

I. Elaine Allen and Jeff Seaman with Doug Lederman and Scott Jaschik





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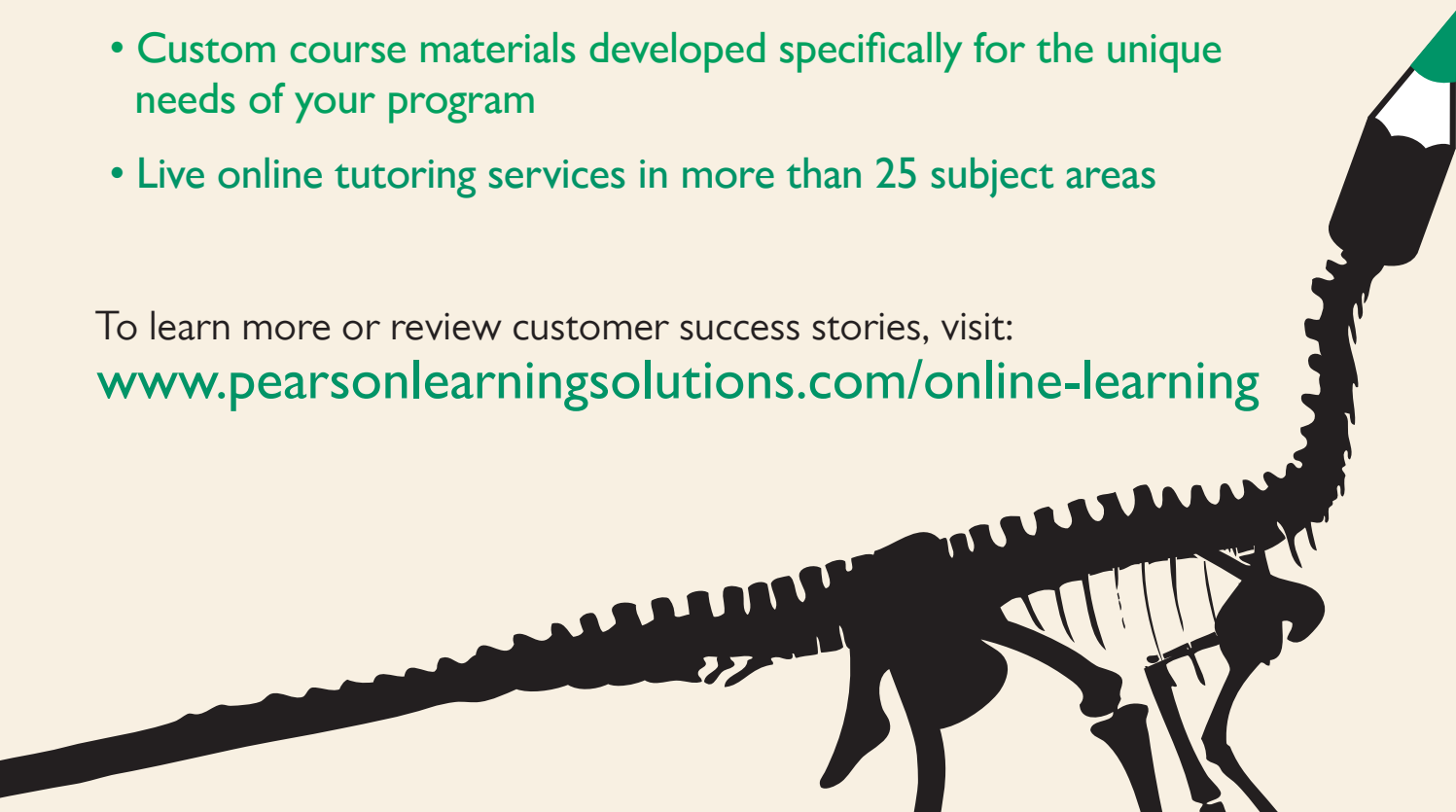
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Finally we want to thank the thousands of faculty members and academic administrators who took the time to provide us with such detailed and thoughtful responses. We understand that you are very busy people, so we very much appreciate your effort. This report would not be possible without you, and we hope that you find it useful.



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Inside Higher Ed

EXECUTIVE SUMMARY

This study focuses on attitudes and practices related to all aspects of online education – including views on the quality of learning outcomes, issues of institutional support, and institutional rewards. Even as online enrollments have grown exponentially, attitudes about online learning have remained conflicted.

The study is based on the results of two related, but separate, surveys. The first is a nationally representative sample of higher education faculty members who are teaching at least one course during the current academic year. The second focused on academic administrators – in particular those responsible for academic technology at their institutions.

Faculty report being more pessimistic than optimistic about online learning. Academic technology administrators, on the other hand, are extremely optimistic about the growth of online learning, with over 80 percent reporting that they view it with “more excitement than fear.”

Professors, over all, cast a skeptical eye on the learning outcomes for online education. Nearly two-thirds say they believe that the learning outcomes for an online course are inferior or somewhat inferior to those for a comparable face-to-face course. Most of the remaining faculty members report that the two have comparable outcomes. Even among those with a strong vested interest in online education – faculty members who are currently teaching online courses – considerable concern remains about the quality of the learning outcomes.

Faculty members with a greater exposure to online education have a less-pessimistic view than their peers. Instructors at schools with online offerings (either online courses or programs) are more positive than do those at institutions with no such offerings. Faculty with direct online teaching experience have, by far, the most positive views towards online education.

About one-third of faculty members report they think that their institution is pushing too much instruction online, compared to fewer than 10 percent of administrators. Over all, fewer than one half of all professors believe that their institution has good tools in place to assess the quality of in-person instruction, while only one-quarter say the institution has good tools for assessing online instruction.

Yet on the most basic question asked of faculty at institutions with online offerings – have you recommended an online course to a student or advisee? – 60 percent of faculty reported that they had. Among those who teach online the rate is 87 percent. Among those with no online teaching, it is 49 percent. Nearly one half of the faculty who believe that learning outcomes in online education are inferior to those for face-to-face instruction are still recommending online courses for their students.

INTRODUCTION

Online learning has experienced consistent growth in the 10 years that the Babson Survey Research Group has been tracking and producing annual reports on the enterprise. The number of students enrolling in one or more online course has increased at rates far in excess of the growth of overall higher education enrollments. The proportion of students taking at least one online course has increased from fewer than 1 in 10 in 2002 to nearly one-third by 2010, with the number of online students growing from 1.6 million to over 6.1 million over the same period – an 18.3 percent compound annual growth rate.

Even as enrollments have grown exponentially, attitudes about online learning have remained conflicted. Nearly two-thirds of chief academic officers responding to the Babson 2011 survey described online learning as critical to their institutions' long-term strategy, but even as they expected demand for online offerings to grow, they expressed serious concerns, particularly about quality. Nearly a third said they believed that online learning outcomes are inferior or somewhat inferior to those for face-to-face instruction, and the same proportion said that their faculty members “do not accept the value and legitimacy of online education.”

As is true in many discussions about major developments in higher education, the voices and views of faculty have all too often been missing from the conversation about online learning. There has been a vacuum of information on how faculty members perceive online learning, with few cross-institution examinations of their opinions and practices. This study is designed to begin to fill this void – by reaching out to a national sample of higher education instructors to examine what is on their minds regarding online education.

The Study:

This study reports on the results of two related, but separate, surveys. The first is a nationally representative sample of higher education faculty members who are teaching at least one course during the current academic year. A total of 4,564 faculty responded to the survey, representing the full range of higher education institutions (two-year, four-year, all Carnegie classifications, and public, private nonprofit, and for-profit) and the complete range of faculty (full- and part-time, tenured or not, and all disciplines). Three-quarters of the respondents report that they are full-time faculty members. Just over one-quarter teach online, they are evenly split between male and female, and over one-third have been teaching for 20 years or more.

A second outreach effort focused on academic administrators – in particular those responsible for academic technology at their institutions. These administrators were asked many of the same questions directed to the faculty, to enable a comparison of how they match (or differ from) the views of the instructors they support. There are a wide variety of titles among those invited to participate – the most common being “Director of Academic Computing” and “Director of Instructional Technology.” A total of 591 administrators provided a sufficient number of responses to be included in the study. The respondents include slightly more men than women, with about one-quarter having been in their current position for 20 years or more.

The study focuses on attitudes and practices related to all aspects of online education – including views on the quality of learning outcomes, issues of institutional support, and institutional rewards.

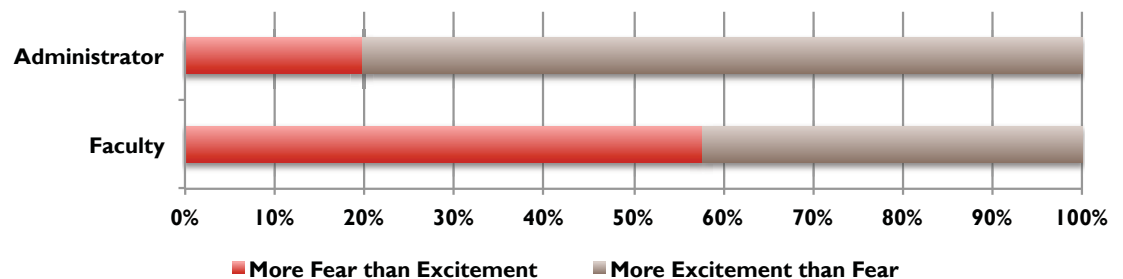
Are Faculty Optimistic About Online Learning?

Our experience in surveying faculty has shown that they are very good at providing well-thought-out and nuanced responses. They are less successful at providing unambiguous responses without qualifications. One question in the current study was purposefully designed to force just such a response; it asked, “Does the growth of online education fill you more with excitement or with fear?” Only two responses were possible: “more fear than excitement,” and “more excitement than fear.”

The objective was to measure the overall level of optimism about online education among all faculty members, and to compare that with the results reported for the academic technology administrators using the same question.

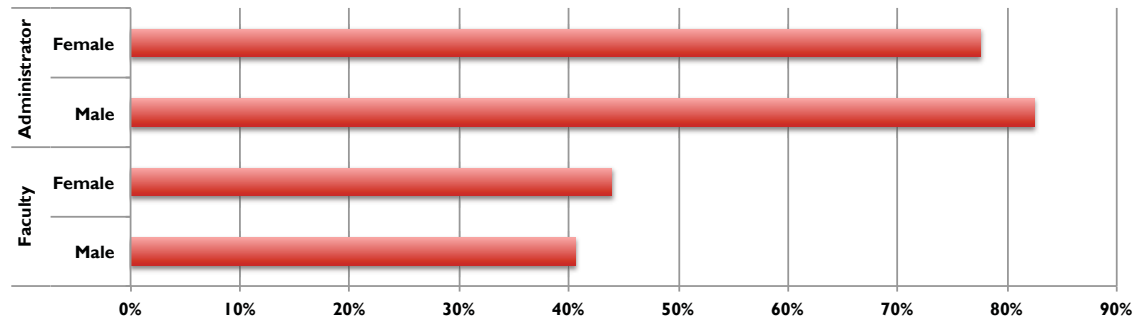
Faculty report being more pessimistic than optimistic about online learning (by 58 percent to 42 percent). Academic technology administrators, on the other hand, are extremely optimistic about the growth of online learning, with over 80 percent reporting that they have “more excitement than fear.”

THOUGHTS ON THE GROWTH OF ONLINE EDUCATION



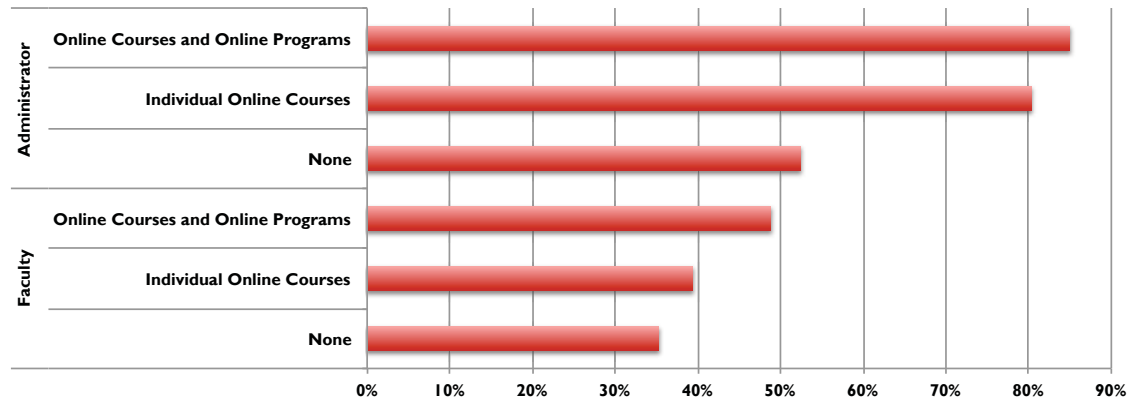
Are male faculty members are more technologically inclined than their female counterparts? Alternatively, are women more empathic and does this influence their feelings of optimism? Examining responses by gender for both faculty and academic administrators reveals only small differences in their opinions about the growth of online education. Female faculty members appear to be slightly less optimistic than were their male counterparts, while the pattern was reversed among the administrators, where women were a bit more optimistic than the men.

MORE EXCITEMENT THAN FEAR ABOUT THE GROWTH OF ONLINE EDUCATION BY GENDER - FACULTY AND ADMINISTRATOR



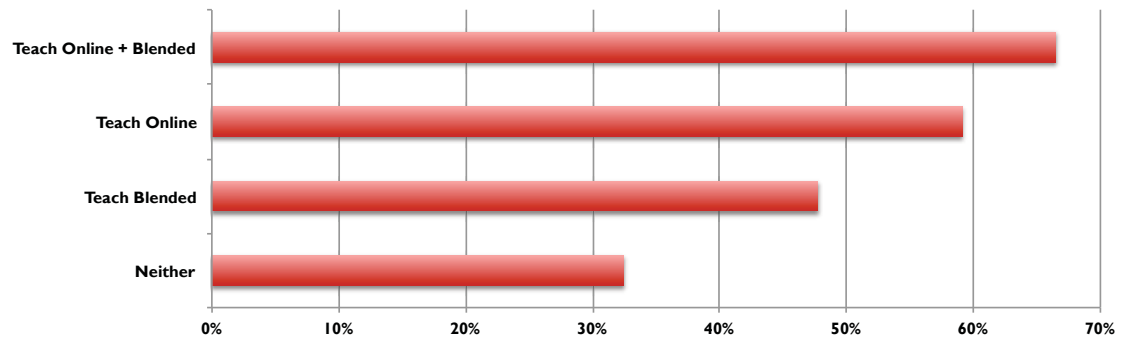
Previous Babson Survey Research Group reports on online learning have found a strong positive relationship between exposure to online education and a more positive attitude toward it. This pattern holds true for this study. Administrators and professors alike at institutions with more extensive online offerings (those that provide both individual online courses and fully online programs) are more upbeat about online learning than are their peers at other institutions. Those at institutions that do not offer fully online programs, but do have individual online courses, are less optimistic about online education than are those with online programs, but are still more optimistic than respondents at institutions with no online offerings are.

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION BY ONLINE OFFERINGS - FACULTY AND ADMINISTRATOR



Attitudes toward online learning also align with faculty members' own teaching experiences. Professors who are teaching both online and blended courses hold the most favorable view, with two-thirds reporting that they feel more excitement than fear. Those teaching online have a somewhat less positive view, followed by those teaching only blended courses. The faculty members who are not teaching either blended or online courses are more likely to express fear than are faculty members who are teaching online and/or blended courses.

