to me, that's always good." (P3)
- "You do not decide for them; you get them engaged in the decision." (P5)

Research Question 3 and Corresponding Data

Research Question 3 asked: What leadership strategies are applied by faculty to challenge the process? This research question is correlated to the theme: Challenge the process, with a total of 62 codes from a total of nine interviews. The significant categories related to the theme challenge the process that emerged in the participants' responses were: (3a) expect constant improvement, (3b) individualization, (3c) create safe environment, and (3d) provide feedback. Figure 8 demonstrates the code categories generated from research question 3 and its data.

Figure 8

Research Question 3 and Corresponding Codes



Code 3a: Expect Constant Improvement. Among the interview participants, Expect constant improvement is the most popular practice when faculty try to challenge students' learning process. Nineteen quotes were found related to faculty expecting a constant improvement of their students. For example:

- "My sense is to keep the bar high, challenge students, help those who fall behind, and those who can really be productive. It gives them the opportunity to excel. So, I think that moves the whole class forward and moves a cohort forward, and moves intellectual learning forward when you do that." (P3)
- "But my goal is to get them to go beyond that, for them to understand, and learn what's important for themselves as well. So, for every course I teach, I want students to get beyond the rubric…push beyond that, go to a different look, and I call it level

one and level two. Level one is doing just what's required; level two is taking that risk and going to that next level. That's my goal for every class for them." (p8)

- "I will break it down and make them go into a much lower level of detail than they are expecting and that they are used to. By the end of it, they start to get a pretty good indication that I want way more detail than they would normally provide. So, there's a lot of challenging that goes on there in terms of how they think about and how they envision problem solving within that discipline." (P7)

Some professors also provided concrete examples of how this practice looks in their interactions with students, such as encouraging students to pursue further academic excellence (e.g., copublishing chapters and journals) and asking additional follow-up questions (e.g., providing challenging questions or broader concepts).

Code 3b: Individualization. To challenge the process, faculty emphasized the importance of knowing each of their students and the individualization in learning. A total of 13 quotes were found related to this manner. Here are some quotes from the participants:

- "The better you know who they are, what they need, and what they want, the better you are able to adapt and be flexible to their needs…it's not like a cookie-cutter thing for every class. It's what this class is all about individually and as a group, and how do I adapt my process so that they're learning better and adapting to what they need to do." (P1)
- "I give individual proctoring for students to better themselves. It's really critical and not to treat everybody equally." (P3)
- "Every cohort and student is different. We have a mix of those that have been out for a while and then those that are recent…I look at the student, and I look at where they are at. My philosophy is that we all understand deeply what's important to us and where we want to go. It's deep in us. We just need somebody to help us get it out, so I try to look at where the student is and try to expand the horizon." (P8)

A couple of professors also mentioned individualization and flexibility in assignment forms. For example:

- "There are many ways to take a look at your assignments and differentiate them, and that empowers the students. Students that have assignments like that are so much happier because they feel like they're getting to pick what fits them the best. They're still all learning the same concepts—it's just that you have to deal with it coming in different forms." (P9)

Code 3c: Create a Safe Environment. Creating a safe environment is another significant element in the theme of challenging the process. The majority of participants mentioned that creating a safe and trustful learning environment for their students is helpful in challenging students' learning process. For example, some faculty would make their course as clear as possible to make students worry less about being overwhelmed, not understanding the expectations, or not having enough time to complete the assignment because "those are all things that get in the way of learning" (P4).

- "You also have to create an environment that fosters that trust, where people are able to feel comfortable being vulnerable, feel comfortable speaking, feel comfortable challenging you….You want to create a learning environment where everybody makes mistakes. I rather people take risks and make mistakes because you learn from them." (P8)

Furthermore, one participant provided detailed practices of how she lowers the anxiety level and makes sure students feel safe in their classroom discussion.

- "Rather than putting them on the spot to answer immediately. Giving them opportunities to work in small groups, or to do it like a pair-share, or they buddy up with somebody, to let them start talking about those more challenging questions and thinking about the material relating to that." (P9)

Code 3d: Provide Feedback. To challenge or improve students' learning process, faculty found providing feedback is also a critical practice. Some faculty members emphasized that the feedback has to happen for the benefit of students' continuous learning and growth:

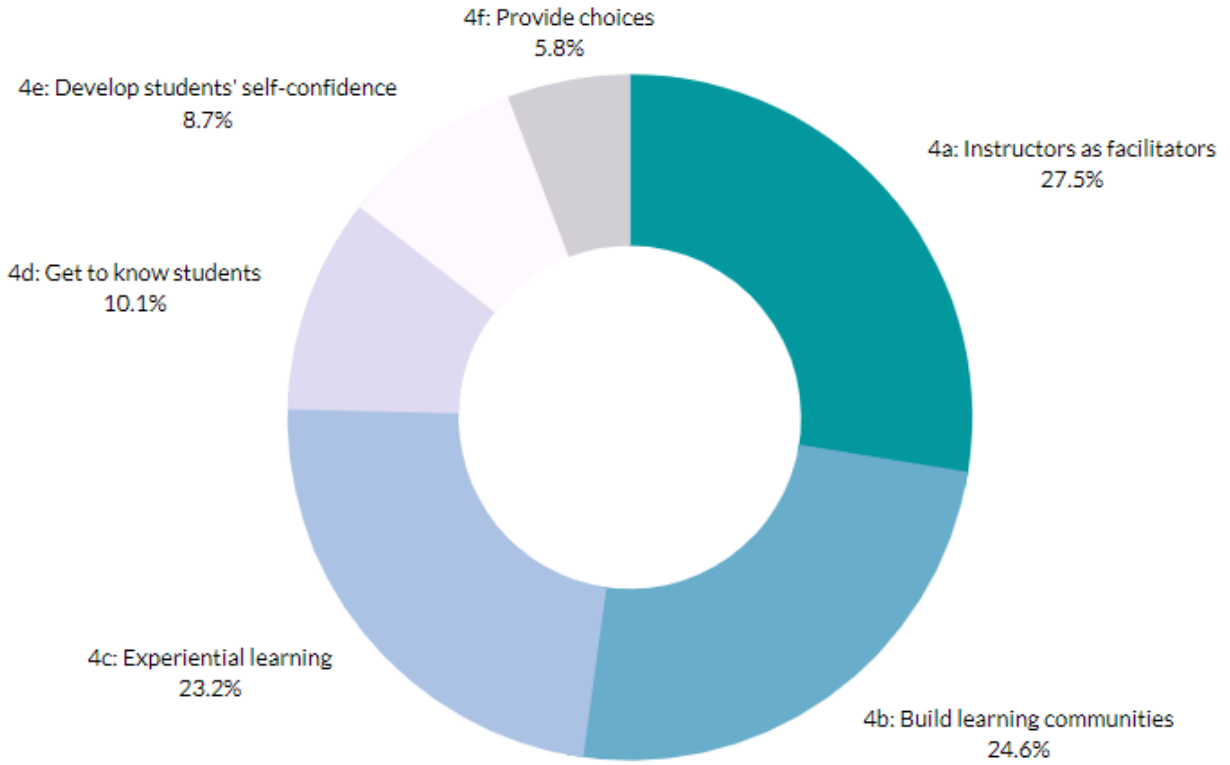
- "And then, as they present, I try to find ways to tie it back, specifically to what we learned." (P9)
- "You also find ways to communicate with students who misunderstand what the task is. You find ways to gently communicate that they need to step beyond what they have expected. Of course, one way I onboard is through comments and feedback on what students write. I gently but firmly say that this isn't good enough. Implicitly onboarding them to the idea that I'm not doing for them anything I don't do for myself. I try to be brutal with my own writing because if I'm not brutal with my own writing, I won't succeed in what I'm trying to do. So, a way of thinking is that you have to continually strive for relevance, clarity, and a pretty high level of critical thinking in what you are writing." (P4)
- "And I may give some very blunt feedback. I'm going to do it in nice terms, but sometimes it will be blunt when the work the student did was completely off target. To me, the important thing is that everybody gets an understanding of why it's not going to work, why it's off-target." (P7)

Research Question 4 and Corresponding Data

Research Question 4 asked: What leadership strategies are applied by faculty to enable others to act? This research question is correlated to the theme: Enable others to act, with a total of 69 codes from a total of nine interviews. Faculty seem to have the most leadership practices under this theme. The major codes related to the theme Enable others to act that emerged in the participants' responses were: (4a) instructors as facilitators, (4b) build learning communities, (4c) experiential learning, (4d) get to know students, and (4e) develop students' self-confidence. Figure 9 demonstrates the code categories generated from research question 4 and its data.

