

THE 2015 INSIDE HIGHER ED SURVEY OF
**Faculty Attitudes
on Technology**

A study by Gallup® and *Inside Higher Ed*

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FOREWORD

Inside Higher Ed's fourth annual survey of college and university faculty members and campus leaders in educational technology aims to understand how these groups perceive and pursue online learning and other issues related to technology-enabled education.

Some of the questions addressed in the study are:

- What impact has technology had on student learning outcomes, and do faculty and technology administrators view the gains as justification for institutions' investment in technology?
- Can online courses achieve learning outcomes that are equivalent to in-person courses?
- What are the most important quality indicators of an online education?
- How does the quality of online courses compare with the quality of in-person courses?
- To what extent have faculty and technology administrators experienced online learning themselves, as students
- To what extent have faculty taught online, hybrid and face-to-face courses?
- How supportive are institutions of online learning?
- Who should be responsible for creating and marketing online degree programs?
- How do faculty members use learning management systems (LMS)?
- What do faculty and technology administrators think of models of instruction sponsored by universities that are similar to massive open online courses?
- What steps are faculty taking to combat plagiarism?
- How have recent attacks on professors for comments they made on Twitter affected the faculty's use of social media?
- To what extent have technologies like Yik Yak, which allow anonymous, geo-targeted comments, been an issue on campuses, and what have colleges done about it?

SNAPSHOT OF FINDINGS

- Most faculty members and tech administrators believe the use of educational technology has led to improved student outcomes, but the majority of each group say the outcomes are “somewhat improved,” as opposed to being “significantly improved.”
- Sixty-three percent of instructors and 84 percent of technology administrators say gains in student learning have justified colleges’ spending on education technology.
- Many more faculty members disagree (53 percent) than agree (17 percent) that online courses can achieve student learning outcomes at least equivalent to those of in-person courses at any institution. Technology administrators, however, are much more likely to agree (62 percent) than disagree (10 percent) with this statement.
- Faculty members generally believe online courses are of lower quality than in-person courses in eight different areas, including the ability to answer student questions and deliver the material to meet learning objectives. Technology administrators generally believe online and in-person education are of equivalent quality in those same areas.
- From a list of 11 indicators to assess a quality online education, faculty members and technology administrators are both most likely to say interaction between students and faculty is very important. Additionally, the two groups are least likely to say that the course being offered by an institution that only provides online education is a very important indicator of quality.
- Faculty and tech administrators diverge in the importance they assign to two potential indicators of quality online education – that the course is offered by an institution that also offers in-person instruction (63 percent of instructors versus 25 percent of tech administrators say it is very important) and whether the institution has a strong reputation for in-person instruction (49 percent and 20 percent, respectively).
- Professors mostly believe that institutions should produce their own online degree programs (78 percent) as opposed to working with online management companies to produce the programs.
- More technology administrators (70 percent) than faculty members (27 percent) report they have taken an online course for credit. About one in three faculty members say they have taught an online course.
- Four in 10 faculty members have taught a blended or hybrid course, one that contains significant in-person and online components. About 8 in 10 instructors who have taught a blended course say they have converted a face-to-face course to a blended course (79 percent). As might be expected, the majority report this conversion decreased face-to-face time.
- Nearly half of faculty members (48 percent) believe improving the educational experience for students by introducing more active learning in the course is a very important reason for converting face-to-face courses to blended or hybrid courses. They are somewhat less likely to say improving the educational experience for students by using online content is a very important reason (33 percent), and much less likely to say saving money by reducing class time is a very important reason (8 percent).

SNAPSHOT OF FINDINGS (cont.)

- Less than half of faculty members and technology administrators strongly agree that their institution is supportive of faculty members in online learning, as measured by eight separate indicators. Tech administrators are more likely than professors to view their institution as supportive.
- The majority of faculty members “always” use a learning management system (LMS) to share syllabus information with students (77 percent) and to record grades (55 percent). Only 13 percent of instructors always use the LMS for lecture capture. A larger proportion of professors who have taught an online course than those who have never done so report that they always use their LMS for all of the listed activities.
- Faculty members and tech administrators widely agree that textbooks are priced too high and that instructors should make cost a significant consideration when assigning course readings, use online delivery of textbooks, and assign more free open educational resources.
- Faculty members do not seem convinced of the positive impact of digital humanities on their teaching, research and institution. Only 37 percent of instructors agree that digital humanities has improved their teaching; 39 percent agree that it has improved their institution; and 44 percent agree that digital humanities has improved their research.
- Faculty and tech administrators do not believe large online courses being offered by some universities, which take their cues from massive open online courses, have the same quality as the in-person programs on which they are based. The majority of faculty members (88 percent) and tech administrators (82 percent) agree that accreditors should conduct separate reviews of these courses.
- Most faculty members (63 percent) believe plagiarism-detection software deters students from committing plagiarism. About one in three instructors (35 percent) require students to submit papers through plagiarism detection software; those who do are most likely to say they receive “occasional” reports of possible plagiarism.
- Sixty percent of faculty members agree they are concerned about recent attacks on scholars for comments they made on social media. Most say this has not influenced how they communicate on social media.
- Tech administrators do not view the Yik Yak app, which allows geo-targeted comments about people, as having caused controversy on their campus, and do not think colleges should regulate access to this app. Faculty members are a bit more likely to say the app has caused controversy and to say it should be regulated, but those are still the minority views among professors.



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METHODOLOGY

The following report presents findings from a quantitative survey research study Gallup conducted on behalf of *Inside Higher Ed*. The objective of the study was to learn the practices and perceptions of college and university faculty members and some technology administrators. For purposes of this study, technology administrators are defined as those who oversee educational technology regarding online learning and other emerging opportunities in higher education for delivering course content and material for students.

Gallup education researchers and consultants developed the questionnaire in collaboration with Scott Jaschik, Doug Lederman and Carl Straumsheim of *Inside Higher Ed*.

Faculty and technology administrators from across public, private and for-profit sectors were included in the sample, though few for-profit institutions are represented in the results. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Code classification of 24, and institutions with enrollment of less than 500 students were excluded from the sample. The survey is based on a sample of 21,399 faculty members and 885 technology administrators. The faculty sample was drawn proportionately across public and private institutions.

Gallup conducted the surveys in English from Aug. 27 through Sept. 11, 2015. Participants were contacted via email. Email reminders were sent to reach respondents who had not yet participated throughout the survey period.

The response rate was 10 percent among faculty and 12 percent among technology administrators, and 10 percent for the combined sample. Gallup collected 2,175 Web surveys from faculty members and 105 surveys from technology administrators. Most faculty respondents (1,611) report they work full time for their institutions; 516 report they are employed part time. Among the faculty members interviewed, roughly half are tenured (984) and half are nontenured (1,011). Approximately one-third of instructors (664) have taught an online course, and two-thirds (1,436) have never done so.

Data are not statistically adjusted (weighted). Because of survey nonresponse, the results from this sample represent the views of those who participated in the survey and cannot, with a high degree of confidence, be projected to the broader population of faculty and technology administrators.

In some cases, reported frequencies may not add up to 100 percent due to rounding. "Don't know" and "Refused" responses are excluded from the results.

DETAILED FINDINGS

EVALUATING THE INVESTMENT IN EDUCATIONAL TECHNOLOGY

Both faculty members and technology administrators see the expanded use of educational technology as having at least some benefit for student outcomes and see the gains in learning as worth the investment in technology.

Three-quarters of instructors see improvements in student outcomes due to educational technology, but many more say outcomes are somewhat improved (55 percent) rather than significantly improved (20 percent).