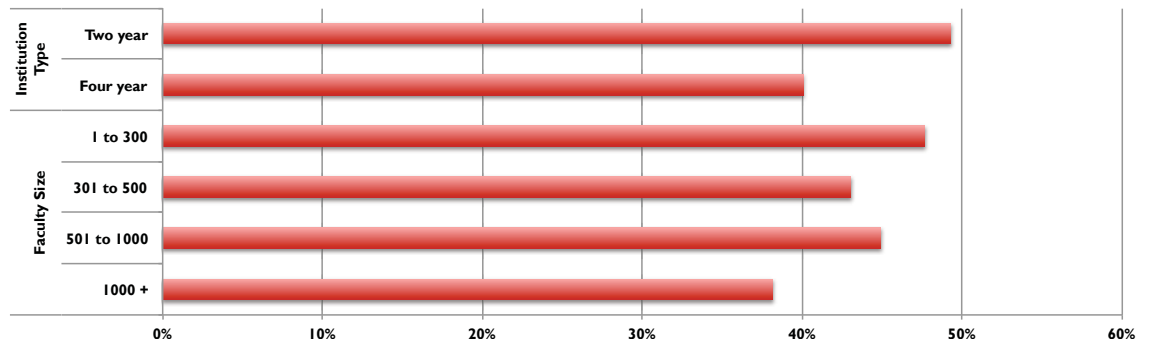
MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION - FACULTY



These results, while confirming those observed in our earlier studies, do not imply causality. This observation may simply be self-selection bias; administrators, for example, who are most interested in online learning may seek jobs at institutions that have such offerings. Likewise, instructors with more positive views of online education may be more likely to volunteer for such teaching assignments, and are more likely to be selected for such roles by academic administrators. While we cannot conclude that exposure to online education necessarily leads to a more positive view, the two are strongly correlated.

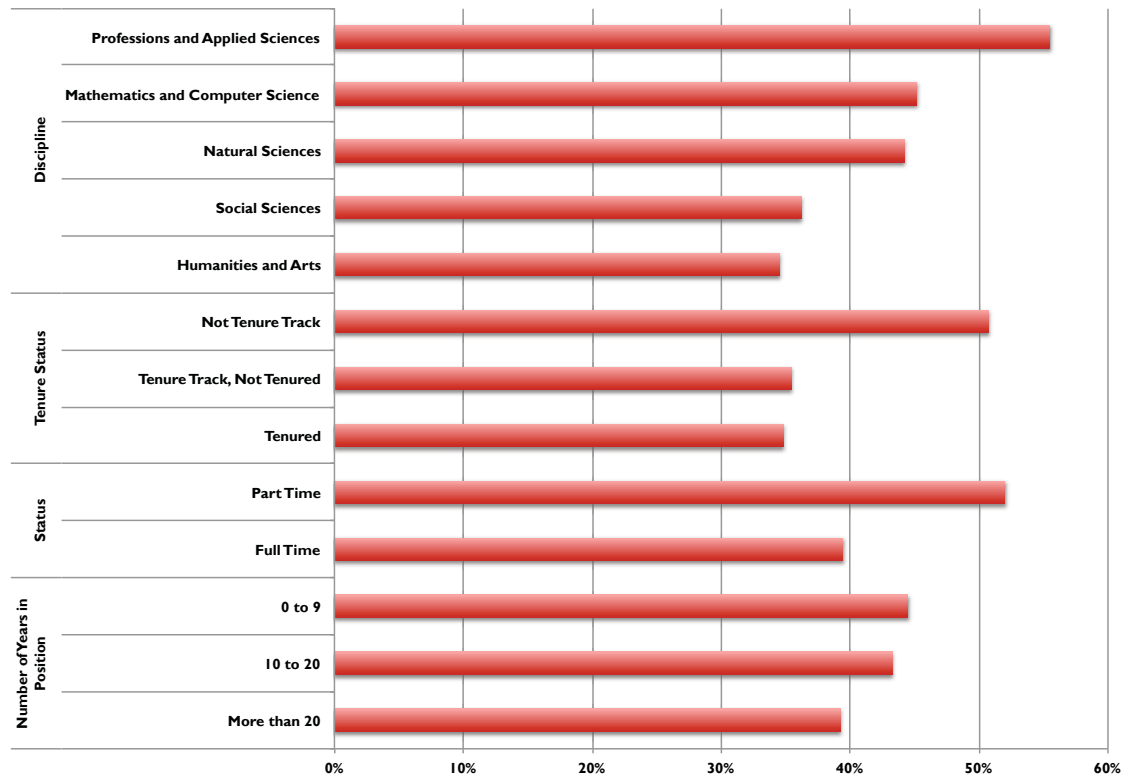
Faculty members at two-year institutions are somewhat more positive (49 percent compared to 40 percent) about the growth of online than are their peers at four-year schools. Those at larger institutions (as measured by the total number of faculty) are likelier than their peers elsewhere to express fear than excitement.

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION - FACULTY



Attitudes toward online learning were also examined for multiple subgroups of faculty. Faculty members who have been teaching the longest were slightly less likely to express “more excitement” than were those just beginning their teaching careers; part-time faculty were more excited than their full-time counterparts, as were those not on the tenure track and faculty who teach in professions or applied sciences.

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION - FACULTY



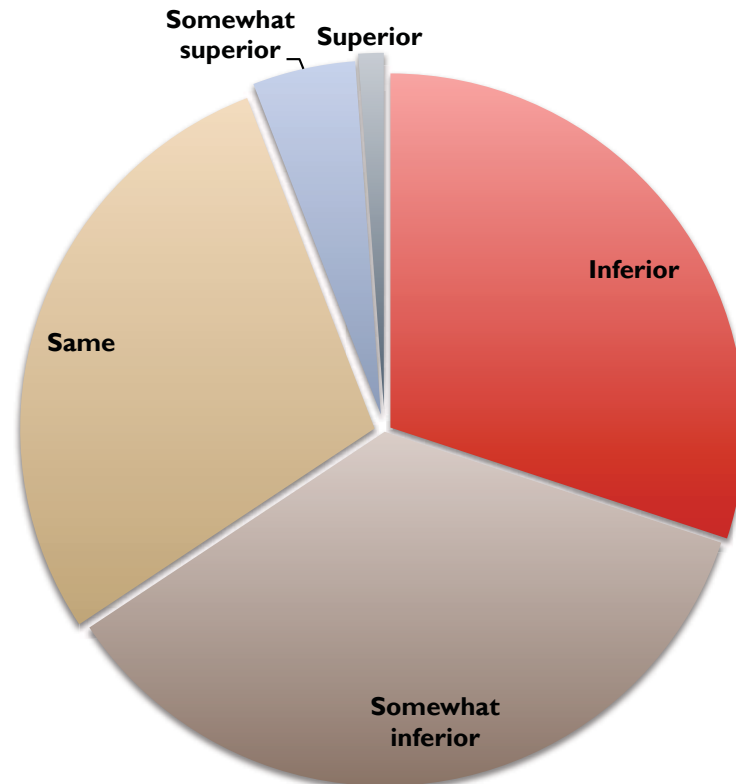
Opinions on the Quality of Online Education

A consistent finding from the annual Babson Survey Research Group reports on online education is that a substantial minority of chief academic officers continues to hold serious reservations about the quality of student learning outcomes for online education. Chief academic officers typically set, or have a large role in setting, the academic strategy for their institutions. They also have an important voice in the allocation of resources to the various academic programs and units within their institutions. That a number of them view online learning outcomes as inferior does not bode well for the level of respect online instruction may have at their institutions.

However, for all the importance that chief academic officers may have on the direction of their institutions, the fact remains that very few of them actually teach – and even fewer would have any direct experience teaching online. What do the faculty who actually teach think about the relative learning outcomes for online and face-to-face instruction?

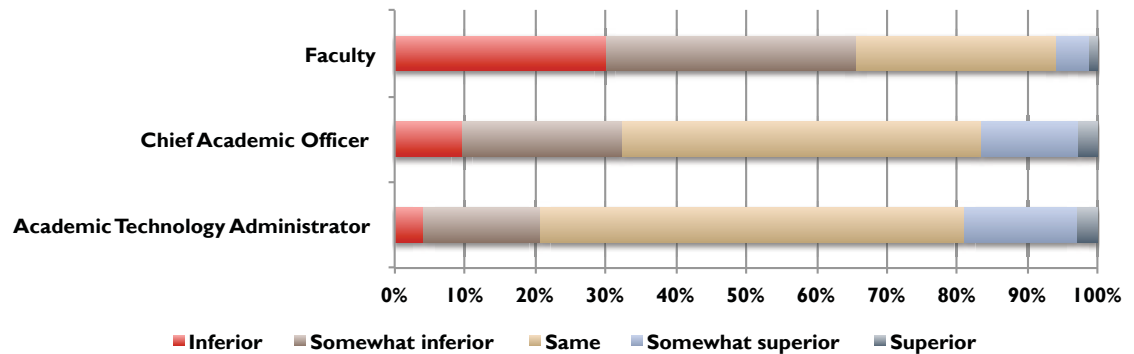
Professors, over all, do not have a positive view of the learning outcomes for online education. Nearly two-thirds (66 percent) say they believe that the learning outcomes for an online course are inferior or somewhat inferior to those for a comparable face-to-face course. Most of the remaining faculty members report that the two have comparable outcomes. Fewer than 6 percent of all instructors consider online to be either superior or somewhat superior to face-to-face instruction.

LEARNING OUTCOMES IN AN ONLINE COURSE COMPARED TO FACE-TO-FACE - FACULTY



The level of concern about learning outcomes among faculty members is far greater than for either the previously surveyed chief academic officers or the academic technology administrators in this study. The majority of both non-faculty groups consider online and face-to-face education to be comparable, with more chief academic officers answering “inferior” than “superior,” and roughly equal numbers of technology administrators saying inferior as saying superior.

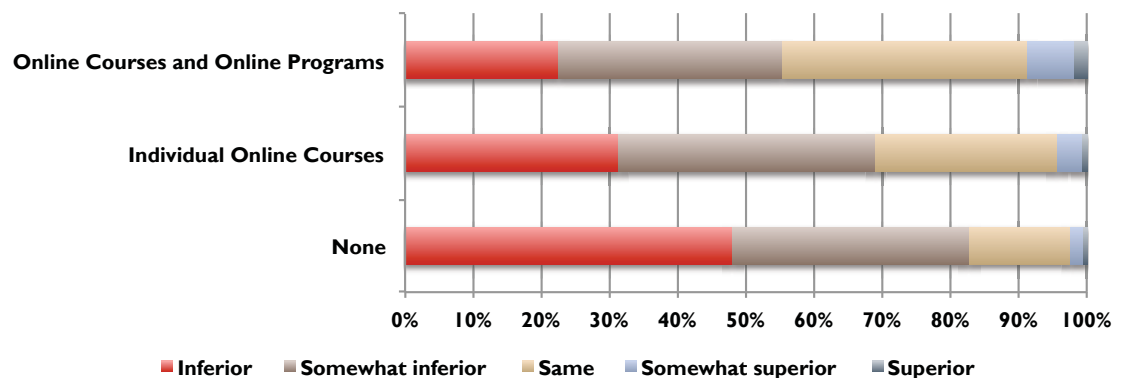
LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION



The survey also examined the relationship between faculty members’ exposure to online instruction and their views of it.

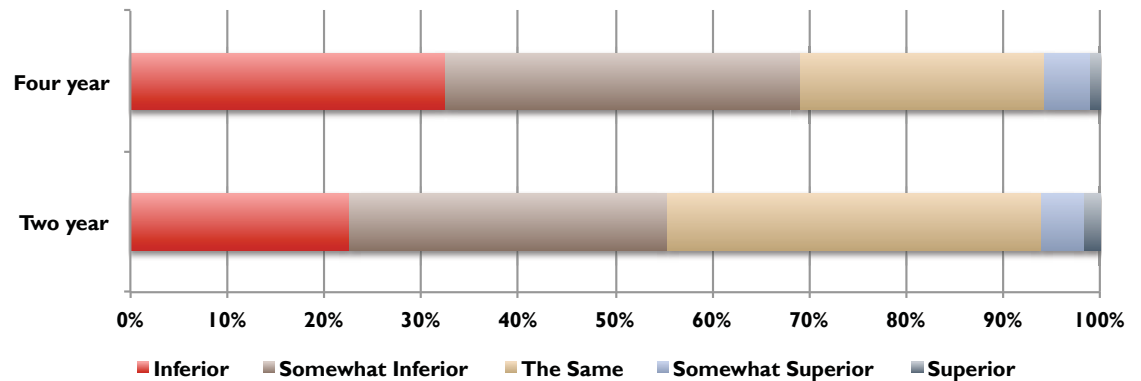
Not surprisingly, there is a strong positive relationship between the degree of online offerings at faculty members’ institutions and their relative opinion of the quality of online learning outcomes compared to face-to-face instruction. An overwhelming proportion (83 percent) of faculty members at institutions with no online offerings believe the learning outcomes for online courses are “inferior” or “somewhat inferior” to those of face-to-face instruction. This rate drops to 69 percent of professors at institutions with online course offerings and 55 percent at institutions with fully online program offerings.

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY ONLINE OFFERINGS - FACULTY



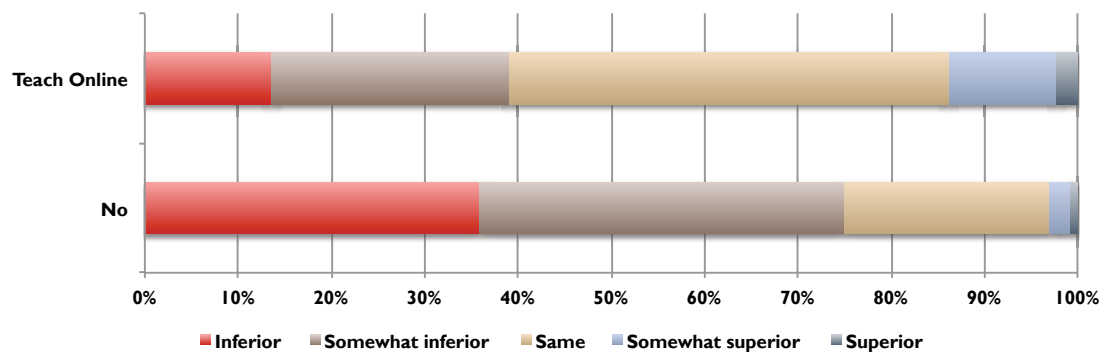
Faculty at four-year institutions have a more pessimistic view of the relative quality of online education than faculty members at two-year schools. Instructors at four-year institutions are less likely to consider the two as equal (25 percent compared to 39 percent) and more likely to report that online is inferior (33 percent compared to 23 percent). It is interesting to note, however, that the majority of faculty members at all types of institutions examined believe that online learning outcomes are at least somewhat inferior.

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY INSTITUTION TYPE - FACULTY



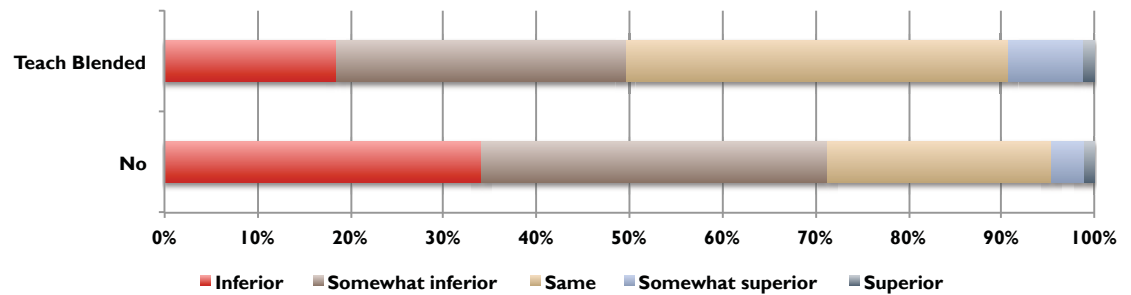
It is only when we look at the personal experience of the faculty member, as opposed to the institution-wide environment he or she operates in, do we find any group that does not consider online to be inferior. Among faculty members with no online teaching responsibilities for the current academic year, fully three-quarters report that online learning outcomes are at least somewhat inferior to those of face-to-face instruction. Among instructors who are teaching at least one online course, this number drops to 39 percent.

