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HIGHER ED

2019 Survey of

Faculty Attitudes on Technology

A STUDY BY INSIDE HIGHER ED AND GALLUP

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THE 2019 *INSIDE HIGHER ED* SURVEY OF FACULTY ATTITUDES ON TECHNOLOGY

A study by Gallup and *Inside Higher Ed*



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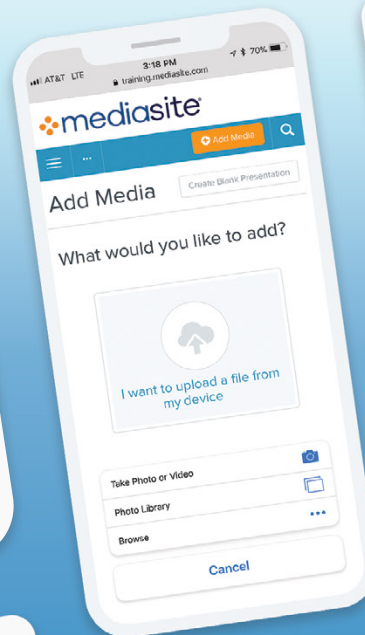


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TABLE OF CONTENTS

Foreword	5
Snapshot of Findings	7
Methodology	9
Detailed Findings	10
Online Teaching Experience	10
Course Design and Use of Instructional Designers.....	17
Attitudes About Online Education	23
Faculty Use of Technology	29
Institutional Support for Online Learning	37
Assessment Efforts.....	41
Use of External Vendors.....	45
Academic Fraud.....	47
Americans with Disabilities Act Compliance	48
Textbooks and Inclusive Access	50
Tenure and Other Faculty Issues.....	55
Institution and Personal Demographics	60
About <i>Inside Higher Ed</i>	62
About Gallup	62

FOREWORD

Inside Higher Ed's eighth annual Survey of Faculty Attitudes on Technology aims to understand how professors and campus digital learning leaders view online learning and other aspects of classroom technology.

Questions explored in the survey include:

- To what extent have instructors taught online, face-to-face and hybrid courses?
- How do faculty members gauge whether their courses are achieving their intended learning objectives?
- How have faculty members' experiences with online teaching helped them improve their teaching skills in the classroom?
- Are professors involved in the design of online courses they teach?
- What resources do faculty members find most helpful in designing and teaching their online courses?
- What have been faculty members' experiences using instructional designers?
- What proportion of instructors consider themselves "early adopters" of new educational technologies?
- How do faculty use learning management systems?
- Do faculty and digital learning leaders believe online courses can achieve learning outcomes that are equivalent to in-person courses?
- How do professors and digital learning leaders assess the cost of online courses compared with in-person courses?
- In what ways do faculty members and digital learning leaders perceive their institution to be most supportive, and least supportive, of online learning?
- How do instructors and digital learning leaders evaluate the impact of assessment efforts at colleges?
- Do faculty members and digital learning leaders think colleges should use external vendors to deliver online programs or handle other institutional functions?
- Do professors and digital learning leaders believe academic fraud is more common in online or face-to-face courses?
- Are online instructional materials compliant with the Americans with Disabilities Act?
- How concerned are faculty members about the cost of textbooks?
- What do faculty members think about "inclusive access" platforms being used at some colleges?
- What are faculty members' attitudes toward tenure?



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SNAPSHOT OF FINDINGS

Faculty members remain skeptical of online education, but their opinions are becoming less negative, likely because more faculty members have experience teaching online courses. Other major insights from the survey include:

- A new high of 46 percent of faculty members, up from 39 percent in 2016 and 30 percent in 2013, say they have taught an online course for credit. Ninety-eight percent of faculty members say they have taught a face-to-face course, and 38 percent have taught a hybrid or blended course that has elements of face-to-face and online teaching.
- Online teaching is still a fairly new experience for faculty members, with 41 percent of online instructors having taught such courses for less than five years, and only 25 percent having taught online for more than 10 years.
- Regardless of whether the courses they teach are in person, online or a combination of the two, faculty members are most likely to rely on student grades on exams and other assessments, and on student demonstration of competency in specified learning outcomes, to gauge whether their course is meeting its intended aims. Student engagement levels and student course feedback are other important information sources, but less so for online courses.
- More than three-quarters of faculty members who have taught online courses say the experience has taught them skills and practices that have improved their teaching, most commonly in thinking more critically about how to engage students with course content and in making better use of multimedia content.
- Nearly 7 in 10 faculty members who have taught online say they personally designed and built all or most of these courses on their own. Meanwhile, 17 percent say all or most of their online courses were designed and built with the help of an instructional designer, and 14 percent say they inherited all or most of their online courses from another faculty or staff member.
- More than other possible sources of help, instructors say they use advice from colleagues at their own college to help them both design and teach their online or hybrid course offerings.
- Two-thirds of faculty members (67 percent) who have taught online courses received professional development for designing an online or blended course. Thirty-nine percent have worked with an instructional designer to create or revise an online course.
- Faculty members who have worked with instructional designers have had good experiences with them — 93 percent say their experience was positive, including 32 percent who say it was very positive. Sixty-nine percent strongly agree or agree the instructional designers improved the quality of their courses.
- Digital learning leaders and faculty members hold differing views as to whether online courses can achieve equivalent educational outcomes to those of in-person courses. The vast majority of digital learning leaders believe they can do so, while faculty members' opinions are divided. However, faculty members are less skeptical about the potential of online instruction than they were in the past.
- Online instruction has been seen as a way to address rising higher education costs, but neither professors nor digital learning leaders believe it is less expensive to offer online courses than in-person courses. Both groups are inclined to agree that online instruction is only less expensive than in-person instruction if colleges reduce spending for faculty, student support or other important factors.

