

THE 2016 INSIDE HIGHER ED SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A study by Gallup® and *Inside Higher Ed*
SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, INSIDE HIGHER ED

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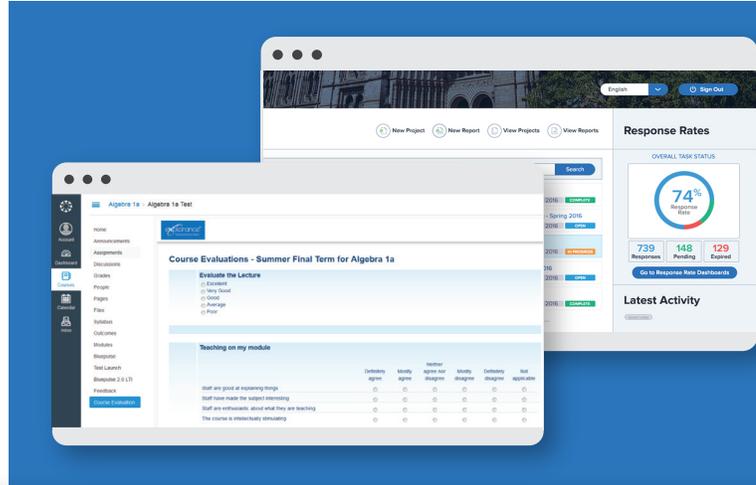
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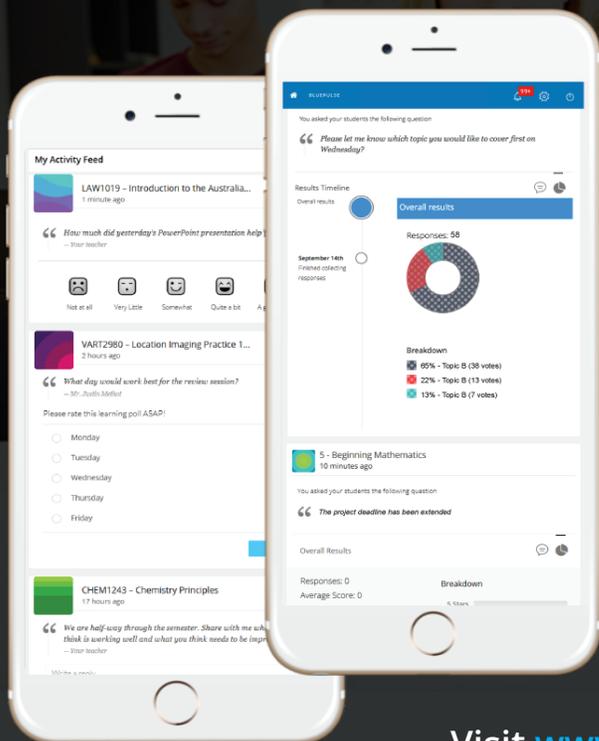


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FOREWORD

Inside Higher Ed's fifth annual Survey of Faculty Attitudes on Technology aims to understand how college professors and academic technology leaders perceive online learning and view other issues related to the use of technology.

The following are some of the questions the study addresses:

- What impact have college assessment and accountability efforts had on teaching and degree completion?
- 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?
- How concerned are faculty members and academic technology officers about cyberattacks that compromise the security of personal information?
- What are faculty opinions of open access journals, and how do professors compare these to standard subscription-based academic journals?
- Can online courses achieve learning outcomes that are equivalent to in-person courses?
- To what extent have professors and academic technology administrators experienced online learning themselves, as students?
- To what extent have faculty members taught online, face-to-face and hybrid courses?
- How have faculty experiences with online teaching helped instructors improve their teaching skills in the classroom?
- How supportive are institutions of online learning?
- How do faculty members use learning management systems (LMS)?
- What steps are faculty members taking to combat plagiarism?
- To what extent do professors use social media to discuss their professional activities and their political views?

SNAPSHOT OF FINDINGS

- Faculty members are skeptical about the impact of assessment and accountability efforts at their colleges. Nearly two-thirds strongly agree or agree that these efforts are mostly aimed at satisfying outside groups such as politicians and accreditors. Faculty members are much more likely to strongly disagree or disagree than to strongly agree or agree that these efforts have improved teaching or degree completion at their institution.
- Both faculty members and academic technology administrators believe that educational technology has at least somewhat improved outcomes for students.
- Academic tech administrators (84 percent) are much more likely than faculty members (57 percent) to say that the gains in student learning attributable to education technology have justified the investment.
- While academic technology administrators are more confident than faculty members about the security of personal information, majorities in both groups are confident that their institution can keep personal information and data safe from cyberattacks. Neither group expresses considerable worry that steps to keep information secure infringe on their privacy.
- Faculty members tend to say they have more respect for scholarship published in subscription journals than in open access journals, though a substantial minority say their respect for scholarship is not influenced by where it is published.
- Most technology administrators (63 percent) strongly agree or agree that online courses can achieve student learning outcomes equivalent to those from in-person instruction at any institution. In contrast, most faculty members (55 percent) strongly disagree or disagree with this notion.
- While instructors who have taught online remain more likely to disagree than agree that online courses can achieve equivalent outcomes to in-person instruction at any institution, they are more likely to agree than disagree that online education can match the quality of in-person education at their own institution, in their department or discipline, and in the courses they teach.
- Consistent with their generally negative views of online education, faculty members do not view it as superior to in-person instruction in meeting any of 10 specific course objectives, including delivering course content, engaging students in course material, and interacting with students.
- Thirty-nine percent of faculty members say they have taught an online course for credit, and 43 percent have taught a blended or hybrid course that combines in-person and online teaching.
- Most faculty who have taught online courses, 79 percent, say the experience has helped them develop skills and practices that have improved their teaching in the classroom as well as online.
- Asked about specific ways in which their online teaching has helped improve their teaching skills, 86 percent say they think more critically about how to engage students with content. Eighty percent also say they make better use of multimedia content, and 76 percent say they better use their learning management system.
- Academic technology leaders tend to be positive about their institution's support for online learning programs, while faculty members generally are not. Both groups believe their institution does a relatively good job in providing technical support for creating and teaching online courses.
- Faculty members and academic tech leaders widely agree that textbooks are priced too high. They also say that instructors should make price a significant consideration when assigning course readings, use online delivery of textbooks and assign more free open educational resources.
- Fewer than one in four faculty members believe students have a good understanding of what plagiarism is. Thirty-nine percent require students to submit papers through plagiarism detection software. Most faculty (60 percent) believe plagiarism-detection software deters students from committing plagiarism.



Does Your Ed Tech Add Up?

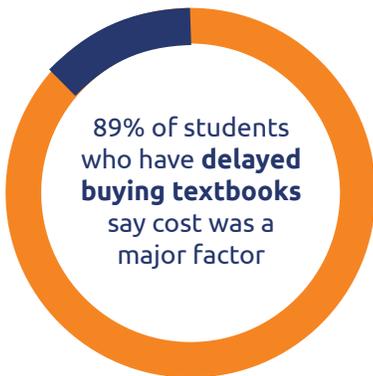
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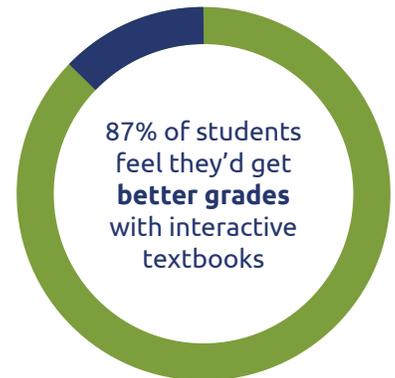


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METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The study's objective is to understand the views of faculty members and a group of academic technology leaders about educational technology issues. Academic technology administrators are defined as those who oversee educational technology, online learning or other academic technology issues.