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY ONLINE TEACHING - FACULTY



Experience teaching at least one blended course during the current academic year also has an impact, but not quite as large as teaching a fully online course appears to have. The proportion considering online learning inferior is still a minority, but barely so, at 49 percent.

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY BLENDED TEACHING - FACULTY



Even among those with a strong vested interest in online education – faculty members who are currently teaching online courses – considerable concern remains about the quality of the learning outcomes. When 40 to 50 percent of faculty members who are teaching these courses report this level of concern, it is clear that chief academic officers' perception that their faculty members remain reluctant to embrace online instruction appears to be correct.

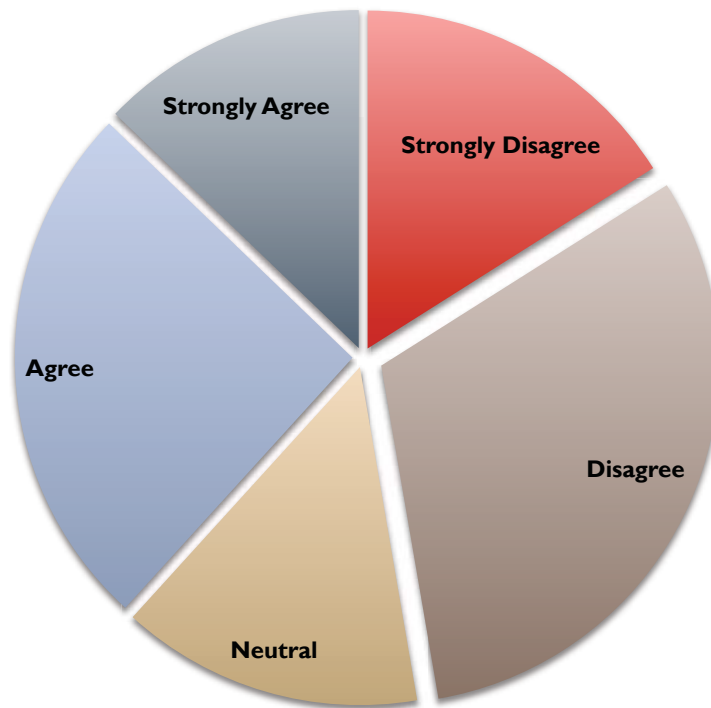
We do not know exactly why faculty members feel as they do about these matters, but we can look at several related factors to provide a better understanding of the context of their responses. For example, are there identifiable aspects of online courses that lead faculty to their conclusion – or is it something inherent to instruction online, and therefore impossible to address? Or could there be something about the current nature of online learning that may change (and improve) over time?

Examining faculty attitudes on the potential of online instruction, in contrast to its current status, may provide some context. Alternatively, perhaps instructors consider their own courses to be fine, but have concerns about those taught by other faculty members, or perhaps those taught at other institutions. The current study specifically addressed some of these possibilities.

Potential for Online Education

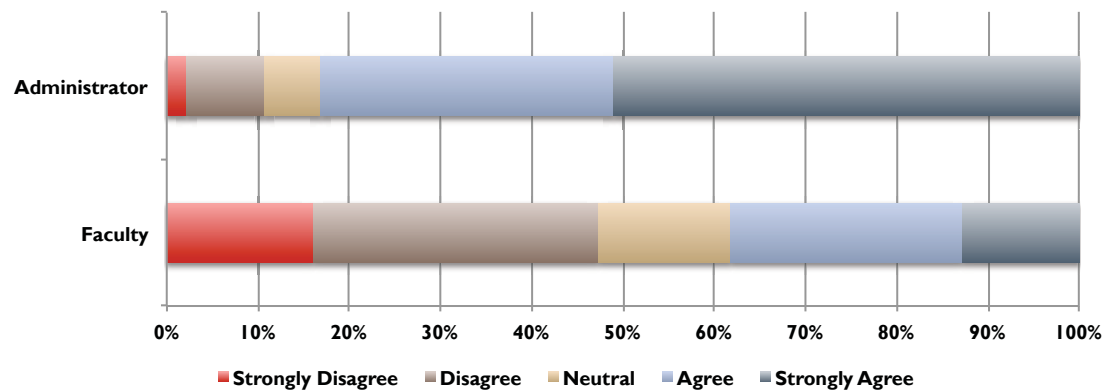
Faculty opinions shift somewhat when the question moves from a focus on the present to one of potential. Respondents were asked if they agreed or disagreed with the statement that “online education can be as effective in helping students learn as in-person instruction.” The overall pattern for faculty members is still more negative than positive, but not nearly as negative as their responses about the current quality of learning outcomes.

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION - FACULTY



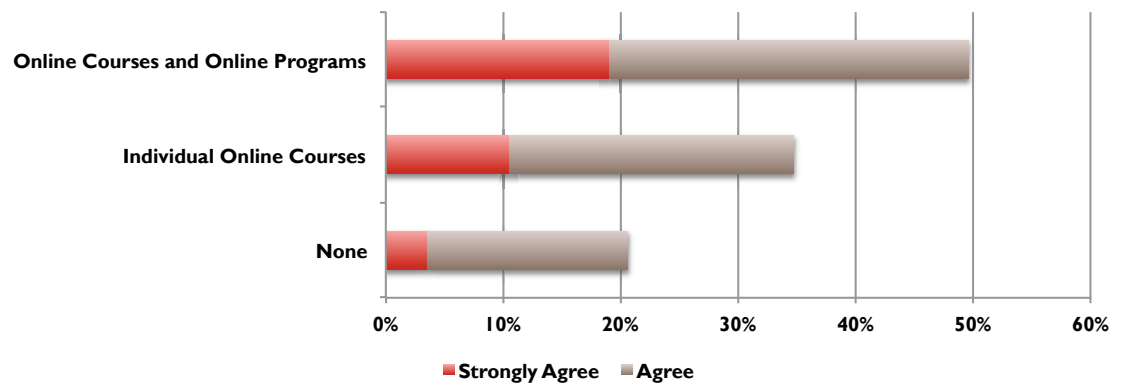
Academic technology administrators view this question very differently from the faculty they work with. While only 38 percent of faculty members either agree or strongly agree that online education can be as effective as in-person instruction in helping students learn, the corresponding number of the sample of administrators is 83 percent. Only 2 percent of administrators strongly disagreed with this statement – compared to 16 percent of the responding professors.

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION - FACULTY AND ADMINISTRATORS



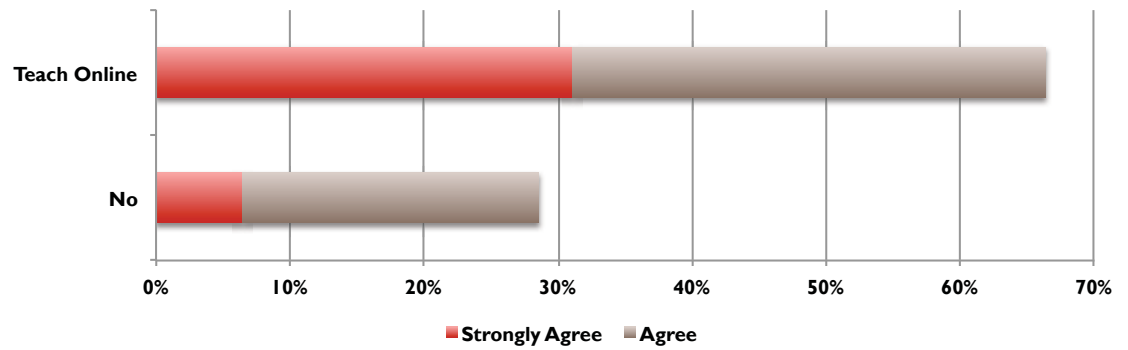
Faculty members with knowledge of and exposure to online learning have a much more positive view of its potential. Nearly half of faculty members at institutions with full online programs agree or strongly agree that online education can be as effective in helping students learn, compared to slightly over a third at institutions that offer only online courses (but no fully online programs) and one in five professors at institutions with no online offerings of any type.

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION BY ONLINE OFFERINGS - FACULTY



Faculty members who are currently teaching online courses are more than twice as likely as those who do not teach online to agree that online education can be as effective as in-person instruction in helping students learn.

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION BY ONLINE TEACHING - FACULTY

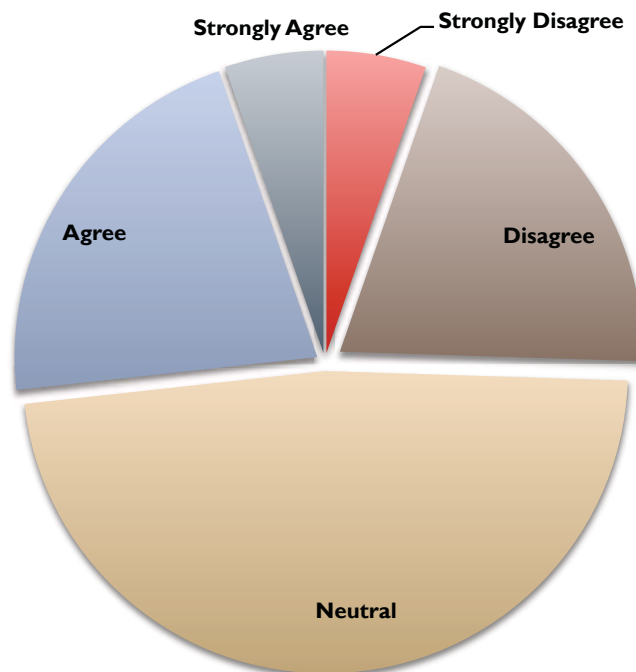


Online Instruction at Other Institutions

The strong relationship between exposure to online learning and more positive views of its current status and future potential may stem from a concern on the part of faculty that online instruction takes considerable time and effort to be done correctly – and that not all higher education institutions (or faculty members) are taking this time and effort. Faculty were asked about this issue in two forms – one directed at all other higher education institutions, and one specifically focused on for-profit institutions.

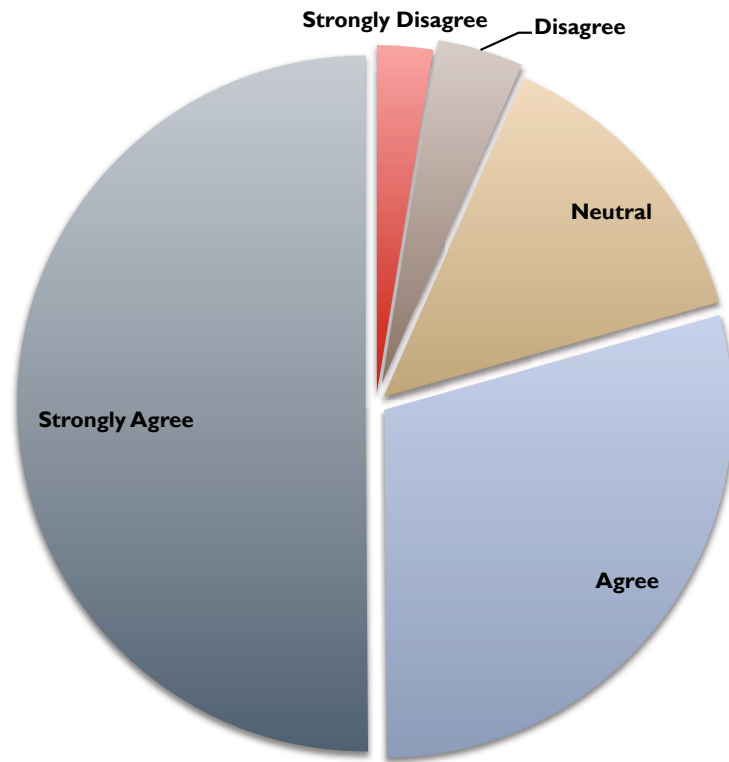
The results for faculty members are about evenly divided on the relative quality of offerings at their own institution compared to those offered elsewhere. In response to the statement “Online education at my institution is of high quality, but I’m dubious of quality elsewhere,” almost half of all professors describe themselves as neutral; about one quarter agree and one quarter disagree.

ONLINE EDUCATION AT MY INSTITUTION IS OF HIGH QUALITY, BUT I’M DUBIOUS OF QUALITY ELSEWHERE - FACULTY



The picture is very different, however, when the question is reframed as “I have concerns about the quality of online instruction offered by for-profit institutions.” Over half of all faculty members strongly agree with this statement, and close to 30 percent report that they “agree” – for a total of 79 percent who say they have a concern about the quality of online education at for-profit institutions. Just under 7 percent disagree with this statement.

CONCERNS ABOUT THE QUALITY OF ONLINE
INSTRUCTION OFFERED BY FOR-PROFIT INSTITUTIONS -
FACULTY

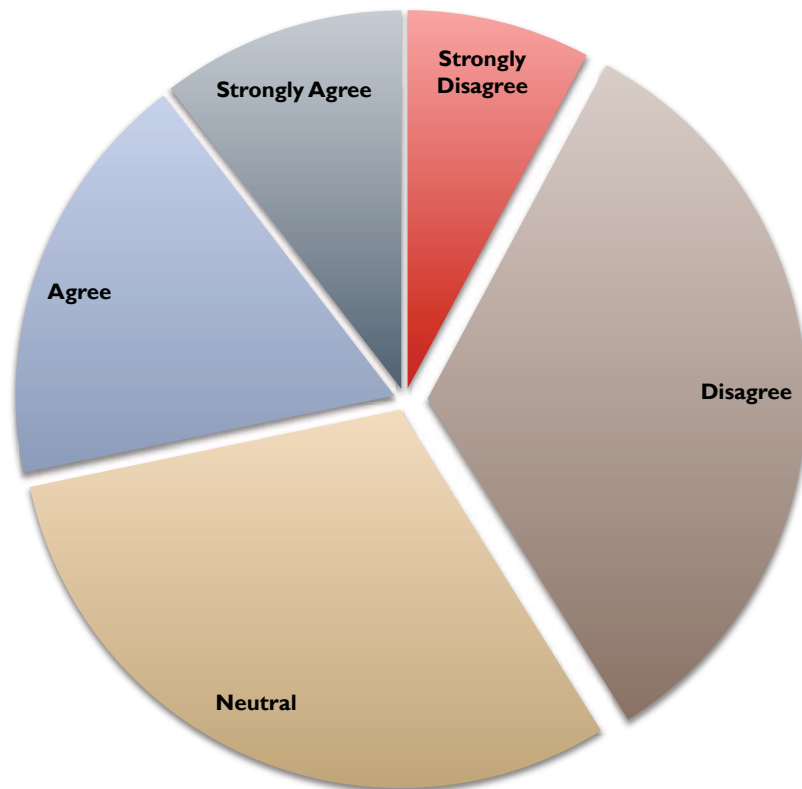


Are Institutions Pushing Too Much Online?

