

THE 2014 INSIDE HIGHER ED SURVEY OF
**Faculty Attitudes
on Technology**

Conducted by Gallup®

SCOTT JASCHIK & DOUG LEDERMAN
EDITORS, INSIDE HIGHER ED

INSIDE
HIGHER ED

SUPPORT FOR THIS PROJECT PROVIDED BY
Blackboard, Pearson and Sonic Foundry

WWW.INSIDEHIGHERED.COM



One Proven Platform. **All Things Video.**

Create. Publish. View. Organize. Search. Analyze.

Get everything you need to support a thriving academic video strategy with Mediasite.

- Automated lecture capture
- Desktop video recording and upload
- Searchable video library
- Solid, secure platform integrated with your LMS

Supporting more than 30 million views each year, Mediasite guarantees your digital learning strategy is built on a trusted, proven platform.

It's Campus Video Done Right.

mediasite[®]
by sonicfoundry[®] 

877.783.7987 | sonicfoundry.com

THE 2014 *INSIDE HIGHER ED* SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A Study by Gallup and *Inside Higher Ed*

Inside Higher Ed
1015 18th Street NW, Suite 1100
Washington, DC 20036
t 202.659.9208

Gallup
901 F Street, NW
Washington, DC 20004
t 202.715.3030

COPYRIGHT

This document contains proprietary research, copyrighted materials, and literary property of Gallup, Inc. No changes may be made to this document without the express written permission of Gallup, Inc. Gallup® and Gallup University® are trademarks of Gallup, Inc. All other trademarks are property of their respective owners.



BREAKTHROUGH

To better results in online learning

Together we can transform student achievement and improve outcomes. Our innovative online learning solutions, services, and delivery models measurably progress academic achievement and workforce readiness.

ONLINE
PROGRAM
MANAGEMENT

TAILORED
SERVICES

DIGITAL
SOLUTIONS

PEARSONONLINELEARNING.COM

TABLE OF CONTENTS

Foreword	7
Snapshot of Findings	7
Methodology	9
Detailed Findings	9
Online Education Quality	9
Experiences in Online Learning	19
Faculty and Their Institution	26
Use of Technology	35
Digital Humanities	38
Early Warning Systems	40
Institution and Personal Demographics	42

Blackboard Digital Content™

Instructors and students are demanding a next-generation experience from their learning environments.

Blackboard is delivering it.

Blackboard Digital Content is delivering on these expectations with access to infinite content sources from around the world and a portfolio of interactive learning tools that help instructors build and manage courses quickly and efficiently:

- › Powerful learning tools to create various forms of content and engage with students
- › Seamless integration with proven education content from major e-learning academic content providers, including Cengage Learning, Discovery Education, Macmillan Education, McGraw-Hill Higher Education, Pearson, Wiley and more
- › Ability to share content across learning management systems, incorporate open resources, and collaborate with peers at other institutions

Transform your students' learning experience through Blackboard Digital Content.

Learn how you can take advantage of our diverse ecosystem of digital content providers and discover the advantages of our dynamic content and tools at blackboard.com/faculty.

Blackboard®

FOREWORD

Inside Higher Ed's third annual survey of college and university faculty members and campus leaders in educational technology aims to understand how these groups perceive and practice online learning and other emerging opportunities for delivering course content.

Some of the questions addressed in the study are:

- Can online courses achieve learning outcomes that are equivalent to in-person courses?
- What are the most important quality

indicators of an online education?

- How does the quality of online courses compare with the quality of in-person courses?
- To what extent have faculty members and technology administrators experienced online learning themselves, as students?
- To what extent have faculty taught online, hybrid, and face-to-face courses? For those who have not taught online, why is that?
- How supportive are institutions of online learning?

• Which should cost the student more -- online degree programs or those delivered face to face?

- Who should be responsible for creating and marketing online degree programs?
- Are institutions expanding online learning? Should they do so? To what extent do faculty feel that they are appropriately consulted in this decision-making process?
- How do faculty use learning management systems (LMS) and early warning systems?

SNAPSHOT OF FINDINGS

• Few faculty members (9 percent) strongly agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses. Academic technology administrators are more likely (36 percent) to strongly agree with this statement.

• Asked to rate the importance of factors reflecting quality in online education, faculty members and academic technology administrators alike say it is “very important” that an online course or program “provides meaningful interaction between students and

instructors” (80 percent for faculty, 89 percent for administrators), “is offered by an accredited institution” (76 vs. 84 percent), “has been independently certified for quality” (66 vs. 52 percent), and “leads to academic credit” (50 vs. 68 percent).

• While a larger proportion of technology officers than faculty members say online courses are of better quality than in-person courses in a set of eight areas, in neither group did any of the eight areas garner a majority reporting this view. But faculty members thought online courses could be at least as good as in-person

courses in four of the eight areas, and technology administrators believed that was the case in all eight realms.

• While a larger proportion of technology officers than faculty say online courses are of better quality than in-person courses, the proportion supporting this view for each of the eight measured areas is less than 50 percent. Faculty are reserved about the quality of online courses compared with in-person courses; 83 percent of faculty say that online courses are of lower quality than in-person courses with respect to interaction with students

during class and 77 percent of faculty say the same about the ability to reach “at-risk” students.

- Very few faculty members (7 percent) believe the tuition for online courses should be higher than for face-to-face degree programs. A much smaller proportion of faculty who have taught online courses believe online courses should have a lower tuition than face-to-face programs (20 percent), while nearly half of their peers who have never taught an online course (48 percent) believe that this should be the case.
- More technology administrators (53 percent) than faculty members (32 percent) have taken an online course for credit. Nearly half of those who have taught an online course (49 percent) have also taken an online course as a student, compared to less than a quarter (23 percent) of those who have never taught an online course.
- About one in three professors say they have taught an online course, with some variation across position type. Among those who have never taught an online course, the three main reasons they give are never having been asked, not being interested, and not believing that online classes have educational value.

• More than 8 in 10 instructors say they have converted a face-to-face course to a hybrid course. The majority report that this conversion decreased face-to-face time.

- Half (51 percent) of faculty believe improving the educational experience for students by introducing more active learning in the course is a very important reason for converting face-to-face courses to blended or hybrid courses.
- Nearly three-quarters of faculty believe that professors own the online course content and material they create.
- Less than half of faculty and technology administrators strongly agree that their institution offer instructors strong support for online learning, as measured by eight indicators.
- Nearly all professors (96 percent) agree that institutions should produce their own online degree programs and be responsible for marketing them (85 percent).
- About one-third of faculty strongly agree that their institution is planning to expand online course offerings, though only about one-sixth strongly agree that their institution should do so. A larger proportion of those who have taught an online course than their peers who have never done so strongly agree

to the above two statements. Most faculty do not feel that they have been appropriately involved with decision making surrounding the expansion of online course offerings.

- A small fraction of faculty believe that spending on IT infrastructure (8 percent) and digital initiatives (7 percent) is too high. Faculty are split on whether spending in these areas are too low or just about right.
- The majority of faculty always use learning management systems (LMS) to share syllabus information with students (78 percent), record grades (58 percent), and communicate with students (52 percent). Only 20 percent of faculty members always use the LMS for lecture capture.
- Only 15 percent of faculty strongly agree that digital humanities has improved their teaching, 14 percent strongly agree that it has improved their institution, and 23 percent strongly agree that digital humanities has improved their research.
- The vast majority of faculty (89 percent) say their institution uses an early warning system, and 81 percent believe that those warning systems help students make significant learning gains.