SNAPSHOT OF FINDINGS (cont.)

- Seventy-two percent of digital learning leaders and 35 percent of faculty members describe themselves as “early adopters” of new educational technologies. Faculty members with online teaching experience, particularly those who have taught online for many years, are more likely to identify as early adopters.
- An increasing number of instructors say they fully support the increased use of educational technologies — 39 percent do so, up from 32 percent in 2018 and 29 percent in 2017. Digital learning leaders have been highly likely in the past to say they fully support increased technological use, and more than 8 in 10 do so this year.
- Faculty members most commonly use their institution’s learning management system (LMS) to share syllabus information (84 percent) and record grades (71 percent). Since 2013, faculty use of the LMS to perform many tasks has increased, including an 18-point increase in the percentage who always use it to record grades.
- When it comes to ways in which institutions can support online learning, faculty members are most likely to agree that their college has a climate that encourages experimentation with new approaches to teaching, and that it provides adequate technical support for creating and teaching online courses.
- Compared with 2013, faculty members have become increasingly likely to view their institution as providing adequate technical support for creating an online course, but less likely to see it as appropriately rewarding contributions to digital pedagogy, rewarding teaching with technology in tenure and promotion decisions, and compensating fairly for the development of online courses.
- Digital learning leaders continue to hold more positive attitudes about assessment efforts at colleges than faculty members do. However, faculty attitudes about assessment efforts are more positive than they were a year ago.
- Neither instructors nor digital learning leaders are inclined to support colleges’ use of external vendors to deliver online programs or other institutional functions. They are most likely to support using vendors for marketing to prospective students.
- Six in 10 faculty members believe academic fraud is more common in online courses than in face-to-face courses. Most of the rest (39 percent) believe fraud occurs equally in both settings. The vast majority of digital learning leaders, 86 percent, think academic fraud is equally likely to occur in online and in-person courses.
- Seven in 10 professors say their college offers training on how to make course materials compliant with the Americans with Disabilities Act, a modest increase from 64 percent in 2017.
- Faculty members (82 percent) and digital learning leaders (90 percent) agree that textbooks and course materials cost too much. They also think colleges should embrace the use of free, open educational resources; however, they diverge on whether saving students money justifies some loss of faculty control in choosing course materials.
- Forty-five percent of digital learning leaders and 39 percent of instructors say inclusive access platforms are achieving their two primary goals of reducing course material costs for students and improving education outcomes. Most who say it is achieving one goal say it is only reducing costs.
- More than three-quarters of faculty agree that tenure remains important and viable at their institution, with tenured and tenure track professors more likely to say this than nontenure track faculty.

METHODOLOGY

The following report presents findings from a quantitative survey research study that Gallup conducted on behalf of *Inside Higher Ed*. The study is designed to understand the views of college and university faculty members and the administrators who oversee their institutions' online learning or instructional technology efforts.

Gallup sent invitations via email to 20,819 faculty members and 1,337 digital learning leaders, with regular reminders sent throughout the Aug. 27-Sept. 24, 2019, field period. Gallup collected 1,967 completed or partially completed web surveys from faculty members and 178 from digital learning leaders, yielding a 10 percent combined response rate.

Most faculty respondents (76 percent) report they work full time for their institutions; 24 percent report they are employed part time. Among the faculty interviewed, 49 percent are tenured, 12 percent are tenure track but not tenured and 39 percent are nontenure track. Of the faculty interviewed, 46 percent have taught an online course for credit, and 54 percent have never done so.

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

The survey is an attempted census of digital learning leaders and a random sample of faculty across private, public and for-profit institutions, including two-year and four-year colleges, using the most comprehensive sample information available. The margin of sampling error for the faculty sample is ± 3 percentage points.

Gallup statistically weighted the faculty data to correct for nonresponse, to ensure appropriate representation of faculty on a number of institutional characteristics, including institutional control (public or private/nonprofit), four-year or two-year degree offerings, institution size (based on student enrollment), and geographical region. The obtained sample of faculty was also similar to the national distribution of faculty members on age and gender. The obtained sample of digital learning leaders is not weighted, but respondent characteristics are similar to those of the entire sample of digital learning leaders on institutional control and four-year or two-year offerings. The results can be considered representative of the views of faculty members and digital learning leaders at colleges nationwide.