We know from our annual surveys of chief academic officers that higher education institutions continue to expand the range of their online offerings both for strategic reasons and from student demand. We also know from those reports and the current survey that there is a considerable level of concern about online education among the faculty. What do professors think about their own institutions' online strategy?

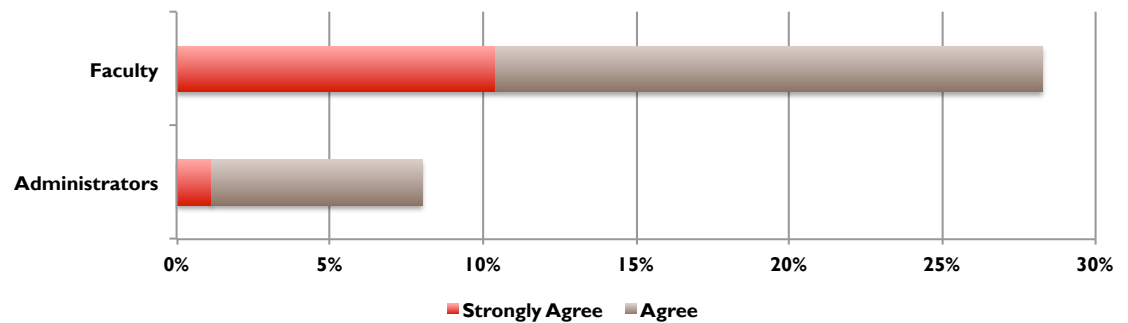
One-third of all faculty members say they “disagree” that their institution is pushing too much instruction online, and another 8 percent report that they “strongly disagree.” Nearly a third say that they are neutral, leaving only slightly over one-quarter of faculty members expressing concern about the amount of online instruction that their own institution is offering.

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE - FACULTY



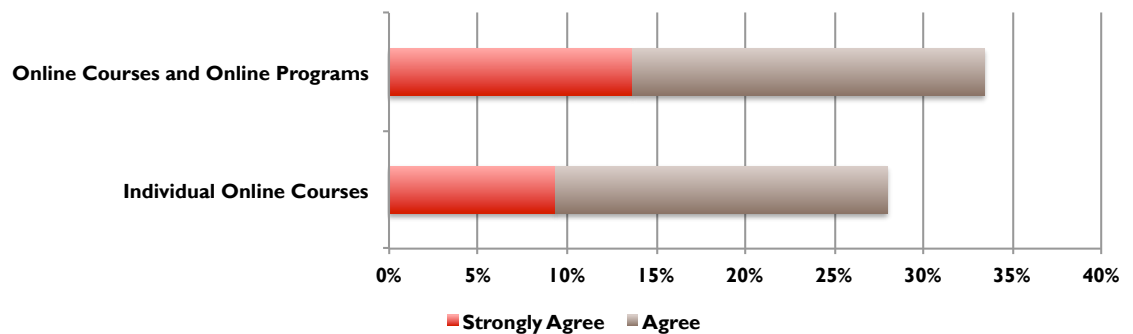
Academic technology administrators have consistently expressed more favorable opinions about online education than the faculty has, and this topic is no exception. Fewer than 10 percent of the administrators either agree or strongly agree that their institution is pushing too much instruction online.

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE - FACULTY AND ADMINISTRATORS



Do faculty at institutions with the most extensive online offerings feel differently about their institution's strategy than do those at institutions with more moderate online offerings? Faculty at institutions with fully online programs are somewhat more likely to feel that their institution is pushing too much instruction online than are faculty at institutions that have only online courses, but no fully online programs. This difference, however, is very small.

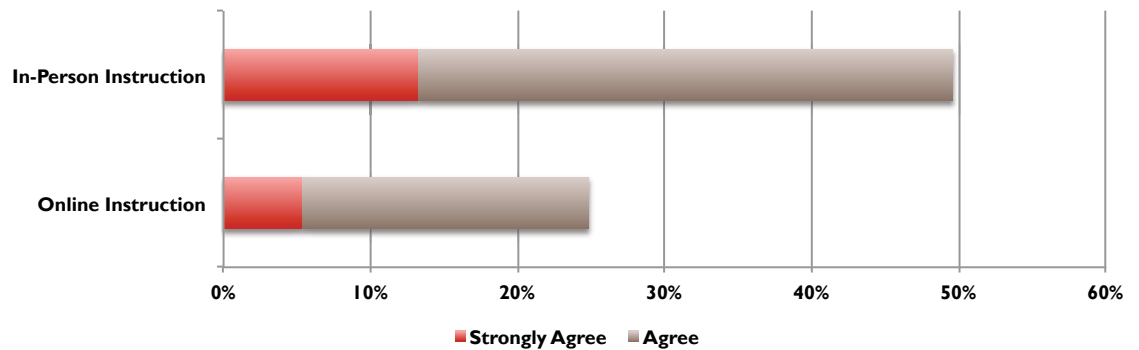
MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE - FACULTY



Institutional Tools, Services and Policies

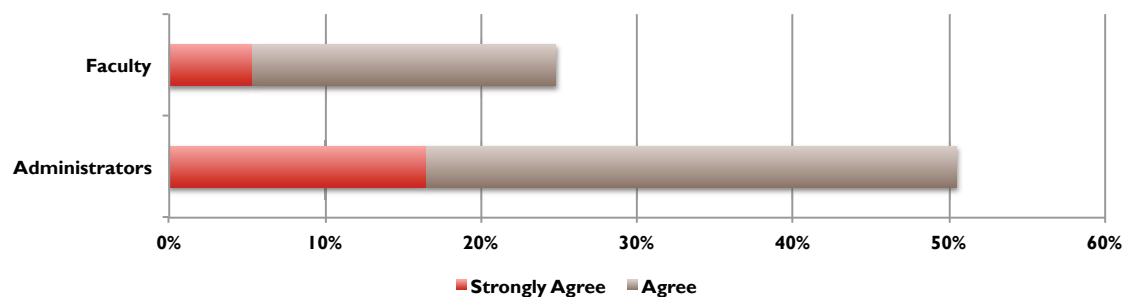
One question raised in conjunction with online courses is that of assessment. Systems developed over the years to assess traditional face-to-face instruction may not be well suited to play a similar role in online courses. The survey asked faculty about their view of their own institution's ability to assess the quality of its courses for both online and face-to-face instruction. Over all, under half of all professors say their institution has good tools in place to assess the quality of in-person instruction, while only one-quarter think the institution has good tools for assessing online instruction.

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF... - FACULTY



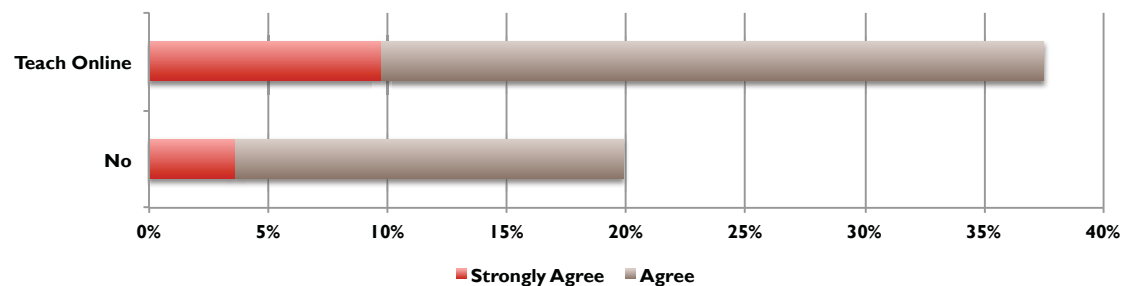
Academic technology administrators, who will often have the responsibility for providing such tools, have a much more positive view than faculty members do about the quality of the tools for assessing online education. The academic administrators are twice as likely to think that the institution has good tools in place. Even among this optimistic group, however, only half of those responding say that their institution has good tools in place. While the level of concern among administrators may be far less than among professors, a sizable proportion of both groups remain unconvinced that institutions are developing and providing the right set of tools for assessing online education.

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION - FACULTY AND ADMINISTRATORS



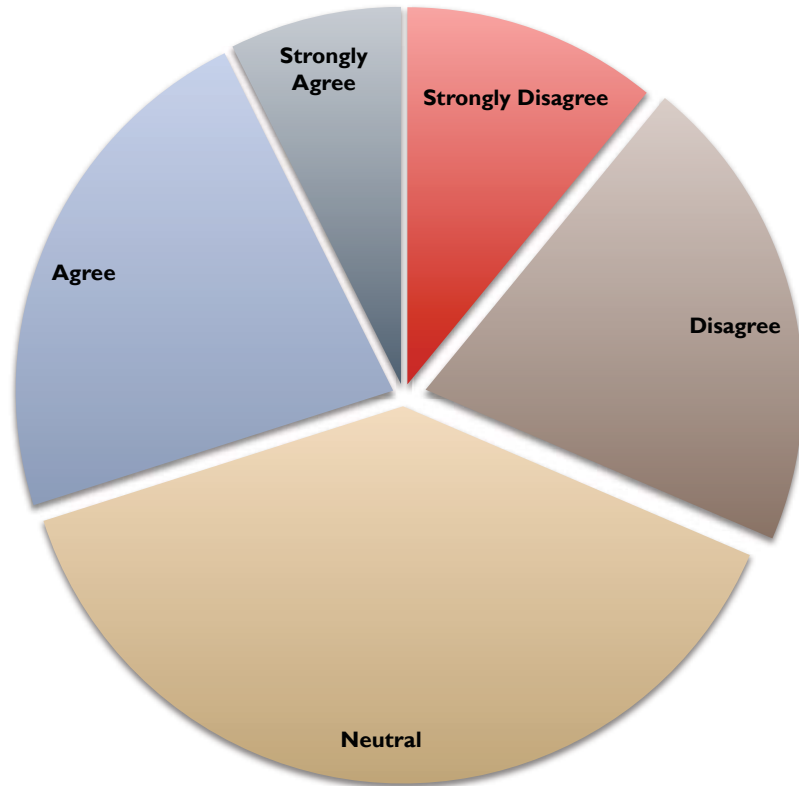
Faculty members teaching at least one online course in the current academic year (and therefore most likely to have direct experience with any assessment tools provided) are far more positive about the quality of the tools than are those who are not currently teaching online. Only one in five of those with no online teaching responsibilities agree that good tools are in place. For those teaching online, the rate is almost double. However, even for this more-positive group, nearly two-thirds of faculty respondents do not agree that their institutions have good assessment tools for online education in place.

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION BY ONLINE TEACHING - FACULTY



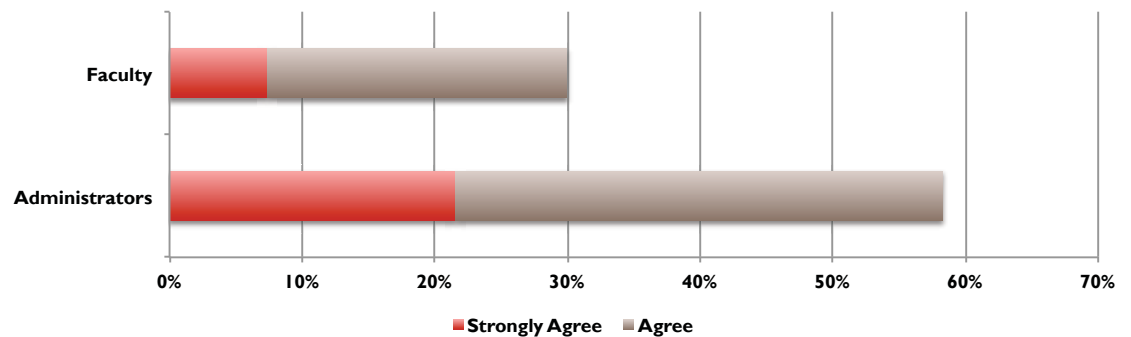
Faculty members and academic technology administrators were also asked if their institutions have fair systems for rewarding contributions made to digital pedagogy and paying for online instruction. A consistent finding in a number of previous Babson Survey Research Group reports is that teaching an online course takes more time and effort than does teaching face to face. Institutions appear to understand this and many have developed reward mechanisms that instructors recognize as fair. The distribution of faculty responses to the question about the fairness of paying for online instruction is roughly evenly split in thirds – with one-third agreeing, one-third disagreeing, and one-third neutral.

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION - FACULTY



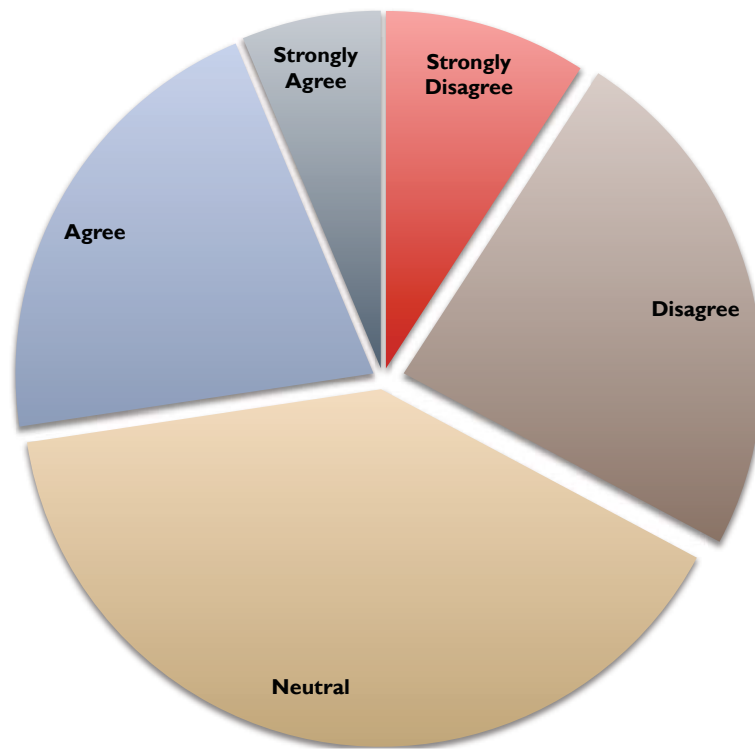
Academic technology administrators have a much more positive view about the fairness of the system for paying for online instructions. They are almost twice as likely as faculty members to agree that a fair system is in place at their institution.

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION - FACULTY AND ADMINISTRATORS



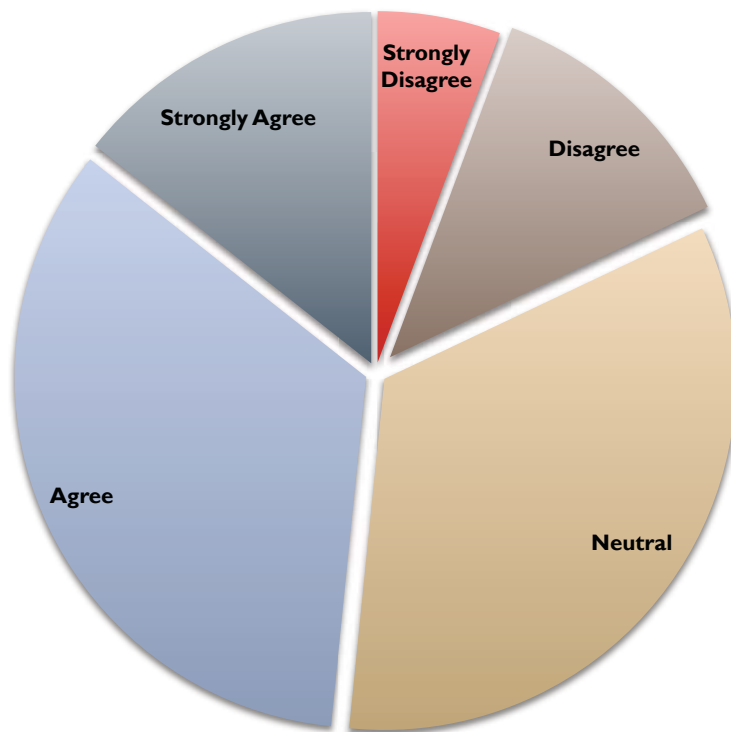
Faculty opinions of the fairness of rewarding contributions to digital pedagogy are also about evenly split into thirds – with slightly more faculty members disagreeing than agreeing. The pattern of faculty responses is similar to that of professors' views of the system for paying for online instruction, in that few faculty are at the extremes, with a stated opinion of *strongly agree* or *strongly disagree*. The largest single response category for both questions is neutral, followed by agree or disagree.