METHODOLOGY

The following report presents findings from a quantitative survey research study Gallup conducted on behalf of *Inside Higher Ed*. The overall objective of the study was to learn the practices and perceptions of college and university faculty members and campus administrators who oversee educational technology regarding online learning and other technologies for delivering course content and material for college students.

To achieve these objectives, Gallup collected 2,799 Web surveys from faculty members and 288 surveys from campus administrators who oversee academic technology. Most faculty

respondents (1,054) report they work full time for their institution; 306 report they are employed part time. Faculty and technology officers from across public, private nonprofit, and for-profit sectors were included in the sample, though few for-profit institutions are represented in the results. Specialty colleges, namely Bible colleges and seminaries with a Carnegie Code classification of 24, and institutions with enrollment <500 were excluded from the sample.

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

Gallup conducted the surveys

in English from August 27 through September 18, 2014. Participants were contacted via e-mail. E-mail reminders were sent to reach respondents who had not yet participated throughout the survey period.

Data are not statistically adjusted (weighted). In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls. The following paper presents key findings of the survey. In some cases, reported frequencies may not add up to 100% due to rounding or the exclusion of “Don’t know” and “Refused” results.

DETAILED FINDINGS

ONLINE EDUCATION QUALITY

Faculty members and technology officers were asked to reflect on the quality of online education. Just 9 percent of professors strongly agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses at any institution; slightly more faculty strongly agree (13 percent) that online courses at their own institution can achieve learning outcomes equivalent to in-person courses. Faculty are no more likely to

strongly agree that equivalent learning outcomes for online courses could be achieved in their own department (12 percent) or in the classes that they teach (14 percent).

Our findings suggest that faculty are generally hesitant to say that the quality of online courses is equivalent to the quality of in-person courses. That being said, faculty who have taught an online course seem more optimistic about the quality of online learning than are their

counterparts who have never done so. Faculty who have taught an online course are likelier than their peers who have never done so to strongly agree that online courses can achieve student learning outcomes that are equivalent to in-person courses at any institution (16 percent vs. 5 percent), at their own institution (23 vs. 7 percent), in their own discipline or department (24 vs. 6 percent), or in the classes that they teach (29 percent vs. 6 percent). And 41

percent of faculty members who have taught online agree or strongly agree that student outcomes in online settings are at least equivalent to those of face-to-face courses, while only 30 percent disagree or strongly disagree.

Technology administrators have a more positive outlook on the quality of online education than faculty members do.

More than one in three academic technology administrators strongly

agree that online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses at any institution, and nearly half (46 percent) believe that this is the case in their own institution.

TABLE 1

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement:
 Online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	All Faculty	Full-time Faculty	Part-time Faculty	Tenured Faculty	Non-tenured Faculty	Technology Administrators
At any institution						
%5 Strongly agree	9	8	12	6	12	36
%4	17	16	23	13	21	31
%3	30	30	30	30	29	20
%2	24	25	19	28	21	9
%1 Strongly disagree	20	21	16	24	17	3
At MY institution						
%5 Strongly agree	13	12	16	9	15	46
%4	19	1	22	16	22	24
%3	22	21	26	20	24	17
%2	22	23	18	25	20	8
%1 Strongly disagree	24	26	19	30	19	6
In my department or discipline*						
%5 Strongly agree	12	12	13	10	14	n/a
%4	16	16	18	14	19	n/a
%3	18	18	21	16	20	n/a
%2	24	25	22	27	22	n/a
%1 Strongly disagree	29	30	26	34	26	n/a
In the classes that I teach*						
%5 Strongly agree	14	13	17	10	17	n/a
%4	15	15	14	13	18	n/a
%3	14	14	16	14	14	n/a
%2	23	23	22	23	22	n/a
%1 Strongly disagree	34	35	31	40	29	n/a

*Asked only of faculty.

TABLE 2

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statement:
 Online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	All Faculty	Taught Online Course	Never Taught Online Course
At any institution			
%5 Strongly agree	9	16	5
%4	17	25	14
%3	30	28	31
%2	24	17	27
%1 Strongly disagree	20	13	23
At MY institution			
%5 Strongly agree	13	23	7
%4	19	28	15
%3	22	24	21
%2	22	15	25
%1 Strongly disagree	24	10	32
In my department or discipline*			
%5 Strongly agree	12	24	6
%4	16	28	11
%3	18	22	16
%2	24	14	29
%1 Strongly disagree	29	12	38
In the classes that I teach*			
%5 Strongly agree	14	29	6
%4	15	27	9
%3	14	17	13
%2	23	14	28
%1 Strongly disagree	34	14	45

*Asked only of faculty.

We then asked faculty and technology administrators to reflect on the importance of 11 indicators in measuring the quality of online education. The majority of both groups cited as “very important” to the quality

of online education that an online course or program “provides meaningful interaction between students and instructors,” “is offered by an accredited institution,” and “has been independently certified for quality.” The factors that

seem less important to quality for both groups are that the online instruction “is offered by an institution with a strong reputation for in-person instruction,” is taught by the “same faculty” that teaches the in-person version, “is

offered by a nonprofit institution,” and “is offered by an institution that only provides online instruction;” less than 50 percent from both groups indicate that these are very important factors.

Faculty members and academic technology administrators view many of the same factors as important in judging the quality of an online education. A majority of both groups say it is “very important” that an online course or program “provides meaningful interaction between students and instructors” (80 percent for faculty, 89 percent for administrators), “is offered by an accredited institution” (76 vs. 84 percent), “has been independently certified for quality” (66 vs. 52 percent), “leads to academic credit” (50 vs. 68 percent), and “is offered by an institution with significant experience in online education” (50 vs. 51 percent).

In addition to some of the gaps between the groups in the above answers, others emerge. Fifty-nine

percent of faculty members say it is very important to an online education that a digital course be “offered by an institution that also offers in-person instruction;” only 36 percent of academic technology administrators say that.

Instructors are also more likely than academic technology administrators to consider it very important that the same faculty teach the online and in-person courses (44 percent vs. 25 percent) and that the course or program is “offered by an institution with a strong reputation for in-person instruction” (46 percent vs. 27 percent).

Administrators are more likely than faculty members to say that it is “very important” in judging the quality of online education that a course be offered as part of a degree or certificate program (37 percent of faculty vs. 50 percent of academic technology leaders).

And neither group appears to place much value on the tax status of the institution offering the course -- only

32 percent of faculty members and 15 percent of administrators say it is “very important” that an online course is offered by a nonprofit institution. And few professors or administrators say it is “very important” in judging online quality that an online course is “offered by an institution that only provides online instruction” (11 percent of instructors and 7 percent of administrators).

On relatively few indicators of a quality online education were there major differences between the views of faculty members who have taught online and those who have not. The only indicator in which the two groups were separated by more than 10 percentage points was on the question of whether an “online course leads to academic credit;” 63 percent of faculty who have taught an online course, compared with 43 percent who have never taught an online course, report this factor to be very important to a quality online education.