Technology administrators are a bit more positive about the contributions of technology, with 93 percent seeing some improvement in student outcomes, with 35 percent seeing significant improvements.

Sixty-three percent of faculty members and 84 percent of tech administrators say the gains in student learning from education technology have justified colleges' spending in this area. Part-time and nontenured instructors and those with online teaching experience are a bit more positive about the technological investment than their peers are.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
In your opinion, has the use of educational technology in the classroom – ?						
% Led to significantly improved student outcomes	20	17	29	14	24	35
% Led to somewhat improved student outcomes	55	56	54	55	57	58
% Not improved student outcomes	25	27	18	31	18	6
In your opinion, have the gains in student learning attributed to education technology justified colleges' spending in this area?						
% Yes, gains have justified colleges' spending	63	60	75	56	71	84
% No, gains have not justified spending	37	40	25	44	29	16

	All Faculty Members	Taught Online Course	Never Taught Online Course
In your opinion, has the use of educational technology in the classroom – ?			
% Led to significantly improved student outcomes	20	25	17
% Led to somewhat improved student outcomes	55	55	56
% Not improved student outcomes	25	20	27
In your opinion, have the gains in student learning attributed to education technology justified colleges' spending in this area?			
% Yes, gains have justified colleges'	63	71	59
% No, gains have not justified spending	37	29	41

ONLINE EDUCATION QUALITY

Faculty members and technology administrators were asked to reflect on the quality of online courses compared with in-person courses in different settings. Just 17 percent of instructors strongly agree or agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses at any institution. Slightly more faculty members (26 percent) strongly agree or agree that online courses can achieve learning outcomes equivalent to in-person courses at their own institution. Faculty members are no more likely to agree that equivalent learning outcomes for online courses could be achieved in their own department or discipline (24 percent) or in the classes that they teach (26 percent).

Technology administrators have a more positive outlook than faculty on online education. Sixty-two percent agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses at any institution, and 88 percent agree (including 60 percent who strongly agree) that this is the case at their own institution.

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
At any institution.						
%5 Strongly agree	5	5	8	4	7	40
%4	12	11	15	8	15	22
%3	30	28	36	28	32	28
%2	29	31	25	33	26	8
%1 Strongly disagree	24	26	17	28	21	2
At MY institution.						
%5 Strongly agree	9	8	13	5	12	60
%4	17	16	20	14	20	28
%3	23	21	27	20	24	8
%2	24	26	20	27	22	2
%1 Strongly disagree	27	29	20	33	22	2
In my department or discipline. *						
%5 Strongly agree	10	9	14	7	13	n/a
%4	14	13	17	11	16	n/a
%3	18	17	20	17	18	n/a
%2	26	28	20	29	25	n/a
%1 Strongly disagree	33	33	30	37	29	n/a

* Asked only of faculty members.

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
In the classes that I teach. *						
%5 Strongly agree	13	12	18	10	16	n/a
%4	13	12	18	10	16	n/a
%3	14	14	14	12	14	n/a
%2	20	22	16	23	20	n/a
%1 Strongly disagree	39	41	35	45	35	n/a

* Asked only of faculty members.

Faculty members who have taught an online course are more optimistic than their counterparts who have never done so about the quality of online learning, particularly at their own institution. As seen on the following page, twenty-eight percent of faculty who have taught an online course agree that online courses can achieve equivalent outcomes to in-person teaching at any institution; only 12 percent of those who have not taught online agree.

Forty-seven percent of faculty members with online teaching experience believe online education can achieve the same outcomes as in-person education at their own institution, compared with 15 percent of those who have never taught an online course. There are similar differences between faculty members with and without online teaching experience when asked about the potential impact of online courses on student learning outcomes in their discipline or in the courses they teach.

ONLINE EDUCATION QUALITY (cont.)

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	All Faculty Members	Taught Online Course	Never Taught Online Course
At any institution.			
%5 Strongly agree	5	11	3
%4	12	17	9
%3	30	31	29
%2	29	24	32
%1 Strongly disagree	24	17	27
At MY institution.			
%5 Strongly agree	9	19	4
%4	17	28	11
%3	23	24	22
%2	24	18	28
%1 Strongly disagree	27	11	35
In my department or discipline.			
%5 Strongly agree	10	23	3
%4	14	25	8
%3	18	21	16
%2	26	18	30
%1 Strongly disagree	33	13	43
In the classes that I teach.			
%5 Strongly agree	13	32	4
%4	13	24	7
%3	14	14	13
%2	20	17	23
%1 Strongly disagree	39	14	53

Faculty members and technology administrators were asked to compare the quality of online courses with the quality of in-person courses in eight different areas. Faculty members, consistent with their less-positive views of online education, believe online instruction lags in-person instruction in six of the eight areas, especially for interaction with students during class (87 percent say online is worse) and ability to reach at-risk students (81 percent say online is worse). There were only two areas in which at least half of instructors judged online courses as having the same quality as in-person education – grading and communicating about grades and communicating with the college about logistical issues.

ONLINE EDUCATION QUALITY (cont.)

A larger proportion of technology administrators than instructors say online courses are of better quality than in-person courses in each of the eight areas. However, in none of the eight areas did a majority of tech administrators say online quality was better.

Tech administrators were most likely to see online education as better than in-person education in grading and communicating about grades (44 percent), reaching exceptional students (42 percent) and interacting with students outside of class (41 percent). Tech administrators were most likely to view online instruction as inferior to in-person instruction in reaching at-risk students, with 36 percent saying online was of lower quality in this area.

These findings suggest that faculty members still believe face-to-face teaching is the most effective mode for higher education instruction. Technology administrators, who might have better awareness of technological developments and in general be more positive about the potential of technology, could see possibilities in online instruction that are not yet apparent to faculty members.

Please indicate whether you think the QUALITY of online courses for credit are generally better than, the same as or are generally of lower quality than most in-person courses in the following ways.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Interaction with students outside of class.						
% Better quality than in-person course	10	10	10	9	11	41
% Same quality as in-person course	24	22	30	19	28	42
% Lower quality than in-person course	65	67	59	72	61	17
Grading and communicating about grading.						
% Better quality than in-person course	8	7	10	7	9	44
% Same quality as in-person course	57	56	60	51	63	54
% Lower quality than in-person course	35	36	29	42	28	2
Ability to reach "exceptional" students.						
% Better quality than in-person course	8	8	10	8	9	42
% Same quality as in-person course	36	34	41	29	42	49
% Lower quality than in-person course	56	58	49	63	49	10

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Ability to answer student questions.						
% Better quality than in-person course	6	5	8	4	8	30
% Same quality as in-person course	28	26	33	22	33	57
% Lower quality than in-person course	67	69	59	74	60	12
Ability to reach "at risk" students.						
% Better quality than in-person course	6	5	8	5	6	28
% Same quality as in-person course	13	12	17	10	17	35
% Lower quality than in-person course	81	83	75	85	77	36
Communication with the college about logistical and other issues.						
% Better quality than in-person course	5	5	6	5	6	22
% Same quality as in-person course	50	49	55	46	54	69
% Lower quality than in-person course	44	46	39	50	40	9
Ability to deliver the necessary content to meet learning objectives.						
% Better quality than in-person course	3	3	4	2	4	28
% Same quality as in-person course	38	38	41	33	43	70
% Lower quality than in-person course	59	59	55	65	53	2
Interaction with students during class.						
% Better quality than in-person course	3	3	4	2	4	26
% Same quality as in-person course	10	9	14	7	14	52
% Lower quality than in-person course	87	88	82	91	82	22

ONLINE EDUCATION QUALITY (cont.)