Figure 9

Research Question 4 and Corresponding Codes



Code 4a: Instructors as Facilitators. From the interviews, Instructors as facilitators was the most prevalent practice when faculty tried to enable their students to act. Eight out of nine faculty who were being interviewed mentioned this practice, and 19 of the quotes from the interviews talked about how faculty act as a facilitator, a guide-on-the-side, a "backdrop" (P3), or a collaborator. For instance:

- "They have to do the work, so we put them in position and give them the resources. I guess the best way to describe the way I try and teach and lead is not by saying 'Here let me build this for you and you mimic what I do,' but instead 'What we need to build is in front of us; let's work on it together.'" (P1)

- "I want to be the backdrop, I want to help produce quality scholarship by students who can do that by themselves may just need the temporary scholarship partnership to get there, and then afterward they're publishing on their own." (P3)
- "At the doctorate level, I kind of back out and get out of the way and let them work. I'm always here for them when they need to consult with me. But I think sometimes we micromanage too much." (P4)
- "What I do typically is to assign maybe two or three people to look at a case study because they are pretty complex. And then, what I do is to have the team moderate the case study. So, in order to moderate, you have to know the case study. Then they bring it to the rest of the class." (P6)

Code 4b: Build Learning Communities. To enable others to act, faculty emphasized the importance of building learning communities. A total of 17 codes were found related to this category, such as foster student-to-student collaborations, assign group projects, assign partners, and build teams. Here are some quotes from the participants:

- "My job is to capture what I like to call the collective wisdom. You cannot beat the collective wisdom for knowledge, and so my job is to kind of capture that collective wisdom of the students. I think things go pretty well when you do that because everybody feels engaged and involved." (P2)
- "I tried to form learning communities to get students to cross-fertilize with each other because not all information comes from the Professor or from the textbook or for the guest lectures. Information comes from smart people who are in the classroom together with different backgrounds and fields." (P3)
- "I always give a lot of group projects. I believe shared vision is really greatly enabled or facilitated when there's a problem to solve, and everyone is aware of that problem, understands the problem, and is somehow invested in being able to solve that problem." (P7)

Many participants discussed that a learning community empowers and enables students to be more actively involved in learning. Therefore, faculty tried to build such learning communities and teams in their own practices in hybrid graduate-level classes.

Code 4c: Experiential Learning. Experiential learning is another popular category in the theme 4 Enable others to act, with 16 codes from the participants. Participants emphasized how building connections between course work and the real world through experiential learning enables and empowers students to act in their learning process:

- "We try and replicate the course in a way that mirrors real-life consulting as much as possible. All the highs and lows, problems, all the things that happen. We try and replicate that experience to the best of our ability within the course." (P2)
- "I'm also big on simulation and getting people to see the real world, not just the academic literature, which is meaningful, of course, but it's not the end-all. And I like it when they can dabble and role play and see themselves as paraprofessionals. Maybe someday they are at the United Nations, maybe someday they are actually leading a delegation to a country, looking at the sustainable development area of some form. So, I want them to see themselves in a professional light and I don't think we give enough of that." (P3)
- "The project I always use is to have students choose a workplace problem that has been experienced by one of the group members in their small groups." (P7)
- "Every class I teach has an experiential component to it, I think it's very important, and that's the beauty of a hybrid course as well, where they have the opportunity to reach out." (P8)

Code 4d: Get to Know Students and Code 4e: Develop Students' Self-Confidence. In addition to the first three categories, participants also mentioned the importance of getting to know students (seven codes) and developing students' self-confidence (six codes) in enabling students to act. Participant 1 said:

- "The first step is knowing who they are. Once we know them, then you can match and place them appropriately based off their strengths so they might work really well with this particular type of teacher in this particular setting." (P1)

Participant 6 believed that one cannot inspire and enable other people unless you know who they are.

- "What I first do is I spend time getting to know the students. I'll call them or set up a Zoom meeting just to get to know them…And once I know what their ultimate goal is, I can incorporate them into my future interactions with them." (P6)

Some faculty develop students' self-confidence by validating and strengthening students' opinions. For instance:

- "With students, I treat them like they are leaders—they are doctors, and they are leaders. Their opinion is important." (P5)

This professor would encourage his students to speak up:

- "I respect your perspective. Bring it out. Trust yourself; know your value; know your worth… You didn't come here to just sit and nod. Stand up and speak for yourself - you're entitled to that." (P5)

Some faculty develop students' self-confidence by encouraging comments "you can solve this" (P7), and providing framework and tools to help them get there. Furthermore, some faculty develop students' self-confidence by helping them to remove self-imposed barriers (P8).

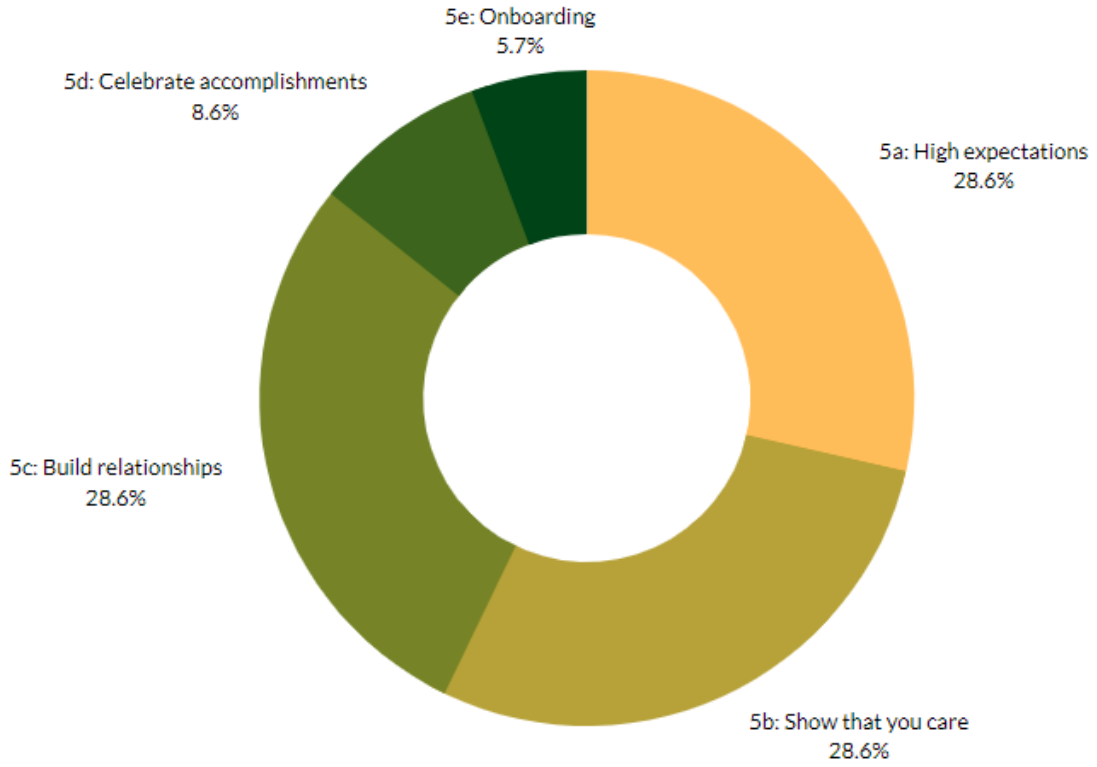
Research Question 5 and Corresponding Data