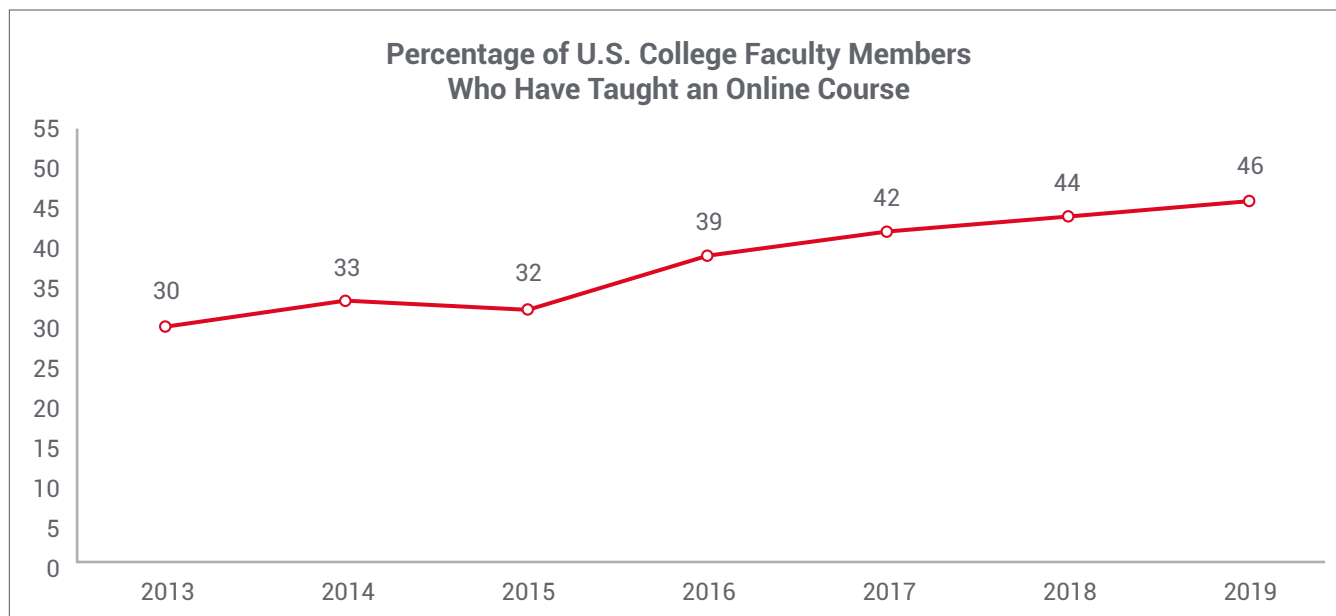
The following sections present the findings of the survey. In some cases, reported frequencies may not add up to 100 percent due to rounding. "Don't know" and "Refused" responses are excluded from the results.

Also, in some tables, percentages for subgroups (such as full time or part time) may appear inconsistent with the total for the entire group (all faculty). That can occur because of missing responses on the survey items used to identify respondents as members of a subgroup.

DETAILED FINDINGS

ONLINE TEACHING EXPERIENCE

The percentage of faculty members who have taught an online course continues to grow. Currently, 46 percent indicate they have taught an online course, up from 39 percent in 2016 and 30 percent in 2013.



Of those who have taught an online course, 25 percent say they have been doing so for more than 10 years, 34 percent have done so for five to 10 years, and 41 percent have been teaching online for less than five years.

Online teaching is much more common among full-time (51 percent) than part-time (38 percent) faculty members, and those at public (49 percent) rather than private (31 percent) colleges. It is also common among community college instructors (59 percent), but uncommon among private baccalaureate faculty members (16 percent). Roughly similar proportions of tenured professors (47 percent), tenure track instructors (51 percent) and nontenure track faculty members (45 percent) have taught an online course.

Faculty members are much more likely to teach asynchronous online courses (69 percent), in which students complete coursework and interact with the instructor and other students on their own schedules, than synchronous courses, in which students and instructors are online at the same time (3 percent). The remaining 28 percent of faculty members who have taught online say their courses blend synchronous and asynchronous elements.

Nearly all faculty members, 98 percent, have taught a face-to-face course, and more than two-thirds have been teaching face-to-face courses for more than 10 years. Thirty-eight percent of faculty members say they have taught a blended or hybrid course, which involves face-to-face and online elements.

ONLINE TEACHING EXPERIENCE (cont.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
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, but instruction is delivered entirely in person. Have you ever taught a face-to-face course?*						
% Yes	98	99	95	99	100	97
% No	2	1	5	1	0	3
For how many academic years have you been teaching face-to-face courses?*						
% Less than five years	12	8	18	1	27	16
% Five to 10 years	20	16	25	6	41	26
% More than 10 years	68	75	57	94	31	58
As you know, an online course has virtually all of the course content delivered online via the web. There are typically no in-person meetings. Have you ever taught an online course for credit?*						
% Yes	46	51	38	47	51	45
% No	54	49	62	53	49	55
For how many academic years have you been teaching online courses?***						
% Less than five years	41	36	49	29	65	47
% Five to 10 years	34	36	29	38	21	32
% More than 10 years	25	28	22	33	14	21
As you may know, a blended or hybrid course has a significant amount of content delivered online, sometimes resulting in a reduction of the number of in-person meetings. Have you ever taught a blended or hybrid course?*						
% Yes	38	40	35	34	49	38
% No	62	60	65	66	51	62
For how many academic years have you been teaching hybrid courses?****						
% Less than five years	51	45	59	40	67	51
% Five to 10 years	34	36	35	35	27	38
% More than 10 years	15	19	6	26	6	11
Are the online courses you teach: synchronous, in which lectures and discussions occur at specific times and require instructors and students to be online at the same time; asynchronous, in which students complete their coursework and interact with instructors and peers on their own schedules; or a blend of the two, in which there are some synchronous elements and some asynchronous elements?***						
% Synchronous	3	3	2	4	1	4
% Asynchronous	69	70	67	72	59	67

*Asked only of faculty members

**Asked of faculty members who have taught a face-to-face course (n=1,904)

***Asked of faculty members who have taught an online course for credit (n=817)

****Asked of faculty members who have taught a blended or hybrid course (n=676)

ONLINE TEACHING EXPERIENCE (cont.)

Faculty members tend to rely on the same types of information sources to gauge whether their courses are meeting their learning objectives, regardless of whether it is a face-to-face, online or hybrid course. Roughly 85 percent say student grades on exams and other assessments are sources they rely on to measure learning objectives in all types of courses.