Gallup sent invitations via email to 22,933 faculty members and 659 academic technology administrators, with regular reminders sent throughout the Sept. 6-19, 2016, field period. Gallup collected 1,671 web surveys from faculty members and 69 from technology administrators, yielding a 7 percent combined response rate.

Most faculty respondents (1,129) report they work full time for their institutions; 293 report they are employed part time. Among the faculty members interviewed, 693 are tenured, 160 are tenure track but not tenured, and 475 are nontenure track. Of the faculty members interviewed, 497 have taught an online course, and 993 have never done so.

Gallup education consultants developed the questionnaire in collaboration with Scott Jaschik and Doug Lederman from *Inside Higher Ed*. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Classification of 24, and institutions with enrollment fewer than 500 students, were excluded from the sample.

The survey is an attempted census of academic technology administrators and a random sample of faculty across private, public and for-profit institutions, including two-year and four-year colleges, using the most comprehensive sample information available. Gallup statistically weighted the faculty data to correct for nonresponse, to ensure appropriate representation of faculty members on a number of institutional characteristics, including institutional control (public or private nonprofit), four-year or two-year degree offerings, student enrollment, and geographical region. The obtained sample of faculty was also similar to the national distribution of faculty members on age and gender. Therefore, the weighted sample results can be considered representative of the views of faculty members at colleges nationwide.

The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100% due to rounding. "Don't know" and "Refused" responses are excluded from the results.

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ASSESSMENT, TECHNOLOGY AND FACULTY

Higher education institutions are increasingly using data (often derived through technological tools) to assess how well they are fulfilling their missions and objectives, and to help identify potential problem areas. Colleges often undertake such assessment efforts on their own, but some may be required to by outside policy makers, for example, to maintain state government funding.

Faculty members are not very positive about the impact these methods have had. For example, 27 percent strongly agree or agree that these assessments have improved the quality of teaching and learning at their institution, while 42 percent strongly disagree or disagree. Faculty members mostly reject the notion that these assessment efforts provide regular data that allow them to improve their teaching – 54 percent strongly disagree or disagree and 24 percent strongly agree or agree.

Instructors are also much more inclined to strongly disagree or disagree (43 percent) than to strongly agree or agree (25 percent) that the assessment efforts have improved degree completion rates at their college.

Faculty members are divided as to whether they play a meaningful role in planning the use of assessment tools (37 percent strongly agree or agree and 37 percent strongly disagree or disagree), and whether there is meaningful discussion about how the assessment data should be used (35 percent strongly agree or agree and 38 percent strongly disagree or disagree).

The faculty's skeptical attitudes toward assessment efforts may result from their perception of the motivation behind them – nearly two-thirds of faculty members strongly agree or agree these assessment efforts are primarily aimed at satisfying outside groups, like politicians or accreditors. Just 19 percent strongly disagree or disagree this is the case. Part-time faculty members are less likely than full-time faculty members (56 percent vs. 68 percent, respectively) to strongly agree or agree that assessment efforts are focused on appeasing outsiders.

Academic technology administrators are less inclined than faculty members to believe assessment efforts are primarily undertaken to please outside groups – 46 percent strongly agree or agree this is the case, while 33 percent strongly disagree or disagree.

Academic tech leaders diverge greatly from faculty members in their views of whether there is meaningful discussion about how to use the assessment data – 65 percent strongly agree or agree this is the case, nearly twice the level of agreement among the faculty (35 percent).

ASSESSMENT, TECHNOLOGY AND FACULTY (cont.)

Colleges use a variety of technology tools to assist with assessment and accountability efforts. These tools vary widely and include reports on the engagement and success of individual students, "early warning" systems, and the collection of data on cohorts of students (individual classes and institution-wide).

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

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
These assessment efforts seem primarily focused on satisfying outside groups such as accreditors or politicians.							
% 5 Strongly agree	37	39	29	44	38	29	12
% 4	28	29	27	29	21	28	34
% 3	16	14	19	12	22	17	20
% 2	13	13	16	11	14	17	22
% 1 Strongly disagree	6	5	9	4	5	8	11
Faculty members at my institution play a meaningful role in planning for the use of these assessment tools.							
% 5 Strongly agree	13	12	17	11	15	16	14
% 4	24	25	25	24	24	24	24
% 3	26	26	25	26	36	24	29
% 2	21	21	19	23	11	21	28
% 1 Strongly disagree	16	16	14	16	14	15	5
There is meaningful discussion at my college about how to use the assessment information.							
% 5 Strongly agree	11	10	15	9	18	14	30
% 4	24	25	23	22	30	22	35
% 3	26	28	24	27	21	28	23
% 2	22	21	22	23	17	22	12
% 1 Strongly disagree	16	17	16	19	15	15	0
These assessments have improved the quality of teaching and learning at my institution.							
% 5 Strongly agree	5	4	11	4	8	6	8
% 4	22	22	26	19	18	27	26
% 3	30	31	28	30	37	26	45
% 2	24	25	24	26	17	27	18
% 1 Strongly disagree	18	19	11	21	21	13	3

ASSESSMENT, TECHNOLOGY AND FACULTY (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
These assessments have helped increase degree completion rates at my institution.							
% 5 Strongly agree	5	5	13	5	5	8	7
% 4	20	19	24	18	20	24	29
% 3	32	32	31	30	32	31	30
% 2	22	23	17	26	19	19	25
% 1 Strongly disagree	21	21	15	22	23	19	9
I regularly receive data from my college – gathered through these assessment efforts – that allow me to improve my teaching.*							
% 5 Strongly agree	7	7	7	6	9	7	n/a
% 4	17	16	22	15	20	19	n/a
% 3	22	23	22	22	18	24	n/a
% 2	27	28	21	29	27	23	n/a
% 1 Strongly disagree	27	26	28	28	25	27	n/a

*Asked only of faculty members



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CAMPUS CYBERSECURITY

In the last year, several higher education institutions have been the victim of cyberattacks, including Pennsylvania State University and the University of Virginia. These attacks have demonstrated that colleges can be targeted by hackers in the same way governments and businesses are.

Technology administrators are more likely than faculty members to express confidence that their institution can keep data and personal information secure, but a majority of both groups are at least somewhat confident. Seventy-six percent of technology administrators and 58 percent of faculty members are “very confident” or “somewhat confident” that their data and personal information, as well as students’ data and personal information, are secure at their college.

At times, governments, employers or colleges may take actions to keep people or their information safe from external attacks, but those actions can infringe on individuals’ privacy. Most technology administrators (83 percent) and faculty members (64 percent) are not worried much or at all that their colleges’ actions to prevent cyberattacks may infringe on their privacy.

As you may know, many colleges have been hit by cyberattacks.

