VIEWING FACULTY THROUGH A **NEW LENS**

August 10, 2015

Agenda

- Key Findings: Goals and Overview of Research Framework
- Faculty Scorecard: State of the Faculty at Large
- Pedagogical Approaches: How Do Faculty Choose?
- Faculty Landscape: Through a New Lens
- Leveraging Segmentation Insights
- Additional Resources

Key Findings
Goals and Overview of Research Framework

Overall Key Findings & Insights

1. Faculty are goal-oriented with a high student focus and are actively transforming practices to benefit their students; Key factors are synthesis and mastery of knowledge.

2. In making pedagogical choices, there are many emerging techniques of which faculty are aware but do not yet use. Barriers include available time, resources, colleagues, knowledge (of the technique), and known / proven benefits. The nature of disciplines and course levels can also affect usage of techniques.

3. When viewed through traditional "demographic" lenses, the faculty attitudes and perceptions which can affect adoption are relatively flat. There are some notable pockets of usage and innovation by discipline (Business, Nursing, English, Professional/Pre-Professional Studies) and by professional association event attendance. Nonetheless, a wholly new lens is needed.

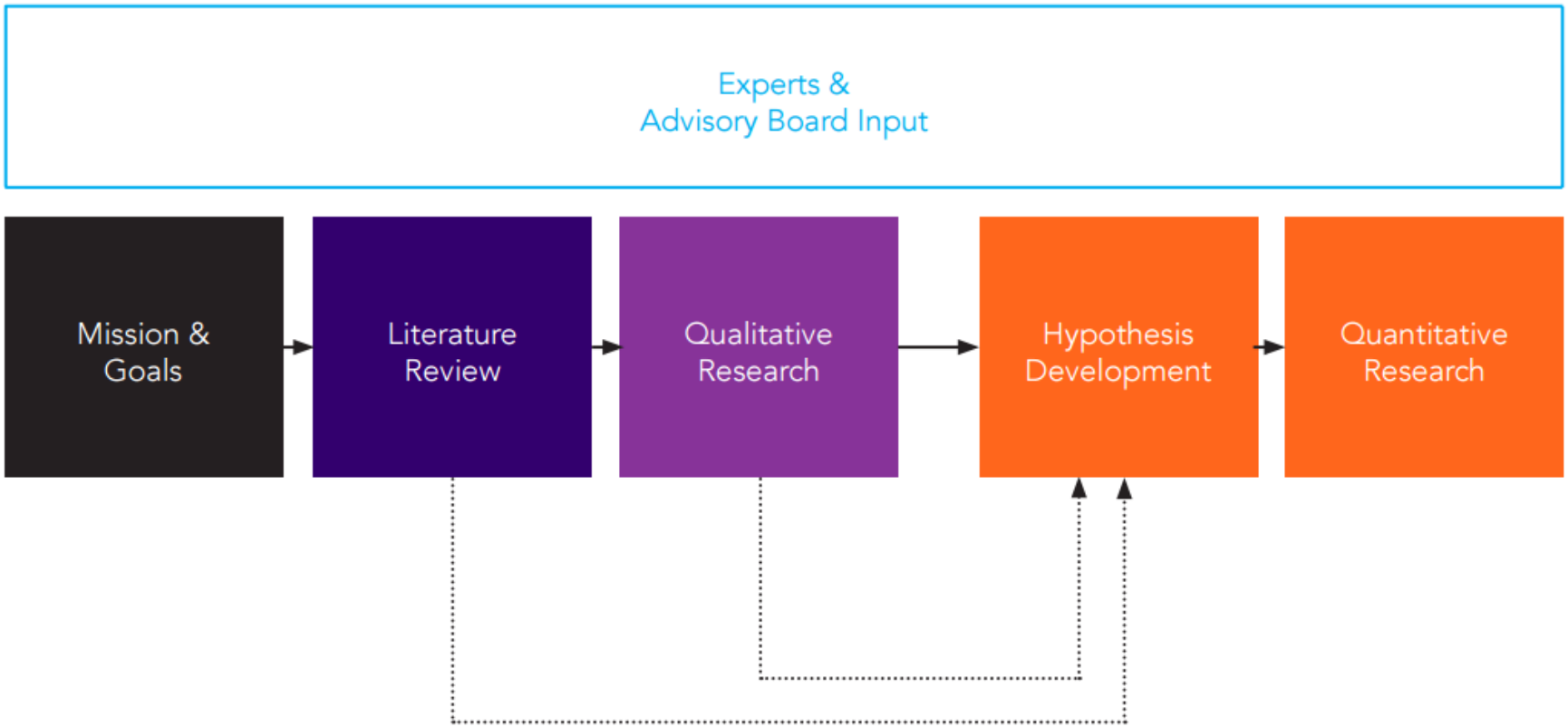
4. The lens we suggest through our research is driven more by "hearts and minds" than by "demographic factors." Specifically, the factors that differentiate faculty are their disposition towards students, perceived leadership and institutional support, and their degree of connectedness with teaching.

5. This framework identifies two distinct segments, accounting for over 40% of the faculty, which are well poised to be adopters of techniques, tools and behaviors which will benefit students. Of these, half are already adopting some emerging practices, and may serve as exemplars to others.

6. The remaining half are on the cusp of adopting. We have identified several factors which can help unleash further adoption of student-beneficial practices, namely: connecting like-minded faculty, highlighting best practices and techniques where faculty have organically innovated, and providing an evidence base for student outcomes.