TABLE 3

In your opinion, how important are the following indicators of a QUALITY online education?						
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Online course is offered as part of a degree or certificate program.						
%4 Very important	37	37	41	33	42	50
%3 Somewhat important	35	35	36	38	32	32
%2 Not very important	17	17	16	17	17	12
%1 Not at all important	10	11	8	12	8	6
Online course leads to academic credit.						
%4 Very important	50	49	55	44	55	68
%3 Somewhat important	31	30	30	33	29	22
%2 Not very important	12	13	10	14	11	8
%1 Not at all important	7	7	5	9	5	3
Online course is offered by an accredited institution.						
%4 Very important	76	76	75	73	79	84
%3 Somewhat important	16	16	17	18	15	13
%2 Not very important	4	4	5	4	4	3
%1 Not at all important	4	4	3	5	2	1
Online course is offered by an institution that also offers in-person instruction.						
%4 Very important	59	58	62	58	60	36
%3 Somewhat important	24	25	21	26	22	32
%2 Not very important	12	12	12	11	13	24
%1 Not at all important	6	6	5	5	5	8
Online course is offered by an institution that only provides online instruction.						
%4 Very important	11	10	14	7	14	7
%3 Somewhat important	9	8	14	7	11	8
%2 Not very important	29	28	33	27	31	43
%1 Not at all important	51	54	39	59	44	42
Online course is offered by a nonprofit institution.						
%4 Very important	32	34	24	35	29	15
%3 Somewhat important	27	27	27	27	27	26
%2 Not very important	20	18	27	19	24	33
%1 Not at all important	20	20	22	19	21	26

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Online degree/certificate program is offered by an institution with significant experience with online education.						
%4 Very important	50	49	56	46	53	51
%3 Somewhat important	35	36	31	38	33	41
%2 Not very important	10	10	9	11	9	6
%1 Not at all important	5	6	4	5	5	1
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.						
%4 Very important	46	45	49	46	45	27
%3 Somewhat important	35	37	29	38	32	40
%2 Not very important	14	13	17	11	17	25
%1 Not at all important	5	5	5	5	6	8
Online course/program has been independently certified for quality.						
%4 Very important	66	66	67	64	68	52
%3 Somewhat important	23	23	23	25	21	36
%2 Not very important	8	8	6	7	8	10
%1 Not at all important	4	3	4	4	3	2
Same faculty teach both the online and in-person course/program.						
%4 Very important	44	44	46	44	45	25
%3 Somewhat important	33	33	29	34	31	36
%2 Not very important	17	16	18	14	19	28
%1 Not at all important	7	6	7	7	6	11
Online course/program provides meaningful interaction between students and instructors.						
%4 Very important	80	80	80	79	81	89
%3 Somewhat important	13	13	14	14	12	9
%2 Not very important	4	4	3	3	5	2
%1 Not at all important	3	3	3	4	2	0

TABLE 4

In your opinion, how important are the following indicators of a QUALITY online education?			
	All Faculty	Faculty Part-time	Faculty Non-tenured
Online course is offered as part of a degree or certificate program.			
%4 Very important	37	45	33
%3 Somewhat important	35	34	36
%2 Not very important	17	13	19
%1 Not at all important	10	8	12
Online course leads to academic credit.			
%4 Very important	50	63	43
%3 Somewhat important	31	24	34
%2 Not very important	12	8	15
%1 Not at all important	7	5	8
Online course is offered by an accredited institution.			
%4 Very important	76	80	73
%3 Somewhat important	16	14	18
%2 Not very important	4	2	5
%1 Not at all important	4	3	4
Online course is offered by an institution that also offers in-person instruction.			
%4 Very important	59	57	59
%3 Somewhat important	24	24	24
%2 Not very important	12	13	11
%1 Not at all important	6	5	6
Online course is offered by an institution that only provides online instruction.			
%4 Very important	11	13	10
%3 Somewhat important	9	12	8
%2 Not very important	29	34	26
%1 Not at all important	51	42	56
Online course is offered by a nonprofit institution.			
%4 Very important	32	31	33
%3 Somewhat important	27	27	27
%2 Not very important	20	21	20
%1 Not at all important	20	20	20

	All Faculty	Faculty Part-time	Faculty Non-tenured
Online degree/certificate program is offered by an institution with significant experience with online education.			
%4 Very important	50	56	47
%3 Somewhat important	35	33	35
%2 Not very important	10	7	11
%1 Not at all important	5	4	6
Online degree/certificate program is offered by an institution with a strong reputation for in-person instruction.			
%4 Very important	46	43	47
%3 Somewhat important	35	38	34
%2 Not very important	14	13	14
%1 Not at all important	5	6	5
Online course/program has been independently certified for quality.			
%4 Very important	66	62	68
%3 Somewhat important	23	28	20
%2 Not very important	8	7	8
%1 Not at all important	4	3	4
Same faculty teach both the online and in-person course/program.			
%4 Very important	44	47	43
%3 Somewhat important	33	32	33
%2 Not very important	17	15	17
%1 Not at all important	7	6	7
Online course/program provides meaningful interaction between students and instructors.			
%4 Very important	80	82	79
%3 Somewhat important	13	13	13
%2 Not very important	4	3	5
%1 Not at all important	3	3	4

Faculty and technology officers were asked to compare the quality of online for-credit courses to in-person courses in eight different areas.

While a larger proportion of technology officers than faculty say online courses are of better quality than in-person courses in each of the eight areas, in neither group did any of the

eight areas garner a majority reporting this view.

This finding suggests that for both groups, online learning continues to generally lag behind in-person courses in terms of quality.

Looking at it another way, though, faculty members thought online courses could be at least as good as in-person

courses in four of the eight areas, and technology administrators believed that was the case in all eight realms.

Faculty were most skeptical about the quality of online courses in terms of “interaction with students during class” (83 percent said online courses were of lower quality than in-person courses), the “ability to reach at-risk students”

(77 percent), “ability to answer student questions” (61 percent), and “interaction with students outside of class” (57 percent).

Only 4 percent of instructors said they believed online courses were better able to “deliver the necessary content to meet learning objectives,” but 50 percent said online courses were of the same quality as in-person courses in doing so. Faculty members also said they believed

online courses were of at least the same quality as in-person courses in terms of “grading and communicating about grading” (72 percent), “communication with the college about logistical and other issues” (63 percent), and “ability to reach ‘exceptional’ students” (51 percent).

Forty-five percent of technology officers say online courses are better than face to face classes with respect

to interaction with students outside of class, and 33 percent say that about online courses’ ability to reach “exceptional students.”

On all eight measures of quality, faculty members who have taught online are likelier than their peers who have not to say online courses can be higher quality than face-to-face courses, but typically by just a few percentage points, as seen in Table 6.