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

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
How confident are you that your institution can keep your data and students' data and personal information safe from cyberattacks?							
% Very confident	13	11	19	10	13	14	13
% Somewhat confident	45	45	46	42	48	49	63
% Not too confident	24	25	21	26	23	21	16
% Not confident at all	18	19	14	21	16	16	9
How worried are you that steps your college may take to prevent cyberattacks may infringe on your privacy?							
% Very worried	7	8	7	9	5	7	2
% Somewhat worried	29	29	22	31	18	28	14
% Not too worried	45	47	42	46	58	42	42
% Not worried at all	19	16	29	15	19	23	41

OPEN ACCESS JOURNALS

Academic researchers have historically published their work in peer-reviewed journals that are available only to individual or institutional subscribers. Digital technology has led to the rise of open access journals, which publish academic research, often peer-reviewed, online where anyone can access it for free.

One question about this new model of academic publication is whether the quality of the published research is as good as research found in traditional subscription journals. Faculty members are much more likely to say they have more respect for scholarship published in subscription journals (49 percent) than scholarship published in open access journals (8 percent). However, a substantial 43 percent of faculty members say they don't take into account where articles are published in deciding how much they respect it.

Tenured faculty members are more likely than nontenured instructors to say they have greater respect for scholarship published in subscription journals.

There has been increased debate in academe about open access journals, which are published online for free and in many cases are peer-reviewed. Which comes closest to your view?*

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

	Faculty Members					
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
% You generally have more respect for scholarship published in subscription journals.	49	50	44	56	44	43
% You don't take into account where scholarship is published in deciding how much you respect it.	43	42	44	38	50	45
% You generally have more respect for scholarship published in open access journals.	8	7	12	6	6	12

*Asked only of faculty members

Faculty members widely agree that subscription journals are cost too much. Eighty-two percent strongly agree or agree that subscription journal prices are prohibitively high for individuals, and 70 percent say the same about prices for college and university libraries.

Professors also largely agree that authors and peer reviewers in both subscription journals and open access journals are not compensated adequately for their work. Roughly two-thirds strongly disagree or disagree that authors and peer reviewers in both types of journals are adequately compensated.

OPEN ACCESS JOURNALS (cont.)

Subscription journals typically restrict authors from publishing the same research in other publications, including open access journals. But researchers could find a potentially wider audience for their work in open access journals than in subscription journals. Faculty members are more inclined to strongly disagree or disagree (41 percent) than to strongly agree or agree (31 percent) that scholars should refuse to publish in subscription journals if they cannot simultaneously publish the research in an open access journal.

There are differences by tenure status in terms of support for restrictions on simultaneous publication. Tenured and tenure track professors are most likely to support such restrictions, while nontenure track faculty are most likely to take the view that scholars should refuse to publish in journals that don't allow simultaneous publication in open access journals.

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.						
	Faculty Members					
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Subscription journal prices are prohibitively high for individuals.						
% 5 Strongly agree	53	56	49	50	67	57
% 4	29	28	32	32	19	26
% 3	12	12	12	12	10	10
% 2	4	4	4	4	1	5
% 1 Strongly disagree	1	1	2	1	2	2
Subscription journal prices are prohibitively high for college and university libraries.						
% 5 Strongly agree	31	34	23	32	32	32
% 4	39	39	34	40	39	35
% 3	20	17	26	17	21	21
% 2	7	7	12	7	4	10
% 1 Strongly disagree	3	3	4	3	5	2

OPEN ACCESS JOURNALS (cont.)

	Faculty Members					
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Professors should refuse to publish their work in subscription journals if they cannot simultaneously publish the same research in open access journals.						
% 5 Strongly agree	13	12	16	9	10	19
% 4	18	17	20	15	15	22
% 3	28	28	29	28	31	28
% 2	19	19	18	21	15	17
% 1 Strongly disagree	22	23	16	27	29	15
Authors and peer reviewers in open access publishing are adequately compensated for their work.						
% 5 Strongly agree	1	1	0	1	1	2
% 4	6	6	7	5	10	4
% 3	29	30	29	29	26	31
% 2	29	26	35	30	15	34
% 1 Strongly disagree	34	37	29	35	48	29
Authors and peer reviewers in subscription publishing are adequately compensated for their work.						
% 5 Strongly agree	2	2	1	3	1	2
% 4	7	7	10	6	9	8
% 3	25	26	26	24	24	28
% 2	29	29	29	31	26	28
% 1 Strongly disagree	36	36	34	37	40	34

*Asked only of faculty members

ONLINE EDUCATION QUALITY

Faculty members and technology administrators diverge greatly in their views of online education. Although 63 percent of academic technology leaders strongly agree or agree that online courses can achieve student learning outcomes equivalent to those of in-person courses at any institution, 55 percent of faculty members strongly disagree or disagree with this statement.

Academic tech administrators are even more positive about the potential of online instruction at their own institution – 87 percent strongly agree or agree it can achieve the same outcomes as in-person instruction at their own institution. Fifty-two percent of faculty members strongly disagree or disagree.

The majority of faculty members also strongly disagree or disagree that online courses can achieve the same outcomes as in-person courses in their department or discipline and in the courses they teach. Tenured faculty members are the most negative about the ability of online instruction to match in-person instruction.

Using a five-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:

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
At any institution							
% 5 Strongly agree	6	5	15	3	7	10	41
% 4	13	13	16	10	19	15	22
% 3	26	25	27	24	23	25	28
% 2	30	32	21	32	31	27	9
% 1 Strongly disagree	25	25	22	30	20	22	0
At MY institution							
% 5 Strongly agree	10	8	19	8	5	15	61
% 4	18	17	16	13	31	19	26
% 3	21	20	21	19	18	20	5
% 2	26	27	25	29	23	26	8
% 1 Strongly disagree	26	28	19	31	23	20	0
In my department or discipline*							
% 5 Strongly agree	11	10	19	10	7	16	n/a
% 4	14	14	14	10	25	17	n/a
% 3	16	16	14	16	15	15	n/a
% 2	24	24	24	25	17	24	n/a
% 1 Strongly disagree	34	35	29	39	36	28	n/a

ONLINE EDUCATION QUALITY (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
In the classes that I teach*							
% 5 Strongly agree	14	13	23	13	9	19	n/a
% 4	14	14	13	12	23	15	n/a
% 3	12	12	10	11	14	11	n/a
% 2	22	22	23	22	16	23	n/a
% 1 Strongly disagree	38	39	31	42	38	32	n/a

*Asked only of faculty members

Faculty members who have personally taught an online course take a more positive view about what online courses can achieve than do those who have never taught online. While online instructors remain more likely to disagree than agree that online courses can achieve equivalent outcomes to in-person instruction at any institution, they are more likely to agree than disagree that online education can match the quality of in-person education at their own institution, in their department or discipline, and in the courses they teach.

Using a five-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:

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
At any institution			
% 5 Strongly agree	6	10	4
% 4	13	22	9
% 3	26	26	26
% 2	30	24	33
% 1 Strongly disagree	25	19	28
At MY institution			
% 5 Strongly agree	10	18	4
% 4	18	27	11
% 3	21	20	22
% 2	26	19	31
% 1 Strongly disagree	26	16	32

ONLINE EDUCATION QUALITY (cont.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
In my department or discipline			
% 5 Strongly agree	11	23	3
% 4	14	24	8
% 3	16	18	15
% 2	24	19	28
% 1 Strongly disagree	34	16	46
In the classes that I teach			
% 5 Strongly agree	14	29	4
% 4	14	23	8
% 3	12	14	10
% 2	22	17	25
% 1 Strongly disagree	38	17	53

As seen on the following page, faculty members do not view online education as superior to in-person instruction in any of a list of 10 course tasks or objectives. There are two course tasks – grading and communicating about grading, and communicating with the college about logistical issues – for which a majority of faculty members say online and in-person instruction are of the same quality. Faculty members are most likely to see online education as inferior to in-person instruction for the following course tasks or objectives: interacting with students during class (83 percent), ability to reach “at-risk” students (78 percent), ability to maintain academic integrity (64 percent) and ability to rigorously engage students in course material (64 percent).