Project Approach

Project Elements



A Six-Point Framework of Major Areas that Guided Our Work

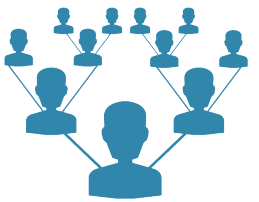
1. Disposition Towards Students & Pedagogy

6. Faculty Demographics, Context & Trends

2. Faculty-Student Interactions

Faculty Attitudes, Interactions & Behaviors

5. Specific Innovations & Techniques



4. Personal Influencers & Networks

3. Institutional Factors

Poll: Type of Institution and Discipline

1. Which best describes your primary institution
   - Public, Doctoral
   - Private NFP, Doctoral
   - Public, Non-doctoral, 4 Year
   - Private NFP, Non-doctoral, 4 Year
   - Public 2 Year
   - For-profit
   - Online-Only

2. Which best describes your discipline:
   - STEM
   - Business
   - Health sciences or Nursing,
   - Arts and Humanities
   - Social Sciences
   - Other

Sample provided a robust representation of key groups

	Audience Groups						
	Public, Doctoral	Private NFP, Doctoral	Public, Non-doctoral, 4 Year	Private NFP, Non-doctoral, 4 Year	Public 2 Year	For-profit	Online-Only
TOTAL	646	381	597	618	1589	144	311
Full time	486	266	461	480	851	83	149
Part Time	160	115	136	138	738	61	162
Male	317	188	271	313	563	52	96
Female	329	193	326	305	1026	92	215
Tenured	291	141	289	284	437	22	76
Non-Tenured	355	240	308	334	1152	122	235
STEM	176	85	159	157	447	31	50
Health Sci.	87	55	71	32	261	18	48
Arts & Hum.	96	84	131	165	380	27	56
Soc. Sci.	149	60	145	147	220	15	61
Professional	113	81	80	101	240	40	83
Other	25	16	11	16	41	13	13
Unionized	174	24	222	17	675	12	64
Non-Unionized	472	357	375	601	914	132	247

Note: Data shown are unweighted sample counts
Additional information can be found in Appendix on slides 6 – 7

Faculty Scorecard: State of the Faculty at Large

Summary of Behaviors and Attitudes

- Student focus is the highest-rated attitude. In particular, personalization and flexibility are viewed as important.
- Teaching is viewed as unrewarded.
- Even so, many student-beneficial techniques are being adopted widely.
- Process support tools in the form of courseware are used widely, and for a wide variety of instructional tasks.

Summary Scorecard Analysis

The outlook of faculty members on the higher education system, such as the need for greater flexibility in order to personalize learning for students' needs, and the desire of instructors for greater connections with students, scored above other variables.

	Summary Variables	Average Top Box Score
Disposition	Attitudes toward system: personalization, flexibility	35%
	Understanding of student and needs, pedagogy, goals	30%
Interact & Connect	Current time and contact with students	34%
	Desire more time and contact with students	35%
Institution	Institution – Rewards	5%
	Institution – Time and Resources	12%
	Institution – Leaders	8%
Discipline	Discipline	21%
Networks & Connection	Seek out campus and department suggestions on teaching	15%
	Frequent participation in campus and disciplinary association workshops	18%
Delivery Model	Primarily use Online or Hybrid	11%
	Plans to substantially increase online, hybrid, technology	15%
	Online will offer personal and student benefits	11%
	Feel prepared to teach online	22%

"I love teaching! I am interested in the one on one interaction that I have with my students. It is very rewarding to know the potential impact I have to make a positive influence in their lives."

"I enjoy seeing students become able to understand concepts and ideas that are new to them, or that they previously could not master."

Note: All data are weighted to reflect approximate portions of full-time, part-time, and tenured faculty within each institution type
Total N = 3,971

Summary of Key Findings

- The results tend to be flat when looking across all faculty; on any given attitude, there is likely as much variability within an institution or other grouping, as across.

- Even faculty in very distinct groups, such as elite universities, for the most part, do not differ significantly from the wider environment.

- The main exception is discipline, which offers some notable differences and patterns which could help target programs. Specifically Nursing, Business, Professional/Pre-Professional and English.

Faculty Landscape
Scorecard Key Findings: Institution Type

Faculty teaching at for-profit institutions have a much more favorable disposition towards the system and students, especially compared to publicly funded doctoral-granting institutions.

		Publicly funded, doctoral-granting institution (n = 596)	Private, non-profit, doctoral-granting institution (n = 397)	Publicly funded, primarily non-doctoral institution (n = 596)	Private, non-profit, primarily non-doctoral institution (n = 596)	For-profit institution offering 4-year baccalaureate degree program (n = 225)	Publicly funded 2-year (n = 1390)	For-profit institutions offering 2-year degree program (n = 172)	Total
Disposition	Attitudes toward system: personalization, flexibility	27%	32%	32%	35%	39%	38%	50%	35%
	Understanding of student and needs, pedagogy, goals	25%	28%	30%	26%	35%	33%	41%	30%
Interact & Connect	Current time & contact with students	30%	36%	30%	33%	40%	35%	49%	34%
	Desire more time & contact with students	34%	31%	36%	35%	34%	37%	26%	35%
Institution	Institution: Rewards	4%	6%	5%	7%	8%	5%	5%	5%
	Institution: Time and Resources	9%	13%	11%	11%	12%	12%	24%	12%
	Institution: Leadership	6%	7%	7%	8%	14%	9%	13%	8%
Discipline	Disciplinary leaders, and impact of disciplinary fit	19%	21%	22%	21%	21%	22%	26%	21%
Networks & Connection	Seek out campus and department suggestions on teaching	11%	13%	15%	15%	14%	16%	23%	15%
	Freq. participation in campus & disciplinary association workshops	18%	19%	20%	15%	19%	20%	11%	18%
Delivery Model	Primarily use Online or Hybrid	11%	7%	10%	8%	11%	13%	15%	11%
	Plan to substantially increase online, hybrid, tech.	13%	12%	14%	12%	13%	17%	19%	15%
	Online – personal, and student benefits	10%	7%	10%	8%	14%	13%	13%	11%
	Online – feel prepared	19%	13%	25%	19%	25%	26%	19%	22%

The coloring in the above illustration highlights points +/- 5 percentage points from the total (average) score.