Instructors who have taught an online course rate the potential of online education in each of the eight areas more positively than those who have not taught online. However, that does not mean faculty who have taught an online course view online education as better than in-person instruction. In fact, at most, 14 percent of those with online teaching experience believe that method of instruction offers better quality than in-person teaching in any of the eight areas tested.

There are three areas in which the majority of those who have taught online view online and in-person courses as equivalent in quality – grading and communicating about grades (65 percent), communication with the college about logistical and other issues (56 percent) and ability to deliver the necessary content to meet learning objectives (54 percent). Faculty members with online teaching experience still widely believe that in-person instruction is superior to online education for student interaction during class (74 percent) and for reaching at-risk students (70 percent).

The mostly tepid review of online instruction among instructors with online teaching experience is telling. It suggests that it will take much more than expanding online teaching experience to more faculty members to transform their widely skeptical views of the quality of online education.

Please indicate whether you think the QUALITY of online courses for credit are generally better than, the same as or are generally of lower quality than most in-person courses in the following ways.

	All Faculty Members	Taught Online Course	Never Taught Online Course
Interaction with students outside of class.			
% Better quality than in-person course	10	14	9
% Same quality as in-person course	24	30	21
% Lower quality than in-person course	65	56	70
Grading and communicating about grading.			
% Better quality than in-person course	8	14	5
% Same quality as in-person course	57	65	54
% Lower quality than in-person course	35	21	41
Ability to reach "exceptional" students.			
% Better quality than in-person course	8	13	6
% Same quality as in-person course	36	47	30
% Lower quality than in-person course	56	40	64

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
Ability to answer student questions.			
% Better quality than in-person course	6	12	3
% Same quality as in-person course	28	41	21
% Lower quality than in-person course	67	48	77
Ability to reach "at risk" students			
% Better quality than in-person course	6	8	4
% Same quality as in-person course	13	21	9
% Lower quality than in-person course	81	70	87
Communication with the college about logistical and other issues.			
% Better quality than in-person course	5	7	4
% Same quality as in-person course	50	56	48
% Lower quality than in-person course	44	37	48
Ability to deliver the necessary content to meet learning objectives.			
% Better quality than in-person course	3	6	2
% Same quality as in-person course	38	54	30
% Lower quality than in-person course	59	40	68
Interaction with students during class.			
% Better quality than in-person course	3	6	1
% Same quality as in-person course	10	19	6
% Lower quality than in-person course	87	74	93

Faculty members and technology administrators were asked to assess the importance of 11 indicators for measuring the quality of online education. The vast majority of both groups say that meaningful interaction between students and instructors and the online course being offered by an accredited institution are very important indicators of quality. Smaller majorities of both groups regard independent certification for quality and the course leading to academic credit as very important.

The factor that seems least important to quality for both groups is that the online course is offered by an institution that only provides online instruction – 13 percent of faculty and 6 percent of tech administrators say this is very important.

ONLINE EDUCATION QUALITY (cont.)

Instructors and tech administrators diverge on the importance they assign to several quality indicators. For example, faculty members are much more likely than tech administrators to say it is very important that the online course is offered by an institution that also offers in-person instruction (63 percent vs. 25 percent, respectively), that the online course is offered by an institution with a strong reputation for in-person instruction (49 percent vs. 20 percent, respectively) and that the same professors teach both the online and in-person course (41 percent vs. 18 percent, respectively). Technology administrators are more likely than faculty to view the online course being offered as part of a degree or certificate program (67 percent vs. 40 percent, respectively) as being very important.

In your opinion, how important are the following indicators of a QUALITY online education?						
	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Online course/program provides meaningful interaction between students and instructors.						
% Very important	81	82	80	80	83	94
% Somewhat important	14	13	16	14	14	6
% Not very important	2	2	2	2	2	0
% Not at all important	3	3	2	4	2	0
Online course is offered by an accredited institution.						
% Very important	76	77	75	76	78	86
% Somewhat important	16	16	19	15	17	11
% Not very important	4	4	4	4	4	1
% Not at all important	3	4	2	5	2	2
Online course/program has been independently certified for quality.						
% Very important	68	68	68	67	69	52
% Somewhat important	24	23	26	23	24	37
% Not very important	5	5	4	5	4	10
% Not at all important	4	4	2	5	2	2
Online course is offered by an institution that also offers in-person instruction.						
% Very important	63	61	66	60	65	25
% Somewhat important	26	27	26	27	26	48
% Not very important	7	7	6	7	7	18
% Not at all important	4	5	2	5	3	9
Online course leads to academic credit.						
% Very important	52	50	59	46	57	69
% Somewhat important	31	31	30	31	30	26
% Not very important	10	10	7	12	8	1
% Not at all important	8	9	4	11	6	4

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Online degree/certificate program is offered by an institution with significant experience with online education.						
% Very important	49	48	53	46	53	59
% Somewhat important	39	40	36	40	37	35
% Not very important	7	6	7	8	5	6
% Not at all important	5	6	4	7	4	0
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.						
% Very important	49	48	50	49	49	20
% Somewhat important	37	37	36	37	36	46
% Not very important	10	10	10	9	10	21
% Not at all important	5	5	4	5	5	13
Same faculty teach both the online and in-person course/program.						
% Very important	41	40	41	41	40	18
% Somewhat important	40	40	41	41	40	48
% Not very important	13	14	12	12	15	22
% Not at all important	6	6	6	6	6	12
Online course is offered by a nonprofit institution.						
% Very important	41	43	34	46	37	28
% Somewhat important	29	27	35	26	31	36
% Not very important	14	13	18	12	16	17
% Not at all important	15	16	14	15	16	19
Online course is offered as part of a degree or certificate program.						
% Very important	40	37	47	35	45	67
% Somewhat important	36	36	34	35	35	24
% Not very important	13	14	12	16	12	4
% Not at all important	11	12	7	14	9	5
Online course is offered by an institution that only provides online instruction.						
% Very important	13	13	16	12	14	6
% Somewhat important	13	11	18	10	15	13
% Not very important	27	26	31	24	28	41
% Not at all important	47	51	36	54	43	40

Faculty members with and without online teaching experience do not differ on whether most of the 11 factors are very important indicators of quality online education. Eight in 10 from each group say that meaningful interaction between students and instructors is very important, and at least 7 in 10 from each group say it is very important that the course is offered by an accredited institution.

ONLINE EDUCATION QUALITY (cont.)

Professors who have taught online are significantly more likely than those who have not to think the online course leading to academic credit (65 percent vs. 45 percent, respectively) and the course being offered as part of a degree or certificate program (52 percent vs. 33 percent, respectively) are very important indicators of quality.