Technology administrators are more positive about online education’s ability to achieve each of the 10 course objectives, particularly interacting with students outside of class – 54 percent view online courses as better than in-person courses at doing this. In most other areas, technology administrators view online and in-person instruction as being of the same quality.

ONLINE EDUCATION QUALITY (cont.)

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.							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Ability to deliver the necessary content to meet learning objectives							
% Better quality than in-person course	4	3	5	4	3	3	22
% Same quality as in-person course	42	42	45	40	46	45	71
% Lower quality than in-person course	54	55	50	56	50	52	7
Ability to answer student questions							
% Better quality than in-person course	6	6	7	6	6	4	32
% Same quality as in-person course	33	32	38	28	38	41	63
% Lower quality than in-person course	61	62	55	66	56	55	5
Interaction with students during class							
% Better quality than in-person course	3	2	4	3	2	2	21
% Same quality as in-person course	14	14	16	14	12	17	53
% Lower quality than in-person course	83	84	80	83	86	81	26
Interaction with students outside of class							
% Better quality than in-person course	11	11	17	10	11	15	54
% Same quality as in-person course	28	26	34	24	26	32	27
% Lower quality than in-person course	61	64	49	66	63	53	19

ONLINE EDUCATION QUALITY (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Grading and communicating about grading							
% Better quality than in-person course	9	9	10	8	7	12	34
% Same quality as in-person course	61	60	68	58	64	66	66
% Lower quality than in-person course	30	31	22	34	28	22	0
Communication with the college about logistical and other issues							
% Better quality than in-person course	5	4	9	4	6	5	17
% Same quality as in-person course	54	53	59	50	53	61	64
% Lower quality than in-person course	41	43	32	46	41	34	19
Ability to reach "at-risk" students							
% Better quality than in-person course	6	6	8	6	6	6	25
% Same quality as in-person course	16	15	18	12	20	18	41
% Lower quality than in-person course	78	79	73	82	74	76	35
Ability to reach "exceptional" students							
% Better quality than in-person course	11	9	16	9	7	14	31
% Same quality as in-person course	40	40	45	36	47	44	61
% Lower quality than in-person course	49	51	40	55	46	42	9
Ability to rigorously engage students in course material							
% Better quality than in-person course	4	4	7	4	2	5	26
% Same quality as in-person course	32	30	36	30	36	31	63
% Lower quality than in-person course	64	66	57	66	61	64	11
Ability to maintain academic integrity							
% Better quality than in-person course	2	2	4	2	1	3	10
% Same quality as in-person course	34	31	50	28	40	42	77
% Lower quality than in-person course	64	68	46	70	58	56	14

ONLINE EDUCATION QUALITY (cont.)

Faculty members who have taught online are more positive than are those who have never taught online about the quality of online courses in achieving course objectives. The biggest differences between faculty members with online experience and those without it come in their views of the ability of online courses to answer student questions, to reach “exceptional” students, to rigorously engage students in course material, and to deliver the necessary content to meet learning objectives.

Please indicate whether you think the QUALITY of online courses for credit is generally better than, the same as, or generally of lower quality than most in-person courses in the following ways.			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Ability to deliver the necessary content to meet learning objectives			
% Better quality than in-person course	4	6	2
% Same quality as in-person course	42	56	33
% Lower quality than in-person course	54	39	65
Ability to answer student questions			
% Better quality than in-person course	6	10	3
% Same quality as in-person course	33	43	27
% Lower quality than in-person course	61	47	70
Interaction with students during class			
% Better quality than in-person course	3	5	1
% Same quality as in-person course	14	24	8
% Lower quality than in-person course	83	72	91
Interaction with students outside of class			
% Better quality than in-person course	11	16	9
% Same quality as in-person course	28	31	25
% Lower quality than in-person course	61	53	66

ONLINE EDUCATION QUALITY (cont.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Grading and communicating about grading			
% Better quality than in-person course	9	14	6
% Same quality as in-person course	61	65	59
% Lower quality than in-person course	30	21	35
Communication with the college about logistical and other issues			
% Better quality than in-person course	5	6	4
% Same quality as in-person course	54	58	52
% Lower quality than in-person course	41	35	45
Ability to reach "at-risk" students			
% Better quality than in-person course	6	8	5
% Same quality as in-person course	16	23	11
% Lower quality than in-person course	78	69	84
Ability to reach "exceptional" students			
% Better quality than in-person course	11	15	7
% Same quality as in-person course	40	50	33
% Lower quality than in-person course	49	35	59
Ability to rigorously engage students in course material			
% Better quality than in-person course	4	6	3
% Same quality as in-person course	32	44	22
% Lower quality than in-person course	64	49	75
Ability to maintain academic integrity			
% Better quality than in-person course	2	3	2
% Same quality as in-person course	34	45	26
% Lower quality than in-person course	64	52	73

ONLINE EDUCATION QUALITY (cont.)

Although faculty members tend to be skeptical about the quality of online education, they believe certain factors are important indicators of a quality online education. Foremost among these are that the institution provides meaningful training to instructors before they teach an online course, that the online course is offered by an accredited institution, and that the online course provides meaningful interaction between teachers and students. Roughly 8 in 10 faculty members say these are “very important” indicators of a quality online education. Technology administrators also rank the same three factors as most important.

A majority of professors also say the following are “very important” indicators of a quality online education: the program has been independently certified for quality (64 percent), the online course is offered by an institution that also offers in-person instruction (63 percent) and the online courses lead to academic credit (52 percent). Academic tech leaders are less likely than faculty members to view independent certification (41 percent) and the course being taught by a college that offers in-person instruction (37 percent) as “very important” indicators of a quality online education.

Academic technology administrators and faculty members are in general agreement that the online course being offered by a nonprofit institution and the same faculty teaching online and in-person courses are less important indicators of online education quality.

In your opinion, how important are the following indicators of a QUALITY online education?							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Institution provides meaningful training to instructors before they teach an online course.							
% Very important	81	80	81	81	74	80	92
% Somewhat important	15	15	16	15	20	16	6
% Not very important	2	2	3	2	4	2	2
% Not important at all	2	2	0	2	2	2	0
Online course is offered by an accredited institution.							
% Very important	79	79	81	77	83	81	83
% Somewhat important	14	14	13	15	12	12	13
% Not very important	4	4	4	5	1	5	4
% Not important at all	4	4	1	4	3	2	0
Online course/program provides meaningful interaction between students and instructors.							
% Very important	78	80	75	80	81	74	100
% Somewhat important	17	15	21	14	14	21	0
% Not very important	2	2	2	3	1	2	0
% Not important at all	3	3	2	4	3	2	0
Online course/program has been independently certified for quality.							
% Very important	64	62	69	61	68	64	41
% Somewhat important	26	28	24	27	27	27	40
% Not very important	6	7	6	8	2	7	17
% Not important at all	3	4	1	4	2	3	2