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Additional information can be found in Appendix on slide 25

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Faculty Landscape
Scorecard Key Findings: Full-Time vs. Part-Time, Tenure Status

- Part-time faculty have a slightly more favorable attitude towards the system and towards student needs and goals. This group is also more favorable towards online or hybrid, and sees the student benefits associated with this tool.
- Those not tenured (because no tenure track exists) overall have more favorable attitudes towards the system and towards student goals and use online and hybrid with plans to increase that usage.

		Full-Time (n = 1,825)	Part-Time (n = 2,146)	Tenured (n = 790)	Non-tenured but on a tenure track (n = 403)	Not on a tenure track, although one exists at the institution (n = 1,949)	Not on a tenure track, because none exists at the institution (n = 829)	Total
Disposition	Attitudes toward system: personalization, flexibility	32%	38%	29%	28%	37%	40%	35%
	Understanding of student and needs, pedagogy, goals	28%	33%	27%	23%	31%	36%	30%
Interact & Connect	Current time & contact with students	33%	35%	30%	31%	35%	38%	34%
	Desire more time & contact with students	35%	34%	35%	34%	34%	36%	35%
Institution	Institution: Rewards	6%	5%	5%	8%	5%	5%	5%
	Institution: Time and Resources	9%	14%	9%	9%	13%	13%	12%
	Institution: Leadership	6%	10%	6%	8%	9%	8%	8%
Discipline	Disciplinary leaders, and impact of disciplinary fit	23%	20%	21%	22%	21%	22%	21%
Networks & Connection	Seek out campus and department suggestions on teaching	16%	14%	14%	19%	15%	16%	15%
	Freq. participation in campus & disciplinary association workshops	26%	12%	23%	25%	15%	20%	18%
Delivery Model	Primarily use Online or Hybrid	8%	13%	7%	5%	12%	15%	11%
	Plan to substantially increase online, hybrid, tech.	12%	17%	9%	14%	16%	16%	15%
	Online – personal, and student benefits	9%	12%	7%	9%	12%	13%	11%
	Online – feel prepared	19%	24%	17%	21%	22%	27%	22%

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Additional information can be found in Appendix on slide 25

Even nominally distinct groups, including "elite" faculty, do not stand out as exemplars

		Faculty from Top 100 Liberal Arts Schools*	All Else	Faculty from Top 100 Schools**	All Else	Total
Disposition	Attitudes toward system: personalization, flexibility	29%	35%	24%	36%	35%
	Understanding of student and needs, pedagogy, goals	20%	31%	21%	31%	30%
Interact & Connect	Current time & contact with students	25%	34%	28%	35%	34%
	Desire more time & contact with students	37%	35%	33%	35%	35%
Institution	Institution: Rewards	10%	5%	5%	5%	5%
	Institution: Time and Resources	19%	12%	17%	12%	12%
	Institution: Leadership	17%	8%	6%	8%	8%
Discipline	Disciplinary leaders, and impact of disciplinary fit	19%	21%	16%	22%	21%
Networks & Connection	Seek out campus and department suggestions on teaching	10%	15%	13%	15%	15%
	Freq. participation in campus & disciplinary association workshops	14%	18%	15%	19%	18%
Delivery Model	Primarily use Online or Hybrid	0%	11%	3%	11%	11%
	Plan to substantially increase online, hybrid, tech.	15%	15%	8%	15%	15%
	Online – personal, and student benefits	6%	11%	4%	11%	11%
	Online – feel prepared	15%	22%	12%	22%	22%

We define Elite Faculty as those who teach at top colleges in the US.

*n=92; represents Faculty in our Sample who teach at institutions ranked in the Top 100 Liberal Arts Colleges in the US. This group was created by cross-referencing the institutions in the US News & World Report and Washington Monthly rankings, accessed, respectively, at:
http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-liberal-arts-colleges;
http://www.washingtonmonthly.com/college_guide/rankings-2014/liberal-arts-colleges-rank.php;

**n=177; represents Faculty in our Sample who teach at institutions ranked in the Top 100 Colleges in the US. This group was created by cross-referencing the institutions in *America's Top Colleges*, accessed at: (http://www.forbes.com/top-colleges/list/)

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty

Poll: Pedagogical Techniques

·Think of a specific course you taught last year, OTHER than a remedial course; which of these techniques did you use in that specific course

- Clickers
- Flipped classroom
- Free courseware to augment content
- Paid courseware to augment content
- Hybrid
- Online
- Group projects
- Service learning
- Team teaching
- Collaboration – Skype or video
- Collaboration – social media
- Standardized assessments

Digital tools are common adaptations to augment or enhance instruction methods

In Class Practices	Average Top Box Score (Tried or Adopted)
Clickers	22%
Flipped classroom	45%
Free courseware to augment content	43%
Paid courseware to augment content	30%
Hybrid	31%
Online	31%
Group projects	74%
Service learning	36%
Team teaching	21%
Collaboration – Skype or video	27%
Collaboration – social media	32%
Standardized assessments	40%

Courseware	Average Top Box Score (Used)
Structure & syllabus	65%
Aux. video, lectures, etc.	77%
Homework & out-of-class exercises	74%
Evaluation materials	71%
Homework & evaluation exercises	73%
Develop exams	71%
Deliver instruction	72%
Evaluated individual student progress	74%
Collected individual student assignments	75%
Graded periodic homework, exercises, or problem sets	73%
Communicated feedback to students	78%
Graded examinations	67%
Assigned final grades	82%
Set up a course within a CMS	85%

Questions 8 and 12B were asked in the frame of a specific course level in which faculty member teaches.

The adoption ladder shows several techniques with substantial trial and adoption, but also many viewed as not relevant or not tried yet

- The top innovations and techniques trialed and adopted are group projects, flipped classroom, using standardized assessment tools, and using free courseware to augment content.
- Most faculty are aware of clickers, team-teaching, collaborative tools like Skype, and hybrid courses – however they have not yet tried these options.