TABLE 5

Please indicate whether you think the QUALITY of online courses for credit are generally better than, the same as, or are generally of lower quality than most in-person courses in the following ways.						
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Ability to deliver the necessary content to meet learning objectives.						
%Better quality than in-person course	4	4	4	4	5	20
%Same quality as in-person course	50	48	56	44	56	69
%Lower quality than in-person course	46	48	40	52	40	11
Ability to answer student questions.						
%Better quality than in-person course	6	7	6	5	8	21
%Same quality as in-person course	32	32	36	28	38	57
%Lower quality than in-person course	61	62	58	66	55	22
Interaction with students during class.						
%Better quality than in-person course	4	4	4	4	4	12
%Same quality as in-person course	13	13	15	10	15	39
%Lower quality than in-person course	83	83	82	86	81	50
Interaction with students outside of class.						
%Better quality than in-person course	13	13	13	12	14	45
%Same quality as in-person course	30	30	30	27	32	33
%Lower quality than in-person course	57	57	57	62	54	22
Grading and communicating about grading.						
%Better quality than in-person course	9	10	7	8	10	31
%Same quality as in-person course	63	61	71	60	68	61
%Lower quality than in-person course	28	29	22	32	23	8

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Communication with the college about logistical and other issues.						
%Better quality than in-person course	6	6	5	6	6	16
%Same quality as in-person course	57	55	61	54	60	61
%Lower quality than in-person course	37	38	34	40	34	22
Ability to reach "at risk" students.						
%Better quality than in-person course	6	5	10	5	8	19
%Same quality as in-person course	17	17	19	15	19	38
%Lower quality than in-person course	77	78	71	81	73	43
Ability to reach "exceptional" students.						
%Better quality than in-person course	12	11	12	10	13	33
%Same quality as in-person course	39	40	38	36	42	52
%Lower quality than in-person course	49	49	50	54	44	15

TABLE 6

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

	All Faculty	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	3
%Same quality as in-person course	50	63	42
%Lower quality than in-person course	46	31	54
Ability to answer student questions.			
%Better quality than in-person course	6	12	4
%Same quality as in-person course	32	46	25
%Lower quality than in-person course	61	42	71
Interaction with students during class.			
%Better quality than in-person course	4	8	2
%Same quality as in-person course	13	21	9
%Lower quality than in-person course	83	71	89
Interaction with students outside of class.			
%Better quality than in-person course	13	18	10
%Same quality as in-person course	30	35	27
%Lower quality than in-person course	57	47	63

	All Faculty	Taught Online Course	Never Taught Online Course
Grading and communicating about grading.			
%Better quality than in-person course	9	15	6
%Same quality as in-person course	63	68	61
%Lower quality than in-person course	28	17	33
Communication with the college about logistical and other issues.			
%Better quality than in-person course	6	8	5
%Same quality as in-person course	57	61	54
%Lower quality than in-person course	37	32	41
Ability to reach "at risk" students.			
%Better quality than in-person course	6	8	5
%Same quality as in-person course	17	24	13
%Lower quality than in-person course	77	68	81
Ability to reach "exceptional" students.			
%Better quality than in-person course	12	18	8
%Same quality as in-person course	39	49	34
%Lower quality than in-person course	49	33	58

EXPERIENCES IN ONLINE LEARNING

Faculty and technology officers were asked to report on their experiences with online learning. More technology administrators (53 percent) than faculty members (32 percent) say they have taken an online course as a student for credit.

Among faculty, nearly half of those who have taught an online course (49 percent) have also taken an online course as a student. A little under one in four who have never taught an online course have taken an online course as a student.

TABLE 7

Online Course	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Have you ever taken any online course as a student for credit?						
%Yes	32	27	48	19	41	53
%No	68	73	52	81	59	47

TABLE 8

Online Course			
	All Faculty	Taught Online Course	Never Taught Online Course
Have you ever taken any online course as a student for credit?			
%Yes	32%	49%	23
%No	68%	51%	77

In general, about one in three instructors have taught an online course, with some variation across position type. More non-tenured faculty (36 percent) than tenured faculty (30 percent) have taught an online course. Slightly more full-time faculty (34 percent) than part-time faculty (30 percent) have done the same.

TABLE 9

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.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Have you ever taught an online course for credit?*					
%Yes	33	34	30	30	36
%No	67	66	70	70	64

*Asked only of faculty.

Of faculty who have not taught an online course, the three main reasons given are never having been asked, not being interested, and believing that online courses do not have strong educational value. For part-time faculty and non-tenured faculty, about 4 in 10

say they have never been asked. Within the group of faculty who have not taught an online course, 24 percent say they are not interested in doing so.

Notably, nearly one in three tenured faculty are not interested, and 19 percent of faculty believe that online

courses do not have strong educational value.

This finding may hint at generational effects on overall technology use. Tenured faculty tend to be older, and older Americans have historically been slower to adopt new technologies.

TABLE 10

Which of the following is the MAIN reason why you have not taught an online course for credit?*					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
%Never asked	28	24	41	18	38
%Not interested	24	26	21	29	21
%Online courses do not have strong educational value	19	21	10	27	11
%No training opportunities available to teach online courses	3	4	2	3	4
%Institution does not offer appropriate pay for teaching online courses	2	2	2	2	2
%Concerns about intellectual property	2	1	3	1	1
%Another reason	22	22	21	20	22

*Asked only of faculty who have never taught an online course for credit.

Half of all faculty have taught a blended or hybrid course with a significant amount of content delivered online. Marginal variation exists across faculty position types.

A much greater proportion of faculty who have taught an online course (82 percent), compared to those who have not done so (34 percent), have taught a blended or hybrid course.

TABLE 11

As you may know, a blended or hybrid course has a significant amount of content delivered online, resulting in a reduction of the number of in-person meetings.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Have you ever taught a blended or hybrid course?*					
%Yes	50	50	48	48	52
%No	50	50	52	52	48

*Asked only of faculty.

TABLE 12

As you may know, a blended or hybrid course has a significant amount of content delivered online, resulting in a reduction of the number of in-person meetings.			
	All Faculty	Taught Online Course	Never Taught Online Course
Have you ever taught a blended or hybrid course?*			
%Yes	50%	82%	34
%No	50%	18%	66

*Asked only of faculty.

The majority of faculty (86 percent) have converted a face-to-face course to a blended or hybrid one. About 7 in 10 faculty, with little variability across position types, indicate that the conversion from face-to-face to blended or hybrid led to a decrease in face-to-face time in general.

Just over half of all faculty, again with very little variability across faculty types, think that lecture time has decreased as a result of the conversion. The majority did incorporate more active learning techniques after the conversion, with part-time faculty (76 percent) and non-

tenured faculty (72 percent) more likely than other faculty types to do so. This could be because these two types of faculty tend to be younger and/or newer to the institution. They might be more likely to experiment with their teaching styles, and more open to seeking out and adopting more active learning techniques in their pedagogy.

Comparing faculty who have taught an online course and their peers who have never done so, a larger proportion of the former respond affirmatively to all four questions related to converting a face-to-face course to a blended or

hybrid one. The most notable difference between these two peer groups lies in the reported decrease in face-to-face time when they converted the face-to-face course to the blended or hybrid course; 82 percent of faculty who have taught an online course report a decrease in face-to-face time after the conversion, but only 56 percent of those who have not taught an online course say the same. This finding suggests that faculty who have taught an online course might be more likely to adopt new ways of interaction that are online-based.

TABLE 13

As you may know, a blended or hybrid course has a significant amount of content delivered online, resulting in a reduction of the number of in-person meetings.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Have you ever converted a face-to-face course to a blended or hybrid course?*					
%Yes	86	89	74	92	81
%No	14	11	26	8	19
Did face-to-face time decrease when you converted from the face-to-face course to the blended or hybrid course?*					
%Yes	71	71	70	67	73
%No	29	29	30	33	27
Did lecture time — including online lecture time — decrease when you converted from the face-to-face course to the blended or hybrid course?*					
%Yes	53	54	52	51	55
%No	47	46	48	49	45
Did you incorporate more active learning techniques after you converted from the face-to-face course to the blended or hybrid course?*					
%Yes	66	64	76	59	72
%No	34	36	24	41	28

*Asked only of faculty who have taught a blended or hybrid course.