ONLINE EDUCATION QUALITY (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Online course is offered by an institution that also offers in-person instruction.							
% Very important	63	61	68	60	63	65	37
% Somewhat important	25	26	22	25	29	25	32
% Not very important	9	9	8	10	5	7	23
% Not important at all	4	4	2	4	3	3	8
Online course leads to academic credit.							
% Very important	52	51	61	47	51	58	59
% Somewhat important	32	32	29	34	31	30	30
% Not very important	9	9	6	11	11	6	11
% Not important at all	7	8	4	8	7	6	0
Online degree/certificate program is offered by an institution with significant experience with online education.							
% Very important	49	46	56	45	41	56	62
% Somewhat important	40	41	35	44	47	34	37
% Not very important	6	7	6	6	7	5	2
% Not important at all	5	6	3	6	5	4	0
Online course is offered by a nonprofit institution.							
% Very important	49	50	42	49	54	49	34
% Somewhat important	28	27	33	29	23	28	37
% Not very important	14	13	20	13	13	15	14
% Not important at all	9	9	5	9	11	8	15
Same faculty teach both the online and in-person course/program.							
% Very important	42	42	40	43	43	40	30
% Somewhat important	42	41	43	39	43	44	41
% Not very important	11	11	12	13	9	11	22
% Not important at all	5	5	4	5	5	5	8
Online course is offered as part of a degree or certificate program.							
% Very important	40	40	42	38	46	41	53
% Somewhat important	36	34	42	36	29	38	23
% Not very important	13	15	10	16	17	11	20
% Not important at all	10	11	6	11	8	10	4

ONLINE EDUCATION QUALITY (cont.)

Faculty members with and without online teaching experience have similar views of most of the various indicators of a quality online education. However, they diverge in the importance they ascribe to the online course leading to academic credit (63 percent of those who have taught online say it is “very important,” compared with 45 percent who have not taught online) and the online course being part of a degree program (49 percent vs. 34 percent).

In your opinion, how important are the following indicators of a QUALITY online education?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Institution provides meaningful training to instructors before they teach an online course.			
% Very important	81	80	81
% Somewhat important	15	17	14
% Not very important	2	2	3
% Not important at all	2	1	2
Online course is offered by an accredited institution.			
% Very important	79	83	76
% Somewhat important	14	10	16
% Not very important	4	5	4
% Not important at all	4	2	4
Online course/program provides meaningful interaction between students and instructors.			
% Very important	78	80	78
% Somewhat important	17	16	16
% Not very important	2	2	2
% Not important at all	3	2	3
Online course/program has been independently certified for quality.			
% Very important	64	58	67
% Somewhat important	26	28	26
% Not very important	6	11	4
% Not important at all	3	3	3
Online course is offered by an institution that also offers in-person instruction.			
% Very important	63	61	64
% Somewhat important	25	25	25
% Not very important	9	11	7
% Not important at all	4	3	4
Online course leads to academic credit.			
% Very important	52	63	45
% Somewhat important	32	24	37
% Not very important	9	8	9
% Not important at all	7	5	9

ONLINE EDUCATION QUALITY (cont.)

In your opinion, how important are the following indicators of a QUALITY online education?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Online degree/certificate program is offered by an institution with significant experience with online education.			
% Very important	49	55	44
% Somewhat important	40	37	42
% Not very important	6	5	7
% Not important at all	5	3	7
Online course is offered by a nonprofit institution.			
% Very important	49	52	47
% Somewhat important	28	24	31
% Not very important	14	17	12
% Not important at all	9	7	10
Same faculty members teach both the online and in-person course/program.			
% Very important	42	42	41
% Somewhat important	42	43	42
% Not very important	11	11	12
% Not important at all	5	5	5
Online course is offered as part of a degree or certificate program.			
% Very important	40	49	34
% Somewhat important	36	34	38
% Not very important	13	10	16
% Not important at all	10	8	12

EXPERIENCES WITH ONLINE LEARNING

Nearly two-thirds of academic tech administrators, 64 percent, and slightly more than one-third of faculty members, 37 percent, say they have taken an online course for credit as a student. That includes about half of nontenured instructors but only 25 percent of tenured professors.

Thirty-nine percent of faculty members say they have taught an online course for credit, and 43 percent have taught a blended or hybrid course, one that combines in-person and online teaching. Eighty-one percent of those who have taught a blended course said they converted an in-person course to a blended course.

Roughly 7 in 10 faculty members who have converted an in-person course to a blended course said they incorporated more active learning techniques in the course. Fifty-two percent say lecture time decreased when they converted the in-person course to a blended course.

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Have you ever taken any online course as a student for credit?							
% Yes	37	33	48	25	49	48	64
% No	63	67	52	75	51	52	36
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	39	40	38	37	38	44	n/a
% No	61	60	62	63	62	56	n/a
As you know, face-to-face courses have only in-person meetings. While these courses may use a learning management system or host web pages for posting course information and assignments, but instruction is delivered entirely in person. Have you ever taught a face-to-face course?*							
% Yes	99	99	99	100	99	98	n/a
% No	1	1	1	0	1	2	n/a
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	43	45	37	44	42	44	n/a
% No	57	55	63	56	58	56	n/a
Have you ever converted a face-to-face course to a blended or hybrid course?***							
% Yes	81	85	67	87	71	76	n/a
% No	19	15	33	13	29	24	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	52	54	51	52	56	n/a
% No	48	48	46	49	48	44	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	69	68	81	64	72	81	n/a
% No	31	32	19	36	28	19	n/a

*Asked only of faculty members

**Asked only of those who have taught a blended course

***Asked only of those who have converted a face-to-face course to a blended course

EXPERIENCES WITH ONLINE LEARNING (cont.)

Faculty who have taught an online course are more likely than those who have never taught an online course to say they have personally taken an online course as a student, have taught a blended or hybrid course and have converted an in-person course to a blended course.

In your opinion, how important are the following indicators of a QUALITY online education?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Have you ever taken any online course as a student for credit?			
% Yes	37	51	28
% No	63	49	72
As you know, face-to-face courses have only in-person meetings. While these courses may use a learning management system or host web pages for posting course information and assignments, but instruction is delivered entirely in person. Have you ever taught a face-to-face course?			
% Yes	99	99	99
% No	1	1	1
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	43	69	27
% No	57	31	73
Have you ever converted a face-to-face course to a blended or hybrid course?*			
% Yes	81	87	71
% No	19	13	29
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	69	69	69
% No	31	31	31

*Asked only of those who have taught a blended course

***Asked only of those who have converted a face-to-face course to a blended course

Forty-nine percent of faculty members say the ability to serve a more diverse set of students is a “very important” reason to convert a face-to-face course to a blended course. This factor ranked as the most important of four reasons for doing so, followed by improving the educational experience for students by introducing more active learning in the course (43 percent) and improving the education experience by using online content (29 percent). Just 9 percent believe saving the institution money or space is a “very important” reason to convert in-person courses to blended ones.

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?*						
Faculty Members						
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Ability to serve a more diverse set of students						
% Very important	49	48	55	44	51	54
% Somewhat important	37	38	36	39	40	35
% Not very important	6	6	5	8	4	4
% Not important at all	8	8	4	8	5	7
Improve educational experience for students by introducing more active learning in the course						
% Very important	43	42	48	39	44	48
% Somewhat important	34	35	37	35	40	35
% Not very important	11	12	7	12	7	10
% Not important at all	11	12	8	13	9	8
Improve educational experience for students by using online content						
% Very important	29	29	31	28	32	32
% Somewhat important	43	41	50	41	44	45
% Not very important	14	15	9	14	12	14
% Not important at all	15	14	10	18	12	9
Save our institution money or space by reducing class time						
% Very important	9	9	10	10	5	10
% Somewhat important	31	30	40	25	38	39
% Not very important	29	30	26	31	25	25
% Not important at all	31	31	24	33	32	27

*Asked only of faculty members

EXPERIENCES WITH ONLINE LEARNING (cont.)