Between 77 percent (for online courses) and 84 percent (for face-to-face courses) of faculty members say they rely on student demonstration of competency in specified learning outcomes. Student engagement levels and student course feedback are also commonly used information sources, although both are somewhat less likely to be used in online settings.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Which of the following information sources do you rely on to gauge whether your face-to-face courses are achieving their intended aims or learning objectives? Please select all that apply.*						
% Student grades on exams and other assessments	85	87	83	87	86	86
% Student demonstration of competency in specified learning outcomes	84	85	81	84	85	84
% Student engagement levels	76	75	79	73	86	78
% Student course feedback	75	76	77	78	73	78
% Student performance in subsequent educational experiences after completing the course	46	47	41	50	47	41
% Other	7	7	6	8	6	6
% None of these	<1	<1	<1	<1	0	0
Which of the following information sources do you rely on to gauge whether your online courses are achieving their intended aims or learning objectives? Please select all that apply.**						
% Student grades on exams and other assessments	85	88	83	86	92	86
% Student demonstration of competency in specified learning outcomes	77	79	69	80	77	73
% Student course feedback	66	69	61	72	68	66
% Student engagement levels	63	63	66	65	66	66
% Student performance in subsequent educational experiences after completing the course	30	31	19	33	22	26
% Other	4	3	4	3	7	4
% None of these	1	1	3	<1	0	2

ONLINE TEACHING EXPERIENCE (cont.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Which of the following information sources do you rely on to gauge whether your hybrid courses are achieving their intended aims or learning objectives? Please select all that apply.***						
% Student grades on exams and other assessments	84	85	82	85	85	82
% Student demonstration of competency in specified learning outcomes	80	83	71	83	81	78
% Student engagement levels	74	75	77	78	82	74
% Student course feedback	69	72	69	74	72	72
% Student performance in subsequent educational experiences after completing the course	40	43	29	45	45	35
% Other	5	6	2	6	5	5
% None of these	1	1	0	1	3	1

*Asked of faculty members who have taught a face-to-face course (n=1,904)

**Asked of faculty members who have taught an online course for credit (n=817)

***Asked of faculty members who have taught a blended or hybrid course (n=676)

Large percentages of faculty members indicate they have converted a face-to-face course to an online course (74 percent) and a face-to-face course to a blended or hybrid one (77 percent). Such conversions are more common among full-time and tenured faculty members than other types of instructors. In contrast, only one in four professors have converted an online course into a blended or hybrid course.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Have you ever converted a face-to-face course to an online course?*						
% Yes	74	80	57	83	76	67
% No	26	20	43	17	24	33
Have you ever converted a face-to-face course to a blended or hybrid course?***						
% Yes	77	82	66	88	64	75
% No	23	18	34	12	36	25
Have you ever converted an online course to a blended or hybrid course?***						
% Yes	25	26	24	23	27	24
% No	75	74	76	77	73	76

*Asked of faculty members who have taught an online course for credit (n=817)

**Asked of faculty members who have taught a blended or hybrid course (n=676)

ONLINE TEACHING EXPERIENCE (cont.)

Two common results from converting a face-to-face course to an online or hybrid course are decreased lecture time and increased use of active learning techniques. Sixty-five percent of faculty members who have converted a face-to-face course to a blended or hybrid course say lecture time decreased, and 69 percent say they incorporated more active learning techniques after the conversion.

Thinking again about your experiences teaching or transforming an online, blended or hybrid course.						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Did lecture time – including online lecture time – decrease when you converted from the face-to-face course to the online, blended or hybrid course?*						
% Yes	65	66	73	63	50	75
% No	35	34	27	37	50	25
Did you incorporate more active learning techniques after you converted from the face-to-face course to the online, blended or hybrid course?*						
% Yes	69	69	69	62	66	77
% No	31	31	31	38	34	23

*Asked of faculty members who have converted a face-to-face course to a blended or hybrid course (n=456)

More than three-quarters of those who have taught online courses, 77 percent, say the experience has helped them develop pedagogical skills and practices that have improved their teaching. The percentages reporting such improvements are similar across all faculty types.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Has your experience teaching online courses helped you develop pedagogical skills and practices that have improved your teaching, both online and in the classroom?*						
% Yes	77	79	71	74	79	78
% No	23	21	29	26	21	22

*Asked of faculty members who have taught an online course for credit or a blended or hybrid course (n=1,011)

ONLINE TEACHING EXPERIENCE (cont.)

The most common way online instructors say their experience has improved their teaching skills is in thinking more critically about ways to engage students with content – 75 percent say their online teaching experiences have helped them in this way.

More than 6 in 10 say their online teaching has helped them to make better use of multimedia content (65 percent), to be more likely to experiment and make changes to try to improve the learning experience (63 percent), and to make better use of their institution's learning management system (61 percent). A majority, 58 percent, say their online teaching experiences have helped them to align content, activities and assessments more closely with course learning objectives.

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
In which ways have your online teaching experiences helped you improve your teaching? Please select all that apply.*						
% I think more critically about ways to engage students with content.	75	76	69	75	83	74
% I make better use of multimedia content.	65	65	64	64	65	65
% I am more likely to experiment and make changes to try to improve the learning experience.	63	62	67	60	63	66
% I make better use of my institution's learning management system.	61	64	52	60	70	61
% I align the content, activities and assessments in the course more closely with learning objectives.	58	57	63	56	54	63
% I am more comfortable using techniques like active learning or project-based learning.	39	39	38	39	43	41
% I am better at out-of-class communication with students.	35	35	31	32	44	29
% I am more comfortable teaching with other instructors or in teams.	9	9	8	7	16	8
% None of these	1	1	2	2	0	1

*Asked of faculty members whose online teaching experience has helped them develop their skills and practices (n=633)