MY INSTITUTION HAS A FAIR SYSTEM OF REWARDING CONTRIBUTIONS MADE TO DIGITAL PEDAGOGY - FACULTY



If faculty members and administrators view online education as taking more time and effort, a failure to recognize contributions to online education in its reward structures could dampen the faculty's already modest level of enthusiasm for teaching online courses. To examine one aspect of the reward structure, the survey asked faculty members if their institution respects teaching with technology in tenure and promotion decisions. In this respect, professors believe that their institutions are doing a good job, as almost half of the faculty agree or strongly agree that this is the case, with another third neutral. Fewer than one in five faculty members disagreed with this statement.

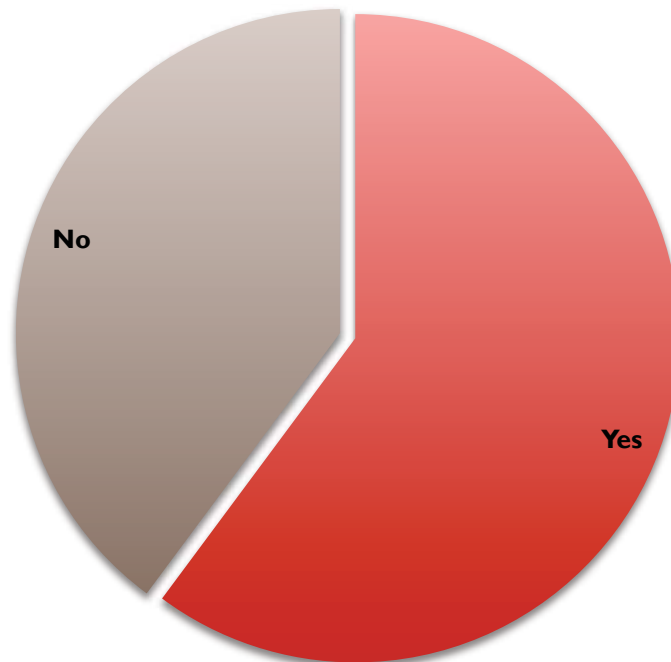
MY INSTITUTION RESPECTS TEACHING WITH
TECHNOLOGY IN TENURE AND PROMOTION DECISIONS -
FACULTY



Recommending Online Courses

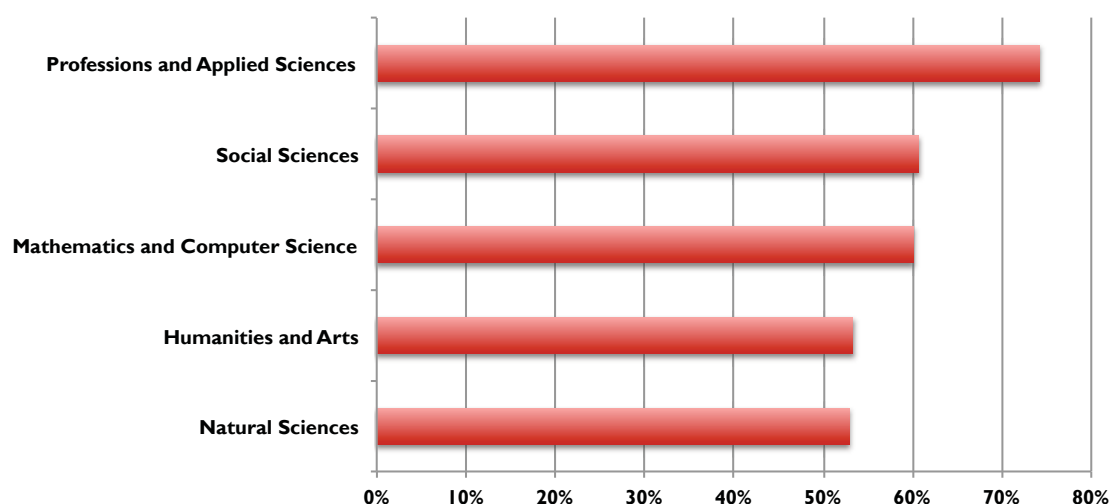
The true test for any course or program is whether a faculty member would encourage his/her student or advisee to take it. On the most basic question asked of instructors at institutions with online offerings – have you recommended an online course to a student or advisee? – 60 percent of faculty report that they have.

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS



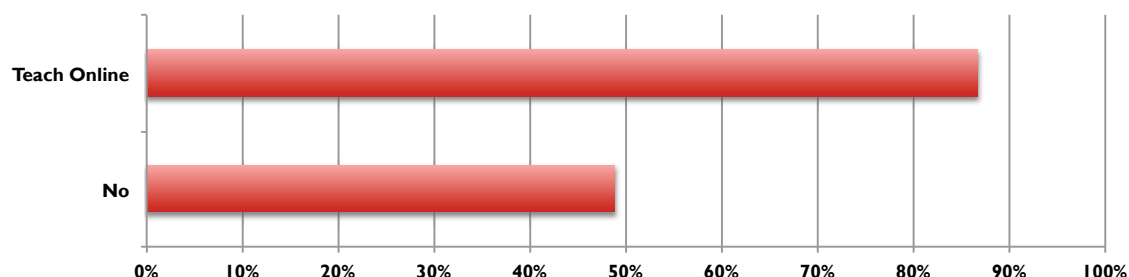
A majority of faculty in all disciplines have recommended an online course, but there is some variability by discipline in this rate. Faculty members in the professions and applied sciences have the highest rate of recommending online courses (at 74 percent), and those in natural sciences the lowest (at 53 percent).

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS



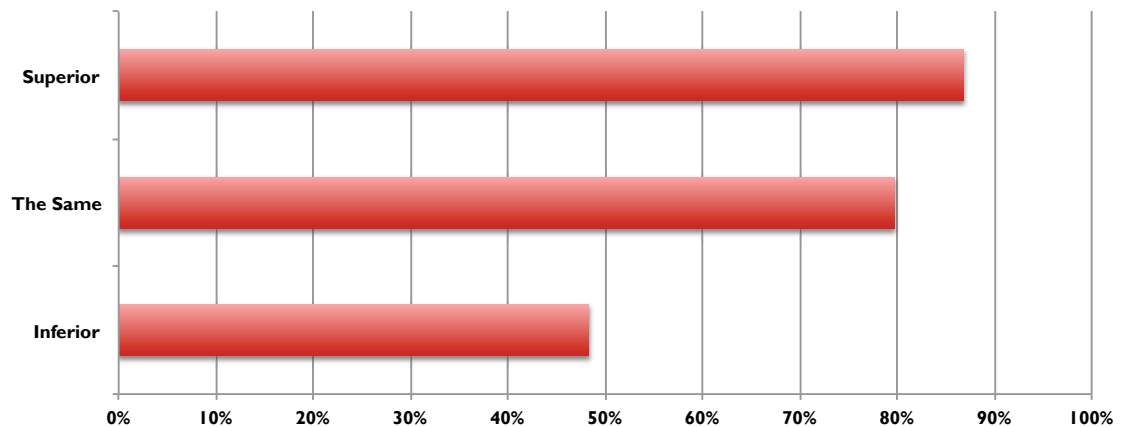
As might be expected, faculty members who teach online are far likelier to recommend online courses than are faculty who do not teach online. Among those who teach online the rate is 87 percent. Among those with no online teaching, it is 49 percent.

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS



A 2009 faculty survey (*The Paradox of Faculty Voices: Views and Experiences with Online Learning*) noted the paradox that even faculty with low opinions about the quality of online offerings were recommending these very same courses to their students and advisees. The current results continue to show that large numbers of faculty members who believe that the learning outcomes of online are inferior are still recommending online courses for their students and advisees. The proportion of such instructors who recommend online courses is smaller than those who believe online and face-to-face learning outcomes are the same, but it still represents a significant number. Those few faculty members who believe that online learning outcomes are superior have, again as expected, the highest rate of recommending online courses.

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE -
FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS



This dichotomy raises an important question: Why are nearly half of professors who believe that online learning outcomes are inferior to that for face-to-face instruction still recommending them for their students? One possibility is that while they may believe the course to be inferior, an online course is the only (or best) option given the student's situation. Another could be that while the faculty members believe that in general the learning outcomes for online are inferior, there are exceptions, and professors are willing to point their students in the direction of the (few) courses they believe are worthy.

SURVEY METHODOLOGY

This study uses data from two surveys – one targeting a representative national sample of higher education teaching faculty and one targeting academic technology administrators in higher education. The questionnaires for both surveys were similar, with changes in only a few questions to reflect the different nature of the respondents. All potential respondents were promised that no individual-level data would be reported, and that the individual-level responses and contact information would not be shared with *Inside Higher Ed* or any of the project’s advertisers. Data collection for both studies was conducted during May 2012.

The faculty sample comprises teaching faculty from all disciplines and was selected to be representative of the overall range of faculty members teaching in U.S. higher education. A multiple-stage selection process was used to select a stratified random sample of all teaching faculty. The process began by obtaining data from a commercial source, Market Data Retrieval, which claims that its records represent 93 percent of all teaching faculty. A total of 1,506,627 teaching faculty (defined as having at least one course code associated with their records) were included at that stage. Using information from the Carnegie Classification for each institution, faculty were then randomly selected from the master list in proportion to the number contained in each Carnegie Classification to produce a second-stage selection of 75,000 teaching faculty members. A number of them had e-mail addresses that were either no longer current or were eliminated because they were on opt-out lists, resulting in slightly under 60,000 total e-mail addresses to which survey invitation messages were sent. The number of messages that ended up in spam filters and did not reach the intended respondent is unknown.

A total of 5,100 faculty members responded to the survey invitation and visited the online survey form, 4,564 of whom provided a sufficient number of responses to be included in the study. Three-quarters of the respondents report that they are full-time faculty members. Just over one-quarter teach online, they are evenly split between male and female, and over one-third have been teaching for 20 years or more. Tables showing the characteristics of the respondents are provided in the appendix. A set of response weights were calculated to adjust for any differences in response rates by Carnegie Classification. The weights made small adjustments to the results so that inferences could be made about the population of all higher education teaching faculty in the United States.

The administrator sample is made up primarily of those individuals with responsibility for some aspect of academic technology at their institutions, selected to represent the full range of U.S. higher education institutions. Potential respondents were selected from a combination of a commercial mailing list source (Higher Education Publications, Inc.) and lists maintained by the Babson Survey Research Group. Additional administrator titles with responsibility for academic programs (such as “Vice President for Instruction”), but not directly for academic technology, were also included. There are a wide variety of titles among all those invited to participate – the most common being “Director of Academic Computing” and “Director of Instructional Technology.”

Many others included “Vice President” or even a few with “Dean” as part of the title. Survey invitations were mailed to 5,726 administrators, of which slightly in excess of 200 were incorrect or no longer valid. A total of 681 administrators responded to the survey invitation and visited the online survey web site, 591 of whom provided a sufficient number of responses to be included in the study. The respondents include slightly more men than women and about one-quarter have been in their current position for 20 years or more.

The Babson Survey Research Group (BSRG) provided all sample selection, data collection, data processing, data analysis, charts, and data tables for the report.

CHART DATA

Are Faculty Optimistic About Online Learning?

THOUGHTS ON THE GROWTH OF ONLINE EDUCATION

	More Fear than Excitement	More Excitement than Fear
Faculty	57.7%	42.3%
Administrator	19.8%	80.2%

MORE EXCITEMENT THAN FEAR ABOUT THE GROWTH OF ONLINE EDUCATION BY GENDER - FACULTY AND ADMINISTRATOR

		More Excitement than Fear	More Fear than Excitement
Faculty	Male	40.6%	59.4%
	Female	43.9%	56.1%
Administrator	Male	82.5%	17.5%
	Female	77.5%	22.5%

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION BY ONLINE OFFERINGS - FACULTY AND ADMINISTRATOR

	Institutional Offerings	More Excitement than Fear	More Fear than Excitement
Faculty	None	35.3%	64.7%
	Individual Online Courses	39.3%	60.7%
	Online Courses and Online Programs	48.8%	51.2%
Administrator	None	52.4%	47.6%
	Individual Online Courses	80.3%	19.7%
	Online Courses and Online Programs	84.9%	15.1%

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION - FACULTY

		More Excitement than Fear	More Fear than Excitement
Faculty	Neither	32.4%	67.6%
	Teach Blended	47.7%	52.3%
	Teach Online	59.1%	40.9%
	Teach Online + Blended	66.5%	33.5%

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION BY ONLINE OFFERINGS

		More Excitement than Fear	More Fear than Excitement
Institution Type	Two Year	49.3%	50.7%
	Four Year	40.0%	60.0%
Number of Faculty	1 to 300	47.6%	52.4%
	301 to 500	43.0%	57.0%
	501 to 1000	44.9%	55.1%
	1000 +	38.1%	61.9%

MORE EXCITEMENT THAN FEAR ABOUT GROWTH OF ONLINE EDUCATION - FACULTY

		More Excitement than Fear	More Fear than Excitement
Number of Years in Position	More than 20	39.2%	60.8%
	10 to 20	43.3%	56.7%
	0 to 9	44.5%	55.5%
Status	Full Time	39.4%	60.6%
	Part Time	52.0%	48.0%
Tenure Status	Tenured	34.8%	65.2%
	Tenure Track, Not Tenured	35.4%	64.6%
	Not Tenure Track	50.7%	49.3%
Discipline	Humanities and Arts	34.5%	65.5%
	Social Sciences	36.2%	63.8%
	Natural Sciences	44.2%	55.8%
	Mathematics and Computer Science	45.1%	54.9%
	Professions and Applied Sciences	55.5%	44.5%

Opinions on the Quality of Online Education

LEARNING OUTCOMES IN AN ONLINE COURSE COMPARED TO FACE-TO-FACE - FACULTY

Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
30.1%	35.6%	28.5%	4.7%	1.2%

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION

	Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
Academic Technology Administrator	4.1%	16.7%	60.2%	16.1%	2.9%
Chief Academic Officer	9.7%	22.7%	51.1%	13.8%	2.7%
Faculty	30.1%	35.6%	28.5%	4.7%	1.2%

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY ONLINE OFFERINGS - FACULTY

Online Offerings	Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
None	48.1%	34.6%	14.9%	1.8%	0.6%
Individual Online Courses	31.2%	37.8%	26.7%	3.6%	0.7%
Online Courses and Online Programs	22.5%	32.9%	35.8%	7.0%	1.8%

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY INSTITUTION TYPE - FACULTY

Institution Type	Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
Two Year	22.6%	32.8%	38.5%	4.5%	1.6%
Four Year	32.5%	36.5%	25.2%	4.8%	1.0%

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY ONLINE TEACHING - FACULTY

Online Teaching	Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
No	35.9%	39.1%	22.0%	2.3%	0.7%
Teach Online	13.5%	25.6%	47.1%	11.5%	2.2%

LEARNING OUTCOMES FOR ONLINE EDUCATION AS COMPARED TO FACE-TO-FACE INSTRUCTION BY BLENDED TEACHING - FACULTY

Blended Teaching	Inferior	Somewhat Inferior	Same	Somewhat Superior	Superior
No	34.1%	37.1%	24.1%	3.5%	1.1%
Teach Blended	18.5%	31.1%	41.1%	8.1%	1.2%

Potential for Online Education

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.0%	31.3%	14.5%	25.4%	12.8%

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION – FACULTY AND ADMINISTRATOR

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty	16.0%	31.3%	14.5%	25.4%	12.8%
Administrator	2.2%	8.5%	6.2%	32.1%	51.0%

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION BY ONLINE OFFERINGS - FACULTY

Online Offerings	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
None	24.8%	39.0%	15.6%	17.0%	3.6%
Individual Online Courses	17.2%	33.7%	14.4%	24.2%	10.5%
Online Courses and Online Programs	11.5%	25.3%	13.6%	30.5%	19.0%

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION BY ONLINE TEACHING - FACULTY

Online Teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
No	19.4%	36.0%	16.0%	22.1%	6.4%
Teach Online	6.3%	17.4%	10.0%	35.2%	31.1%

Online Instruction at Other Institutions

ONLINE EDUCATION AT MY INSTITUTION IS OF HIGH QUALITY, BUT I'M DUBIOUS OF QUALITY ELSEWHERE - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.3%	20.2%	47.8%	21.5%	5.3%

CONCERNS ABOUT THE QUALITY OF ONLINE INSTRUCTION OFFERED BY FOR-PROFIT INSTITUTIONS - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.6%	4.0%	14.0%	29.3%	50.1%

Are Institutions Pushing Too Much Online?