Research Question 5 asked: What leadership strategies are applied by faculty to encourage the heart? This research question is correlated to the theme: Encourage the heart, with a total of 36 codes from a total of nine interviews. Compare to other research questions and their corresponding codes, fewer codes were found from the interviews regarding this research question. The major codes related to the theme Encourage the heart that emerged in the participants' responses were: (5a) high expectations, (5b) show that you care, and (5c) build

relationship. Figure 10 demonstrates the code categories generated from research question 5 and its data.

Figure 10

Research Question 5 and Corresponding Codes



Code 5a: High Expectations. Faculty who participated in this study viewed high expectations as one of the critical factors in the theme Encourage the heart. In the fifth research question's responses, 28.6% of the codes were about faculty's high expectations.

- "It's demanding that they don't settle for second best." (P3)
- "There is a difference between 'nice' and 'kind.' Kind tells the truth, even if it hurts. I mark them 83, point out the areas that are not good, and give feedback. But now, here are 10 points because I know you're an A student. This is my way of showing how I value you, and this paper doesn't judge you. And I think students take away a lot more from that than a 95 with no comments or nice comments. (P5)

- "Someone with a doctorate is expected to function in that capacity at that point. You are not just someone who reads the writings of Malcolm Knowles or whoever it is, but you're someone who can interact with the theorist and would be expected to sort of write like them and talk like them—not necessarily the same words, but that style, that academic scholarly style of communication. That's something that's expected of doctoral students. So, it's sort of modeling that behavior that I would expect an individual with a doctorate would be able to exhibit on their own." (P7)

Code 5b: Show That You Care. Show that you care was another common practice when faculty mentioned how they encouraged students' hearts. Same to having high expectations, 28.6% of the codes were found related to faculty showing that they care about their students. For example, communicate clearly and regularly, be visible and available, and understand students' realities.

- "First and foremost, I think, is being responsive. Very specifically, like answering their emails and in a very quick amount of time. When they say, 'I need to talk'—let's make an appointment and let's talk, within 12 hours or so. So being very responsive is one particular example of how you can show genuine care." (P1)
- "I've actually called students on the phone when the semester starts…Because a lot of times, we wouldn't meet in person till 2 to 4 weeks into the semester—and that's just too long. So, I would call them and say I just wanted to reach out to you and let you know I've got you on my radar screen, I know who you are and care about your success, and if you have any questions or concerns, I'd really like to hear them right now. So that we can address that in any nervousness or problems that may reside in you, we can take care of them right out of the chute." (P2)
- "I learned that our students in these programs as adult professionals have so many different contexts that they are trying to shape. And they're bringing purpose, service, and leadership to so many different sectors of society…if you get fascinated

with students with what students are doing, it's easier to say back to them what you think they're trying to do, and then they can correct it. But more importantly, they'll feel that they've been heard." (P4)

Code 5c: Build Relationships. In addition to the first two major categories, faculty also looked at relationship building with students as equally significant. Same to code 5a, High expectations, and code 5b, Show that you care, 28.6% of the codes were found related to relationship building, such as building a trusting, mutually respectful, informal, warm, and supportive learning environment. Followed are some quotes from the interviewees:

- "If somebody asked me what's the most important thing and leadership, just give me one sentence, I would probably say leadership is about building relationships with people through trust. If you can do that, no matter how many other flaws you have, chances are you're going to have a good measure of success. If you cannot do that, I don't care how smart you are or how well you know the books or the literature, or anything else, you're not going to cut it as a leader. You have to be able to build relationships with people through mutual trust, and if you can do that then everything else tends to fall into place pretty well, so what I try to do is I try to build a relationship with each individual student to the extent that I can." (P2)
- "Let's create abundance and trust in our relationship. Then you lowered the wall, and you expose your heart because I first expose my heart. And then that opens the relationship." (P5)
- "I've told a personal story of my own so that they could maybe make a connection to me or someone else." (P9)

In addition, one participant mentioned that building relationships is much easier to do in a traditional program, doable in a hybrid learning environment, but very challenging to be done when it is a 100% online program.

- "It's a lot more difficult to get to the heart through hybrid delivery than it is with person to person. It's not so much the media; it's the time." (P5)

He explained more:

- "When I have my Thursday night class, which is 15-week face to face, by week four or five, I have a joke personalized with everybody. We have something personalized with everybody. Because I have 3 hours a night with you for 15 weeks; online, I have 15 hours with you and everybody else, and you're a thumbnail. So for hundred percent online programs, I don't know how you do the heart. One of the things I like about hybrid programs is that unlike a hundred percent online, at least, you have a shot at some connection to the heart" (P5).

Summary

Chapter 4 presented the data analysis process and the results of the study conducted to explore faculty's leadership practices in hybrid graduate education. Creswell and Creswell's (2018) five steps of data analysis were followed as a general guideline in the data analysis process. To increase the reliability of the study, Hyatt's (2013) 10-step process in working with interreviewers was also utilized during the data analysis process. Besides, member checking (Birt et al., 2016; Lincoln & Guba, 1985), reflexivity analysis (Srivastava & Hopwood, 2009), and data triangulation (Creswell, 2007; Yin, 2017) were applied in this study and discussed in this chapter. This chapter ended with research findings based on the research questions. Nine one-on-one, semistructured interviews were completed during the data collection process. The data analysis provided summarized information about faculty's leadership practices in hybrid graduate education. Five main themes were identified: model the way, share an inspired vision, challenge the process, enable others to act, and encourage the heart. Under these five main themes, central coding categories were developed. First, in modeling the way, faculty communicate, set clear expectations, identify and talk about values, model the commitment, and have a growth mindset. Second, to inspire a shared vision, faculty commonly try to find out

students' purposes and aspirations, use real-world learning, envision the future/big picture, and involve their students in mutual planning. Third, to challenge students' learning process, four practices by faculty were found from the study, which includes expecting constant improvement, individualization, creating a safe environment, and providing feedback. Fourth, to enable students to act, faculty act as facilitators, use experiential learning projects, build learning communities, get to know students, and develop students' self-confidence. Last, to encourage the heart, faculty were found to maintain their high expectations, show that they care about their students and their effort in building relationships. Research participants generally viewed leadership as a significant element in hybrid graduate education and provided numerous leadership-informed practices in the relevant settings. A discussion and summary on the key findings, conclusions, and implications are presented in the final chapter.

Chapter 5: Findings and Conclusions

As one of the fastest-growing trends in higher education, hybrid education has numerous educational advantages (F. Wang et al., 2010). Most research on hybrid graduate education focused on its pedagogies, technologies, perspectives from students and faculty, and learning assessment. However, faculty's leadership practice in teaching is one of the major but unnoticed pieces of hybrid education.

Stogdill (1950) defined leadership as a procedure of influencing the actions of an organized group in its attempts toward goal setting and accomplishment. Similarly, in education, teachers are involved in influencing a group of students, setting, and achieving goals. Leadership theories can enrich the pedagogy of hybrid learning (Meier, 2016). Therefore, this study sought to examine and discover faculty's leadership practices in hybrid education and reveal leadership implications in teaching.