In your opinion, how important are the following indicators of a QUALITY online education?			
	All Faculty Members	Taught Online Course	Never Taught Online Course
Online course/program provides meaningful interaction between students and instructors.			
% Very important	81	83	81
% Somewhat important	14	14	13
% Not very important	2	2	2
% Not at all important	3	1	3
Online course is offered by an accredited institution.			
% Very important	76	83	73
% Somewhat important	16	12	19
% Not very important	4	3	4
% Not at all important	3	2	4
Online course/program has been independently certified for quality.			
% Very important	68	61	72
% Somewhat important	24	30	21
% Not very important	5	5	4
% Not at all important	4	3	4
Online course is offered by an institution that also offers in-person instruction.			
% Very important	63	64	62
% Somewhat important	26	27	26
% Not very important	7	5	8
% Not at all important	4	3	4
Online course leads to academic credit.			
% Very important	52	65	45
% Somewhat important	31	26	33
% Not very important	10	5	12
% Not at all important	8	4	10
Online degree/certificate program is offered by an institution with significant experience with online education.			
% Very important	49	54	47
% Somewhat important	39	40	38
% Not very important	7	4	8
% Not at all important	5	3	7
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.			
% Very important	49	50	48
% Somewhat important	37	39	36
% Not very important	10	8	10

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
Same faculty teach both the online and in-person course/program.			
% Very important	41	44	39
% Somewhat important	40	40	40
% Not very important	13	12	14
% Not at all important	6	5	7
Online course is offered by a nonprofit institution.			
% Very important	41	42	41
% Somewhat important	29	28	30
% Not very important	14	16	13
% Not at all important	15	14	16
Online course is offered as part of a degree or certificate program.			
% Very important	40	52	33
% Somewhat important	36	32	38
% Not very important	13	9	16
% Not at all important	11	7	13
Online course is offered by an institution that only provides online instruction.			
% Very important	13	16	12
% Somewhat important	13	17	10
% Not very important	27	27	27
% Not at all important	47	40	51

Faculty members were asked about production of online courses and whether online management companies should be involved. The vast majority of surveyed instructors, 78 percent, believe institutions should produce their own online degree programs, while 22 percent think the institution should work with online management companies. There is little meaningful variation in these views by faculty status or online teaching experience.

ONLINE EDUCATION QUALITY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
In your opinion, should institutions work with online program management companies to produce online degree programs, or should they primarily produce their own?						
% Institutions should work with online management companies to produce their online degree programs	22	20	26	18	25	n/a
% Institutions should produce their own online degree programs	78	80	74	82	75	n/a

	All Faculty Members	Taught Online Course	Never Taught Online Course
In your opinion, should institutions work with online program management companies to produce online degree programs, or should they primarily produce their own?			
% Institutions should work with online management companies to produce their online degree programs	22	21	22
% Institutions should produce their own online degree programs	78	79	78

EXPERIENCES WITH ONLINE LEARNING

Faculty members were asked to report on their experiences with online learning, both as a teacher and as a student. Thirty-two percent say they have taught an online course. As expected, nearly all, 97 percent, have taught in-person courses.

Forty percent of instructors say they have taught a “blended or hybrid course,” defined as an in-person course with a significant online component that may result in fewer class meetings.

Slightly more than one-quarter of professors, 27 percent, say they have taken an online course as a student. Part-time (37 percent) and nontenured (36 percent) faculty members are more likely than full-time (24 percent) and tenured (17 percent) instructors to have been a student in an online course, perhaps reflecting age differences between these groups. Faculty members who have taught an online course (43 percent) are much more likely than those with no online teaching experience (20 percent) to have taken an online course as a student.

Most technology administrators, 70 percent, have taken an online course as a student.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
As you know, face-to-face courses have only in-person meetings. These courses may use a learning management system or host Web pages for posting course information and assignments. Have you ever taught a face-to-face course? *						
% Yes	97	97	96	98	97	n/a
% No	3	3	4	2	3	n/a
As you know, an online course has virtually all of the course content delivered online via the Web. There are typically no in-person meetings. Have you ever taught an online course for credit? *						
% Yes	32	33	28	30	33	n/a
% No	68	67	72	70	67	n/a
Have you ever taken any online course as a student for credit?						
% Yes	27	24	37	17	36	70
% No	73	76	63	83	64	30
As you may know, a blended or hybrid course has a significant amount of content delivered online, sometimes resulting in a reduction of the number of in-person meetings. Have you ever taught a blended or hybrid course? *						
% Yes	40	41	36	39	40	n/a
% No	60	59	64	61	60	n/a

* Asked only of faculty members.

EXPERIENCES WITH ONLINE LEARNING (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
As you know, face-to-face courses have only in-person meetings. These courses may use a learning management system or host Web pages for posting course information and assignments. Have you ever taught a face-to-face course?			
% Yes	97	99	97
% No	3	1	3
Have you ever taken any online course as a student for credit?			
% Yes	27	43	20
% No	73	57	80
As you may know, a blended or hybrid course has a significant amount of content delivered online, sometimes resulting in a reduction of the number of in-person meetings. Have you ever taught a blended or hybrid course?			
% Yes	40	70	26
% No	60	30	74

The survey further probed faculty members' experiences with blended courses by asking if they have ever personally converted a face-to-face course to a blended course. Seventy-nine percent of those who have taught a blended course indicate they have converted a face-to-face course to a blended course.

Most instructors who have converted a face-to-face course to a blended course, 69 percent, report that face-to-face time decreased after the conversion. But they were about evenly divided as to whether lecture time decreased – 52 percent said it did and 48 percent said it did not. About two-thirds of those who have made the conversion from an in-person to a blended course (68 percent) say they incorporated more active learning techniques in the blended course.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Have you ever converted a face-to-face course to a blended or hybrid course? *						
% Yes	79	82	68	85	74	n/a
% No	21	18	32	15	26	n/a
Did face-to-face time decrease when you converted from the face-to-face course to the blended or hybrid course? **						
% Yes	69	69	66	68	68	n/a
% No	31	31	34	32	32	n/a
Did lecture time – including online lecture time – decrease when you converted from the face-to-face course to the blended or hybrid course? **						
% Yes	52	53	48	52	52	n/a
% No	48	47	52	48	48	n/a
Did you incorporate more active learning techniques after you converted from the face-to-face course to the blended or hybrid course? **						
% Yes	68	68	69	64	71	n/a
% No	32	32	31	36	29	n/a

* Asked of faculty members who have taught a blended course.

** Asked of faculty members who have converted a face-to-face course to a blended one.

EXPERIENCES WITH ONLINE LEARNING (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
Have you ever converted a face-to-face course to a blended or hybrid course? *			
% Yes	79	86	70
% No	21	14	30
Did face-to-face time decrease when you converted from the face-to-face course to the blended or hybrid course? **			
% Yes	69	75	59
% No	31	25	41
Did lecture time – including online lecture time – decrease when you converted from the face-to-face course to the blended or hybrid course? **			
% Yes	52	56	45
% No	48	44	55
Did you incorporate more active learning techniques after you converted from the face-to-face course to the blended or hybrid course? **			
% Yes	68	68	67
% No	32	32	33

* Asked of faculty members who have taught a blended course.

** Asked of faculty members who have converted a face-to-face course to a blended one.

Regardless of their experience with blended courses, instructors are divided as to the importance of converting face-to-face courses to blended courses – 45 percent say it is very or somewhat important to do so, while 55 percent say it is not very or not at all important. The percentage who say it is important to convert in-person courses to blended courses rises to 62 percent among professors who have taught online courses.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
In your opinion, how important is it to convert face-to-face courses to blended or hybrid courses? *						
% Very important	11	10	13	9	13	n/a
% Somewhat important	34	33	37	30	37	n/a
% Not very important	30	30	28	31	28	n/a
% Not at all important	25	26	23	30	22	n/a
	All Faculty Members	Taught Online Course		Never Taught Online Course		
In your opinion, how important is it to convert face-to-face courses to blended or hybrid courses? *						
% Very important	11	19		7		
% Somewhat important	34	43		29		
% Not very important	30	24		33		
% Not at all important	25	14		31		

* Asked only of faculty members.

EXPERIENCES WITH ONLINE LEARNING (cont.)