Specific innovations and techniques trialed and adopted	Not familiar enough to rate this	Familiar but not relevant or have not tried	Trialed	Adopted
Using "clickers" or other means such as electronic quizzes to obtain student responses in real time	11%	64%	10%	12%
Showing short online video lectures to students before the class session, while in-class time is devoted to exercises, projects, or discussions (flipped classroom)	6%	47%	17%	29%
Using open-source (free) courseware or similar instructional materials to augment content	14%	42%	16%	27%
Using external (paid) courseware or similar instructional materials to augment content	18%	49%	10%	20%
Hybrid courses, with over 30% delivered online and in-person	8%	58%	11%	20%
Fully online course delivery	9%	57%	7%	24%
Incorporating group projects	2%	20%	18%	56%
Courses incorporating service learning or other experiential learning	14%	49%	13%	23%
Team-teaching classes across two disciplines or two typically distinct subjects within a discipline	13%	63%	12%	10%
Using collaboration tools (such as Skype or video) to encourage in class or real time interactions	9%	63%	13%	15%
Using collaboration tools (such as Twitter or other social media or discussion forums) to encourage online participation or interaction outside of the classroom	9%	56%	12%	20%
Using standardized assessment tools to gauge student performance	9%	48%	12%	27%

Note: Coloring calls out most significant items in each column
Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Question 8 was asked in the frame of a specific course level in which faculty member teaches

Among those teaching General Education courses, Engineering instructors use free courseware more often, and Nursing instructors rely on standardized assessment

Tried or Adopted: General Education Only

	Engineer-ing	STM	Soc. Sci.	Arts & Hum	English	History	Busi-ness	Comms. / Journal-ism	Prof. / Pre-Prof.	Nursing	Health Sci.	All Other	Total
Free Courseware	58%	48%	38%	37%	39%	40%	42%	47%	54%	42%	48%	20%	42%
Paid Courseware	25%	46%	24%	25%	19%	23%	49%	30%	28%	42%	16%	20%	29%
Standardized Assessment	33%	40%	48%	33%	31%	35%	44%	38%	35%	73%	39%	18%	38%

Questions 8 and 12B were asked in the frame of a specific course level in which faculty member teaches.

Further breakdowns reveal that Health Sciences instructors use free courseware more often, while paid courseware is more common for those teaching Business

Tried or Adopted: 4-Year and General Education Only

	Engineer-ing	STM	Soc. Sci.	Arts & Hum	English	History	Busi-ness	Comms. / Journal-ism	Prof. / Pre-Prof.	Nursing	Health Sci.	All Other	Total
Free Courseware	55%	45%	33%	34%	38%	38%	34%	59%	55%	40%	64%	24%	39%
Paid Courseware	27%	39%	19%	19%	10%	12%	41%	30%	29%	40%	18%	25%	24%
Standardized Assessment	36%	38%	44%	31%	28%	31%	41%	33%	33%	70%	55%	17%	36%

Tried or Adopted: 2-Year and General Education Only

At 2-year institutions, those teaching Social Sciences use standardized assessment more often than their peers

	Engineer-ing*	STM	Soc. Sci.	Arts & Hum	English	History	Busi-ness	Comms. / Journal-ism	Prof. / Pre-Prof.	Nursing*	Health Sci.	All Other	Total
Free Courseware	100%	54%	46%	42%	40%	42%	46%	38%	54%	100%	43%	9%	45%
Paid Courseware	50%	56%	31%	35%	25%	36%	57%	30%	31%	50%	15%	9%	36%
Standardized Assessment	50%	44%	54%	37%	33%	38%	48%	42%	36%	50%	30%	20%	41%

Questions 8 and 12B were asked in the frame of a specific course level in which faculty member teaches.

Pedagogical Approaches: How Do Faculty Choose?

Poll: Pedagogical Objectives

Include polling question:

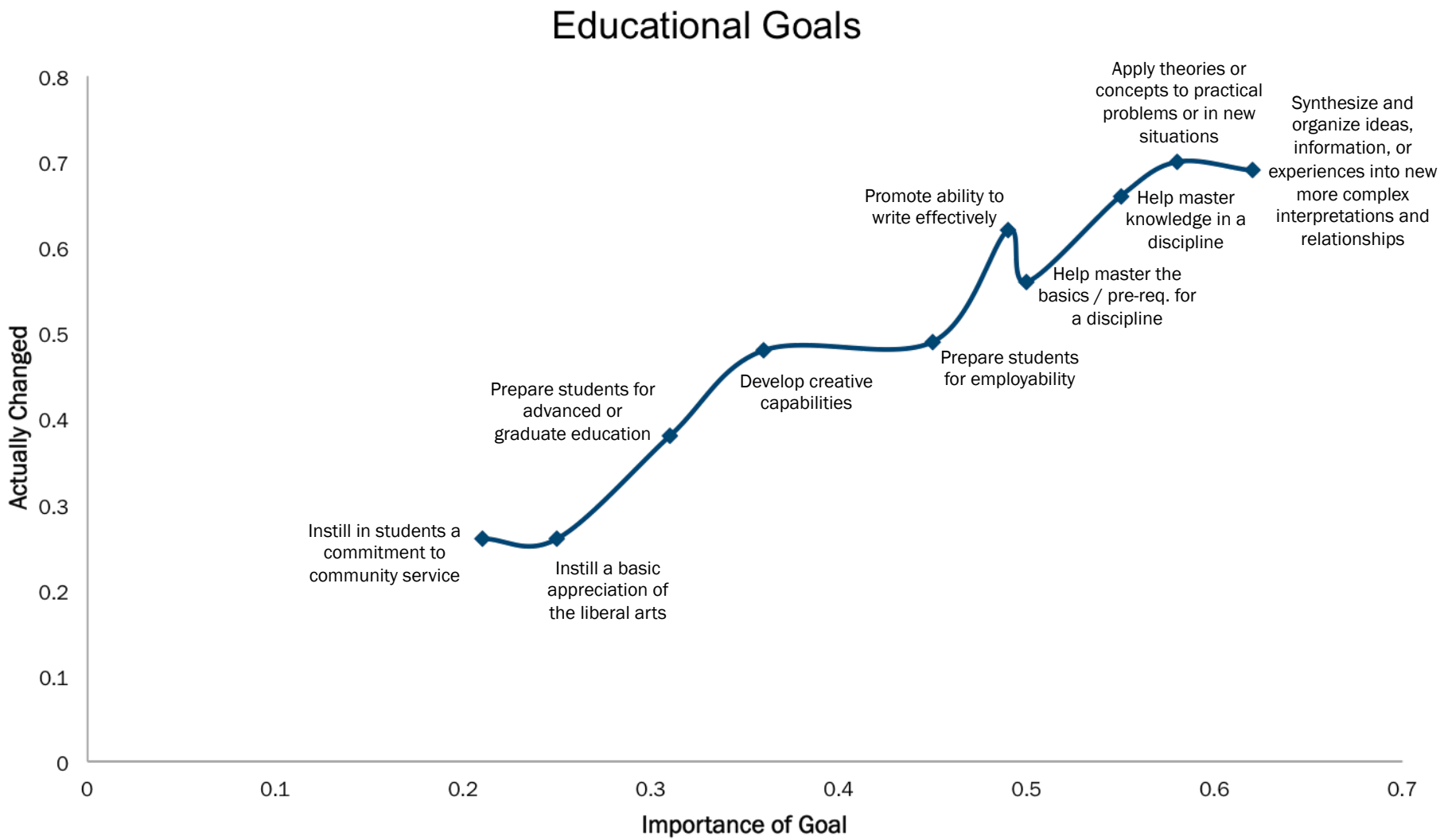
Poll 1: Objectives: Which of the following educational objectives have caused you to make specific pedagogical changes in a course?