Faculty members who have taught an online course and those who have never taught online see the ability to serve a more diverse set of students and improving the educational experience for students by introducing more active learning in the course as “very important” reasons for converting face-to-face courses to blended courses. However, those with online teaching experience are more likely to see these as “very important” reasons.

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?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Ability to serve a more diverse set of students			
% Very important	49	57	44
% Somewhat important	37	35	39
% Not very important	6	3	8
% Not important at all	8	5	9
Improve educational experience for students by introducing more active learning in the course			
% Very important	43	48	40
% Somewhat important	34	32	36
% Not very important	11	12	10
% Not important at all	11	8	14
Improve educational experience for students by using online content			
% Very important	29	38	23
% Somewhat important	43	42	44
% Not very important	14	11	15
% Not important at all	15	9	18
Save our institution money or space by reducing class time			
% Very important	9	10	8
% Somewhat important	31	35	29
% Not very important	29	30	29
% Not important at all	31	25	34

As seen on the following page, most instructors who have taught online courses, 79 percent, say the experience has helped them develop skills and practices that have improved their teaching in the classroom as well as online. This includes 89 percent of nontenure track faculty members but only 69 percent of tenured professors.

Asked about specific ways in which their online teaching has helped improve their teaching skills, 86 percent of faculty members now say they think more critically about ways to engage students with content. Eighty percent also say they make better use of multimedia content, and 76 percent say they make better use of their learning management system. Fewer, 57 percent, say their online teaching experience has made them more comfortable using techniques like active learning or project-based learning. The same amount say their experience has made them better with out-of-class communication with students.

EXPERIENCES WITH ONLINE LEARNING (cont.)

Faculty Members						
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Has your experience teaching online courses helped you develop pedagogical skills and practices that have improved your teaching, both online and in the classroom?*						
% Yes	79	77	85	69	79	89
% No	21	23	15	31	21	11
In which ways have your online teaching experiences helped you improve your teaching? Please select all that apply.**						
% You think more critically about ways to engage students with content.	86	86	85	84	94	87
% You make better use of multimedia content.	80	83	64	88	81	73
% You make better use of your institution's Learning Management System.	76	79	64	81	87	69
% You are more comfortable using techniques like active learning or project-based learning.	57	62	37	63	56	54
% You are better at out-of-class communication with students.	57	59	54	54	63	62
% None of these	1	2	1	2	0	1

*Asked only of faculty members who have taught an online course

**Asked only of faculty members whose online teaching experience has helped them develop their skills and practices

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING

Academic tech administrators tend to be positive about their institution’s support for online learning programs, while faculty members generally are not. Half or more of academic technology leaders strongly agree or agree their institution offers adequate technical support for creating (75 percent) and teaching (74 percent) online courses, compensates fairly for online instruction (59 percent), has policies that protect faculty members’ intellectual property rights for digital work (51 percent), and appropriately rewards contributions made to digital pedagogy (50 percent).

Slightly less than half of academic tech administrators strongly agree or agree their institution compensates fairly for the development of online courses (48 percent) and provides monetary incentives for teaching online (47 percent). On only one item tested in the survey – rewarding online teaching in tenure and promotion decisions – do technology administrators express greater disagreement than agreement.

In contrast, there are only two of nine items tested in the survey in which more faculty members strongly agree or agree than strongly disagree or disagree that their institution supports online learning – providing adequate technical support for creating an online course (49 percent strongly agree or agree and 29 percent strongly disagree or disagree) and providing adequate technical support for teaching an online course (47 percent and 31 percent, respectively).

Faculty members are least likely to agree their institution provides support for online learning by providing monetary or other incentives for teaching online courses (20 percent), acknowledging time demands for online teaching (25 percent), and compensating fairly for the development of online courses (26 percent).

Using a five-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.							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Adequate technical support for creating an online course							
% 5 Strongly agree	20	18	27	17	18	23	38
% 4	29	30	30	28	27	33	37
% 3	22	23	20	23	30	19	17
% 2	17	17	16	19	16	14	7
% 1 Strongly disagree	12	12	7	12	10	11	1
Adequate technical support for teaching online courses							
% 5 Strongly agree	20	19	27	17	21	25	45
% 4	27	27	27	27	28	28	29
% 3	21	21	20	22	25	19	12
% 2	18	19	16	22	15	14	12
% 1 Strongly disagree	13	14	9	12	11	15	2

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Adequate technical support for creating an online course							
% 5 Strongly agree	20	18	27	17	18	23	38
% 4	29	30	30	28	27	33	37
% 3	22	23	20	23	30	19	17
% 2	17	17	16	19	16	14	7
% 1 Strongly disagree	12	12	7	12	10	11	1
Adequate technical support for teaching online courses							
% 5 Strongly agree	20	19	27	17	21	25	45
% 4	27	27	27	27	28	28	29
% 3	21	21	20	22	25	19	12
% 2	18	19	16	22	15	14	12
% 1 Strongly disagree	13	14	9	12	11	15	2
Compensates fairly for online instruction							
% 5 Strongly agree	14	13	19	13	16	15	29
% 4	26	28	25	24	37	28	30
% 3	23	23	20	25	18	18	18
% 2	16	17	15	18	9	17	18
% 1 Strongly disagree	20	19	22	20	20	22	5
Appropriately rewards contributions made to digital pedagogy							
% 5 Strongly agree	9	8	11	9	5	9	20
% 4	23	23	25	20	31	25	30
% 3	27	26	28	28	22	26	25
% 2	23	24	18	25	24	19	15
% 1 Strongly disagree	19	19	18	18	18	20	9
Policies that protect faculty members' intellectual property rights for digital work							
% 5 Strongly agree	12	11	17	9	18	15	27
% 4	19	18	22	20	13	21	24
% 3	24	24	25	25	27	23	29
% 2	21	23	12	24	16	18	17
% 1 Strongly disagree	23	24	23	22	26	24	2

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Rewards teaching with technology (in-person or online) in tenure and promotion decisions							
% 5 Strongly agree	8	8	7	8	11	6	14
% 4	22	23	18	23	31	16	26
% 3	31	31	31	32	30	29	12
% 2	17	19	8	19	13	15	30
% 1 Strongly disagree	21	20	36	18	15	35	18
Compensates fairly for the development of an online course							
% 5 Strongly agree	9	8	12	8	8	9	24
% 4	17	17	16	15	23	17	24
% 3	20	21	13	22	26	17	27
% 2	26	28	17	30	20	22	18
% 1 Strongly disagree	29	26	41	27	23	35	7
Acknowledges time demands for online courses for work load.*							
% 5 Strongly agree	9	9	9	8	12	10	n/a
% 4	16	15	19	13	19	18	n/a
% 3	20	19	21	19	19	20	n/a
% 2	25	26	28	25	29	26	n/a
% 1 Strongly disagree	29	31	23	35	21	27	n/a
Provides monetary or other incentives for teaching online							
% 5 Strongly agree	7	7	9	7	10	7	22
% 4	13	13	11	14	9	12	25
% 3	18	17	19	18	26	16	22
% 2	23	23	27	24	19	23	13
% 1 Strongly disagree	38	40	35	38	36	42	17

*Asked only of faculty members

Faculty members with online teaching experience are more likely than those without online teaching experience to believe their institution provides adequate technical support for teaching and creating online courses, and that it compensates fairly for online instruction. Beyond those three areas, online instructors' views on other elements of institutional support are similar to those of instructors who have never taught online, as seen on the next page.