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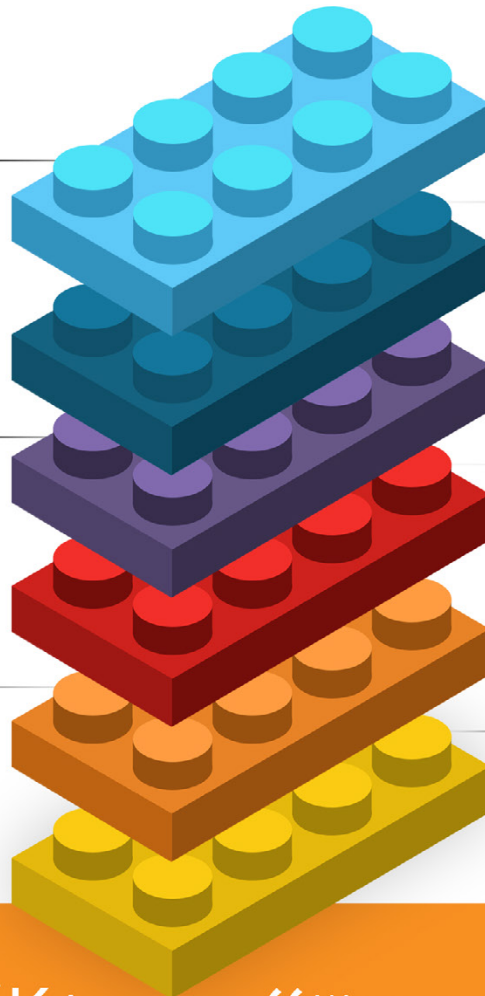
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Michael Tew, *Vice Provost*,
Eastern Michigan University

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS

Faculty members are mostly going it alone when it comes to designing their online or hybrid courses. Half of those who have taught an online or blended course say they have designed and built all of their courses from scratch on their own. An additional 19 percent indicate they have been solely responsible for designing most of their online courses.

In contrast, 17 percent say all or most of the online courses they teach were designed and built with the help of an instructional designer. Sixty-two percent report that none of their courses were developed with the aid of an instructional designer.

Fourteen percent of faculty members say they inherited all or most of their online or hybrid courses from another faculty or staff member, while 63 percent say none of their courses were inherited.

Nontenure track faculty are more likely than tenured or tenure track professors to say they have worked with an instructional designer to develop their courses, or to have inherited them from other faculty members.

Faculty members involved in the design of their online courses were asked which three resources were most helpful to them when they designed and, separately, taught their courses. A majority say insights from colleagues at their own institution were the most helpful resources for both design and teaching.

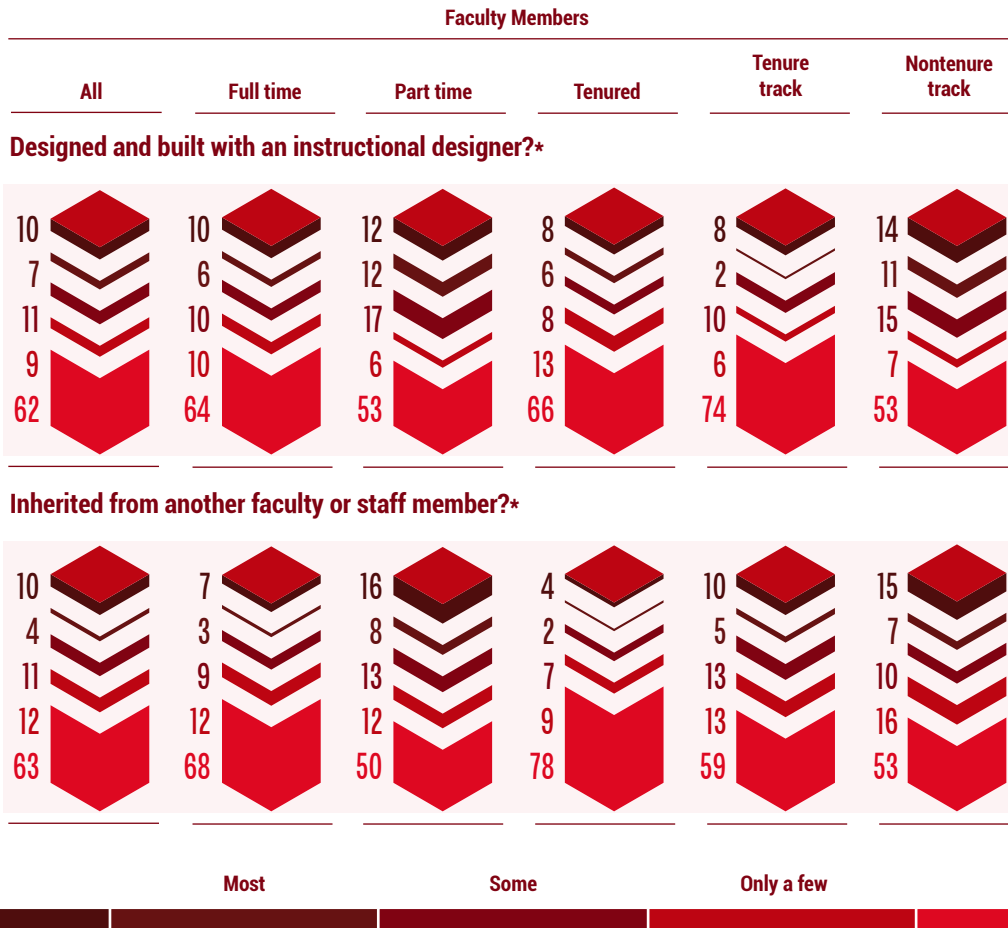
In terms of design, the next most common resources that faculty members identify as helpful are instructional designers at their institution, IT support staff at their institution, and advice from students. With respect to teaching, faculty indicate that advice from students, IT support staff and instructional designers are commonly among the most helpful resources.

About one in 10 faculty members did not choose any resources as helpful, instead indicating they handle all design and teaching elements on their own.