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.8%	33.3%	30.6%	17.8%	10.4%

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE – FACULTY AND ADMINISTRATORS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty	7.8%	33.3%	30.6%	17.8%	10.4%
Administrators	21.6%	57.1%	13.4%	6.9%	1.1%

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE - FACULTY

Online Offerings	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Individual Online Courses	6.9%	33.2%	32.0%	18.6%	9.4%
Online Courses and Online Programs	5.7%	32.0%	28.9%	19.7%	13.7%

Institutional Tools, Services and Policies

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Online Instruction	13.9%	29.0%	32.2%	19.5%	5.3%
In-Person Instruction	6.8%	21.6%	22.0%	36.3%	13.3%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION – FACULTY AND ADMINISTRATORS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty	13.9%	29.0%	32.2%	19.5%	5.3%
Administrators	6.3%	26.7%	16.5%	34.0%	16.5%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION – FACULTY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
No	14.1%	29.5%	36.5%	16.3%	3.6%
Teach Online	13.5%	27.8%	21.2%	27.7%	9.8%

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10.9%	20.5%	38.6%	22.5%	7.4%

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION – FACULTY AND ADMINISTRATORS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty	10.9%	20.5%	38.6%	22.5%	7.4%
Administrators	3.7%	18.1%	20.0%	36.7%	21.6%

MY INSTITUTION HAS A FAIR SYSTEM OF REWARDING CONTRIBUTIONS MADE TO DIGITAL PEDAGOGY - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.1%	23.7%	39.8%	21.1%	6.3%

MY INSTITUTION RESPECTS TEACHING WITH TECHNOLOGY IN TENURE AND PROMOTION DECISIONS - FACULTY

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.7%	12.3%	33.6%	34.0%	14.4%

Recommending Online Courses

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

Yes	No
60.2%	39.8%

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

	Yes	No
Natural Sciences	52.9%	47.1%
Humanities and Arts	53.3%	46.7%
Mathematics and Computer Science	60.1%	39.9%
Social Sciences	60.7%	39.3%
Professions and Applied Sciences	74.2%	25.8%

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

	Yes	No
No	48.8%	51.2%
Teach Online	86.7%	13.3%

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

Online Learning Compared to Face-to-Face		
Inferior	The Same	Superior
48.3%	79.7%	86.8%

CHARACTERISTICS OF THE SAMPLE

Faculty:

GENDER

Male	49.5%
Female	50.5%

NUMBER OF YEARS IN POSITION

0 to 9	27.5%
10 to 20	35.0%
More than 20	37.5%

STATUS

Part Time	24.6%
Full Time	75.4%

TENURE STATUS

Institution Does Not Have Tenure	15.8%
Tenured	45.0%
Tenure track, not tenured	10.9%
Not tenure track	28.2%

DISCIPLINE

Humanities and Arts	27.7%
Mathematics and Computer Science	9.5%
Natural Sciences	21.3%
Professions and Applied Sciences	21.0%
Social Sciences	20.5%

TEACH ONLINE

No	74.6%
Teach Online	25.4%

Administrators:

GENDER

Male	51.2%
Female	48.8%

NUMBER OF YEARS IN POSITION

0 to 9	40.3%
10 to 20	34.0%
More than 20	25.7%

ADDITIONAL TABLES

MORE EXCITEMENT THAN FEAR ABOUT THE GROWTH OF ONLINE EDUCATION

Faculty		More Fear than Excitement	More Excitement than Fear
Total	All Faculty	57.7%	42.3%
Gender	Male	59.4%	40.6%
	Female	56.1%	43.9%
Status	Part Time	48.0%	52.0%
	Full Time	60.6%	39.4%
Number of Years in Position	0 to 9	55.5%	44.5%
	10 to 20	56.7%	43.3%
	More than 20	60.8%	39.2%
Tenure Status	Tenured	65.2%	34.8%
	Tenure Track, Not Tenured	64.6%	35.4%
	Not Tenure Track	49.3%	50.7%
Discipline	Humanities and Arts	65.5%	34.5%
	Mathematics and Computer Science	54.9%	45.1%
	Natural Sciences	55.8%	44.2%
	Professions and Applied Sciences	44.5%	55.5%
	Social Sciences	63.8%	36.2%
Online Teaching	No	64.8%	35.2%
	Teach Online	37.5%	62.5%
Blended Teaching	No	62.6%	37.4%
	Teach Blended	43.4%	56.6%
Institution Type	Two year	50.7%	49.3%
	Four year	60.0%	40.0%
Online Offerings	None	64.7%	35.3%
	Individual Online Courses	60.7%	39.3%
	Online Courses and Online Programs	51.2%	48.8%
Faculty Size	1 to 300	52.4%	47.6%
	301 to 500	57.0%	43.0%
	501 to 1000	55.1%	44.9%
	1000 +	61.9%	38.1%
Total Enrollment	1 - 2500	52.2%	47.8%
	2501 - 5000	57.3%	42.7%
	5001 - 10000	56.1%	43.9%
	10001 - 15000	58.0%	42.0%
	15001 +	62.0%	38.0%

MORE EXCITEMENT THAN FEAR ABOUT THE GROWTH OF ONLINE EDUCATION

Administrator		More Fear than Excitement	More Excitement than Fear
Total	All Administrators	19.8%	80.2%
Gender	Male	17.5%	82.5%
	Female	22.5%	77.5%
Number of Years in Position	0 to 9	13.6%	86.4%
	10 to 20	20.7%	79.3%
	More than 20	28.0%	72.0%
Online Offerings	None	47.6%	52.4%
	Individual Online Courses	19.7%	80.3%
	Online Courses and Online Programs	15.1%	84.9%

LEARNING OUTCOMES IN AN ONLINE COURSE COMPARED TO FACE-TO-FACE

Faculty		Inferior	Somewhat Inferior	The Same	Somewhat Superior	Superior
Total	All Faculty	30.1%	35.6%	28.5%	4.7%	1.2%
Gender	Male	34.6%	36.9%	23.3%	4.4%	0.8%
	Female	25.6%	34.3%	33.7%	5.0%	1.4%
Status	Part Time	28.7%	36.0%	27.4%	6.0%	1.8%
	Full Time	30.3%	35.5%	29.0%	4.3%	0.9%
Number of Years in Position	0 to 9	28.0%	39.5%	26.6%	5.1%	0.8%
	10 to 20	30.0%	33.2%	31.2%	4.2%	1.4%
	More than 20	31.5%	35.0%	27.4%	4.8%	1.3%
Tenure Status	Tenured	34.5%	33.6%	26.9%	3.9%	1.1%
	Tenure Track, Not Tenured	31.3%	38.1%	25.6%	4.1%	1.0%
	Not Tenure Track	24.5%	39.7%	29.4%	5.0%	1.3%
Discipline	Humanities and Arts	36.4%	37.4%	22.8%	2.5%	0.9%
	Mathematics and Computer Science	28.6%	35.5%	31.8%	3.2%	0.9%
	Natural Sciences	27.7%	37.0%	29.7%	5.0%	0.6%
	Professions and Applied Sciences	20.4%	32.3%	36.3%	8.5%	2.5%
	Social Sciences	34.8%	34.7%	25.6%	4.2%	0.8%
Online Teaching	No	35.9%	39.1%	22.0%	2.3%	0.7%
	Teach Online	13.5%	25.6%	47.1%	11.5%	2.2%
Blended Teaching	No	34.1%	37.1%	24.1%	3.5%	1.1%
	Teach Blended	18.5%	31.1%	41.1%	8.1%	1.2%
Institution Type	Two year	22.6%	32.8%	38.5%	4.5%	1.6%
	Four year	32.5%	36.5%	25.2%	4.8%	1.0%
Online Offerings	None	48.1%	34.6%	14.9%	1.8%	0.6%
	Individual Online Courses	31.2%	37.8%	26.7%	3.6%	0.7%
	Online Courses and Online Programs	22.5%	32.9%	35.8%	7.0%	1.8%
Faculty Size	1 to 300	23.6%	34.7%	35.7%	5.1%	0.9%
	301 to 500	30.6%	33.2%	31.1%	3.5%	1.6%
	501 to 1000	28.7%	33.7%	29.4%	6.9%	1.3%
	1000 +	34.0%	37.7%	23.4%	3.9%	1.1%
Total Enrollment	1 - 2500	26.4%	36.2%	30.6%	5.6%	1.3%
	2501 - 5000	30.0%	33.5%	30.5%	4.8%	1.2%
	5001 - 10000	27.6%	33.7%	32.0%	5.7%	1.1%
	10001 - 15000	30.4%	36.9%	27.1%	4.1%	1.4%
	15001 +	34.0%	36.0%	25.2%	3.8%	1.0%

LEARNING OUTCOMES IN AN ONLINE COURSE COMPARED TO FACE-TO-FACE

Administrator		Inferior	Somewhat Inferior	The Same	Somewhat Superior	Superior
Total	All Administrators	4.1%	16.7%	60.2%	16.1%	2.9%
Gender	Male	4.5%	18.9%	59.8%	14.3%	2.4%
	Female	3.7%	14.1%	60.6%	18.2%	3.3%
Number of Years in Position	0 to 9	4.2%	14.0%	55.8%	22.3%	3.7%
	10 to 20	3.7%	16.5%	67.0%	11.7%	1.1%
	More than 20	4.9%	18.8%	59.0%	13.2%	4.2%
Online Offerings	None	21.9%	46.9%	26.6%	4.7%	0.0%
	Individual Online Courses	2.5%	22.9%	58.5%	15.3%	0.8%
	Online Courses and Online Programs	1.6%	9.1%	67.0%	18.2%	4.0%

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	16.0%	31.3%	14.5%	25.4%	12.8%
Gender	Male	18.8%	33.3%	15.1%	22.3%	10.6%
	Female	13.2%	29.3%	13.9%	28.6%	15.0%
Status	Part Time	13.4%	30.1%	15.3%	27.2%	14.0%
	Full Time	16.4%	31.9%	14.2%	25.0%	12.4%
Number of Years in Position	0 to 9	13.8%	31.9%	15.6%	26.6%	12.1%
	10 to 20	15.1%	30.1%	14.6%	25.5%	14.7%
	More than 20	18.3%	32.1%	13.5%	24.8%	11.3%
Tenure Status	Tenured	19.7%	32.6%	14.6%	22.5%	10.6%
	Tenure Track, Not Tenured	15.6%	35.3%	13.8%	24.1%	11.0%
	Not Tenure Track	11.6%	31.0%	14.8%	27.7%	14.9%
Discipline	Humanities and Arts	22.1%	31.9%	15.5%	21.2%	9.2%
	Mathematics and Computer Science	14.6%	30.4%	14.5%	27.6%	13.0%
	Natural Sciences	14.7%	33.8%	16.2%	24.8%	10.5%
	Professions and Applied Sciences	9.0%	25.6%	12.3%	31.8%	21.3%
	Social Sciences	17.2%	33.1%	13.5%	25.0%	11.2%
Online Teaching	No	19.4%	36.0%	16.0%	22.1%	6.4%
	Teach Online	6.3%	17.4%	10.0%	35.2%	31.1%
Blended Teaching	No	18.6%	34.7%	14.8%	23.0%	8.9%
	Teach Blended	8.8%	21.3%	13.4%	32.6%	23.9%
Institution Type	Two year	12.2%	26.2%	14.2%	30.2%	17.3%
	Four year	17.3%	32.9%	14.6%	23.9%	11.4%
Online Offerings	None	24.8%	39.0%	15.6%	17.0%	3.6%
	Individual Online Courses	17.2%	33.7%	14.4%	24.2%	10.5%
	Online Courses and Online Programs	11.5%	25.3%	13.6%	30.5%	19.0%
Faculty Size	1 to 300	13.2%	27.9%	14.3%	28.9%	15.8%
	301 to 500	13.5%	28.6%	16.9%	25.5%	15.4%
	501 to 1000	16.8%	28.7%	13.2%	27.5%	13.7%
	1000 +	18.0%	34.9%	14.3%	22.7%	10.0%
Total Enrollment	1 - 2500	13.0%	31.3%	15.0%	25.7%	15.1%
	2501 - 5000	15.0%	32.8%	12.3%	27.5%	12.5%
	5001 - 10000	13.5%	29.3%	16.5%	27.5%	13.3%
	10001 - 15000	16.5%	30.3%	16.5%	23.8%	12.9%
	15001 +	19.5%	32.1%	13.1%	24.2%	11.0%

ONLINE EDUCATION CAN BE AS EFFECTIVE IN HELPING STUDENTS LEARN AS IN-PERSON INSTRUCTION

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	2.2%	8.5%	6.2%	32.1%	51.0%
Gender	Male	2.5%	9.6%	7.1%	32.6%	48.2%
	Female	1.9%	7.5%	5.2%	31.5%	53.9%
Number of Years in Position	0 to 9	1.9%	7.0%	5.6%	28.6%	56.8%
	10 to 20	2.7%	9.1%	3.2%	33.3%	51.6%
	More than 20	2.1%	10.5%	9.8%	32.9%	44.8%
Online Offerings	None	11.7%	21.7%	18.3%	38.3%	10.0%
	Individual Online Courses	0.9%	12.1%	8.6%	35.3%	43.1%
	Online Courses and Online Programs	1.1%	5.1%	3.5%	30.3%	60.1%