Instructors were asked to rate the importance of three reasons for converting face-to-face courses to blended or hybrid courses. The most compelling reason for faculty members is to improve the educational experience for students by introducing more active learning into the course – 81 percent say this is an important reason to convert in-person courses to blended courses, including 48 percent who say it is very important.

Seven in 10 faculty members say improving the educational experience by introducing more online content is an important reason to convert courses, with 33 percent saying this is very important. Those who have taught online courses themselves are more likely to say this is a very important reason (43 percent) than those who have never taught an online course (28 percent).

Faculty members do not believe that cost savings – from reduced class/instructor time – is an important reason to convert in-person classes to blended ones. Roughly two-thirds, 65 percent, say this is not an important reason, including 38 percent who say it is “not at all important.” Views are similar among those with and without online teaching experience.

Would you say that each of the following is a very important, somewhat important, not very important or a not at all important reason for converting face-to-face courses to blended or hybrid courses? *

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Improve educational experience for students by introducing more active learning in the course.						
% Very important	48	48	48	44	51	n/a
% Somewhat important	33	33	33	33	32	n/a
% Not very important	9	9	11	11	9	n/a
% Not at all important	10	10	9	12	8	n/a
Improve educational experience for students by using online content.						
% Very important	33	33	34	29	37	n/a
% Somewhat important	39	39	39	38	40	n/a
% Not very important	14	14	15	16	12	n/a
% Not at all important	14	14	12	17	11	n/a
Save money by reducing class time.						
% Very important	8	6	11	5	9	n/a
% Somewhat important	28	26	33	24	30	n/a
% Not very important	27	28	25	28	26	n/a
% Not at all important	38	40	31	43	34	n/a

* Asked of faculty only.

EXPERIENCES WITH ONLINE LEARNING (cont.)

Would you say that each of the following is a very important, somewhat important, not very important or a not at all important reason for converting face-to-face courses to blended or hybrid courses? *			
	All Faculty Members	Taught Online Course	Never Taught Online Course
Improve educational experience for students by introducing more active learning in the course.			
% Very important	48	55	45
% Somewhat important	33	31	33
% Not very important	9	9	10
% Not at all important	10	6	12
Improve educational experience for students by using online content.			
% Very important	33	43	28
% Somewhat important	39	36	40
% Not very important	14	13	15
% Not at all important	14	8	16
Save money by reducing class time.			
% Very important	8	6	8
% Somewhat important	28	30	26
% Not very important	27	28	26
% Not at all important	38	35	39

* Asked only of faculty members.

INSTITUTIONAL SUPPORT OF FACULTY IN ONLINE LEARNING

Generally speaking, technology administrators are likelier than faculty members to agree that their institution is supportive of faculty in online learning, based on their responses to a series of eight ways institutions can support online learning. A majority of tech administrators strongly agree or agree that their institution provides adequate technical support for creating an online course (78 percent), provides adequate technical support for teaching online courses (75 percent) and compensates fairly for online instruction (54 percent). And at least 4 in 10 agree that their institution has strong policies to protect intellectual property rights for digital work (47 percent), compensates fairly for the development of an online course (47 percent) and appropriately rewards contributions made to digital pedagogy (40 percent).

In contrast, the highest level of agreement among faculty members on any item is 49 percent for their institution providing adequate technical support for teaching an online course, and 48 percent for their institution providing adequate technical support for creating an online course. Instructors are least likely to agree that their institution acknowledges time demands for online courses for workload (26 percent) and compensates fairly for the development of an online course (27 percent).

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about your institution's support for online learning.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Adequate technical support for teaching online courses.						
%5 Strongly agree	20	18	26	14	26	43
%4	29	29	31	29	29	32
%3	22	21	22	23	21	13
%2	15	16	13	17	14	10
%1 Strongly disagree	13	15	8	17	9	3
Adequate technical support for creating an online course.						
%5 Strongly agree	18	16	27	13	23	44
%4	30	30	28	29	29	34
%3	22	22	22	24	21	13
%2	15	16	14	16	15	7
%1 Strongly disagree	14	16	10	18	11	3
Strong policies to protect intellectual property rights for digital work.						
%5 Strongly agree	14	13	19	11	17	18
%4	23	22	24	22	23	29
%3	24	24	28	24	24	28
%2	18	18	17	20	17	20
%1 Strongly disagree	21	23	13	23	19	5

INSTITUTIONAL SUPPORT OF FACULTY IN ONLINE LEARNING (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Compensates fairly for online instruction.						
%5 Strongly agree	11	10	12	11	11	25
%4	27	28	22	27	27	29
%3	25	24	26	24	24	27
%2	19	19	20	19	20	12
%1 Strongly disagree	19	18	20	19	18	7
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.						
%5 Strongly agree	10	9	12	9	11	11
%4	23	24	16	26	19	17
%3	26	26	25	26	25	29
%2	18	18	19	17	18	24
%1 Strongly disagree	24	23	27	22	27	19
Appropriately rewards contributions made to digital pedagogy.						
%5 Strongly agree	9	8	13	7	12	18
%4	28	28	30	28	28	22
%3	30	30	29	29	31	36
%2	17	17	17	18	15	17
%1 Strongly disagree	16	17	11	18	14	8
Compensates fairly for the development of an online course.						
%5 Strongly agree	9	9	10	8	10	20
%4	18	19	14	18	18	27
%3	22	21	23	22	21	23
%2	22	22	20	23	21	22
%1 Strongly disagree	30	29	33	30	30	9
Acknowledges time demands for online courses for workload. *						
%5 Strongly agree	9	8	12	6	12	n/a
%4	17	16	20	16	19	n/a
%3	23	22	27	24	22	n/a
%2	22	23	20	23	21	n/a
%1 Strongly disagree	29	31	22	31	26	n/a

* Asked only of faculty members.

INSTITUTIONAL SUPPORT OF FACULTY IN ONLINE LEARNING (cont.)

There are relatively small differences in the views of institutional support for online education between those who have taught and those who have never taught an online course. The two areas showing the greatest differences between the groups are 11 percentage points and 10 percentage points, respectively, on the items about providing adequate technical support for teaching (56 percent of those who have taught online and 45 percent of those who have not taught online agree) and creating online courses (53 percent and 43 percent, respectively).

Notably, a majority of instructors who have taught an online course disagree that their institution acknowledges time demands for online courses in workload (53 percent) and compensates fairly for the development of an online course (52 percent). Nearly half, 49 percent, disagree that their institution rewards teaching with technology in tenure and promotion decisions.

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about your institution's support for online learning.

	All Faculty Members	Taught Online Course	Never Taught Online Course
Adequate technical support for teaching online courses.			
%5 Strongly agree	20	25	17
%4	29	31	28
%3	22	20	23
%2	15	14	17
%1 Strongly disagree	13	11	15
Adequate technical support for creating an online course.			
%5 Strongly agree	18	22	15
%4	30	31	28
%3	22	20	24
%2	15	15	16
%1 Strongly disagree	14	11	17
Strong policies to protect intellectual property rights for digital work.			
%5 Strongly agree	14	14	14
%4	23	21	24
%3	24	26	23
%2	18	18	18
%1 Strongly disagree	21	21	21
Compensates fairly for online instruction.			
%5 Strongly agree	11	13	9
%4	27	27	27
%3	25	24	25
%2	19	19	19
%1 Strongly disagree	19	17	21

INSTITUTIONAL SUPPORT OF FACULTY IN ONLINE LEARNING (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.			
%5 Strongly agree	10	10	10
%4	23	18	26
%3	26	24	26
%2	18	18	18
%1 Strongly disagree	24	31	20
Appropriately rewards contributions made to digital pedagogy.			
%5 Strongly agree	9	11	8
%4	28	28	28
%3	30	28	31
%2	17	17	16
%1 Strongly disagree	16	16	16
Compensates fairly for the development of an online course.			
%5 Strongly agree	9	9	9
%4	18	17	18
%3	22	22	21
%2	22	21	22
%1 Strongly disagree	30	31	29
Acknowledges time demands for online courses for workload.			
%5 Strongly agree	9	10	8
%4	17	16	18
%3	23	22	24
%2	22	22	23
%1 Strongly disagree	29	31	27

USE OF TECHNOLOGY

Faculty members were asked how frequently they use their institution’s learning management system (LMS). Over three-quarters, 77 percent, say they “always” use the LMS to share syllabus information with students, with another 8 percent saying they “usually” do. A majority also say they always use their LMS to record grades (55 percent), with an additional 10 percent usually doing so. A combined majority also say they always (44 percent) or usually (23 percent) use their LMS to communicate with students, and always (33 percent) or usually (21 percent) provide e-textbooks and other learning material through their LMS.

