THE 2015 SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

An Inside Higher Ed webinar
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Presenters

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Methodology

- Questions prepared by *Inside Higher Ed*, in collaboration with Gallup.
- Polling conducted by Gallup.
- Results from 2,175 faculty members and 105 administrators.
- Complete anonymity for respondents, but answers coded to allow for breakdown by tenure status, etc.
Passing Grades Overall

In your opinion, has the use of educational technology in the classroom... ?

<table>
<thead>
<tr>
<th></th>
<th>All Faculty</th>
<th>Tenured</th>
<th>Non-Tenured</th>
<th>Tech admins</th>
</tr>
</thead>
<tbody>
<tr>
<td>led to significantly improved student outcomes</td>
<td>20%</td>
<td>14%</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>led to somewhat improved outcomes</td>
<td>55%</td>
<td>55%</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>outcomes not improved</td>
<td>25%</td>
<td>31%</td>
<td>18%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Has the Cost Been Worth It?

- 63 percent of faculty members say Yes.
- 84 percent of technology administrators say Yes.
Poor Grades for Online Education

• Only 17 percent of faculty members say for-credit, online courses can achieve outcomes at least equivalent to in-person classes.
• Faculty members who have not taught online drive up the negative view of online education, but the view is shared by those who have taught online.
• 62 percent of administrators say for-credit, online courses can achieve outcomes at least equivalent to in-person classes.
Key Faculty-Administrator Splits on Online Education Quality

- Delivering course content.
- Reaching at-risk students.
- Reaching exceptional students.
- Interacting with students in class.
- Interacting with students outside of class.
# MOOC-Like Offerings

<table>
<thead>
<tr>
<th>Statement</th>
<th>Faculty Agree</th>
<th>Administrators Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditors should conduct separate reviews.</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td>This model threatens traditional faculty roles.</td>
<td>58%</td>
<td>38%</td>
</tr>
<tr>
<td>This model could create competition for my institution.</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>This model could create options students need.</td>
<td>42%</td>
<td>61%</td>
</tr>
<tr>
<td>These programs will have same quality as in-person programs.</td>
<td>10%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Plagiarism Detection

- Only 24 percent of faculty members think undergraduates have a sufficient understanding of what plagiarism is.
- Most faculty members believe plagiarism detection software uncovers some or most of plagiarism by their students.
- Most faculty members believe the software deters plagiarism.
Online (or Affordable) Textbooks

• 93 percent of faculty members say that course materials, including textbooks, are priced too high.
• 82 percent of faculty members say that cost should be a significant factor when selecting materials to assign.
• 92 percent of faculty members say that professors should assign more open educational resources.
Social Media and Professors

• 60 percent of faculty members are concerned about recent attacks on professors for their comments on social media.
• 35 percent of professors believe social media is a good venue to communicate with the public.
• 26 percent report that recent controversies have them rethinking the way they use social media.
Yik Yak and Social Discourse

- 40 percent of faculty members say that Yik Yak has caused controversies on their campuses.
- 36 percent of faculty members say that colleges should try to regulate access to the app.
- 75 percent of faculty members say that colleges need to do more to promote civil discourse online.
Your Questions
With thanks ...