ONLINE EDUCATION AT MY INSTITUTION IS OF HIGH QUALITY, BUT I'M DUBIOUS OF QUALITY ELSEWHERE

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	5.3%	20.2%	47.8%	21.5%	5.3%
Gender	Male	6.0%	21.4%	50.2%	17.8%	4.6%
	Female	4.6%	19.0%	45.3%	25.0%	6.0%
Status	Part Time	3.7%	16.3%	50.6%	23.6%	5.8%
	Full Time	5.7%	21.5%	46.8%	20.9%	5.0%
Number of Years in Position	0 to 9	4.4%	19.9%	50.2%	20.3%	5.2%
	10 to 20	4.9%	21.4%	46.1%	21.9%	5.7%
	More than 20	6.2%	19.4%	47.6%	22.0%	4.7%
Tenure Status	Tenured	6.7%	21.8%	47.4%	20.1%	4.1%
	Tenure Track, Not Tenured	6.9%	18.6%	46.6%	22.2%	5.6%
	Not Tenure Track	3.2%	20.3%	47.8%	22.8%	5.9%
Discipline	Humanities and Arts	7.1%	19.1%	51.1%	19.4%	3.3%
	Mathematics and Computer Science	6.7%	23.3%	41.1%	23.5%	5.4%
	Natural Sciences	3.4%	19.3%	51.3%	20.9%	5.0%
	Professions and Applied Sciences	3.3%	18.9%	44.6%	25.2%	8.1%
	Social Sciences	6.7%	22.3%	46.1%	20.0%	4.9%
Online Teaching	No	6.3%	21.0%	51.5%	17.8%	3.5%
	Teach Online	2.8%	18.4%	38.5%	30.6%	9.7%
Blended Teaching	No	5.6%	20.8%	49.8%	19.5%	4.3%
	Teach Blended	4.4%	18.9%	42.5%	26.6%	7.7%
Institution Type	Two year	4.1%	18.0%	47.1%	24.6%	6.2%
	Four year	5.8%	21.0%	48.0%	20.3%	4.9%
Online Offerings	None	13.1%	19.9%	55.6%	7.8%	3.6%
	Individual Online Courses	5.1%	20.7%	50.4%	19.6%	4.2%
	Online Courses and Online Programs	4.3%	20.0%	42.2%	26.3%	7.2%
Faculty Size	1 to 300	4.5%	21.0%	44.1%	24.2%	6.3%
	301 to 500	3.6%	21.9%	48.0%	20.5%	6.0%
	501 to 1000	6.5%	19.2%	44.6%	23.9%	5.8%
	1000 +	5.8%	19.6%	51.1%	19.2%	4.3%
Total Enrollment	1 - 2500	3.6%	20.2%	46.5%	22.6%	7.1%
	2501 - 5000	5.3%	21.9%	42.8%	24.6%	5.3%
	5001 - 10000	4.0%	21.4%	48.1%	21.6%	4.9%
	10001 - 15000	6.4%	17.7%	49.7%	21.6%	4.6%
	15001 +	6.6%	20.3%	48.9%	19.5%	4.6%

ONLINE EDUCATION AT MY INSTITUTION IS OF HIGH QUALITY, BUT I'M DUBIOUS OF QUALITY ELSEWHERE

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	1.4%	19.8%	39.4%	31.2%	8.2%
Gender	Male	1.2%	16.1%	45.1%	29.0%	8.6%
	Female	1.6%	23.5%	33.3%	33.7%	7.8%
Number of Years in Position	0 to 9	2.0%	21.9%	35.7%	33.7%	6.6%
	10 to 20	1.8%	16.7%	42.3%	29.2%	10.1%
	More than 20	0.0%	21.1%	39.8%	31.3%	7.8%
Online Offerings	None	6.7%	20.0%	60.0%	13.3%	0.0%
	Individual Online Courses	4.4%	28.3%	40.7%	23.9%	2.7%
	Online Courses and Online Programs	0.3%	17.0%	38.4%	34.1%	10.3%

CONCERNS ABOUT THE QUALITY OF ONLINE INSTRUCTION OFFERED BY FOR-PROFIT INSTITUTIONS

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	2.6%	4.0%	14.0%	29.3%	50.1%
Gender	Male	2.7%	3.5%	13.7%	29.8%	50.4%
	Female	2.5%	4.5%	14.4%	28.9%	49.7%
Status	Part Time	2.9%	6.0%	20.8%	32.0%	38.4%
	Full Time	2.5%	3.3%	11.9%	28.5%	53.8%
Number of Years in Position	0 to 9	1.7%	4.6%	16.9%	29.4%	47.3%
	10 to 20	3.2%	4.1%	13.4%	28.7%	50.7%
	More than 20	2.6%	3.5%	12.2%	30.1%	51.6%
Tenure Status	Tenured	2.5%	2.2%	10.7%	26.6%	58.0%
	Tenure Track, Not Tenured	2.3%	4.3%	9.9%	25.3%	58.2%
	Not Tenure Track	3.0%	6.0%	16.7%	33.4%	40.9%
Discipline	Humanities and Arts	2.2%	3.2%	12.4%	24.6%	57.6%
	Mathematics and Computer Science	1.8%	3.3%	14.9%	33.1%	46.8%
	Natural Sciences	2.4%	4.4%	15.5%	34.3%	43.4%
	Professions and Applied Sciences	3.4%	6.1%	17.2%	34.1%	39.2%
	Social Sciences	2.6%	2.8%	11.0%	23.8%	59.8%
Online Teaching	No	2.7%	2.9%	13.0%	28.5%	52.9%
	Teach Online	2.3%	7.0%	16.8%	31.7%	42.1%
Blended Teaching	No	2.5%	3.4%	13.6%	28.7%	51.8%
	Teach Blended	2.7%	5.8%	15.2%	31.2%	45.2%
Institution Type	Two year	2.3%	5.5%	20.7%	30.7%	40.8%
	Four year	2.7%	3.5%	11.9%	28.8%	53.1%
Online Offerings	None	4.1%	2.4%	11.2%	27.2%	55.1%
	Individual Online Courses	2.3%	3.7%	13.8%	29.3%	50.9%
	Online Courses and Online Programs	2.3%	4.9%	14.6%	30.2%	48.1%
Faculty Size	1 to 300	3.3%	5.3%	17.7%	29.8%	43.9%
	301 to 500	1.4%	4.5%	14.7%	30.5%	48.9%
	501 to 1000	3.3%	4.8%	14.3%	29.0%	48.6%
	1000 +	2.3%	2.8%	11.7%	28.7%	54.5%
Total Enrollment	1 - 2500	3.5%	4.4%	17.3%	31.6%	43.1%
	2501 - 5000	2.5%	4.3%	13.8%	31.9%	47.5%
	5001 - 10000	2.0%	4.8%	15.1%	29.6%	48.5%
	10001 - 15000	3.0%	4.7%	12.5%	28.8%	51.1%
	15001 +	2.3%	2.9%	11.8%	27.1%	55.9%

CONCERNS ABOUT THE QUALITY OF ONLINE INSTRUCTION OFFERED BY FOR-PROFIT INSTITUTIONS

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	4.9%	11.1%	18.5%	33.5%	32.1%
Gender	Male	4.3%	12.8%	17.0%	36.2%	29.8%
	Female	5.6%	9.0%	20.1%	30.6%	34.7%
Number of Years in Position	0 to 9	7.9%	14.5%	19.2%	26.6%	31.8%
	10 to 20	3.2%	9.6%	19.3%	34.8%	33.2%
	More than 20	2.8%	7.7%	16.2%	40.8%	32.4%
Online Offerings	None	0.0%	13.1%	14.8%	24.6%	47.5%
	Individual Online Courses	6.7%	14.3%	22.7%	31.1%	25.2%
	Online Courses and Online Programs	5.1%	9.7%	17.8%	35.4%	31.9%

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	7.8%	33.3%	30.6%	17.8%	10.4%
Gender	Male	7.1%	31.3%	33.1%	18.0%	10.5%
	Female	8.5%	35.4%	28.1%	17.7%	10.3%
Status	Part Time	9.2%	34.6%	33.1%	15.8%	7.3%
	Full Time	7.5%	33.1%	29.8%	18.3%	11.3%
Number of Years in Position	0 to 9	9.0%	35.0%	30.6%	17.0%	8.4%
	10 to 20	7.3%	35.5%	30.1%	16.9%	10.3%
	More than 20	7.5%	30.4%	31.0%	19.3%	11.9%
Tenure Status	Tenured	6.5%	30.5%	30.4%	19.8%	12.8%
	Tenure Track, Not Tenured	9.7%	32.3%	30.8%	15.9%	11.4%
	Not Tenure Track	8.9%	37.4%	31.5%	15.1%	7.2%
Discipline	Humanities and Arts	7.1%	29.1%	32.4%	19.9%	11.5%
	Mathematics and Computer Science	8.7%	29.2%	28.1%	21.7%	12.3%
	Natural Sciences	6.5%	34.2%	35.8%	15.9%	7.5%
	Professions and Applied Sciences	10.0%	41.1%	26.9%	13.1%	8.9%
	Social Sciences	7.2%	31.4%	28.1%	20.2%	13.1%
Online Teaching	No	7.2%	31.4%	31.8%	18.5%	11.0%
	Teach Online	9.3%	38.3%	27.3%	16.3%	8.8%
Blended Teaching	No	7.8%	32.0%	32.0%	18.0%	10.2%
	Teach Blended	7.9%	36.9%	26.9%	17.4%	10.9%
Institution Type	Two year	6.9%	33.1%	31.0%	19.6%	9.5%
	Four year	8.2%	33.3%	30.5%	17.2%	10.7%
Online Offerings	None	22.8%	39.8%	28.2%	6.6%	2.7%
	Individual Online Courses	6.9%	33.2%	32.0%	18.6%	9.4%
	Online Courses and Online Programs	5.7%	32.0%	28.9%	19.7%	13.7%
Faculty Size	1 to 300	9.8%	37.4%	27.4%	16.4%	9.1%
	301 to 500	9.3%	29.9%	32.5%	20.1%	8.2%
	501 to 1000	8.5%	34.2%	27.9%	17.9%	11.5%
	1000 +	6.1%	31.8%	32.9%	17.9%	11.4%
Total Enrollment	1 - 2500	11.6%	38.6%	28.1%	14.0%	7.7%
	2501 - 5000	8.3%	36.2%	29.4%	16.0%	10.1%
	5001 - 10000	7.3%	31.8%	31.8%	19.8%	9.3%
	10001 - 15000	7.6%	33.8%	30.2%	15.8%	12.6%
	15001 +	6.0%	29.9%	31.9%	20.3%	11.9%

MY INSTITUTION IS PUSHING TOO MUCH INSTRUCTION ONLINE

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	21.6%	57.1%	13.4%	6.9%	1.1%
Gender	Male	26.3%	53.0%	12.6%	7.0%	1.1%
	Female	16.7%	61.5%	13.9%	6.7%	1.2%
Number of Years in Position	0 to 9	26.8%	54.1%	11.2%	6.3%	1.5%
	10 to 20	20.2%	56.7%	15.7%	6.7%	0.6%
	More than 20	15.2%	62.1%	12.9%	8.3%	1.5%
Online Offerings	None	50.0%	41.2%	2.9%	5.9%	0.0%
	Individual Online Courses	21.6%	56.0%	13.8%	7.8%	0.9%
	Online Courses and Online Programs	19.1%	58.9%	14.2%	6.5%	1.3%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	13.9%	29.0%	32.2%	19.5%	5.3%
Gender	Male	14.7%	28.4%	34.4%	17.8%	4.6%
	Female	13.1%	29.8%	30.0%	21.0%	6.1%
Status	Part Time	7.1%	20.6%	41.7%	22.8%	7.9%
	Full Time	16.0%	31.7%	29.5%	18.2%	4.6%
Number of Years in Position	0 to 9	11.7%	26.0%	36.3%	20.5%	5.5%
	10 to 20	14.9%	29.5%	31.4%	19.0%	5.2%
	More than 20	14.8%	30.7%	30.5%	19.1%	5.0%
Tenure Status	Tenured	18.3%	33.3%	27.9%	16.4%	4.0%
	Tenure Track, Not Tenured	14.4%	30.3%	35.1%	15.5%	4.7%
	Not Tenure Track	9.5%	25.7%	35.0%	23.2%	6.5%
Discipline	Humanities and Arts	13.9%	29.0%	36.5%	16.6%	4.0%
	Mathematics and Computer Science	18.5%	25.7%	30.1%	19.4%	6.4%
	Natural Sciences	10.2%	31.5%	35.1%	18.9%	4.3%
	Professions and Applied Sciences	11.5%	28.3%	27.4%	24.7%	8.2%
	Social Sciences	18.4%	29.0%	29.5%	18.9%	4.3%
Online Teaching	No	14.1%	29.5%	36.5%	16.3%	3.6%
	Teach Online	13.5%	27.8%	21.2%	27.7%	9.8%
Blended Teaching	No	13.7%	28.7%	35.3%	17.7%	4.5%
	Teach Blended	14.3%	29.8%	24.2%	24.1%	7.6%
Institution Type	Two year	11.2%	22.8%	30.0%	27.0%	9.0%
	Four year	14.9%	31.2%	33.0%	16.9%	4.1%
Online Offerings	None	17.2%	30.1%	39.9%	10.6%	2.3%
	Individual Online Courses	13.5%	31.1%	34.9%	16.0%	4.4%
	Online Courses and Online Programs	14.0%	26.9%	26.6%	25.2%	7.2%
Faculty Size	1 to 300	14.5%	26.3%	27.8%	23.9%	7.5%
	301 to 500	12.1%	29.7%	29.8%	22.0%	6.4%
	501 to 1000	12.9%	29.6%	31.1%	20.4%	5.9%
	1000 +	14.6%	30.0%	35.8%	15.9%	3.6%
Total Enrollment	1 - 2500	13.1%	29.8%	31.1%	20.2%	5.9%
	2501 - 5000	15.4%	28.1%	28.1%	22.2%	6.3%
	5001 - 10000	12.6%	29.1%	30.9%	22.1%	5.3%
	10001 - 15000	12.7%	29.6%	35.1%	17.3%	5.3%
	15001 +	15.4%	28.9%	34.0%	17.2%	4.5%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF ONLINE INSTRUCTION

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	6.3%	26.7%	16.5%	34.0%	16.5%
Gender	Male	7.8%	31.0%	16.4%	29.5%	15.3%
	Female	4.8%	22.3%	16.7%	38.6%	17.5%
Number of Years in Position	0 to 9	6.9%	29.1%	14.3%	28.6%	21.2%
	10 to 20	6.2%	18.1%	21.5%	40.1%	14.1%
	More than 20	6.1%	34.1%	14.4%	33.3%	12.1%
Online Offerings	None	24.1%	48.3%	10.3%	13.8%	3.4%
	Individual Online Courses	9.5%	27.6%	24.1%	27.6%	11.2%
	Online Courses and Online Programs	4.0%	24.6%	14.7%	37.4%	19.3%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF IN-PERSON INSTRUCTION