TABLE 14

As you may know, a blended or hybrid course has a significant amount of content delivered online, resulting in a reduction of the number of in-person meetings.			
	All Faculty	Taught Online Course	Never Taught Online Course
Have you ever converted a face-to-face course to a blended or hybrid course?*			
%Yes	86	89	82
%No	14	11	18
Did face-to-face time decrease when you converted from the face-to-face course to the blended or hybrid course?*			
%Yes	71	82	56
%No	29	18	44
Did lecture time — including online lecture time — decrease when you converted from the face-to-face course to the blended or hybrid course?*			
%Yes	53	58	47
%No	47	42	53
Did you incorporate more active learning techniques after you converted from the face-to-face course to the blended or hybrid course?*			
%Yes	66	71	60
%No	34	29	40

*Asked only of faculty who have taught a blended or hybrid course.

Though the majority of faculty have converted a face-to-face course to a blended or hybrid course, only 15 percent of faculty think that it is very important and just under 4 in 10 believe it is somewhat important to do so. About half of all faculty report that it is not very important or not at all important to convert face-to-face courses to blended or hybrid courses. Those who have taught an online course tend to be more supportive of converting courses than are their peers who have not taught an online course (23 percent vs. 11 percent).

TABLE 15

In your opinion, how important is it to convert face-to-face courses to blended or hybrid courses?*					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
% Very important	15	15	17	13	18
% Somewhat important	37	35	44	34	39
% Not very important	26	27	24	29	26
% Not at all important	21	23	15	25	17

*Asked only of faculty.

TABLE 16

In your opinion, how important is it to convert face-to-face courses to blended or hybrid courses?*			
	All Faculty	Taught Online Course	Never Taught Online Course
% Very important	15	23	11
% Somewhat important	37	45	34
% Not very important	26	19	30
% Not at all important	21	13	25

*Asked only of faculty.

Faculty were asked to rate the importance of three reasons for converting face-to-face courses to blended or hybrid courses. Fewer than 1 in 10 instructors believe that saving money by reducing class time is a very important reason. About one third of faculty believe that improving educational experience for students is a very important reason. About one half of faculty members report that improving the educational experience for students by introducing more active learning is a very important reason.

TABLE 17

Would you say that each of the following is a very important, somewhat important, not very important, or a not at all important reason for converting face-to-face courses to blended or hybrid courses?					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Save money by reducing class time.*					
% Very important	9	7	14	7	10
% Somewhat important	28	26	32	23	31
% Not very important	28	28	28	28	29
% Not at all important	36	38	26	43	30
Improve educational experience for students by using online content.*					
% Very important	36	37	37	34	38
% Somewhat important	39	38	41	37	40
% Not very important	13	12	13	14	11
% Not at all important	12	13	9	14	10
Improve educational experience for students by introducing more active learning in the course.*					
% Very important	51	50	55	44	57
% Somewhat important	29	29	31	32	27
% Not very important	9	9	9	10	7
% Not at all important	11	13	6	15	9

*Asked only of faculty.

TABLE 18

Would you say that each of the following is a very important, somewhat important, not very important, or a not at all important reason for converting face-to-face courses to blended or hybrid courses?			
	All Faculty	Taught Online Course	Never Taught Online Course
Save money by reducing class time.*			
% Very important	9	10	8
% Somewhat important	28	27	28
% Not very important	28	30	27
% Not at all important	36	33	37
Improve educational experience for students by using online content.*			
% Very important	36	47	31
% Somewhat important	39	38	40
% Not very important	13	10	14
% Not at all important	12	6	15
Improve educational experience for students by introducing more active learning in the course.*			
% Very important	51	59	47
% Somewhat important	29	29	30
% Not very important	9	7	10
% Not at all important	11	5	14

*Asked only of faculty.

As expected, nearly all faculty (98 percent) have taught a face-to-face course.

TABLE 19

As you know, face-to-face courses have only in-person meetings. These courses may use a learning management system or host Web pages for posting course information and assignments.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Have you ever taught a face-to-face course?*					
%Yes	98	98	98	98	98
%No	2	2	2	2	2

*Asked only of faculty.

FACULTY AND THEIR INSTITUTION

Faculty members were asked who owns the online course content and material that a professor creates. The majority of faculty (74 percent), with slight variation across faculty position

types, report that the professor owns the material.

About one fifth of instructors (19 percent) believe that the institution owns the material.

A smaller proportion of those who have taught online (67 percent) believe that professors own the material than of those who have not taught online courses (78 percent).

TABLE 20

In your opinion, when a professor creates material for an online course at one institution and then later moves to another institution, who owns the online course content and material?*					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
%The professor owns the material	74	75	72	77	73
%The institution owns the material	19	18	22	15	22
%Another party owns the material	0	0	0	0	1
%None of the above	6	7	5	7	5

*Asked only of faculty.

TABLE 21

In your opinion, when a professor creates material for an online course at one institution and then later moves to another institution, who owns the online course content and material?*			
	All Faculty	Taught Online Course	Never Taught Online Course
%The professor owns the material	74	67	78
%The institution owns the material	19	26	16
%Another party owns the material	0	1	0
%None of the above	6	6	6

*Asked only of faculty.

Faculty and technology administrators were asked about the support their institutions offer to instructors for online learning. Fewer than half of respondents strongly agree that their institution is supportive of any of the eight listed items. In general, more technology

administrators than faculty strongly agree that their institution is supportive in most areas, with the exception of two items. With respect to “appropriately rewards contributions made to digital pedagogy” and “rewards teaching with technology (in-person or online) in

tenure and promotion,” a comparatively small segment of both groups strongly agree that their institution is supportive. Faculty and technology administrators tend to agree on the areas of opportunities and strengths. The fewest faculty members and

technology administrators (about 1 in 10 for both groups) strongly agree that their institutions reward teaching with technology (in-person or online) in tenure and promotion decisions. Faculty and technology administrators are, likewise, optimistic about similar areas of support. The two items garnering the largest proportion of strongly agree from both groups is “adequate technical

support for teaching online courses” (24 percent and 35 percent) and “adequate technical support for creating an online course” (22 percent and 35 percent).

The experience of having taught online or not does not seem to affect opinions on the institution’s support for online learning.

The two areas showing the greatest difference between the peer groups are

“strong policies to protect intellectual property rights for digital work,” with which 15 percent of faculty who have taught online and 19 percent of those who have never done so strongly agree, and “adequate technical support for creating an online course,” to which 25 percent of the former group and 20 percent of the latter group strongly agree.

TABLE 22

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.