- Synthesize and organize ideas, information, or experiences into new, more complex interpretations and relationships
- Apply theories or concepts to practical problems or in new situations
- Help master knowledge in a discipline
- Help master the basics / pre-requisites for a discipline
- Promote ability to write effectively
- Prepare students for employability
- Develop creative capabilities
- Prepare students for advanced or graduate education
- Instill a basic appreciation of the liberal arts
- Instill in students a commitment to community service

Summary of Choices

- Specific educational goals drive choices.
- However, choices made are diverse, in part due to different students and situations, and in part due to varied faculty knowledge, time, resources, and other factors.
- Many techniques are familiar but as yet untried by faculty, although courseware of some form is widely used.
- Emerging techniques, such as free/paid courseware, external materials and standardized assessment have specific drivers, some of which may be addressable.
- Discipline affects adoption; course level, less so.

Educational goals drive the changes faculty are making; what they say is important matches what they do



Note: Table represents percentages on both X and Y axes.

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty

Questions 5-6 were asked in the frame of a specific course level in which faculty member teaches

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Faculty focus on a few key pedagogical objectives: Teaching students to synthesize and organize ideas is the most important

	Importance of Educational Goals	Total	Dev. Ed. (n = 179)	Gen. Ed. (n = 1,222)	Elective (n = 622)	Advanced (n = 1,296)	4-Year (n = 2,411)	2-Year (n = 1,564)
1	Synthesize and organize ideas, information, or experiences into new, more complex interpretations and relationships	62%	59%	59%	61%	67%	50%	64%
2	Apply theories or concepts to practical problems or in new situations	58%	47%	51%	59%	68%	48%	50%
3	Help master knowledge in a discipline	55%	55%	42%	52%	70%	49%	55%
	Help master the basics / pre-requisites for a discipline	50%	72%	49%	45%	50%	51%	67%
	Promote ability to write effectively	49%	60%	48%	46%	50%	48%	59%
	Prepare students for employability	45%	53%	35%	34%	60%	33%	57%
	Develop creative capabilities	36%	29%	32%	38%	41%	35%	36%
	Prepare students for advanced or graduate education	31%	31%	21%	29%	42%	22%	33%
	Instill a basic appreciation of the liberal arts	25%	19%	33%	29%	17%	28%	24%
	Instill in students a commitment to community service	21%	19%	17%	19%	26%	16%	20%

"I have changed assignments to involve more critical thinking efforts on the part of the students. "Challenging" (as opposed to efforts to "change") the ways student think has been the most successful."

"I have shifted to a more active learning style through the use of classroom discussions relating to current events, debates, and classroom simulations. I feel that the use of classroom simulations has been most successful. This gives students the chance to practically apply theoretical knowledge and abstract concepts that can be somewhat confusing."

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Questions 5-6 were asked in the frame of a specific course level in which faculty member teaches