Instructors are less likely to rely on the LMS to track student attendance, identify students who need extra help and integrate lecture capture. In fact, 55 percent say they never use the LMS to capture lectures. It is unclear if these technologies are used less because many institutions do not offer those capabilities, because they are available but faculty members just have not made use of them, or because they use other tools for doing so.

In general, tenured faculty are less likely than nontenured faculty members to always take advantage of their institution’s LMS, particularly when it comes to recording grades – 62 percent of nontenured faculty members always do this, compared with 45 percent of tenured professors.

How often have you used your institution’s learning management system (e.g., Blackboard, Moodle, OpenClass, Desire2Learn, etc.) to engage in the following activities? *

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Share syllabus information with students.						
% Always	77	79	72	76	79	n/a
% Usually	8	8	8	9	7	n/a
% Sometimes	8	7	9	9	6	n/a
% Never	7	5	12	6	8	n/a
Record grades.						
% Always	55	52	61	45	62	n/a
% Usually	10	10	9	10	10	n/a
% Sometimes	14	15	9	16	12	n/a
% Never	22	22	21	29	17	n/a
Communicate with students.						
% Always	44	43	46	40	47	n/a
% Usually	23	23	22	24	21	n/a
% Sometimes	25	26	24	26	24	n/a
% Never	8	9	8	10	7	n/a
Provide e-textbooks and related material.						
% Always	33	33	32	31	36	n/a
% Usually	21	22	18	22	21	n/a
% Sometimes	29	30	27	31	25	n/a
% Never	17	15	24	16	18	n/a

USE OF TECHNOLOGY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Track student attendance.						
% Always	22	19	33	17	27	n/a
% Usually	8	8	8	8	7	n/a
% Sometimes	18	19	15	18	18	n/a
% Never	52	54	45	58	47	n/a
Identify students who may need extra help.						
% Always	16	14	24	11	20	n/a
% Usually	14	14	13	14	14	n/a
% Sometimes	33	33	32	33	33	n/a
% Never	36	38	31	42	32	n/a
Integrate lecture capture.						
% Always	13	12	16	11	16	n/a
% Usually	9	8	12	8	10	n/a
% Sometimes	23	24	22	24	22	n/a
% Never	55	56	50	57	52	n/a

* Asked only of faculty members.

Faculty who have taught an online course make more extensive use of LMS technology than those who have never taught an online course, particularly when it comes to recording grades (72 percent vs. 47 percent, respectively, always do this) and communicating with students (59 percent vs. 37 percent, respectively, always do this).

How often have you used your institution's learning management system (e.g., Blackboard, Moodle, OpenClass, Desire2Learn, etc.) to engage in the following activities? *

	All Faculty Members	Taught Online Course	Never Taught Online Course
Share syllabus information with students.			
% Always	77	89	72
% Usually	8	5	9
% Sometimes	8	4	9
% Never	7	2	9
Record grades.			
% Always	55	72	47
% Usually	10	9	10
% Sometimes	14	11	15
% Never	22	8	28

* Asked only of faculty members.

USE OF TECHNOLOGY (cont.)

	All Faculty Members	Taught Online Course	Never Taught Online Course
Communicate with students.			
% Always	44	59	37
% Usually	23	22	23
% Sometimes	25	16	30
% Never	8	3	11

* Asked only of faculty members.

	All Faculty Members	Taught Online Course	Never Taught Online Course
Provide e-textbooks and related material.			
% Always	33	38	30
% Usually	21	22	21
% Sometimes	29	29	28
% Never	17	10	20
Track student attendance.			
% Always	22	33	17
% Usually	8	12	6
% Sometimes	18	24	16
% Never	52	31	61
Identify students who may need extra help.			
% Always	16	25	12
% Usually	14	23	10
% Sometimes	33	35	32
% Never	36	17	45
Integrate lecture capture.			
% Always	13	20	10
% Usually	9	13	7
% Sometimes	23	28	21
% Never	55	40	62

* Asked only of faculty members.

One area in which technology can be leveraged is to keep the cost of textbooks and other course materials down. More than 9 in 10 faculty members and technology administrators believe textbooks and course materials are priced too high. And 82 percent of instructors, as well as 92 percent of technology administrators, believe professors should make cost a significant concern when assigning course readings.

Both groups widely endorse assigning more free open educational resources (at least 90 percent of both groups) and using publishers' content platforms to deliver textbooks online (at least 7 in 10 of both groups).

USE OF TECHNOLOGY (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Thinking now about the cost of textbooks and other course materials, in your opinion, are course materials including textbooks priced too high, or not?						
% Priced too high	93	93	91	93	92	98
% Not priced too high	7	7	9	7	8	2
Should faculty members make cost a significant concern when assigning course readings?						
% Yes, should	82	83	78	81	81	92
% No, should not	18	17	22	19	19	8
Should faculty members assign more free open educational resources?						
% Yes, should	92	91	95	91	92	97
% No, should not	8	9	5	9	8	3
Should faculty members use publishers' content platforms that deliver textbooks online?						
% Yes, should	76	75	82	72	79	72
% No, should not	24	25	18	28	21	28

DIGITAL HUMANITIES

Digital humanities is an area of research and teaching concerned with the intersection of computing and humanities. Faculty are not overly positive about the promise of digital humanities or the impact it has had on their work and their institution.

A majority of faculty members, 54 percent, agree with the statement that “digital humanities has been oversold”; only 22 percent disagree. These views are similar by faculty type.

While more faculty members agree than disagree that digital humanities has improved their teaching, their research and their institution, the margins are not very large. For instance, 44 percent agree and 33 percent disagree it has improved their research and 37 percent agree and 33 percent disagree it has improved their teaching.

As you may know, digital humanities is an area of research and teaching concerned with the intersection of computing and the humanities. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. *

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Digital humanities has been oversold.						
%5 Strongly agree	30	30	28	32	27	n/a
%4	24	24	23	24	24	n/a
%3	25	26	25	25	25	n/a
%2	14	13	15	13	15	n/a
%1 Strongly disagree	8	8	8	6	10	n/a
Digital humanities has improved my research.						
%5 Strongly agree	18	18	20	17	20	n/a
%4	26	24	30	25	27	n/a
%3	23	23	23	21	24	n/a
%2	13	14	12	14	13	n/a
%1 Strongly disagree	20	21	15	23	16	n/a
Digital humanities has improved my teaching.						
%5 Strongly agree	13	12	14	10	15	n/a
%4	24	24	27	23	26	n/a
%3	29	29	31	28	30	n/a
%2	15	16	13	18	13	n/a
%1 Strongly disagree	18	19	15	21	16	n/a
Digital humanities has improved my institution.						
%5 Strongly agree	12	11	16	8	16	n/a
%4	27	26	30	26	27	n/a
%3	30	30	31	30	31	n/a
%2	15	16	12	17	12	n/a
%1 Strongly disagree	16	17	12	18	13	n/a

* Asked only of faculty members.