Structure of the Chapter

The purpose of this chapter is to present a summary of the study, including a review of the problem, research purpose and questions, theoretical framework, methodology, human subject protection, participants, data collection, and data analysis process. The study's findings, conclusions, limitations, implications, and suggestions for future research are also discussed.

Restatement of Purpose and Research Questions

The purpose of this study was to use a case study approach to examine and conceptualize NSU Graduate School of Education's faculty leadership practices and considerations in teaching graduate hybrid courses. Therefore, the findings related to faculty leadership practices would provide insight into common leadership strategies in a hybrid education environment for graduate institutions, administrators, and most directly, faculty members who are interested in including effective leadership strategies in hybrid teaching environments.

This study was driven by the central guiding research question: What leadership strategies are commonly practiced by faculty in teaching graduate hybrid courses? This question then led to five subquestions about faculty's practices in teaching graduate hybrid courses:

- RQ1: What leadership strategies are applied by faculty to model the way?
- RQ2: What leadership strategies are applied by faculty to inspire a shared vision?
- RQ3: What leadership strategies are applied by faculty to challenge the process
- RQ4: What leadership strategies are applied by faculty to enable others to act?
- RQ5: What leadership strategies are applied by faculty to encourage the heart?

Review of the Theoretical Framework

This study employed Kouzes and Posner's (2000; 2017) Leadership Model: The Five Practices of Exemplary Leadership Model as the foundation of the theories. Kouzes and Posner (2017) introduced five principles of exemplary leadership as a prescriptive framework for practicing leadership. The five practices are: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart (Kouzes & Posner, 2017).

A thorough review of the literature revealed a connection between leadership strategies and teaching practices in graduate hybrid education. Therefore, Kouzes and Posner's (2017) widely accepted five leadership principles (Jaipian, 2010; McFarlane, 2010) have provided a robust theoretical framework for the study to continue to explore graduate school faculty's common leadership practices in teaching hybrid courses.

Review of the Methodology

A case study approach was used in this qualitative study. Following Pepperdine University IRB approval, qualitative data were gathered at NSU Graduate School of Education, using interviews and course-related artifacts.

Purposeful sampling (Creswell, 2007) was used in the participant selection process, aimed at the perspectives from both full-time and part-time faculty who have experiences in teaching hybrid graduate courses and who also have leadership knowledge. Data were analyzed

using deductive and inductive approaches. Finally, a conceptual framework was developed to demonstrate the findings.

Review of Human Protection

This study qualified for an exempt IRB review because of its minimal risk to research participation. The IRB principles and guidelines at Pepperdine University have been followed. IRB approval was granted following review by the IRB committee at Pepperdine University. All prospective participants were fully informed about the procedures and risks involved in the research before agreeing to the interview. Informed consent forms with participants' signatures were collected before each interview. Participants and their responses were held confidential. Each participant was assigned an alpha-numeric code (Roberts & Hyatt, 2019) to protect their identities. All collected electronic data were kept in password-secured folders.

Review of the Participants

Using purposive sampling, 11 participants were recruited and interviewed. All 11 participants met the study criteria. Nine of the 11 interviewees completed the process. Among these interview participants, seven were males, and two were females; five were full-time professors, and four were adjunct professors.

Participants had various experience in teaching at the graduate level and teaching hybrid courses. The range for the participants who have been teaching in graduate school was from 7 to 35 years. The range for the participants who have been teaching in hybrid courses was from 6 to 23 years. The range for the participants who had experience teaching in leadership programs was from 3 to 32 years.

Review of Data Collection and Analysis

Participants who met the study criteria and agreed to participate were interviewed individually for 30 to 60 minutes. Publicly available hybrid course-related artifacts were also reviewed. All documents were stored on the researcher's private computer on a secured hard drive for analysis.

The interview data were initially transcribed with Zoom's auto-transcription function. All the recordings of the transcriptions were reviewed and corrected for accuracy. Then, member checking process was applied to increase the study validity. Each participant received a transcript of their interview and was invited to confirm the accuracy of the data. Creswell and Creswell's (2018) five steps of data analysis were applied, including: (a) organizing and preparing the data for analysis, (b) reading all the data a few times, (c) coding all of the data, (d) generating and continually developing a codebook with description and themes, and (e) representing the description and themes. Data were coded with both deductive and inductive approaches. A qualitative analysis software, Quirkos, was used in the data analysis process. In addition, two doctorly prepared interreviewers were involved in the coding process to ensure a reliable interpretation.

Key Findings

Most faculty had constructive perceptions relative to their leadership practices in teaching and were able to respond and provide in-depth reflection to the central research question: What leadership strategies are commonly practiced by faculty who teach graduate hybrid courses? The data analysis provided summarized information specific to the central research question.

Five main themes related to the theoretical framework were identified: faculty practice leadership strategies in teaching graduate hybrid courses by: (a) model the way, (b) share an inspired vision, (c) challenge students' learning process, (d) enable students to act, and (e) encourage the heart. Within these five main themes, central categories of faculty leadership practices emerged:

1. By model the way, faculty communicate, set clear expectations, identify and talk about values, model the commitment, and have a growth mindset.
2. By inspire a shared vision, faculty commonly try to find out student sense of purpose and their aspirations, use real-world learning, envision the future/big picture, and

involve their students in mutual planning.

3. By challenge students' learning processes, four practices by faculty were found that included expect constant improvement, individualization, create a safe environment, and provide feedback.
4. By enable students to act, faculty act as facilitators, use experiential learning projects, build learning communities, get to know students, and develop student self-confidence.
5. By encourage the heart, faculty were found to maintain high expectations of their students, show that they care about their students, and make an effort to build faculty-student relationships.

Research participants generally viewed leadership as a significant element in hybrid graduate education and provided numerous leadership-informed practices in the relevant settings.

Study Conclusions

Study conclusions were supported by the literature review and contribute to the existing literature. After a comprehensive analysis of the research findings, five conclusions for this study were drawn. Each conclusion has associated discussions of implications for faculty leadership practices.

Conclusion 1: Faculty Model the Way

To model the way, faculty set clear expectations, communicate, identify and talk about values, model a commitment, and foster a growth mindset. Kouzes and Posner (2006) mentioned that people follow the leader before the plan. Therefore, modeling the way is critical for leaders to earn respect and to lead through individual involvement and action. Kouzes and Posner (2017) emphasized two aspects in modeling the way: (a) "clarify values by finding your voice and affirming shared values" (p. 46) and (b) "set the example by aligning actions with shared values" (p. 46).

The results from this study indicate that NSU faculty study participants demonstrated their practices in modeling the way while teaching. The majority of the faculty set clear expectations for the course goals, syllabus, and assignments; had constant, transparent, and clear communication; identified and discussed the values related to the course. They also included values that students and faculty bring to the course; modeled commitments by keeping promises; and demonstrated a growth mindset for their students.

Overall, findings supported literature on this aspect, such as encourage faculty to use learner-centered principles and provide students opportunities to articulate their passion and value (Kouzes & Posner, 2017; McDonough, 2012), encourage self-reflection and refinement based on feedback at each stage of the course development (King & Arnold, 2012), and employ clear communication on assignment expectations (Parris et al., 2011). One of the challenges of hybrid learning is that students may feel disconnected and isolated (Parris et al., 2011; Rasheed et al., 2020). The literature notes that hybrid education may lack adequate communication between instructors and students (Ilgu & Jahren, 2015; Shea et al., 2015). Therefore, faculty practice of constant and clear communication might help to address this challenge. Faculty and student mindset and attitudes toward hybrid learning is another challenge to hybrid learning (Jokinen & Mikkonen, 2013; Ramos et al., 2011; Rasheed et al., 2020). Thus, it is even more essential for faculty to foster a growth mindset for themselves as well as for their students in the learning process. Examples might include faculty removing barriers to learning such as student anxiety in completing assignments, asking and listening to students, and revising teaching methods and the syllabus based on the feedback received. These findings further substantiated Kouzes and Posner's (2017) practice of faculty who teach graduate hybrid courses modeling the way.