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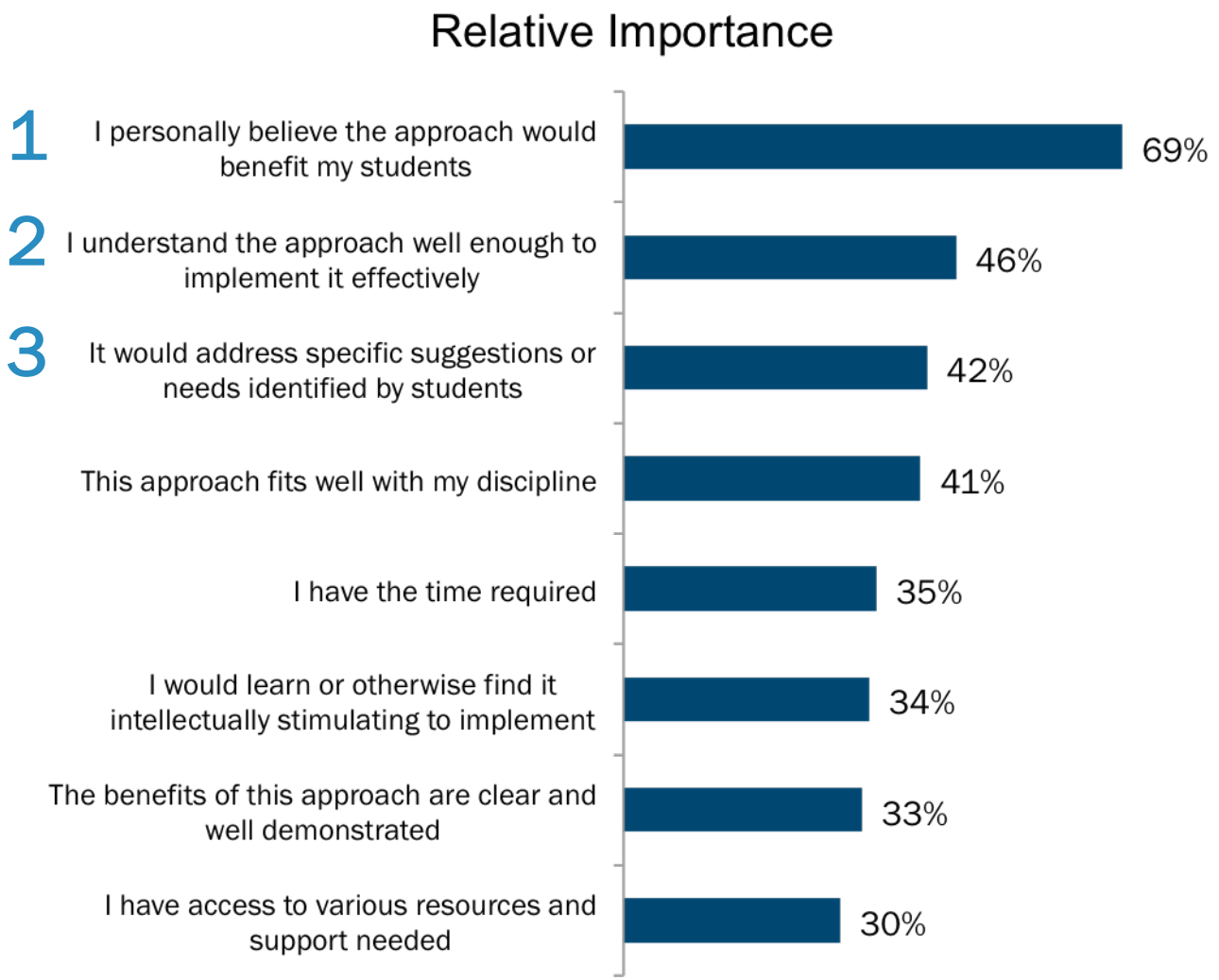
When faculty consider making changes to their courses, the most important deciding factor is believing it will benefit their students



"Student attendance kept waning from semester to semester. After trying different strategies, I realized that my use of technology wasn't up-to-par. As I upgraded my tech skills, attendance increased a bit. I found that student-centered learning was becoming more successful."

"The ability to animate "solutions" has been the most beneficial to student's comprehension."

"I have intensified my efforts to connect with students in a variety of ways. I believe in engaging students and building trust ...I try to make my classes not only highly informative but enjoyable as well. I approach teaching with two key thoughts in mind: If I am not learning nobody is learning. And, if I am not enjoying this, nobody is enjoying this. This attitude keeps me focused and motivated."

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Question 7 was asked in the frame of a specific course level in which faculty member teaches
Quotes were pulled from online bulletin boards conducted between May and June 2014
Additional information can be found in Appendix on slide 10

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The factors most important to adoption vary by technique

While time and resources are crucial, better faculty understanding of benefits and tools to ease implementation could drive adoption.

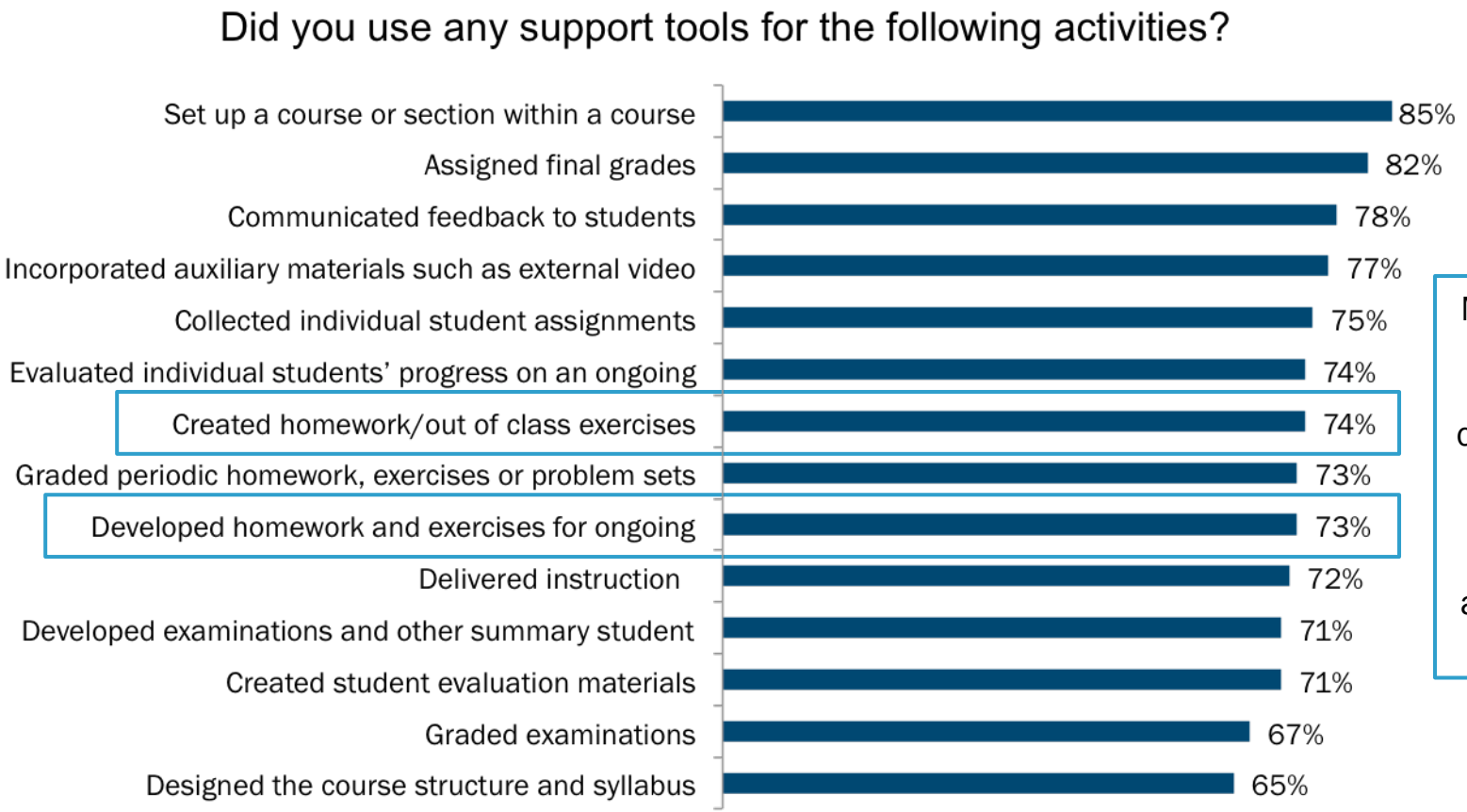
Total Faculty		Student Benefit	Student Request	Clear Benefits	Ease of Implementation	Aligned with Discipline	Time	Resources/ Support
Drivers of Adoption	Flipped Classroom			✓	✓	✓	✓	
	Free Courseware			✓	✓		✓	
	Ext. Courseware			✓	✓		✓	✓
	Hybrid Courses							
	Fully Online	✓	✓			✓	✓	
	Std. Assessment	✓				✓	✓	✓