DIGITAL HUMANITIES (cont.)

Instructors who lack online teaching experience (58 percent) are more likely than those with online teaching experience (45 percent) to believe digital humanities has been oversold. The two groups differ little in their level of agreement about the impact of digital humanities on their research, teaching and institution.

As you may know, digital humanities is an area of research and teaching concerned with the intersection of computing and the humanities. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements. *

	All Faculty Members	Taught Online Course	Never Taught Online Course
Digital humanities has been oversold.			
%5 Strongly agree	30	22	33
%4	24	23	25
%3	25	29	23
%2	14	17	12
%1 Strongly disagree	8	9	7
Digital humanities has improved my research.			
%5 Strongly agree	18	16	20
%4	26	24	27
%3	23	27	20
%2	13	14	13
%1 Strongly disagree	20	18	21
Digital humanities has improved my teaching.			
%5 Strongly agree	13	15	11
%4	24	24	24
%3	29	31	28
%2	15	15	16
%1 Strongly disagree	18	15	21
Digital humanities has improved my institution.			
%5 Strongly agree	12	12	12
%4	27	25	28
%3	30	30	30
%2	15	17	14
%1 Strongly disagree	16	15	16

* Asked only of faculty members.

MOOC-LIKE MODELS

Some experts had predicted that massive open online courses, also known as MOOCs, would displace traditional higher education. While that does not appear to be happening, some colleges have instituted courses in partnership with organizations that produce MOOCs and that have similarities to MOOCs, including enrolling a larger number of students than traditional courses and being less expensive. However, one important distinction is that they are not free for those wishing to gain course credit.

Neither faculty members nor technology administrators seem to hold these courses in high regard, with faculty as the less-positive group. Ten percent of instructors and 23 percent of tech administrators agree these programs will have the same quality as the in-person programs on which they are based. Eighty-eight percent of faculty members agree (61 percent who strongly agree), and 82 percent of tech administrators agree (43 percent strongly agree) that accreditors should conduct separate reviews of these MOOC-like programs.

Instructors are more likely than tech administrators to agree these MOOC-like courses threaten traditional faculty roles (58 percent vs. 38 percent, respectively) and represent competition for their institution (42 percent vs. 33 percent, respectively).

Both groups are more inclined to agree than to disagree that these programs could create options many students need. Forty-two percent of faculty members agree and 25 percent disagree with this statement, while 61 percent of tech administrators agree and 19 percent disagree.

Within faculty types, opinions about MOOC-like models are fairly similar, although nontenured and part-time faculty are more likely than tenured and full-time faculty to agree these courses can provide options students need. Faculty members with online teaching experience are a bit more likely than those without such experience to agree that this model of higher education could represent competition for their institution and to agree that this model will provide needed options for many students.

MOOC-LIKE MODELS (cont.)

As you may know, some people predicted that Massive Open Online Courses, or MOOCs, would displace higher education. While this has not happened, some new MOOC-like models are emerging. These MOOC-like courses enroll more students than traditional courses and are less expensive, but they are not free for those seeking credit. Some examples of these MOOC-like courses are Georgia Tech's computer science master's degree, Arizona State's freshman year through edX and the University of Illinois at Urbana-Champaign's online M.B.A. (in partnership with Coursera).

Please indicate your level of agreement with each of the following items about these new MOOC-like models.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Accreditors should conduct separate reviews of these programs.						
%5 Strongly agree	61	62	57	64	60	43
%4	27	26	28	24	28	39
%3	6	5	9	5	7	8
%2	2	2	2	2	2	2
%1 Strongly disagree	4	4	3	5	3	9
This model of higher education threatens traditional faculty roles.						
%5 Strongly agree	26	25	30	27	25	11
%4	32	32	30	32	30	27
%3	22	22	20	21	22	16
%2	13	13	11	12	14	32
%1 Strongly disagree	8	8	8	7	9	14
This model of higher education could represent competition for my institution.						
%5 Strongly agree	15	14	18	14	16	9
%4	27	27	28	27	26	24
%3	24	24	26	23	25	23
%2	18	19	14	19	19	30
%1 Strongly disagree	15	16	13	16	15	14
This model of higher education will create options many students need.						
%5 Strongly agree	12	10	19	8	16	20
%4	30	29	31	27	32	41
%3	33	33	31	35	29	21
%2	15	17	10	18	12	11
%1 Strongly disagree	10	10	10	11	10	8
These programs will have the same academic quality as the in-person programs on which they are based.						
%5 Strongly agree	3	2	4	2	3	7
%4	7	6	10	5	8	16
%3	17	15	22	13	19	34
%2	29	30	27	29	30	30
%1 Strongly disagree	45	47	37	51	39	13

MOOC-LIKE MODELS (cont.)

As you may know, some people predicted that Massive Open Online Courses, or MOOCs, would displace higher education. While this has not happened, some new MOOC-like models are emerging. These MOOC-like courses enroll more students than traditional courses and are less expensive, but they are not free for those seeking credit. Some examples of these MOOC-like courses are Georgia Tech's computer science master's degree, Arizona State's freshman year through edX and the University of Illinois at Urbana-Champaign's online M.B.A. (in partnership with Coursera).

Please indicate your level of agreement with each of the following items about these new MOOC-like models.

	All Faculty Members	Taught Online Course	Never Taught Online Course
Accreditors should conduct separate reviews of these programs.			
%5 Strongly agree	61	58	63
%4	27	28	26
%3	6	7	6
%2	2	3	2
%1 Strongly disagree	4	4	4
This model of higher education threatens traditional faculty roles.			
%5 Strongly agree	26	25	27
%4	32	30	33
%3	22	23	21
%2	13	14	12
%1 Strongly disagree	8	9	7
This model of higher education could represent competition for my institution.			
%5 Strongly agree	15	19	13
%4	27	29	26
%3	24	24	24
%2	18	15	20
%1 Strongly disagree	15	12	17
This model of higher education will create options many students need.			
%5 Strongly agree	12	17	10
%4	30	31	29
%3	33	30	34
%2	15	11	17
%1 Strongly disagree	10	11	10
These programs will have the same academic quality as the in-person programs on which they are based.			
%5 Strongly agree	3	5	2
%4	7	11	5
%3	17	17	16
%2	29	29	30
%1 Strongly disagree	45	37	48

PLAGIARISM

Plagiarism has long been an issue in college courses, but technology has given instructors and universities new tools for combatting it. At a basic level, most faculty members do not feel undergraduates have a sufficient understanding of what plagiarism is, so it is quite possible that much of the plagiarism taking place on college campuses may not be intentional.

Most professors, 65 percent, do not require their students to submit papers through plagiarism detection software, even though the majority, 63 percent, believe such software deters students from committing plagiarism.

The majority of faculty members, 55 percent, say they trust that the plagiarism-detection software they use detects all or most cases of plagiarism. Only 6 percent believe it doesn't detect many cases.

From their experience, the majority of instructors say they receive reports of possible plagiarism through the detection services they use frequently (14 percent) or occasionally (43 percent).