Conclusion 2: Faculty Inspire a Shared Vision

To inspire a shared vision, the majority of the faculty find out students' purposes and aspirations, conduct real-world learning, envision the future and bigger pictures, and have

mutual planning. The second conclusion consolidated literature found from prior studies that exemplary leaders often imagine a positive future, see great opportunities to come, and enlist others by creating a shared purpose (Kouzes & Posner, 2017). From the study, the research participants reflected on their practices in inspiring a shared vision while teaching in graduate-level hybrid courses.

One of the most popular practices from faculty was finding out students' purposes and aspirations. The faculty emphasized the value of finding out and connecting students' purposes and aspirations with their learning. This perspective is consistent with Knowles's et al. (2005) andragogical model in which adult learners need to know the purpose of the learning before they commit to the learning process. Faculty used various real-world learning projects in their teaching practices, which supported Cashman's (2017) use of three questions to clarify organizational purposes: "vision—what is possible for us to become; strategy—how will we get there; and purpose: why is it so important that we exist in the world" (p. 79).

Student engagement becomes one of the most significant challenges in hybrid classes (Napier et al., 2011; Parris et al., 2011). Therefore, faculty need to help students see the vision of the class and help them to realize that consistent engagement with the learning is needed in accomplishing the big picture. Faculty participants from this study talked about how they would engage their students by constantly communicating with their students about their purposes and aspirations, utilize real-world learning projects meaningful to the students, and connect the learning to their future. In addition, many faculty members also mentioned mutual planning, which supported Goleman's (2000) concept of leaders letting followers to have the freedom to choose their own approaches of achieving the goals.

Conclusion 3: Faculty Challenge Students' Learning Process

Study participants reflected on how they challenge and improve students' learning process with their leadership-informed practices in graduate-level hybrid education. The findings indicated that faculty challenge their students' learning process with four significant

practices: expect constant improvement, utilize student individualization in learning, create a safe learning environment, and provide feedback for growth. All these practices are ultimately related to improvement and growth. As Kouzes and Posner (2017) claimed, "Not one person achieved a personal best by keeping things the same. Regardless of the specifics, they all involved overcoming adversity and embracing opportunities to grow, innovate, and improve" (p. 16); faculty had a very similar concept to challenge their students' learning process. Both the existing literature and research findings support the idea of faculty building a safe learning environment to encourage risk taking and trying new things (Bass & Riggio, 2006; Kouzes & Posner, 2017; Senge, 2006; Zaccaro et al., 2008). The research finding on setting expectations for constant improvement speaks to the idea of the development of a growth mindset (Pittaway, 2012) and the concept of exposing students to new possibilities and helping them to identify and fulfill the gap between their aspirations and their current performance (Knowles et al., 2005).

One particular and interesting leadership strategy practiced by the research participants is the consideration of individualization. As a pedagogical term, individualization is highly related to leadership concepts, such as transformational leadership (Bass, 1985; Sarros et al., 2002) and coaching (Anthony, 2017; Kraft & Blazar, 2017). Although this practice was not mentioned by previous studies on faculty leadership practices in the hybrid teaching field, it has a meaningful impact on the faculty in the educational field, especially for those working in hybrid education. Hybrid education by its nature provides individual learning and group learning space. Therefore, supporting and challenging each student in their learning process, such as the concept of flipped learning approach and one-on-one mentoring, become critical.

One of the significant leadership strategies to challenge the process that the participants did not mention was scaffolding the tasks. Kouzes and Posner (2017) noted a few leadership approaches to challenge the process, such as create opportunities for small wins to achieve short-term goals, build momentum, and promote the meaningful process in the long run.

Similarly, with clear expectations, faculty are suggested to scaffold the learning for students to develop knowledge, understanding, and skills to reach the high expectations (Pittaway, 2012).

Conclusion 4: Faculty Enable Students to Act

Leaders enable others to act by fostering collaboration and strengthening others (Kouzes & Posner, 2017). From this study, faculty at NSU Graduate School of Education demonstrated their practices in enabling their students to act. Faculty seem to have the most leadership practices in their teaching under this theme, with the most codes (69) coming from the theme of enable others to act. The majority of the faculty enable their students to act with the following practices: they act as facilitators, build learning communities, use experiential learning, get to know their students, and develop students' self-confidence.

Almost all of the study participants mentioned the facilitator roles they play to enable their students to learn more actively. Participants referred to themselves as a facilitator, a guide on the side, and a backdrop. They wanted to leave the front stage to their students to be innovative in their own path while supporting and guiding them along the way with necessary instructions, infrastructures, resources, and tools. This perspective is consistent with previous literature findings. For example, teachers are encouraged to spend time to help their students, show approval, encouragement, and friendship to the students, help students to organize project groups (Knowles et al., 2005), and try to listen, understand, help the students, instead of control, command, and persuade them (Tough, 1979). According to Calderon (2013), one of the five roles faculty play in hybrid courses is facilitators. Faculty act as facilitators ought to create a learning environment where they enable their students to collaborate with each other (Jokinen & Mikkonen, 2013; Smyth et al., 2012) as well as support their students to take responsibilities for learning (Jokinen & Mikkonen, 2013).

Building learning communities includes building a collaborative group to enhance student-faculty interaction (Willekens & Gibson, 2010) and building a trusting environment (Kouzes & Posner, 2017). In constructivist leadership, leaders enable participants in a

community and "evoke potential within a trusting environment, to reconstruct or break set with old assumptions, to focus on the construction of meaning, or to frame actions based on new behaviors and purposeful intention" (Lambert et al., 1995, p. 47).

Singh (2017) mentioned that students favor active learning that involves teams, and active learning enhances student success. Similar concepts that support building learning communities are cooperative learning (Gradel & Edson, 2011) and andragogical principles (Knowles et al., 2005). Knowles et al. (2005) stated that there is less motivation to grow and more obstacles to learning in hierarchically structured organizations than functionally structured organizations.

Building learning communities helps to address students' low motivation and engagement issues in a hybrid learning format. It also seems to address the challenge of students' feelings of isolation and disconnection since the social interaction and positive peer relationship is improved, especially in synchronous forms of cooperative learning (Roseth et al., 2013).

Experiential learning is one specific and significant leadership practice found in this research's findings, although with limited literature support from previous studies. From the interview and artifact investigation, faculty tended to use group projects that are experiential to position and enable students to act. Participants emphasized the significance of simulation and getting students to see the connections between real-world experiences and academic literature. Through experiential learning, faculty believed that students are able to go beyond the learning material, connect with real-life issues, and most important, be empowered and motivated to do more because they are making a difference in the real world.

This study's participants also talked about the importance of knowing their students to enable them to act. Successful leaders pay attention to the needs of the followers and the group, and they are able to conceptualize and envision the needs by providing direction and inspiration (Burke, 1986). Kouzes and Posner (2017) encouraged leaders to spend time getting to know

their followers and find out "what makes them tick" (p. 218). As Participant 1 mentioned, the first step is to know who the students are. The instructor may appropriately place the student in a position based on their strengths and passions once they know the student. In addition, according to Posner (2015), leaders help their followers develop the confidence and capabilities necessary to succeed and enable them to act as leaders. Similarly, faculty participants of this study mentioned the importance of the development of students' self-confidence. A few strategies were given, such as helping students to remove self-imposed barriers, and validate and strengthen students' opinions.