Influences shown are based on greatest difference in perception between those aware of a technique, who have versus have not tried or adopted.

Success when faculty try a technique is crucial. Only 14% of faculty reported strong agreement that they were satisfied with the new technique, but 50% those who were highly satisfied recommended making an actual recommendation to others to adopt.

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Questions 9-11 were asked in the frame of a specific course level in which faculty member teaches
Additional information can be found in Appendix on slides 12 – 23

Faculty primarily use courseware or tools to set up a course, assign final grades, and communicate feedback to students



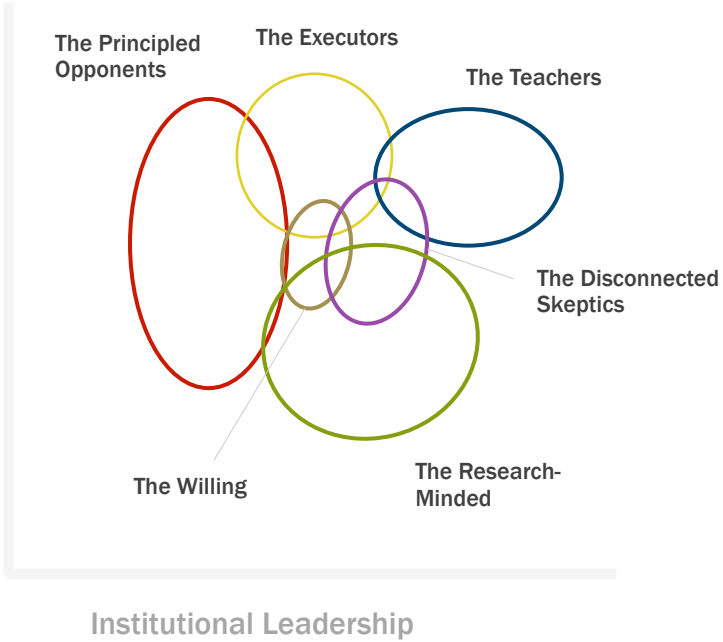
Many faculty either currently use or plan to use courseware or tools **they developed** to create homework exercises, at approximately 40% for each.

"2 things inspire me most: Designing courses and course materials. This allows me to find new materials and methods and to re-think what I am doing on a regular basis. When I find something new and "awesome" I can't wait to share it with students."

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
Question 12B was asked in the frame of a specific course level in which faculty member teaches.

Faculty Landscape: Through a New Lens

Segments



The Teachers - 23%

- Students are their priority
- Connected and Networked
- Use digital tools
- Higher on Health Sciences

The Executors - 19%

- In tune with students
- Participate in committees/wkshops
- High usage of digital tools
- Higher on Health Sciences
- Much higher full-time

The Willing - 12%

- Desire more student interaction
- Dissatisfied with Institution/ Unconnected
- Intend to incorporate more digital
- Much higher part-time

The Disconnected Skeptics - 26%

- Little student interaction
- Unrewarded and low on institutions
- No plans to increase digital tools
- Disengaged from discipline and networks
- Don't see benefits of adoption

The Principled Opponents - 13%

- Unrewarded and low on institutions
- Do not use courseware
- Do not see benefit of digital tools
- Feel well-prepared to teach
- Rarely discuss teaching with peers

The Research Minded – 7%

- Least student focused
- Disconnected from teaching colleagues
- Least likely to use digital tools

New segments capture diverse faculty perspectives in groups which have better potential to provide insight into instructional views and behaviors