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

Using a five-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.			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Adequate technical support for creating an online course			
% 5 Strongly agree	20	25	15
% 4	29	30	28
% 3	22	21	23
% 2	17	15	19
% 1 Strongly disagree	12	10	14
Adequate technical support for teaching online courses			
% 5 Strongly agree	20	26	15
% 4	27	27	27
% 3	21	19	23
% 2	18	16	20
% 1 Strongly disagree	13	12	15
Compensates fairly for online instruction			
% 5 Strongly agree	14	17	11
% 4	26	29	24
% 3	23	21	26
% 2	16	15	17
% 1 Strongly disagree	20	18	22
Appropriately rewards contributions made to digital pedagogy			
% 5 Strongly agree	9	11	7
% 4	23	24	21
% 3	27	26	28
% 2	23	22	24
% 1 Strongly disagree	19	17	20

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Policies that protect faculty members' intellectual property rights for digital work			
% 5 Strongly agree	12	13	10
% 4	19	16	23
% 3	24	26	23
% 2	21	21	22
% 1 Strongly disagree	23	24	23
Rewards teaching with technology (in-person or online) in tenure and promotion decisions			
% 5 Strongly agree	8	9	7
% 4	22	20	24
% 3	31	28	34
% 2	17	17	18
% 1 Strongly disagree	21	25	18
Compensates fairly for the development of an online course			
% 5 Strongly agree	9	9	7
% 4	17	14	19
% 3	20	21	20
% 2	26	23	29
% 1 Strongly disagree	29	32	25
Acknowledges time demands for online courses for work load			
% 5 Strongly agree	9	10	8
% 4	16	13	18
% 3	20	21	20
% 2	25	23	26
% 1 Strongly disagree	29	32	28
Provides monetary or other incentives for teaching online			
% 5 Strongly agree	7	8	6
% 4	13	9	17
% 3	18	19	17
% 2	23	20	26
% 1 Strongly disagree	38	44	34

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

Faculty members were asked whether colleges should primarily produce online degree programs on their own or partner with online program management companies. Overwhelmingly, faculty members say institutions should produce their own programs, by 80 percent to 20 percent. Part-time instructors are slightly less likely than other types of faculty members to hold this view.

In your opinion, should institutions partner with online program management companies to produce online degree programs, or should they primarily produce their own?*							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
% Institutions should work with online program management companies to produce their online degree programs.	20	18	31	16	18	24	n/a
% Institutions should produce their own online degree programs.	80	82	69	84	82	76	n/a

*Asked only of faculty members

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
% Institutions should work with online program management companies to produce their online degree programs.	20	20	20
% Institutions should produce their own online degree programs.	80	80	80

*Asked only of faculty members

EVALUATING THE INVESTMENT IN EDUCATIONAL TECHNOLOGY

Both faculty members and academic tech administrators believe that educational technology has led to improved outcomes for students. However, they tend to see the gains as modest. Seventy percent of faculty members believe educational technology has led to improved student outcomes, including 18 percent who believe the improvements have been significant and 52 percent who believe outcomes are somewhat better. Similarly, 87 percent of academic technology administrators believe educational technology has led to improvements, with 15 percent seeing these as significant.

Academic tech leaders overwhelmingly say that the gains in student learning attributable to education technology have justified the investment – 84 percent hold this view. Faculty members are positive but less so, with 57 percent saying the gains have justified the investment. Tenured faculty members are evenly divided as to whether the gains justify the investment.

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
In your opinion, has the use of educational technology in the classroom – ?							
% Led to significantly improved student outcomes	18	16	25	15	16	22	15
% Led to somewhat improved student outcomes	52	52	54	49	55	53	72
% Not improved student outcomes	30	32	21	36	29	25	13
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.	57	54	70	50	57	66	84
% No, gains have not justified spending.	43	46	30	50	43	34	16

The views of faculty members who have taught online courses are similar to those who have not taught online courses in evaluating the degree to which educational technology has improved student outcomes. But those with online teaching experience are more likely than those who have never taught online – 64 percent compared with 51 percent, respectively – to say the gains in student outcomes have justified the investment.

	Faculty Members		
	All	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	18	21	16
% Led to somewhat improved student outcomes	52	50	53
% Not improved student outcomes	30	28	31
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.	57	64	51
% No, gains have not justified spending.	43	36	49

FACULTY USE OF TECHNOLOGY

When it comes to the use of learning management systems (LMS), faculty members are most likely to say they use the software to share syllabus information with students. Eighty-five percent say they “always” or “usually” use their institution’s LMS for this purpose. A majority, 71 percent, also say they “always” or “usually” use their LMS to record grades. Sixty-nine percent always or usually communicate with students through the LMS, and half commonly use it to provide e-textbooks and related material.

Faculty members are less likely to use LMS to track student attendance, identify students who need extra help and integrate lecture capture.

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities?*						
Faculty Members						
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Share syllabus information with students						
% Always	77	77	77	75	84	77
% Usually	8	9	8	10	10	7
% Sometimes	9	9	7	9	4	9
% Never	7	6	9	7	2	7
Record grades						
% Always	60	59	68	52	70	65
% Usually	11	11	12	12	13	10
% Sometimes	12	13	10	14	11	13
% Never	16	18	10	22	7	12
Communicate with students						
% Always	46	45	48	42	56	49
% Usually	23	22	26	23	19	22
% Sometimes	23	24	20	25	24	22
% Never	8	8	6	10	2	6
Provide e-textbooks and related material						
% Always	31	32	28	28	39	32
% Usually	19	19	18	20	26	14
% Sometimes	34	35	34	35	30	36
% Never	16	14	20	17	5	18

FACULTY USE OF TECHNOLOGY (cont.)

Faculty Members						
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Track student attendance						
% Always	28	25	40	19	23	37
% Usually	11	11	11	9	15	11
% Sometimes	21	21	22	20	31	20
% Never	41	43	27	52	31	32
Identify students who may need extra help						
% Always	20	18	26	15	17	25
% Usually	15	15	17	12	22	19
% Sometimes	33	35	29	35	40	29
% Never	31	32	28	37	22	28
Integrate lecture capture						
% Always	14	13	16	12	14	17
% Usually	10	9	16	8	10	11
% Sometimes	24	24	25	22	31	24
% Never	52	53	42	57	45	47

*Asked only of faculty members

Instructors with online teaching experience are more likely than those without such experience to say they always or usually use their institution's LMS for all of the activities tested in the survey. Some of the largest gaps between the two groups of instructors are seen in recording grades, tracking student attendance, communicating with students and identifying students who need extra help.

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Share syllabus information with students			
% Always	77	88	70
% Usually	8	7	9
% Sometimes	9	4	11
% Never	7	1	10
Record grades			
% Always	60	78	49
% Usually	11	7	13
% Sometimes	12	9	14
% Never	16	5	23

FACULTY USE OF TECHNOLOGY (cont.)