Conclusion 5: Faculty Encourage Students' Hearts

To encourage students' hearts, faculty demonstrate high expectations, show their students that they care, and build relationships. There is a quote from one of the participants:

> I mean you really have to lead from the heart, and you really have to as well lead from the head, but the head only gives you so much, gives you all the theories. But the heart gives you motivation and gets people to find that they have their own compass. (P3)

A few faculty members emphasized the value of encouraging the heart as the core to teaching and leading, while many did not mention their leadership practices in this area. In general, this study's participants have relatively fewer practices under the theme of encouraging the heart, with 36 quotes about it. Among those who mentioned it, most of the faculty encouraged their students' hearts by communicating high expectations, showing that they care about them, and making efforts to build relationships with them. Overall, findings supported the literature on this aspect, such as Caring Leadership Model (Williams et al., 2011) and The Five Practices of Exemplary Leadership (Kouzes & Posner, 2017). "People appreciate knowing that you have their best interests at heart….When you genuinely care, even the smallest of gestures reap huge rewards" (Kouzes & Posner, 2017, p. 265). The ways faculty showed that they care included having clear and regular communication, being visible and responsive, and trying to understand students' realities through conversations.

In addition, faculty members built relationships with students by establishing a trust and respect environment and being interpersonal, warm, humorous, and supportive. Only a few faculty members also mentioned how they celebrated the accomplishments of their students to encourage the heart. Celebrating accomplishments is a leadership practice from the literature (Kouzes & Posner, 2017; MacIsaac, 2016) that faculty could use more in teaching.

Previous studies also found the importance of recognizing contributions (Kouzes & Posner, 2017; Reynolds & Warfield, 2010), as it is critical in building a strong team (MacIsaac, 2016). However, this aspect was not found in this study and could be considered as a strategy for faculty to practice.

Implications

The purpose of this research was to use a qualitative approach to examine and conceptualize faculty leadership practices and considerations in teaching graduate hybrid courses. The study results could be resources to graduate institutions, administrators, and, most directly, faculty members interested in including effective leadership strategies in hybrid teaching environments.

Aligned with this study's literature review, two implications are demonstrated through (a) a conceptual framework on faculty leadership strategies in graduate-level hybrid education and (b) a suggested addition to the TPACK model.

Conceptual Framework

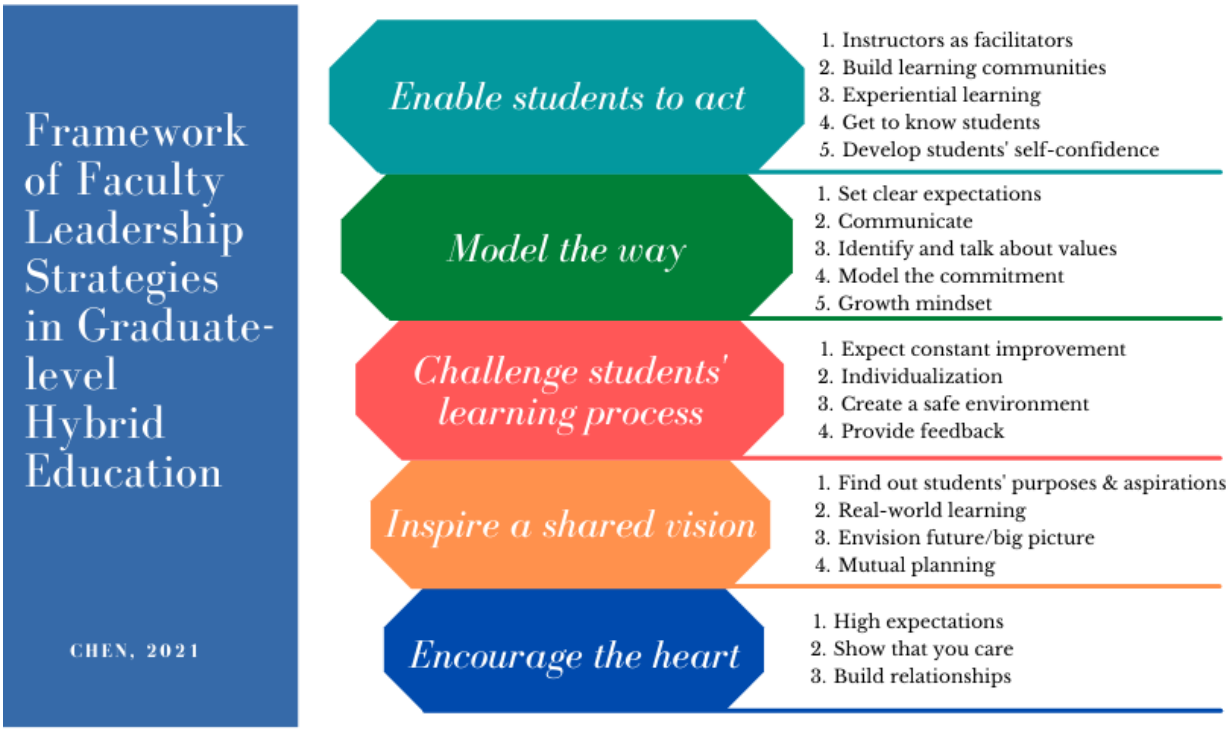
Faculty leadership is an influential factor directly related to effective teaching and school success (Berry et al., 2010). Thus, this study offered content in the literature of leadership practices on effective teaching in the graduate hybrid learning environment. This study also provided a set of possible leadership practices for faculty who teach and lead graduate hybrid courses.

Based on Kouzes and Posner's (2017) five leadership principles as the theoretical foundation and drawing from nine participant experiences in this case study, a conceptual

framework specific to faculty leadership strategies in graduate-level hybrid education was developed (see Figure 11). This framework demonstrates how faculty apply leadership-informed practices in teaching, from the most widely used theme—enable students to act, to the least mentioned theme—encourage the heart. Under each theme, the significant leadership practices utilized by faculty were listed. The items' order was generated based on the frequency of faculty's practices, from higher to lower.

Figure 11

Framework of Faculty Leadership Strategies in Graduate-Level Hybrid Education



Thoughts on TPACK Model

In Chapter 2, this paper introduced the TPACK framework. TPACK framework describes how teachers' pedagogical knowledge, educational technology knowledge, and content knowledge interact with each other to yield effective teaching (Koehler & Mishra, 2009). TPACK is an evolving framework, and it is an extended framework of Shulman's (1986) model, which

focuses on Pedagogical Content Knowledge. According to Koehler and Mishra (2009), teachers' professional development in TPACK is critical to effective teaching with technology. For example, in hybrid learning, teachers utilize technology affordances based on pedagogical considerations, such as virtual mobility, robot-mediated communication (Gleason & Greenhow, 2017), and multimedia instructions (Hsiao et al., 2017; Kresse & Watland, 2016).

TPACK framework is an effective teaching framework, and it is widely used in online learning and hybrid learning situations. During this study, the researcher recognized that one significant component, leadership knowledge, could be added to the existing framework as an additional perspective. Therefore, the researcher would like to offer a suggestion to extend the TPACK framework to Technological Pedagogical Leadership and Content Knowledge by adding leadership knowledge as another key part of effective teaching. Educators need to be equipped with technological knowledge, pedagogical knowledge, and content knowledge, as the TPACK framework suggests. Meanwhile, leadership knowledge is another area worth paying attention to in teaching and leading a graduate-level hybrid class effectively. Even though the purpose of this suggested Technological Pedagogical Leadership and Content Knowledge modification aims to bring awareness to the development of teachers' leadership knowledge, this preliminary idea needs more future testing and research.