Of the online or hybrid courses you have taught, how many were:						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Designed and built from scratch on your own?*						
% All	50	55	34	61	57	39
% Most	19	21	15	20	21	17
% Some	11	9	15	7	10	14
% Only a few	6	5	11	5	2	10
% None	14	10	25	7	9	21

*Asked of faculty members who have taught an online course for credit or a blended or hybrid course (n=1,011)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)



*Asked of faculty members who have taught an online course for credit or a blended or hybrid course (n=1,011)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Please indicate which of the following resources were most helpful as you designed your online or hybrid courses. Please select up to three responses.*						
% Advice or insights from faculty colleagues at your institution	56	60	44	59	65	53
% Instructional designers at your institution	32	33	34	34	28	36
% IT support staff at your institution	32	31	32	32	34	32
% Advice or insights from students	29	30	27	27	34	29
% Teaching and learning center at your institution	25	26	23	28	23	24
% Advice or insights from colleagues at professional associations or conferences	20	19	19	16	27	14
% Advice or insights from faculty members in your academic discipline but outside your institution	18	17	19	15	29	16
% Vendors, private consultants or ed tech providers	10	10	15	10	7	13
% None of these, I do it all on my own	10	9	11	10	5	9
Please indicate which of the following resources were most helpful as you taught or delivered your online or hybrid courses. Please select up to three responses.*						
% Advice or insights from faculty colleagues at your institution	53	53	49	52	56	52
% Advice or insights from students	44	46	37	43	48	46
% IT support staff at your institution	30	31	31	30	26	35
% Instructional designers at your institution	25	25	27	26	26	26
% Teaching and learning center at your institution	20	21	16	18	28	20
% Advice or insights from faculty members in your academic discipline but outside your institution	15	14	14	12	21	13
% Advice or insights from colleagues at professional associations or conferences	15	15	11	12	19	14
% Vendors, private consultants or ed tech providers	9	8	14	9	2	11
% None of these, I do it all on my own	11	10	11	12	9	8

*Asked of faculty members who have designed an online, blended or hybrid course (n=903)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

Although most faculty members are designing the majority of their online or hybrid courses without formal help from outside sources, slightly more than 4 in 10 say they have received professional development about designing such courses. This includes about half of full-time faculty members and tenured and tenure track instructors. Sixty-seven percent of faculty members who have taught an online course say they have received professional development about designing an online or blended course.

Working with instructional designers is less common than receiving professional development – roughly one in five faculty members say they have worked with an instructional designer to create or revise an online or blended course (22 percent) or a face-to-face course (17 percent).

Thirty-nine percent of faculty who have taught online courses have worked with an instructional designer.

Please indicate whether you have or have not done each of the following.						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
Received professional development about designing an online or blended course*						
% Yes	43	49	36	47	49	41
% No	57	51	64	53	51	59
Worked with an instructional designer to create or revise an online or blended course*						
% Yes	22	24	18	24	23	21
% No	78	76	82	76	77	79
Worked with an instructional designer to create or revise a face-to-face course*						
% Yes	17	18	14	16	14	19
% No	83	82	86	84	86	81

*Asked only of faculty

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

Faculty members who worked with instructional designers rate their experiences positively. Ninety-three percent say their experience was very positive (32 percent) or positive (61 percent). These results are similar to the previous *Inside Higher Ed* faculty survey results.

How would you describe your experience working with instructional designers?*						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
% Very positive	32	33	27	31	48	31
% Positive	61	60	62	63	52	58
% Negative	6	5	11	6	0	9
% Very negative	1	2	0	1	0	2

*Asked of faculty members who have worked with instructional designers (n=518)

Additionally, 69 percent of faculty members strongly agree or agree the instructional designers they worked with improved the quality of their courses.

More specifically, 72 percent strongly agree or agree the designers helped them with specific areas in which they lacked expertise. Sixty-eight percent say the designers helped them to understand the available educational technology tools and to integrate them into their courses. Sixty-three percent agree that the designers shared tips and effective practices for fostering student engagement in their course.

Faculty members were somewhat less likely to agree that the designers worked with them on a variety of aspects of their course, from defining learning outcomes to creating assessments — 49 percent agree the designers did this, while 24 percent disagree.

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 work with instructional designers at your institution.*						
	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
The instructional designers improved the quality of my courses.						
% 5 Strongly agree	32	31	35	32	46	32
% 4	37	38	30	39	37	34
% 3	23	23	24	22	15	22
% 2	7	6	10	5	0	9
% 1 Strongly disagree	2	2	1	2	2	3

*Asked of faculty members who have worked with instructional designers (n=518)

COURSE DESIGN AND USE OF INSTRUCTIONAL DESIGNERS (cont.)

	Faculty Members					
	All	Full time	Part time	Tenured	Tenure track	Nontenure track
The instructional designers worked with me on a wide range of aspects of my course, from defining learning outcomes to creating assessments.						
% 5 Strongly agree	24	25	24	27	28	21
% 4	25	24	22	24	25	26
% 3	27	25	33	21	37	29
% 2	16	17	14	17	10	15
% 1 Strongly disagree	8	9	7	10	0	9
The instructional designers helped me to understand the available educational technology tools and to integrate them into my courses.						
% 5 Strongly agree	34	35	26	35	43	30
% 4	34	36	30	37	33	31
% 3	23	21	29	18	24	26
% 2	7	6	12	8	0	9
% 1 Strongly disagree	2	2	3	1	0	4
The instructional designers shared helpful tips and effective practices for fostering student engagement in my course.						
% 5 Strongly agree	29	28	27	29	41	26
% 4	34	35	34	39	37	31
% 3	22	20	23	17	13	24
% 2	12	12	10	12	10	11
% 1 Strongly disagree	4	4	5	3	0	8
The instructional designer helped me with specific areas in which I lacked expertise.						
% 5 Strongly agree	38	38	36	42	31	36
% 4	34	34	35	35	45	30
% 3	18	17	20	16	18	21
% 2	7	7	6	6	6	8
% 1 Strongly disagree	3	3	3	2	0	4

ATTITUDES ABOUT ONLINE EDUCATION

Digital learning leaders widely believe that online courses can achieve student learning outcomes equivalent to those of in-person courses, but faculty members are much less willing to agree that is the case. Eight in 10 digital learning leaders agree that online courses can achieve the same outcomes as in-person courses at any institution. In contrast, 32 percent of faculty members agree and 36 percent disagree.