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities?			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Communicate with students			
% Always	46	59	38
% Usually	23	23	24
% Sometimes	23	16	27
% Never	8	3	11
Provide e-textbooks and related material			
% Always	31	40	25
% Usually	19	19	19
% Sometimes	34	32	36
% Never	16	9	20
Track student attendance			
% Always	28	37	22
% Usually	11	15	8
% Sometimes	21	24	19
% Never	41	24	52
Identify students who may need extra help			
% Always	20	29	14
% Usually	15	20	12
% Sometimes	33	36	32
% Never	31	14	42
Integrate lecture capture			
% Always	14	21	9
% Usually	10	11	9
% Sometimes	24	34	19
% Never	52	35	63

TEXTBOOKS

Nearly all faculty members and academic technology administrators express concerns about the price of textbooks and other course materials. Ninety-five percent of faculty members and 98 percent of academic tech leaders think course materials and textbooks are priced too high. Eighty-three percent of faculty members and 91 percent of academic tech leaders believe professors should make price a significant concern when assigning course readings. More than 9 in 10 faculty members and technology administrators endorse the idea of faculty members assigning more free open educational resources.

	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Thinking now about the cost of textbooks and other course materials, in your opinion, are course materials including textbooks priced too high, or not?							
% Yes	95	95	94	94	97	95	98
% No	5	5	6	6	3	5	2
Should faculty members make price a significant concern when assigning course readings?							
% Yes	83	85	77	84	88	82	91
% No	17	15	23	16	12	18	9
Should faculty members assign more free open educational resources?							
% Yes	92	92	93	90	93	93	98
% No	8	8	7	10	7	7	2

PLAGIARISM

The growth of technology has made it easier for students to plagiarize when doing schoolwork but also given instructors new tools to combat it. Thirty-nine percent of faculty members say they require students to submit work through plagiarism detection software. A slim majority, 51 percent, believe the software they use detects “all” or “most” cases of plagiarism, while 42 percent say it detects “some” and 7 percent “not that many” cases. Fifty-eight percent of faculty members say they “frequently” or “occasionally” receive reports of possible plagiarism from the detection services they use.

Sixty percent of faculty members believe the use of plagiarism-detection software acts as a deterrent to plagiarizing. But one of the bigger obstacles to overcoming this form of academic fraud is that students may not know they are committing it – 77% of faculty members say they do not believe students have a sufficient understanding of what plagiarism is.

Faculty Members						
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track
Do you think undergraduate students have a sufficient understanding of what plagiarism is?*						
% Yes	23	22	28	20	22	28
% No	77	78	72	80	78	72
Do you require undergraduate students to submit papers through plagiarism-detection software, or not?*						
% Yes	39	40	38	35	50	43
% No	61	60	62	65	50	57
Do you trust that the plagiarism-detection software you use detects -- ?*						
% All cases of plagiarism	3	3	2	3	1	6
% Most cases of plagiarism	48	48	51	47	47	51
% Some cases of plagiarism	42	41	45	42	47	39
% Not that many cases of plagiarism	7	8	2	8	5	5
How often have you received reports of possible plagiarism through the detection services you use?*						
% Frequently	14	14	14	16	7	14
% Occasionally	44	46	39	46	51	40
% Rarely	25	25	25	21	29	30
% Never	17	15	23	16	13	15
Do you think plagiarism-detection software deters students from plagiarizing?*						
% Yes	60	60	60	60	62	61
% No	40	40	40	40	38	39

*Asked only of faculty members

FACULTY USE OF SOCIAL MEDIA

Social media websites like Twitter and Facebook have created new avenues for college students, professors and administrators to express their opinions. But those opinions can create controversy, and recently, some professors have come under attack for statements they have made online. But social media activity is far from the norm among college instructors – 70 percent say they do not use social media to express their views on political matters or on their professional activities. Ten percent say they use social media to express their views on their professional activities only, leaving about one in five who express their political views in online forums.

College faculty members are slightly more likely to strongly disagree or disagree (40 percent) than to strongly agree or agree (33 percent) that social media is a good way for professors to communicate to the broader public. Faculty members also tend to say they are concerned about attacks on professors who comment on social media – 63 percent strongly agree or agree they are concerned. At the same time, the majority, 52 percent, strongly disagree or disagree the recent attacks have changed the way they personally communicate on social media, perhaps because most faculty members do not use social media at all.

Academic technology administrators are much more likely to say they use social media – 27 percent say they discuss their professional activities online, 17 percent their professional activities and political views, and 5 percent their political views. While technology administrators share faculty concerns about attacks on scholars, the majority of technology administrators, 56 percent, strongly agree or agree social media is a good way for professors to communicate with the broader public.

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.							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Do you, personally, use Twitter or other social media to express your views on:							
% Your professional activities (scholarship and teaching) only	10	11	6	10	19	6	27
% Your political views only	5	5	8	4	4	7	5
% Both your professional activities and your political views	15	16	10	17	22	11	17
% Neither	70	69	76	70	55	75	52

FACULTY USE OF SOCIAL MEDIA (cont.)

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.							
	Faculty Members						Academic Technology Administrators
	All	Full-time	Part-time	Tenured	Tenure Track	Nontenure Track	
Social media is a good way for professors to communicate with the broader public.							
% 5 Strongly agree	13	13	9	11	29	10	26
% 4	20	21	15	23	21	16	30
% 3	27	27	28	29	17	29	29
% 2	18	18	20	18	18	19	9
% 1 Strongly disagree	22	20	28	20	15	26	7
I am concerned about attacks on scholars for their comments on social media.							
% 5 Strongly agree	35	36	33	36	38	33	22
% 4	28	28	27	28	28	28	39
% 3	23	22	21	25	19	20	15
% 2	9	9	10	8	10	11	23
% 1 Strongly disagree	6	5	9	4	6	8	1
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	16	16	20	14	29	15	15
% 4	13	14	10	10	20	15	15
% 3	19	19	18	21	14	18	23
% 2	18	19	16	21	19	13	22
% 1 Strongly disagree	34	33	37	34	17	37	24

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	% Faculty Members	% Academic Technology Administrators
Under 30	2	0
30 to 39	14	4
40 to 49	26	27
50 to 59	25	55
60 to 69	26	12
70 and older	7	2

What is your gender?	% Faculty Members	% Academic Technology Administrators
Male	52	52
Female	48	48

How many years have you served as a faculty member at this institution?*	% Faculty Members
Less than 6 months	1
6 months to less than 3 years	11
3 years to less than 5 years	11
5 years to less than 10 years	20
10 years or more	58
70 and older	7

* Asked only of faculty members

What is your current tenure status?*	% Faculty Members
Tenured	53
Tenure track but not tenured	12
Nontenure track	35

* Asked only of faculty members

Do you work full time or part time at your institution?*	% Faculty Members
Part time	20
Full time	80

* 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	4
Computer and information sciences	4
Physical sciences	8
Biological sciences	8
Professional schools	10
Another field	18

* Asked only of faculty members

What type of online courses and degree programs does your institution offer? Select all that apply.*	% Academic technology administrators
Some online courses (no complete online degree programs)	43
Online degree programs	84
Some blended or hybrid courses	81
Degree programs consisting of all blended or hybrid courses	49

* Asked only of technology administrators

Do you consider your institution to be a liberal arts institution?	% Faculty Members	% Academic technology administrators
Yes	58	49
No	42	51

* Asked only of faculty members

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