Limitations of the Study

There are a few limitations of the study. First, Kouzes and Posner's (2017) Five Practices of Exemplary Leadership were used as the theoretical framework. Although the five practices were widely supported by other previous studies, this might still limit the findings with the preexisting categories and with the researcher's selected bias. Second, the sample population of this research was limited to one higher education institution in the U.S. Participants were all selected from the same case study site at NSU Graduate School of Education. Therefore, the study did not include diverse perspectives and practices from other professors outside of this institution.

The nature of a case study focuses on "particularization, not generalization" (Richards & Morse, 2013, p. 78). As a result, the findings from this study were limited and could not be generalized. It is possible that faculty from other institutions teaching graduate hybrid courses may have different perspectives and practices. However, the findings assisted in informing the field and added information to the previous and recent research on this topic. This case study design could also be duplicated in different educational settings for further investigation. Last, the study was conducted during the 2020 – 2021 academic year, with the unique impact of the COVID-19 pandemic. Therefore, some findings of this study might not be transferable to other periods of time.

Recommendations for Future Research

This research used Kouzes and Posner's (2017) five leadership principles as the main theoretical framework. It only scratched the surface in faculty leadership practices in teaching graduate hybrid courses. As the numbers of hybrid teaching modalities grow in graduate-level education over time, much more research could be done to continue developing this research topic.

Future studies that look at the correlation between faculty leadership practices and student performances may yield more imperative results, which may inform the leadership practices that need to be in place with hybrid education for students to achieve success. Furthermore, the following recommendations for future studies are offered:

- Future research may consider using a different theoretical framework or using a grounded-theory approach to examine the same research topic.
- Future research may include students' perspectives on faculty leadership practices.
- Future research may compare faculty practices of leadership in teaching traditional, online, and hybrid courses.
- Future research can be done with the same methodology but involve faculty from multiple institutions or different grade levels.

Summary

Hybrid learning is one of the fastest-growing higher education trends. It is an instructional delivery format that includes both online learning and traditional classroom learning and is often seen as the best of two worlds (Garrison & Vaughan, 2008; Ilgu & Jahren, 2015; Lamport & Hill, 2012). Recent research interest has grown in the hybrid learning field. However, only very few studies in recent years made the connections among faculty leadership strategies in hybrid learning, especially in graduate-level education. This gap in the research provided fertile ground for exploring faculty leadership practices in graduate hybrid education.

The findings of this study indicated that faculty who taught graduate courses in education had leadership-informed practices in their teaching and interactions with students. The research design afforded the opportunity to seek information from participants who had a background in leadership knowledge, and they were able to reflect and articulate their leadership practices. It is hoped that this study will ideally begin to raise awareness and understanding of the theories, importance, and approaches to leadership practices in teaching. Continued research and professional development of faculty leadership in teaching across disciplines are needed. It is critical for researchers, professors, and administrators in higher education to recognize the value of applying leadership practices in teaching, especially in hybrid education, because of its unique format and challenges.

The results of this study contributed to a conceptual framework based on Kouzes and Posner's (2017) work on leadership principles. These findings were consistent with literature discussed in Chapter 2, indicating that leadership practices could be considered and included in graduate-level hybrid education. In addition, the findings indicated an additional element, leadership knowledge, could be included in the well-known TPACK model (Koehler & Mishra, 2009), to further the concept of effective teaching. However, further research may be necessary.

It is also hoped that the preliminary findings move beyond the belief that leadership is mainly for administrators, and that leadership practices could benefit educators in the

classroom. The researcher anticipates an ongoing project and much more work in this area in the near future.

Finally, the researcher would like to express appreciation to the participants for their dedication to teaching, as exhibited through the following comment from participant 2:

> As far as I am concerned, everything in the classroom ties back to leadership, because, in my opinion, I am first a leader, and second, a professor. My primary job in the classroom is to lead people, as a part of that, I act as a professor, and I teach, I orchestrate. (P2)

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APPENDIX A

Participant Recruitment Email

PARTICIPANTS RECRUITMENT EMAIL

IRB#: 20-03-1304

Dear [name],

My name is Weina Li Chen, and I am a doctoral candidate in the Graduate School of Education and Psychology at Pepperdine University. I am conducting an IRB-approved research study classified as exempt-minimal risk, exploring faculty leadership in graduate hybrid education.

I am inviting you to voluntarily participate in this study. You will be responding to a semi-structured interview by answering some questions about your leadership practices in teaching graduate-level hybrid courses. The interview is anticipated to take approximately 30 minutes (no longer than 60 minutes), and will be conducted online with me in the next two weeks via Zoom.

If you agree, please email me weina.chen@pepperdine.edu confirming your willingness to participate in the study. I will then send the consent form for your signature.

Thank you very much for your consideration. I look forward to your reply.

Weina Li Chen
Pepperdine University
Graduate School of Education and Psychology
Doctoral Candidate in Ph.D. in Global Leadership
weina.chen@pepperdine.edu

APPENDIX B

Informed Consent Form for Research Participants

INFORMED CONSENT FORM FOR RESEARCH PARTICIPANTS

IRB #: 20-03-1304

Study Title: Faculty leadership practices in graduate hybrid education

Authorized Study Personnel: Weina Li Chen; weina.chen@pepperdine.edu

Principal Investigator: Weina Li Chen; weina.chen@pepperdine.edu

Information Sheet Introduction

In order to complete a Ph.D. in Global Leadership and Change at Pepperdine University, I am doing dissertation research on faculty leadership practices in graduate hybrid education. I would like to invite you to be part of this research.

If you agree to participate in this research, here are some key information:

- There are minimal risks associated with this study
- No remuneration will be provided to the participants
- You will be provided with a copy of the consent form
- You will be interviewed for 30-60 minute by the researcher
- Your interview will be recorded for transcription purposes only
- You will be checking your interview transcript afterwards

Invitation

You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. You should read the information below and ask questions about anything you do not understand before deciding whether to participate. You must be 18 years of age or older to participate. Please take as much time as you need to read this document.

Why are you being asked to be in this research study?

You are invited to participate in a research study on faculty leadership practices in graduate hybrid education because of your teaching experience in the study related area. Your participation is voluntary.

What is the reason for doing this research study?

The purpose of the study is to better understand how faculty leadership is practiced in teaching graduate-level hybrid courses. Your answers will greatly contribute toward new insights on understanding approaches to faculty leadership and hybrid education.

What will be done during this research study?

If you agree to participate in this study voluntarily, you will be invited to participate in an interview that lasts 30–60-minute. You are asked to respond honestly and to the best of your knowledge. You have the option of whether to respond to the questions. After the interview, you will also check the interview transcript to ensure it accurately reflects your thoughts.

How will your data be used?

Your answers will be collected and analyzed. Your data will be kept confidential. A numeric code and/or a pseudonym will be assigned to each participant to protect identity. The data will be aggregated to generate the findings of the study. No identifiable information will be disclosed (e.g., name).

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The data will be stored in a password-secured folder on the investigator's personal hard drive in a locked cabinet in a locked office. The data will be destroyed within five years of the study's completion according to Institutional Review Boards (IRB) policies. The information from this study may be published in scientific journals and/or presented at scientific meetings. However, in all cases, the data will be deidentified.

What are the possible risks of being in this research study?

This study qualifies as minimal risk. Therefore, it is in an exempt review category. It represents no greater risk than that incurred in daily routine. The interviews will typically take about 30 to 60 minutes. Some participants may experience some fatigue or boredom during the process. To prevent this, the interview time will be flexible, and the participant may discontinue the interview for any reason at any time.

What are the possible benefits to you?