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Do you think undergraduate students have a sufficient understanding of what plagiarism is? *						
% Yes, have a sufficient understanding	24	22	29	22	25	n/a
% No, do not	76	78	71	78	75	n/a
Do you require undergraduate students to submit papers through plagiarism-detection software, or not? *						
% Yes	35	35	35	32	37	n/a
% No	65	65	65	68	63	n/a
Do you trust the plagiarism-detection software you use detects – ? *						
% All cases of plagiarism	3	2	3	2	3	n/a
% Most cases of plagiarism	52	50	59	50	54	n/a
% Some cases of plagiarism	39	41	31	43	36	n/a
% Not that many cases of plagiarism	6	6	6	6	7	n/a
How often have you received reports of possible plagiarism through the detection services you use? *						
% Frequently	14	13	17	12	18	n/a
% Occasionally	43	45	36	46	40	n/a
% Rarely	25	27	22	26	25	n/a
% Never	18	15	25	17	18	n/a
Do you think plagiarism-detection software deters students from plagiarizing? *						
% Yes	63	64	60	64	62	n/a
% No	37	36	40	36	38	n/a

* Asked only of faculty members.

SOCIAL MEDIA ATTACKS ON PROFESSORS

Recently, some professors became the subject of controversy for remarks they made on Twitter about race. The survey asked faculty members and tech administrators about their own use of social media and their views on the controversy.

Sixty percent of instructors strongly agree or agree that they are concerned about the attacks on these professors for their comments on social media. Tech administrators were a bit less likely to share this view, with 48 percent agreeing. Faculty members are divided on whether social media is a good way for scholars to communicate with the broader public -- 35 percent agree it is while 36 percent disagree. Technology administrators are slightly more positive, with 45 percent agreeing and 22 percent disagreeing that social media is a beneficial way for professors to communicate.

Most of the faculty members surveyed, 75 percent, say they do not use social media to discuss their scholarship or their political views. Meanwhile, 6 percent say they use it to discuss their scholarship, 5 percent their political views and 14 percent both. The large percentage not posting about these topics on social media helps explain why most faculty members, 55 percent, disagree that the recent Twitter controversy has caused them to change the way they communicate on social media. Twenty-six percent of faculty members agree they have changed their social media habits as a result of the controversy.

As you may know, several professors have been the subject of extensive media criticism over comments they made about race and other issues on Twitter and other social media.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Do you, personally, use Twitter or other social media to express your views on – ?						
% Your scholarship only	6	7	4	7	6	20
% Your political views only	5	5	6	5	5	4
% Both your scholarship and political views	14	15	12	14	15	13
% Neither	75	73	79	74	74	63

SOCIAL MEDIA ATTACKS ON PROFESSORS (cont.)

As you may know, several professors have been the subject of extensive media criticism over comments they made about race and other issues on Twitter and other social media. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
I am concerned about attacks on scholars for their comments on social media.						
%5 Strongly agree	30	31	25	31	29	22
%4	30	30	31	32	29	26
%3	23	22	27	23	23	25
%2	11	11	12	9	13	16
%1 Strongly disagree	5	5	6	5	6	10
Social media is a good way for professors to communicate with the broader public.						
%5 Strongly agree	14	14	14	14	15	20
%4	21	22	18	21	21	25
%3	29	29	28	29	28	34
%2	17	17	17	17	16	13
%1 Strongly disagree	19	18	23	18	19	9
Recent attacks on scholars for views expressed on social media have led me to change the way I communicate on social media.						
%5 Strongly agree	13	12	15	11	13	9
%4	13	13	13	13	14	11
%3	19	18	22	18	20	21
%2	18	20	14	19	18	18
%1 Strongly disagree	37	37	37	40	34	40

YIK YAK APP AND CIVIL DISCOURSE ONLINE

Another recent way technology has caused controversy on college campuses is in the use of the Yik Yak app (and other such technologies). This app allows users to post anonymous, geo-targeted comments about others. On college campuses, those can include unflattering comments about faculty or students. Some campuses have experienced issues with posting of racist or sexist comments, and have considered restricting or have restricted use of the app on campus.

Faculty members are generally divided in their views of Yik Yak, including whether it has caused controversy on their campus (40 percent agree, 46 percent disagree) and whether colleges should try to regulate use of the app (36 percent agree, 46 percent disagree). Tech administrators are much less concerned about it – 70 percent disagree it has created controversy on their campus, and 62 percent disagree that access to the app should be regulated. Fewer than one in 10 instructors (9 percent) and tech administrators (5 percent) report their college has taken steps to regulate access to Yik Yak.

However, faculty members (75 percent) and tech administrators (73 percent) widely agree that colleges should do more to encourage civil discourse online. And about half of each group – 55 percent of faculty and 47 percent of tech administrators – say their college is taking steps to encourage civil discourse online.

As you may know, some colleges in the last year have debated the use of Yik Yak, an app which permits anonymous, geo-targeted comments that have, on certain campuses, offended many students and faculty members. Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
This app has caused controversy on my campus.						
%5 Strongly agree	23	24	17	23	24	5
%4	17	17	17	17	16	14
%3	14	13	22	13	15	11
%2	16	17	14	17	14	29
%1 Strongly disagree	30	30	30	29	30	41
Colleges should try where possible to regulate access to this app.						
%5 Strongly agree	21	18	32	20	22	7
%4	15	16	12	16	14	6
%3	18	19	17	20	17	25
%2	15	15	13	14	16	22
%1 Strongly disagree	31	32	26	30	32	40
Colleges need to do more to encourage civil discourse online.						
%5 Strongly agree	45	45	45	49	41	42
%4	30	31	28	28	31	31
%3	14	14	16	12	16	17
%2	5	5	4	4	4	4
%1 Strongly disagree	6	6	6	5	7	6

YIK YAK APP AND CIVIL DISCOURSE ONLINE (cont.)

	All Faculty Members	Full-Time Faculty Members	Part-Time Faculty Members	Tenured Faculty Members	Nontenured Faculty Members	Technology Administrators
Is your college doing anything to regulate access to the Yik Yak app?						
% Yes	9	9	4	11	4	5
% No	91	91	96	89	96	95
Is your college doing anything to encourage civil discourse online?						
% Yes	55	54	60	53	56	47
% No	45	46	40	47	44	53

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	% Faculty Members	% Technology Administrators
Under 30	2	1
30 to 39	17	8
40 to 49	24	26
50 to 59	26	37
60 to 69	27	26
70 and older	5	3

What is your gender?	% Faculty Members	% Technology Administrators
Male	54	50
Female	46	50

How many years have you served as a faculty member at this institution? *	% Faculty Members
Less than six months	1
Six months to less than three years	12
Three years to less than five years	11
Five years to less than 10 years	23
10 or more years	54

What is your current tenure status? *	% Faculty Members
Tenured	49
Tenure track but not tenured	12
Nontenure track	39

* Asked only of faculty members.

Do you work part time or full time at your institution? *	% Faculty Members
Part time	24
Full time	76

* Asked only of faculty members.

INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

Which of the following disciplines do you associate yourself with? *	% Faculty Members
Humanities	28
Social Sciences	20
Engineering	3
Computer and Information Sciences	4
Physical Sciences	9
Biological Sciences	8
Professional Schools	12
Another Field	16

* Asked only of faculty members.

What type of online courses and degree programs does your institution offer? Select all that apply. *	% Technology Administrators
Some online courses (no complete online degree programs)	49
Online degree programs	83
Some blended or hybrid courses	86
Degree programs consisting of all blended or hybrid courses	51

* Asked only of technology administrators.

Do you consider your institution to be a liberal arts institution?	% Faculty Members	% Technology Administrators
Yes	66	58
No	34	42

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