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	6.8%	21.6%	22.0%	36.3%	13.3%
Gender	Male	7.8%	20.8%	23.4%	35.3%	12.7%
	Female	5.8%	22.3%	20.7%	37.3%	13.9%
Status	Part Time	4.3%	15.4%	22.9%	41.3%	16.1%
	Full Time	7.4%	23.6%	21.9%	34.9%	12.2%
Number of Years in Position	0 to 9	6.1%	18.3%	24.3%	38.1%	13.2%
	10 to 20	6.9%	22.4%	23.2%	34.7%	12.9%
	More than 20	7.3%	23.1%	19.4%	36.6%	13.6%
Tenure Status	Tenured	7.9%	24.5%	21.6%	33.9%	12.1%
	Tenure Track, Not Tenured	8.2%	22.1%	25.2%	32.2%	12.2%
	Not Tenure Track	6.2%	18.2%	23.3%	38.8%	13.5%
Discipline	Humanities and Arts	5.7%	19.6%	21.6%	38.9%	14.2%
	Mathematics and Computer Science	8.5%	19.7%	24.1%	33.4%	14.3%
	Natural Sciences	6.8%	21.1%	23.9%	35.9%	12.4%
	Professions and Applied Sciences	6.5%	24.2%	19.5%	36.7%	13.1%
	Social Sciences	7.6%	22.5%	22.2%	34.5%	13.2%
Online Teaching	No	6.6%	20.9%	22.7%	36.2%	13.6%
	Teach Online	7.3%	23.4%	20.1%	36.6%	12.5%
Blended Teaching	No	6.5%	20.8%	22.4%	36.7%	13.6%
	Teach Blended	7.5%	23.8%	21.0%	35.2%	12.6%
Institution Type	Two year	5.5%	17.8%	18.0%	41.2%	17.4%
	Four year	7.2%	22.8%	23.3%	34.7%	11.9%
Online Offerings	None	6.5%	17.2%	23.8%	35.5%	17.0%
	Individual Online Courses	7.1%	21.3%	22.5%	35.9%	13.2%
	Online Courses and Online Programs	6.7%	23.4%	20.9%	36.8%	12.2%
Faculty Size	1 to 300	6.6%	19.5%	18.7%	38.5%	16.7%
	301 to 500	4.9%	19.8%	24.6%	36.1%	14.6%
	501 to 1000	7.3%	20.7%	19.6%	37.7%	14.7%
	1000 +	7.3%	23.6%	24.1%	34.6%	10.4%
Total Enrollment	1 - 2500	6.0%	19.8%	19.5%	38.8%	15.8%
	2501 - 5000	7.5%	19.8%	20.8%	36.6%	15.3%
	5001 - 10000	5.8%	19.7%	24.0%	37.8%	12.6%
	10001 - 15000	7.0%	20.8%	22.2%	36.4%	13.5%
	15001 +	7.5%	24.5%	23.0%	34.0%	10.9%

MY INSTITUTION HAS GOOD TOOLS IN PLACE TO ASSESS THE QUALITY OF IN-PERSON INSTRUCTION

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	3.6%	24.3%	18.3%	41.5%	12.3%
Gender	Male	4.6%	25.2%	19.1%	40.1%	11.0%
	Female	2.6%	23.5%	17.5%	42.5%	13.8%
Number of Years in Position	0 to 9	5.2%	26.1%	17.1%	39.8%	11.8%
	10 to 20	3.2%	21.2%	22.2%	39.7%	13.8%
	More than 20	2.1%	25.9%	14.7%	45.5%	11.9%
Online Offerings	None	1.6%	17.5%	12.7%	46.0%	22.2%
	Individual Online Courses	3.4%	23.1%	18.8%	40.2%	14.5%
	Online Courses and Online Programs	4.1%	25.9%	19.2%	40.8%	10.0%

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	10.9%	20.5%	38.6%	22.5%	7.4%
Gender	Male	11.3%	19.2%	40.2%	22.6%	6.9%
	Female	10.6%	21.8%	37.1%	22.7%	7.8%
Status	Part Time	6.0%	13.7%	48.6%	22.4%	9.3%
	Full Time	12.2%	22.7%	35.6%	22.8%	6.7%
Number of Years in Position	0 to 9	8.2%	18.0%	44.2%	22.5%	7.1%
	10 to 20	12.5%	20.0%	37.5%	23.1%	7.0%
	More than 20	11.6%	23.0%	35.6%	22.2%	7.6%
Tenure Status	Tenured	13.7%	23.8%	35.1%	20.5%	6.8%
	Tenure Track, Not Tenured	13.2%	20.4%	37.5%	22.6%	6.3%
	Not Tenure Track	8.2%	18.0%	42.6%	23.2%	8.0%
Discipline	Humanities and Arts	10.1%	20.5%	43.6%	19.2%	6.6%
	Mathematics and Computer Science	10.5%	21.4%	33.0%	24.9%	10.2%
	Natural Sciences	10.1%	22.1%	42.3%	19.7%	5.9%
	Professions and Applied Sciences	11.8%	21.0%	33.0%	25.7%	8.6%
	Social Sciences	12.1%	18.5%	36.8%	25.3%	7.2%
Online Teaching	No	10.2%	20.0%	45.7%	18.7%	5.4%
	Teach Online	12.7%	21.3%	21.7%	31.9%	12.3%
Blended Teaching	No	10.4%	19.9%	42.4%	20.9%	6.5%
	Teach Blended	12.3%	21.7%	29.2%	27.0%	9.7%
Institution Type	Two year	7.4%	17.3%	35.6%	28.2%	11.4%
	Four year	12.2%	21.7%	39.7%	20.5%	5.9%
Online Offerings	None	12.9%	26.3%	52.5%	6.3%	2.1%
	Individual Online Courses	9.8%	19.2%	42.2%	21.3%	7.5%
	Online Courses and Online Programs	11.9%	20.9%	30.9%	27.9%	8.4%
Faculty Size	1 to 300	10.7%	18.9%	37.8%	23.5%	9.1%
	301 to 500	10.0%	18.4%	37.8%	24.2%	9.7%
	501 to 1000	10.6%	19.1%	37.1%	26.3%	7.0%
	1000 +	11.5%	22.8%	40.1%	19.8%	5.8%
Total Enrollment	1 - 2500	11.1%	20.2%	40.8%	20.5%	7.5%
	2501 - 5000	11.1%	20.2%	38.3%	22.6%	7.8%
	5001 - 10000	9.6%	19.9%	33.5%	27.5%	9.5%
	10001 - 15000	11.9%	19.3%	41.6%	21.1%	6.1%
	15001 +	11.3%	21.6%	39.1%	21.5%	6.5%

MY INSTITUTION HAS A FAIR SYSTEM OF PAYING FOR ONLINE INSTRUCTION

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	3.7%	18.1%	20.0%	36.7%	21.6%
Gender	Male	2.3%	19.2%	22.9%	37.2%	18.4%
	Female	5.3%	17.0%	17.0%	36.0%	24.7%
Number of Years in Position	0 to 9	4.0%	21.3%	19.3%	35.6%	19.8%
	10 to 20	2.3%	11.0%	20.3%	43.6%	22.7%
	More than 20	5.3%	22.0%	19.7%	30.3%	22.7%
Online Offerings	None	7.1%	28.6%	42.9%	17.9%	3.6%
	Individual Online Courses	5.3%	26.5%	28.3%	31.0%	8.8%
	Online Courses and Online Programs	3.0%	14.8%	15.9%	39.5%	26.9%

MY INSTITUTION HAS A FAIR SYSTEM OF REWARDING CONTRIBUTIONS MADE TO DIGITAL PEDAGOGY

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	9.1%	23.7%	39.8%	21.1%	6.3%
Gender	Male	8.6%	23.6%	39.5%	21.8%	6.5%
	Female	9.6%	23.7%	40.2%	20.4%	6.1%
Status	Part Time	6.2%	18.4%	48.8%	18.5%	8.1%
	Full Time	10.0%	25.1%	37.3%	21.9%	5.7%
Number of Years in Position	0 to 9	8.4%	21.1%	42.9%	21.4%	6.3%
	10 to 20	10.6%	24.4%	37.9%	21.2%	6.0%
	More than 20	8.5%	24.9%	39.2%	21.2%	6.3%
Tenure Status	Tenured	10.5%	25.1%	37.3%	21.1%	6.0%
	Tenure Track, Not Tenured	9.9%	24.9%	36.1%	24.5%	4.6%
	Not Tenure Track	7.7%	22.5%	43.1%	20.3%	6.4%
Discipline	Humanities and Arts	8.3%	24.1%	41.7%	20.7%	5.2%
	Mathematics and Computer Science	10.2%	20.8%	39.2%	23.6%	6.2%
	Natural Sciences	8.3%	25.7%	41.3%	18.5%	6.2%
	Professions and Applied Sciences	9.8%	23.6%	35.2%	24.1%	7.2%
	Social Sciences	10.0%	22.1%	40.6%	20.3%	6.9%
Online Teaching	No	8.6%	22.7%	43.1%	20.1%	5.5%
	Teach Online	10.6%	26.0%	31.0%	23.9%	8.5%
Blended Teaching	No	8.4%	23.0%	42.8%	20.0%	5.8%
	Teach Blended	11.3%	25.2%	31.7%	24.2%	7.5%
Institution Type	Two year	8.4%	22.4%	40.3%	21.1%	7.7%
	Four year	9.4%	24.1%	39.6%	21.1%	5.8%
Online Offerings	None	7.3%	25.9%	45.3%	17.2%	4.3%
	Individual Online Courses	9.3%	23.9%	40.9%	19.9%	6.0%
	Online Courses and Online Programs	9.4%	23.0%	36.1%	23.8%	7.7%
Faculty Size	1 to 300	11.0%	24.2%	36.5%	22.6%	5.7%
	301 to 500	7.8%	21.1%	40.1%	22.7%	8.4%
	501 to 1000	9.0%	22.7%	40.1%	21.1%	7.1%
	1000 +	8.7%	24.6%	41.4%	19.8%	5.6%
Total Enrollment	1 - 2500	9.6%	24.7%	37.9%	22.8%	5.0%
	2501 - 5000	10.6%	23.8%	39.0%	20.0%	6.6%
	5001 - 10000	8.1%	23.5%	38.9%	21.3%	8.1%
	10001 - 15000	9.5%	23.6%	38.6%	21.9%	6.4%
	15001 +	8.8%	23.1%	42.5%	19.6%	5.9%

MY INSTITUTION HAS A FAIR SYSTEM OF REWARDING CONTRIBUTIONS MADE TO DIGITAL PEDAGOGY

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	4.5%	29.2%	30.9%	24.3%	11.0%
Gender	Male	4.7%	29.1%	33.5%	23.6%	9.1%
	Female	4.3%	29.6%	28.0%	24.9%	13.2%
Number of Years in Position	0 to 9	4.4%	29.9%	30.4%	24.0%	11.3%
	10 to 20	3.9%	27.2%	31.7%	27.2%	10.0%
	More than 20	5.7%	30.7%	29.3%	21.4%	12.9%
Online Offerings	None	3.3%	23.3%	33.3%	25.0%	15.0%
	Individual Online Courses	7.0%	32.2%	33.9%	20.9%	6.1%
	Online Courses and Online Programs	3.9%	29.1%	29.7%	25.2%	12.0%

MY INSTITUTION RESPECTS TEACHING WITH TECHNOLOGY IN TENURE AND PROMOTION DECISIONS

Faculty		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Faculty	5.7%	12.3%	33.6%	34.0%	14.4%
Gender	Male	6.0%	12.4%	35.0%	33.7%	12.9%
	Female	5.4%	12.0%	32.3%	34.4%	15.8%
Status	Part Time	4.7%	8.0%	44.5%	27.4%	15.4%
	Full Time	5.9%	13.6%	30.4%	36.1%	14.1%
Number of Years in Position	0 to 9	5.3%	10.4%	38.4%	32.5%	13.4%
	10 to 20	6.2%	12.4%	31.8%	35.2%	14.4%
	More than 20	5.4%	13.4%	32.4%	34.1%	14.7%
Tenure Status	Tenured	5.6%	12.9%	30.0%	36.7%	14.8%
	Tenure Track, Not Tenured	8.3%	13.0%	28.4%	38.7%	11.6%
	Not Tenure Track	6.0%	13.0%	37.4%	30.2%	13.5%
Discipline	Humanities and Arts	5.2%	11.3%	35.8%	34.4%	13.3%
	Mathematics and Computer Science	5.6%	12.9%	33.6%	34.2%	13.8%
	Natural Sciences	6.2%	12.6%	33.9%	34.3%	13.0%
	Professions and Applied Sciences	5.4%	12.2%	33.2%	31.9%	17.2%
	Social Sciences	6.1%	13.3%	30.9%	35.2%	14.5%
Online Teaching	No	5.4%	11.5%	35.9%	33.9%	13.4%
	Teach Online	6.5%	14.5%	27.4%	34.6%	17.0%
Blended Teaching	No	5.2%	12.2%	35.3%	33.8%	13.5%
	Teach Blended	6.9%	12.5%	28.9%	34.9%	16.8%
Institution Type	Two year	3.5%	8.6%	34.1%	34.7%	19.2%
	Four year	6.4%	13.5%	33.5%	33.8%	12.8%
Online Offerings	None	5.8%	15.1%	40.5%	27.6%	11.0%
	Individual Online Courses	5.2%	11.8%	34.7%	35.0%	13.3%
	Online Courses and Online Programs	6.3%	11.9%	30.0%	34.8%	17.0%
Faculty Size	1 to 300	5.6%	10.3%	32.1%	36.5%	15.5%
	301 to 500	4.0%	11.0%	32.6%	33.8%	18.5%
	501 to 1000	4.8%	11.3%	31.9%	35.7%	16.2%
	1000 +	6.6%	14.2%	35.5%	32.1%	11.7%
Total Enrollment	1 - 2500	5.9%	12.1%	32.6%	35.7%	13.6%
	2501 - 5000	5.5%	11.3%	33.7%	32.8%	16.6%
	5001 - 10000	4.3%	11.7%	31.1%	36.0%	16.9%
	10001 - 15000	6.5%	12.5%	35.1%	33.0%	13.0%
	15001 +	5.9%	13.1%	35.0%	32.7%	13.3%

MY INSTITUTION RESPECTS TEACHING WITH TECHNOLOGY IN TENURE AND PROMOTION DECISIONS

Administrator		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total	All Administrators	2.1%	14.6%	22.1%	38.4%	22.9%
Gender	Male	2.5%	16.9%	21.9%	38.1%	20.5%
	Female	1.6%	12.0%	22.5%	38.2%	25.7%
Number of Years in Position	0 to 9	2.5%	16.4%	24.4%	36.3%	20.4%
	10 to 20	1.1%	14.4%	19.9%	39.2%	25.4%
	More than 20	2.9%	12.3%	21.7%	39.1%	23.9%
Online Offerings	None	1.7%	20.3%	20.3%	37.3%	20.3%
	Individual Online Courses	3.5%	15.0%	28.3%	39.8%	13.3%
	Online Courses and Online Programs	1.7%	13.5%	20.6%	37.7%	26.5%

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

Faculty		Yes	No
Total	All Faculty	60.2%	39.8%
Gender	Male	55.2%	44.8%
	Female	64.8%	35.2%
Status	Part Time	55.7%	44.3%
	Full Time	61.7%	38.3%
Number of Years in Position	0 to 9	55.4%	44.6%
	10 to 20	62.9%	37.1%
	More than 20	60.7%	39.3%
Tenure Status	Tenured	60.0%	40.0%
	Tenure Track, Not Tenured	57.2%	42.8%
	Not Tenure Track	61.0%	39.0%
Discipline	Humanities and Arts	53.3%	46.7%
	Mathematics and Computer Science	60.1%	39.9%
	Natural Sciences	52.9%	47.1%
	Professions and Applied Sciences	74.2%	25.8%
	Social Sciences	60.7%	39.3%
Online Teaching	No	48.8%	51.2%
	Teach Online	86.7%	13.3%
Blended Teaching	No	53.5%	46.5%
	Teach Blended	76.9%	23.1%
Institution Type	Two year	68.8%	31.2%
	Four year	56.8%	43.2%
Online Offerings	None	0.0%	0.0%
	Individual Online Courses	51.4%	48.6%
	Online Courses and Online Programs	71.3%	28.7%
Faculty Size	1 to 300	72.2%	27.8%
	301 to 500	65.6%	34.4%
	501 to 1000	61.6%	38.4%
	1000 +	51.3%	48.7%
Total Enrollment	1 - 2500	65.8%	34.2%
	2501 - 5000	68.3%	31.7%
	5001 - 10000	66.6%	33.4%
	10001 - 15000	59.8%	40.2%
	15001 +	51.6%	48.4%

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