No remuneration will be provided to the participants. However, the participants' possible benefits may include gaining a better awareness of their own leadership practices in graduate hybrid teaching through the interview reflection questions.

What are the possible benefits to other people?

Your participation will contribute to the broader knowledge of faculty leadership in graduate hybrid education.

What are the alternatives to being in this research study?

Your participation is voluntary. Your refusal to participate will involve no penalty. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study. The alternative to participation in the study is not participating.

What will being in this research study cost you?

There is no cost to you to be in this research study other than your time during the interview and transcript checking.

What should you do if you have a problem during this research study?

Your welfare is a major concern. If you have a problem due to being in this study, you should immediately contact the researcher listed at the beginning of this consent form. If you have questions, concerns, or complaints about your rights as a research participant or research in general, please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

By signing this form, you are acknowledging you have read the study information. You acknowledge that your participation in the study is voluntary; you are at least 18 years of age; and that you are aware that you may choose to terminate your participation in the study at any time and for any reason without penalty.

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study ("withdraw') at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or Pepperdine University.

Documentation of informed consent

You are voluntarily making a decision whether or not to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered, and (4) you have decided to be in the research study. You will be given a copy of this consent form to keep.

Participant Feedback Survey

To meet Pepperdine University's ongoing accreditation efforts and to meet the Accreditation of Human Research Protection Programs (AAHRPP) standards, an online feedback survey is included below:

https://forms.gle/nnRgRwLgajYzBq5t7

Certificate of Consent

I have been invited to participate in research about faculty leadership practices in graduate hybrid education. I have read the foregoing information. I have had the opportunity to ask questions about it, and any questions I have asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Participant Name:

_____

(Name of Participant: Please print)

Participant Signature:

_____ _____

Signature of Research Participant Date

Statement by the Researcher Taking Consent

I have accurately read out the information sheet to the potential participant. To the best of my ability, I ensured that the participant understands that the following will be done: The participant will be interviewed regarding their faculty leadership practices in graduate hybrid education.

I confirm that the participant was given an opportunity to ask questions about the study. All the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual was asked for consent, and the consent has been given freely and voluntarily.

A copy of this informed consent form has been provided to the participant.

Print Name of Researcher taking the consent_____

Signature of Researcher taking the consent_____

Date _____

APPENDIX C

Participant Interview Guide

PARTICIPANT INTERVIEW GUIDE

IRB #: 20-03-1304

Participant Study Title: Faculty leadership in graduate hybrid education

Formal Study Title: Faculty leadership practices in graduate hybrid education

Prior to the interview

- Introduce myself
    - My name is Weina Li Chen, and I am a doctoral student at Pepperdine University, Graduate School of Education and Psychology. In support of my Ph.D. in Global Leadership and Change, I am conducting a study on faculty leadership in graduate hybrid education. Specifically, my research would like to explore faculty leadership practices in teaching graduate-level hybrid courses.
- Go through the informed consent form and verify the form is signed and completed. Ask participant if there is anything the researcher can answer or clarify
- Remind the participant that the interview will last 30-60 minutes, ensure participant's availability
- Explain to the participant that the interview guide is semi-structured in nature and meant to serve as the basis for the discussion but is not a closed survey to be adhered to. The respondent can feel free to add to the questions asked in any way they see fit and build on the information to best explain their thoughts.

During to the interview

Basic information

- Interviewee's gender
- Interviewee's years of experience in teaching in hybrid courses
- Interviewee's years of experience in teaching in graduate school
- Interviewee's years of experience in teaching in leadership programs
- Interviewee's terminal degree

Interview Questions

Icebreaker Question:

What is your favorite hybrid course to teach, and why**?**

Main Interview Questions:

1. Based on your experience, describe how you set examples and expectations for your students.
2. Based on your experience, describe how you enlist your students.
3. Based on your experience, describe how you improve your students' learning process.
4. Based on your experience, describe how you empower your students.
5. Based on your experience, describe how you inspire your students.

Closing Question:

Are there any other practices and/or information you would like to add?

<u>After to the interview</u>

- Thank the participant for their time
- Write down overall impressions from the interview immediately
- Use memos for key highlights of the interview
- Check if the recording is securely saved in password-protected folder

APPENDIX D

Participant Screener Form

PARTICIPANT SCREENER FORM

IRB #: 20-03-1304
Study Title: Faculty leadership practices in graduate hybrid education

Authorized Study Personnel: Weina Li Chen; weina.chen@pepperdine.edu
Principal Investigator: Weina Li Chen; weina.chen@pepperdine.edu

Instructions

Thank you for having agreed to take part in this research study. The information in this form is meant to help us determine whether you qualify to participate in the study. As your time is valuable, the information will be used to understand if we proceed with the interview and commit your time accordingly. Please answer the following questions and return the form to Weina Li Chen via email at weina.chen@pepperdine.edu.

Please enter your contact information (all your data will remain confidential):

First Name: _____
Last Name: _____
Email: _____

SQ1. How many years have you been teaching in hybrid courses? _____
SQ2. How many years have you been teaching in graduate school? _____
SQ3. How many years have you been teaching in leadership programs? _____

The goal of the study is to recruit 7-10 participants to take part in the interview. Only participants who meet all three following screening criteria will be selected.

- Faculty who have experience in teaching hybrid courses for 2 years or more
- Faculty who have been teaching in graduate school for 2 years or more
- Faculty who have been teaching in leadership programs for 2 years or more.

APPENDIX E

Thank You Email

Dear [name],

Thank you very much for having taken the time to speak with me on [date]. It was most insightful to hear your experiences on your leadership practices in teaching graduate hybrid courses. Your perspective will be very valuable in contributing to my research study.

In the next [enter timing], I will be sending you a transcript of our interview. The purpose is for you to correct anything I might have misunderstood, or misinterpreted, and correct it if necessary.

Thank you very much for your generous time again, and your contribution to this research.

Very best regards,

Weina Li Chen
Doctoral Candidate
Pepperdine University
Graduate School of Education & Psychology
Weina.Chen@pepperdine.edu

APPENDIX F

Research Training Certification

APPENDIX G

IRB Letter

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: March 23, 2021

Protocol Investigator Name: Weina Chen

Protocol #: 20-03-1304

Project Title: A Case Study of Faculty Leadership Practices in Graduate Hybrid Education

School: Graduate School of Education and Psychology

Dear Weina Chen:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX H

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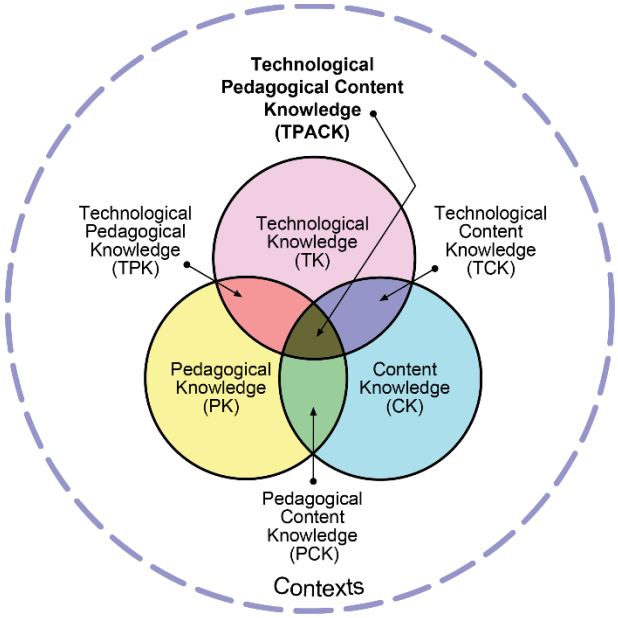
Published on May 11, 2011 by mkoehler



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