	All Faculty	Faculty Full-Time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Appropriately rewards contributions made to digital pedagogy.						
%5 Strongly agree	14	13	18	11	18	13
%4	22	22	19	21	22	24
%3	28	27	29	26	27	37
%2	19	19	19	22	16	19
%1 Strongly disagree	17	18	15	19	17	7
Compensates fairly for online instruction.						
%5 Strongly agree	17	17	20	16	18	23
%4	21	21	22	21	22	35
%3	25	25	25	23	26	23
%2	17	18	15	19	16	16
%1 Strongly disagree	19	19	18	21	18	4
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.						
%5 Strongly agree	11	11	13	10	13	10
%4	18	20	13	21	16	20
%3	28	28	27	28	27	31
%2	20	19	25	20	21	28
%1 Strongly disagree	22	22	23	21	24	11

	All Faculty	Faculty Full-Time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured	Technology Administrators
Strong policies to protect intellectual property rights for digital work.						
%5 Strongly agree	17	15	24	13	20	22
%4	17	16	22	16	18	22
%3	23	24	23	24	23	27
%2	23	24	15	24	22	23
%1 Strongly disagree	20	21	15	24	16	7
Compensates fairly for the development of an online course.						
%5 Strongly agree	13	11	19	9	16	20
%4	14	14	14	14	14	30
%3	21	22	19	19	23	23
%2	23	23	22	25	21	20
%1 Strongly disagree	29	30	25	32	27	8
Adequate technical support for teaching online courses.						
%5 Strongly agree	24	22	31	19	28	35
%4	27	27	23	26	27	33
%3	20	19	21	20	19	16
%2	17	18	12	19	14	11
%1 Strongly disagree	13	13	12	15	11	5
Adequate technical support for creating an online course.						
%5 Strongly agree	22	20	29	17	27	35
%4	25	27	18	26	25	29
%3	21	21	23	21	22	19
%2	18	18	17	21	15	10
%1 Strongly disagree	13	14	12	15	12	7
Acknowledges time demands for online courses for work load.*						
%5 Strongly agree	12	11	19	9	16	n/a
%4	13	12	16	11	15	n/a
%3	21	21	20	19	21	n/a
%2	22	22	21	25	19	n/a
%1 Strongly disagree	32	34	24	35	30	n/a

*Asked only of faculty.

TABLE 23

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.

	All Faculty	Taught Online Course	Never Taught Online Course
Appropriately rewards contributions made to digital pedagogy.			
%5 Strongly agree	14	16	13
%4	22	20	23
%3	28	24	30
%2	19	19	20
%1 Strongly disagree	17	21	15
Compensates fairly for online instruction.			
%5 Strongly agree	17	17	17
%4	21	22	20
%3	25	22	27
%2	17	18	17
%1 Strongly disagree	19	19	19
Rewards teaching with technology (in-person or online) in tenure and promotion decisions.			
%5 Strongly agree	11	10	12
%4	18	16	20
%3	28	22	32
%2	20	24	18
%1 Strongly disagree	22	28	19
Strong policies to protect intellectual property rights for digital work.			
%5 Strongly agree	17	15	19
%4	17	16	18
%3	23	23	24
%2	23	22	23
%1 Strongly disagree	20	24	17
Compensates fairly for the development of an online course.			
%5 Strongly agree	13	12	13
%4	14	14	13
%3	21	19	24
%2	23	22	24
%1 Strongly disagree	29	32	27

	All Faculty	Taught Online Course	Never Taught Online Course
Adequate technical support for teaching online courses.			
%5 Strongly agree	24	25	23
%4	27	28	26
%3	20	18	21
%2	17	16	18
%1 Strongly disagree	13	13	13
Adequate technical support for creating an online course.			
%5 Strongly agree	22	25	20
%4	25	26	25
%3	21	20	22
%2	18	18	18
%1 Strongly disagree	13	12	14
Acknowledges time demands for online courses for workload.*			
%5 Strongly agree	12	12	13
%4	13	13	13
%3	21	19	22
%2	22	23	22
%1 Strongly disagree	32	34	31

*Asked only of faculty.

Very few faculty members (7 percent) believe that online courses should have higher tuition than face-to-face degree programs.

A little more than half believe these two modes of delivery should have the same tuition, and just under four in 10 (38 percent) say that online courses should have lower tuition than face-to-face courses.

A much smaller contingent of faculty

members who have taught online believe that online courses should have a lower tuition than face-to-face programs (20 percent), while nearly half of those who have not taught online (48 percent) believe that this should be the case.

A higher proportion of the faculty members who have taught an online course than those who have never done so believe that online courses should

have the same tuition as face-to-face programs do (68 percent vs. 48 percent).

This result is not surprising, given that those who have taught online courses compared with others who have not done so have a better understanding of the amount of effort, time, and dedication are required to teach an online course, leading them to decide that the two modes of delivery should be valued more equally.

TABLE 24

In your opinion, should online courses have higher tuition than comparable face-to-face programs, should they have lower tuition than comparable face-to-face programs, or should online courses have the same tuition as comparable face-to-face programs?*					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
% Online courses should have higher tuition than face-to-face degree programs	7	7	5	9	6
% Online courses should have lower tuition than face-to-face degree programs	38	38	37	37	38
% Online courses should have the same tuition as face-to-face-degree programs	55	55	57	54	56

*Asked only of faculty.

TABLE 25

In your opinion, should online courses have higher tuition than comparable face-to-face programs, should they have lower tuition than comparable face-to-face programs, or should online courses have the same tuition as comparable face-to-face programs?*			
	All Faculty	Taught Online Course	Never Taught Online Course
%Online courses should have higher tuition than face-to-face degree programs	7	12	4
%Online courses should have lower tuition than face-to-face degree programs	38	20	48
%Online courses should have the same tuition as face-to-face-degree programs	55	68	48

*Asked only of faculty.

Faculty were asked about production and marketing of online courses. Nearly all instructors (96 percent) agree that institutions should produce their own online degree programs. This result does not vary appreciably between faculty who have taught online courses and those who have never done so. In terms of marketing online courses, the vast majority (85 percent) — with marginal variation in results across faculty type, and between those who have and have not taught online courses — believe that institutions should market their own online programs.

TABLE 26

Production and Marketing of Online Courses					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
In your opinion, should institutions primarily outsource the production of online degree programs or should they primarily produce their own?*					
%Institutions should outsource the production of their online degree programs	4	3	5	3	5
%Institutions should produce their own online degree programs	96	97	95	97	95

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
In your opinion, should institutions outsource the marketing of their online degree programs or should they market their own?*					
%Institutions should outsource marketing of their online degree programs	15	15	16	15	15
%Institutions should market their own online degree programs	85	85	84	85	85

*Asked only of faculty.

TABLE 27

Production and Marketing of Online Courses			
	All Faculty	Taught Online Course	Never Taught Online Course
In your opinion, should institutions primarily outsource the production of online degree programs or should they primarily produce their own?*			
%Institutions should outsource the production of their online degree programs	4	2	4
%Institutions should produce their own online degree programs	96	98	96
In your opinion, should institutions outsource the marketing of their online degree programs or should they market their own?*			
%Institutions should outsource marketing of their online degree programs	15	13	16
%Institutions should market their own online degree programs	85	87	84

*Asked only of faculty.

About one third of faculty strongly agree that their institution is planning to expand online course offerings, though only about one-sixth strongly agree that their institution should do so. Examining the results, we find that tenured faculty are less likely than any other faculty type to strongly agree on both items. Only 15 percent of faculty members strongly agree (and a further one fifth agree) that faculty are appropriately involved with deciding whether to expand online

course offerings, suggesting that faculty do not feel that their institution consults with them with regard to online program development.

While nearly half of professors who have taught online (46 percent) strongly agree that their institution is planning to expand online course offerings, only 28 percent of their peers who haven't taught online courses strongly agree with this statement.

Similarly, while 30 percent of faculty

members who have taught an online course strongly agree that their institution should expand online course offerings, only 10 percent of those who have never taught an online course say the same.

Interestingly, only 15 percent of both groups strongly agree that faculty members at their institution are appropriately involved in decision making on whether to expand online course offerings.