Asked about the situation at their own institution, 89 percent of digital learning leaders agree – including 70 percent who strongly agree – that online courses can achieve the same educational outcomes as face-to-face courses. Faculty members remain largely divided, with 38 percent agreeing and 33 percent disagreeing.

Faculty members tend to be more negative than positive about online courses' ability to yield the same learning outcomes as in-person courses in their department or discipline (36 percent agree, 43 percent disagree) or in the classes that they teach (38 percent agree, 44 percent disagree).

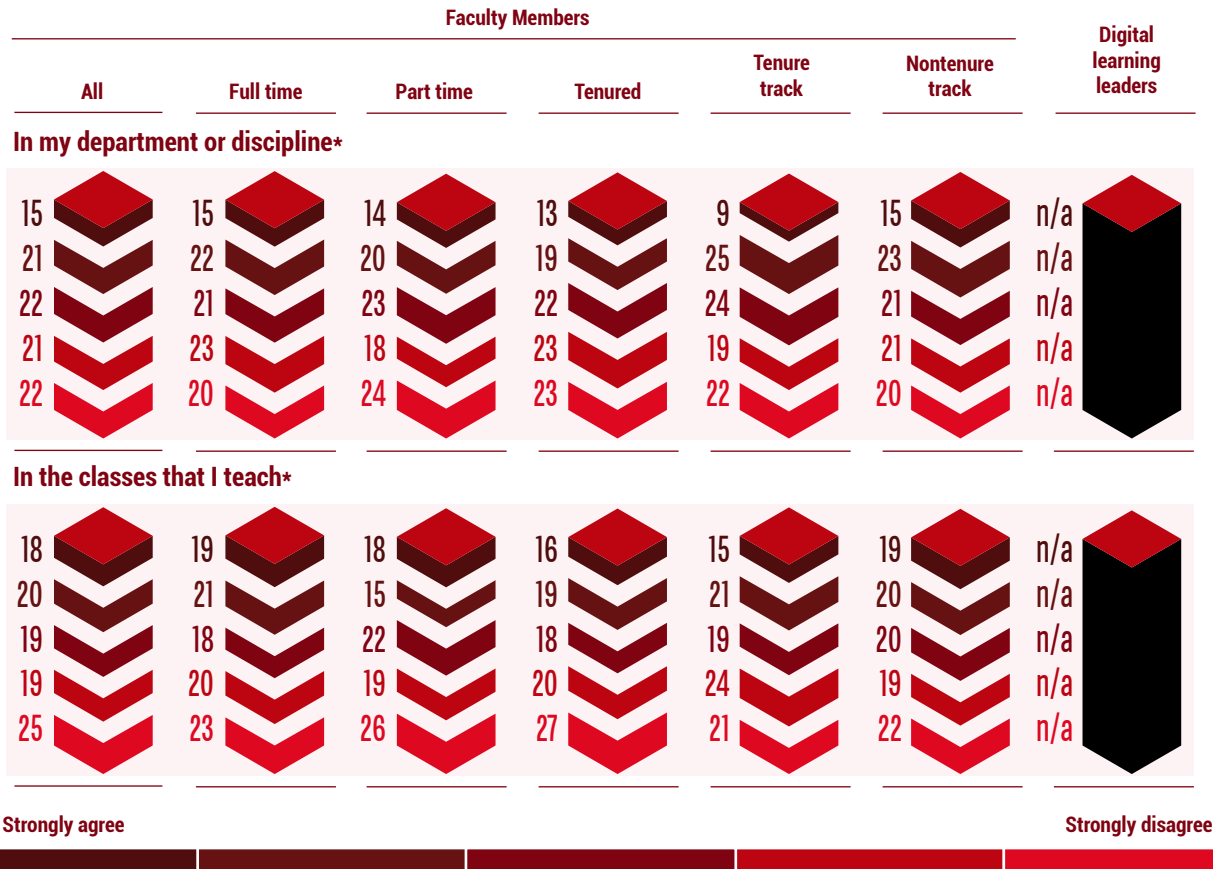
Tenured professors tend to be less positive than nontenured instructors about what online instruction can accomplish in each of the four settings.