	Champions		Prospectives		Opponents	
	Teachers n = 901	Executors n = 758	Willing n = 484	Disconnected Skeptics n = 1,031	Principled Opponents n = 521	Research-Minded n = 276
Student Orientation	42%	40%	36%	29%	27%	7%
Student Interaction	36%	40%	35%	32%	33%	26%
Institutional Rewards/Support	16%	3%	1%	3%	2%	3%
Time & Resources	26%	7%	17%	7%	1%	7%
Institution: Leaders	24%	4%	5%	3%	1%	5%
Discipline	29%	24%	20%	17%	19%	14%
Networks and Connecting	28%	29%	8%	8%	9%	11%
Emerging Methods	27%	25%	26%	21%	22%	17%
Techniques Tried or Adopted	43%	43%	32%	32%	31%	25%
Courseware	79%	79%	71%	71%	71%	62%

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty

Segmentation is predictive of important behaviors: Use of emerging techniques

	Teachers	Executors	Willing	Disconnected Skeptics	Principled Opponents	Research-Minded
Flipped Classroom (Tried or Adopted)	56%	55%	39%	40%	38%	31%
Free Courseware (Tried or Adopted)	49%	51%	39%	39%	36%	35%
Paid Courseware (Tried or Adopted)	37%	35%	28%	26%	21%	23%
Hybrid (Tried or Adopted)	40%	38%	29%	26%	25%	19%
Online (Tried or Adopted)	35%	38%	33%	26%	30%	22%
Standardized Assessment (Tried or Adopted)	48%	46%	34%	37%	33%	27%

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
The full segmentation scorecards can be found in Appendix on slides 32 – 35

Poll: Influencers

Polling Question

I seek others' suggestions with respect to instruction and students' learning

- **Yes/No**

Others would seek my suggestions with respect to improving their instructional methods

- **Yes/No**

Segmentation is predictive of important behaviors: Networking and connecting related to pedagogy

	Teachers	Executors	Willing	Disconnected Skeptics	Principled Opponents	Research-Minded
T&L Center for curriculum design	41%	29%	22%	22%	15%	25%
T&L Center for course visit or audit	33%	22%	13%	16%	12%	23%
T&L Center for learning science	53%	42%	25%	36%	26%	34%
Member in professional society	71%	79%	58%	68%	70%	67%
Attends professional society meetings periodically	33%	35%	16%	18%	18%	15%
Attends campus workshops related to teaching	26%	31%	14%	15%	18%	16%

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty
The full segmentation scorecards can be found in Appendix on slides 32 – 35

Even within highest potential segments, adoption of certain techniques remains partial, driven by knowledge, connections and support.

Teacher and Executor Segments Those Adopting versus Not Adopting at Least One of Flipped Classroom, Free or Paid Courseware, or Standardized Assessment		Not Yet Adopting (n = 726)	Those Who Have Adopted (n = 932)
Preparation	I have a good **understanding of pedagogy** and students' learning needs	49%	57%
	I feel **adequately prepared** to effectively teach students in online classes	23%	31%
Discipline	Many new instructional practices will not **apply well in my discipline** (reverse)	14%	24%
Institutional	I have the **time and resources** to develop major changes to my courses	13%	18%
	I would be **rewarded for developing new instructional methods** to improve learning	9%	13%
	I have the **time and resources to develop incremental improvements** to my courses	16%	21%
	Institutional leaders effective in guiding and supporting changes in instruction	19%	14%
Networks & Connecting Behavior	I frequently **seek others' suggestions** with respect to instruction and learning	28%	32%
	Participate in campus teaching committees or SIGs, > 2x in 18 months	22%	34%
	Attended **teaching workshops with a professional society** more than 2x in 18 months	25%	41%
	Used Teaching & Learning Center for Curriculum Development	32%	39%
Demographic	Full-time	39%	60%
	Tenured	15%	23%
	Nursing and Health Sciences	13%	18%
	Public Doctoral	11%	15%

Note: Unless otherwise specified, data are pooled across all 2-year and 4-year institutions and PT/FT faculty.
Attributes and demographics identified are significant at alpha = 0.05.
All data from Teacher and Executor segments

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Leveraging Segmentation Insights

Leveraging Segmentation Insights

- We can use demographic and contextual variables to identify targetable segments.
- Factors allow us to understand what drives techniques.
- Taken together, they help us identify opportunities to connect with faculty.

High-level engagement opportunities

Goal	Key Groups	Addressable Needs and Levers	Short- or Long-Term Opportunities
Connect with and Support Adopters **"Teachers"**	• Represents 24% of all faculty • 56% of The Teachers and The Executors who have adopted at least one leading edge technique • 11% of all faculty are in Business, Health, and other Pre-professional disciplines and in The Teachers or The Executors	• Networking • Sharing best practices • Building cases and proof points, documenting benefits • Building re-usable templates, approaches	• **Connect** with current and potential adopters at select disciplinary meeting • **Document** benefits to aid further adoption • **Build** cases and means to bridge high adoption discipline experience to other disciplines
Facilitate the Latent "Next Wave" **"Executors"**	• 19% of all faculty • 44% of The Teachers and The Executors who have yet to use key techniques	• Main differentiator of current adopters vs non-adopters in segments 1 and 5 is networks, sense of proven benefits, how-to-knowledge	• Support building of cross-institution sharing networks, dissemination of proof points and how-to • Enable self-identification and opt-in of less connected to support network and resources

High-level engagement opportunities

Goal	Key Groups	Addressable Needs and Levers	Short- or Long-Term Opportunities
Enable the Unsupported **"The Willing"**	• Majority of The Willing • 12% of all faculty	• Overly part-time and – year, pressed to connect, pressed for time, resources, knowledge	• **Support building** of cross-institution sharing networks, focus on how-to • **Enable self-identification and opt-in** of less connected to support network and resources
Manage Late Adopters **"Principled Opponents" and Research Minded"**	• 46% of all faculty • Majority of The Research-Minded, The Disconnected Skeptics, and The Principled Opponents	• Vetted approaches which balance pedagogical best practice, proven benefits implementation, and ability to personalize by faculty	• Leverage **disciplinary and research passion** via methods and courseware from leading institutions, societies, etc.

Additional Resources

- To read the full report, please visit: http://www.fticonsulting.com/insights/reports/us-postsecondary-faculty-in-2015