TABLE 28

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.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
My institution is planning to expand online course offerings.*					
%5 Strongly agree	35	35	35	30	37
%4	33	32	37	33	34
%3	17	17	18	19	16
%2	7	7	6	8	5
%1 Strongly disagree	9	10	4	11	7
My institution should expand online course offerings.*					
%5 Strongly agree	17	16	22	11	23
%4	19	19	21	19	21
%3	26	25	30	25	27
%2	17	18	12	19	15
%1 Strongly disagree	21	23	14	27	15
Faculty at my institution are appropriately involved with decision-making on whether to expand online course offerings.*					
%5 Strongly agree	15	14	15	13	16
%4	21	21	20	21	21
%3	25	25	28	26	25
%2	19	20	17	19	20
%1 Strongly disagree	20	19	20	20	19

*Asked only of faculty.

TABLE 29

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.			
	All Faculty	Taught Online Course	Never Taught Online Course
My institution is planning to expand online course offerings.*			
%5 Strongly agree	35	46	28
%4	33	30	34
%3	17	16	17
%2	7	5	8
%1 Strongly disagree	9	3	13

	All Faculty	Taught Online Course	Never Taught Online Course
My institution should expand online course offerings.*			
%5 Strongly agree	17	30	10
%4	19	26	15
%3	26	23	28
%2	17	10	20
%1 Strongly disagree	21	10	26
Faculty at my institution are appropriately involved with decision-making on whether to expand online course offerings.*			
%5 Strongly agree	15	15	15
%4	21	22	21
%3	25	26	25
%2	19	19	19
%1 Strongly disagree	20	19	20

*Asked only of faculty.

Faculty were asked for their opinions on spending levels on IT infrastructure and digital initiatives. For both items, the results are very similar in that fewer than 1 in 10 faculty members believe that spending in these areas is currently too high. For both issues, instructors are split on whether spending in these areas

is too low or just about right, with the former opinion inching up to about 50 percent.

Comparing faculty who have taught an online course and their peers who have never done so, appreciably more of the former group versus the latter group believe that spending levels on

both IT infrastructure (52 vs. 46 percent) and digital initiatives (59 percent vs. 46 percent) are too low. With first-hand experience in online teaching, this group might have a better understanding of the outstanding needs in IT infrastructure and digital initiatives, and areas that could benefit from additional investment.

TABLE 30

Spending Levels					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
In your opinion, are spending levels on IT infrastructure at your institution too high, too low, or are spending levels about right?*					
%Spending levels on IT infrastructure are too high	8	8	8	9	8
%Spending levels on IT infrastructure are too low	48	49	43	46	48
%Spending levels on IT infrastructure are about right	44	43	49	45	44

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
In your opinion, are spending levels on support for digital initiatives, such as training or instructional technology, too high, too low, or are spending levels about right?*					
%Spending levels on support for digital initiatives are too high	7	7	6	8	6
%Spending levels on support for digital initiatives are too low	50	51	47	48	51
%Spending levels on support for digital initiatives are about right	43	42	48	44	43

*Asked only of faculty.

TABLE 31

Spending Levels			
	All Faculty	Taught Online Course	Never Taught Online Course
In your opinion, are spending levels on IT infrastructure at your institution too high, too low, or are spending levels about right?*			
%Spending levels on IT infrastructure are too high	8	10	7
%Spending levels on IT infrastructure are too low	48	52	46
%Spending levels on IT infrastructure are about right	44	38	47
In your opinion, are spending levels on support for digital initiatives, such as training or instructional technology, too high, too low, or are spending levels about right?*			
%Spending levels on support for digital initiatives are too high	7	6	7
%Spending levels on support for digital initiatives are too low	50	59	46
%Spending levels on support for digital initiatives are about right	43	36	47

*Asked only of faculty.

USE OF TECHNOLOGY

Faculty were asked to reflect on how often they have used their institution's learning management system (LMS). Over three-quarters of faculty always use the LMS to share syllabus information with students. The majority also always use it to record grades (58 percent) and communicate with students (52 percent). The areas for which LMS is less likely to always be used are identifying students who may need extra help (22 percent) and integrating lecture capture

(20 percent).

In general, tenured faculty are less likely than any other faculty type to always take advantage of the LMS beyond using it to share syllabus information, which may, again, speak to the generational effects of technology use. A larger proportion of non-tenured faculty and part-time faculty than any other faculty type tend to always use the system for all of the listed activities.

A larger proportion of faculty who

have taught an online course than those who have never done so report that they always use LMS for all of the listed activities. The most substantial differences in usage are in tracking student attendance (43 percent vs. 18 percent), recording grades (76 percent vs. 49 percent), and communicating with students (68 percent vs. 44 percent). The least substantial difference in usage is providing eTextbooks and related material (41 percent vs. 34 percent).

TABLE 32

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Open Class, Desire2Learn, etc.) to engage in the following activities?*					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Share syllabus information with students.					
%Always	78	80	74	75	81
%Usually	9	9	11	9	9
%Sometimes	7	6	8	8	5
%Never	6	5	7	7	4
Track student attendance.					
%Always	27	24	37	18	34
%Usually	9	9	10	9	9
%Sometimes	17	18	13	17	17
%Never	47	49	40	56	40
Record grades.					
%Always	58	57	63	48	67
%Usually	10	10	10	10	10
%Sometimes	12	12	10	15	9
%Never	21	21	18	28	14
Provide eTextbooks and related material.					
%Always	36	37	37	33	41
%Usually	20	20	18	20	20
%Sometimes	24	25	23	27	23
%Never	19	18	22	20	16
Integrate lecture capture.					
%Always	20	19	27	16	26
%Usually	9	8	11	9	8
%Sometimes	20	20	21	18	21
%Never	51	53	42	57	44
Communicate with students.					
%Always	52	52	52	46	57
%Usually	21	21	23	23	21
%Sometimes	18	18	19	20	16
%Never	8	9	6	10	6

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Identify students who may need extra help.					
%Always	22	20	30	14	29
%Usually	16	16	18	16	17
%Sometimes	27	29	23	31	25
%Never	35	36	29	40	30

*Asked only of faculty.

TABLE 33

How often have you used your institution's Learning Management System (e.g., Blackboard, Moodle, Open Class, Desire2Learn, etc.) to engage in the following activities?*			
	All Faculty	Taught Online Course	Never Taught Online Course
Share syllabus information with students.			
%Always	78	86	74
%Usually	9	8	10
%Sometimes	7	5	8
%Never	6	1	9
Track student attendance.			
%Always	27	43	18
%Usually	9	13	8
%Sometimes	17	19	16
%Never	47	25	58
Record grades.			
%Always	58	76	49
%Usually	10	9	11
%Sometimes	12	10	13
%Never	21	6	28
Provide eTextbooks and related material.			
%Always	36	41	34
%Usually	20	24	18
%Sometimes	24	23	25
%Never	19	12	23

	All Faculty	Taught Online Course	Never Taught Online Course
Integrate lecture capture.			
%Always	20	28	16
%Usually	9	14	6
%Sometimes	20	25	18
%Never	51	33	60
Communicate with students.			
%Always	52	68	44
%Usually	21	18	23
%Sometimes	18	12	21
%Never	8	2	12
Identify students who may need extra help.			
%Always	22	33	16
%Usually	16	23	13
%Sometimes	27	27	28
%Never	35	17	44

*Asked only of faculty.

DIGITAL HUMANITIES

Digital humanities is an area of research and teaching concerned with the intersection of computing and humanities. In general, faculty do not seem convinced about its impact on their teaching, research, and institution. Only 15 percent of faculty strongly agree that digital humanities has improved their teaching; about the same proportion (14 percent) strongly agree that it has improved their institution.

Just under a quarter (23 percent) strongly agree that digital humanities

has improved their research.

A smaller percentage of tenured faculty than any other faculty type strongly agree that digital humanities has improved their teaching, research, and institution. Meanwhile, a larger percentage of part-time faculty and non-tenured faculty strongly agree that digital humanities has made a positive impact in these areas.

Across all faculty, about three in 10 agree that digital humanities has been

oversold.

More faculty members who have taught an online course than those who have never taught an online course strongly agree that digital humanities has improved their teaching, research, and institution.

That said, only 27 percent of faculty who have taught online courses strongly agree that digital humanities has improved their research, and this is the area garnering the highest percentage of affirmative responses.

TABLE 34

As you may know, digital humanities is an area of research and teaching concerned with the intersection of computing and the humanities. 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.

	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Digital humanities has improved my teaching.*					
%5 Strongly agree	15	14	18	12	19
%4	22	20	27	16	26
%3	29	30	28	29	28
%2	14	15	10	16	13
%1 Strongly disagree	20	21	17	27	14
Digital humanities has improved my research.*					
%5 Strongly agree	23	22	26	19	27
%4	24	22	31	24	25
%3	20	21	20	17	21
%2	14	14	11	14	13
%1 Strongly disagree	19	21	13	25	14
Digital humanities has improved my institution.*					
%5 Strongly agree	14	14	17	10	19
%4	23	21	30	19	27
%3	32	33	28	33	29
%2	16	16	13	17	15
%1 Strongly disagree	16	16	12	21	10
Digital humanities has been oversold.*					
%5 Strongly agree	30	31	27	31	27
%4	21	22	16	24	19
%3	24	23	28	25	25
%2	14	14	14	11	15
%1 Strongly disagree	11	10	15	8	15

*Asked only of faculty.

TABLE 35

As you may know, digital humanities is an area of research and teaching concerned with the intersection of computing and the humanities. 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.

	All Faculty	Taught Online Course	Never Taught Online Course
Digital humanities has improved my teaching.*			
%5 Strongly agree	15	22	11
%4	22	21	22
%3	29	27	31
%2	14	14	14
%1 Strongly disagree	20	16	22
Digital humanities has improved my research.*			
%5 Strongly agree	23	27	21
%4	24	21	25
%3	20	21	20
%2	14	13	14
%1 Strongly disagree	19	19	20
Digital humanities has improved my institution.*			
%5 Strongly agree	14	17	13
%4	23	23	22
%3	32	29	33
%2	16	15	16
%1 Strongly disagree	16	16	16
Digital humanities has been oversold.*			
%5 Strongly agree	30	32	29
%4	21	19	21
%3	24	23	25
%2	14	13	14
%1 Strongly disagree	11	13	11

*Asked of faculty only.

EARLY WARNING SYSTEMS

The final section asked faculty about early warning systems at their institutions. The vast majority of faculty (89 percent) say their institution uses an early warning system, but only 60 percent report that their institution requires its use. Despite the lack of enforcement, close to 9 in 10 faculty (87 percent) report that they use the information provided by the early warning system and more than 8 in 10 agree that early warning systems help students make significant learning gains. These findings are similar across all faculty position types.

Similar results hold when examining faculty who have taught an online course versus those who have not done so. The one notable difference is that a larger percentage of the latter group (84 percent) than the former group (75 percent) report that early warning systems help students make significant learning gains.

TABLE 36

As you may know, early warning systems help detect students who are not performing well and may be at risk for academic failure.					
	All Faculty	Faculty Full-time	Faculty Part-time	Faculty Tenured	Faculty Non-tenured
Does your institution use an early warning system?*					
%Yes	89	90	86	89	89
%No	11	10	14	11	11
Does your institution require faculty to use the early warning system?*					
%Yes	60	56	72	52	66
%No	40	44	28	48	34
Do you use the information provided by the early warning system at your institution?*					
%Yes	87	86	90	86	89
%No	13	14	10	14	11
In your opinion, do early warning systems help students make significant learning gains?*					
%Yes, early warning systems help students	81	80	86	81	81
%No, early warning systems do not help students	19	20	14	19	19

*Asked only of faculty

TABLE 37

As you may know, early warning systems help detect students who are not performing well and may be at risk for academic failure.			
	All Faculty	Taught Online Course	Never Taught Online Course
Does your institution use an early warning system?*			
%Yes	89	90	89
%No	11	10	11
Does your institution require faculty to use the early warning system?*			
%Yes	60	57	61
%No	40	43	39
Do you use the information provided by the early warning system at your institution?*			
%Yes	87	84	89
%No	13	16	11
In your opinion, do early warning systems help students make significant learning gains?*			
%Yes, early warning systems help students	81	75	84
%No, early warning systems do not help students	19	25	16

*Asked only of faculty

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	Overall percentage
Under 30	1
30 to 39	14
40 to 49	24
50 to 59	30
60 to 69	26
70 and older	6
What is your gender	Overall percentage
Male	54
Female	46
How many years have you served as a faculty member at this institution?*	Overall percentage
Less than 6 months	1
6 months to less than 3 years	11
3 years to less than 5 years	12
5 years to less than 10 years	23
10 or more years	54
What is your current tenure status?*	Overall percentage
Tenured	49
Tenure track	11
Not tenured	9
Not tenure track	31
Which of the following disciplines do you associate yourself with?*	Overall percentage
Humanities	29
Social Sciences	17
Engineering, Physical Science, Biological Sciences	19
Computer and Information Sciences	5
Professional schools	13
Another field	17
Do you work part-time or full-time at your institution?*	Overall percentage
Part-time	23
Full-time	78

*Asked only of faculty

What type of online courses and degree programs does your institution offer? Select all that apply.*	Overall percentage
Some online courses (no complete online degree programs)	54
Online degree programs	73
Some blended or hybrid courses	85
Degree programs consisting of all blended or hybrid courses	38

*Asked only of technology officers

Institution Type	Overall percentage
Public (four year)	26
Private (four year)	43
Community college	26
Private (two year)	0
For-profit institution	2
Do you consider your institution to be a liberal arts institution?	Overall percentage
Yes	62
No	38

ABOUT INSIDE HIGHER ED

Founded in 2004, *Inside Higher Ed* is the online source for news, opinion, and jobs for all of higher education. *Inside Higher Ed* provides what higher education professionals need to thrive in their jobs or to find better ones: breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools that keep academic professionals well-informed about issues and employment opportunities and that help colleges identify and hire talented personnel.

For more information, visit: <http://www.insidehighered.com>.

ABOUT GALLUP

Gallup has studied human nature and behavior for more than 70 years. Gallup's reputation for delivering relevant, timely, and visionary research on what people around the world think and feel is the cornerstone of the organization. Gallup employs many of the world's leading scientists in education, management, economics, psychology, and sociology, and Gallup's consultants assist leaders in identifying and monitoring behavioral economic indicators worldwide. Gallup consultants help organizations maximize their growth and achieve objectives by improving employee productivity, incorporating development and coursework, and providing strategic advisory services. With more than 40 years of experience in the field of education, Gallup also provides consulting services that improve schools, campuses, and nonprofit organizations. Gallup's 2,000 professionals deliver services at client organizations, through the Internet, at Gallup University campuses, and in 40 offices around the world.

For more information, visit <http://www.gallup.com> or <http://www.gallup.com/consulting/education.aspx>.