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

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
At any institution							
% 5 Strongly agree	11	11	12	9	10	11	50
% 4	21	23	18	20	26	22	30
% 3	32	32	33	35	31	31	14
% 2	21	22	18	21	21	21	3
% 1 Strongly disagree	15	13	19	15	13	15	2
At MY institution							
% 5 Strongly agree	14	14	15	13	9	16	70
% 4	24	26	21	23	34	25	19
% 3	29	27	32	28	23	31	8
% 2	18	19	15	19	19	16	2
% 1 Strongly disagree	15	14	17	18	14	13	1

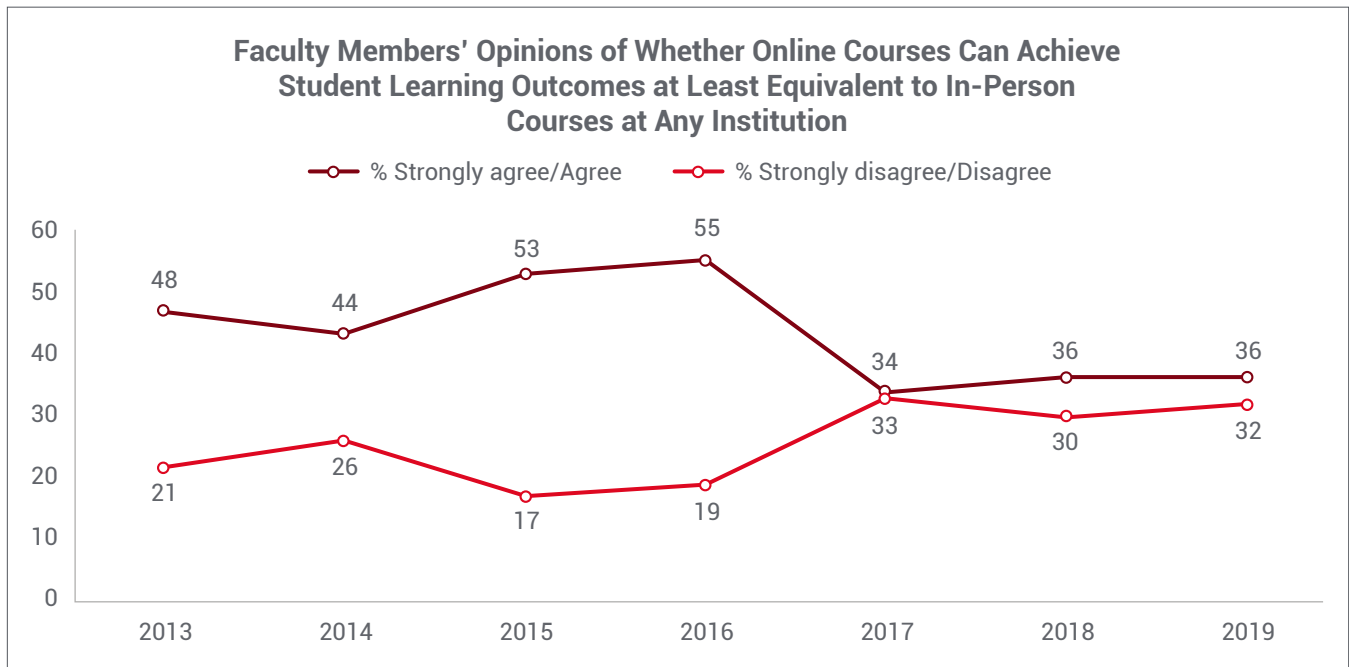
ATTITUDES ABOUT ONLINE EDUCATION (cont.)



*Asked only of faculty members

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

Faculty members have become much more positive about the potential of online education than they were in the past. Between 2013 and 2016, a significantly higher percentage of faculty members disagreed than agreed that online courses could achieve outcomes equivalent to those of in-person courses, compared with roughly divided opinions now.



ATTITUDES ABOUT ONLINE EDUCATION (cont.)

The shift might be related to the increase in the percentage of faculty with online teaching experience. Faculty members who have taught online are considerably more positive about online courses yielding similar educational results to in-person courses than are their peers without online teaching experience.

Specifically, majorities of faculty members who have taught online agree that online instruction is just as good as in-person instruction at their institution (55 percent), in their department or discipline (55 percent), and in the classes they teach (61 percent). Experienced online instructors are less positive about online courses being comparable to in-person courses at any institution, but still many more agree (44 percent) than disagree (26 percent).

Faculty members who have never taught online courses are more likely to disagree than agree that online courses can achieve the same outcomes as in-person instruction. They are especially doubtful that online courses in their department or discipline or in the classes they teach can yield the same results as in-person courses.

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

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
At any institution			
% 5 Strongly agree	11	17	5
% 4	21	27	16
% 3	32	30	34
% 2	21	16	25
% 1 Strongly disagree	15	10	18
At MY institution			
% 5 Strongly agree	14	23	7
% 4	24	32	17
% 3	29	24	33
% 2	18	13	22
% 1 Strongly disagree	15	8	22

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
In my department or discipline			
% 5 Strongly agree	15	25	6
% 4	21	30	12
% 3	22	22	21
% 2	21	14	27
% 1 Strongly disagree	22	9	33
In the classes that I teach			
% 5 Strongly agree	18	31	5
% 4	20	30	9
% 3	19	18	19
% 2	19	12	25
% 1 Strongly disagree	25	8	42

One of the arguments often used for online education is that it could significantly reduce the cost of higher education. Reality may be different, though. As seen on the following page, faculty members essentially divide evenly as to whether it is less expensive to offer an online course than an in-person course – 37 percent agree and 40 percent disagree. Digital learning leaders, who may be better positioned to evaluate the costs of online instruction, are even less likely to agree – just 22 percent do, while the majority, 55 percent, disagree that online courses are less expensive.

It follows, then, that neither faculty members nor digital learning leaders believe that online courses should be priced lower than in-person courses. Thirty-two percent of faculty members agree and 46 percent disagree that online courses should be priced lower. Among digital learning leaders, 23 percent agree and 51 percent disagree.

Faculty members and digital learning leaders alike are inclined to agree that online courses can be less expensive only if colleges reduce spending on faculty members, student support or other factors. The majority of faculty members, 54 percent, agree with this statement, while 46 percent of digital learning leaders agree and 38 percent disagree.

Faculty members and digital learning leaders have divergent views on whether there is a necessary trade-off between price and quality. Forty-four percent of faculty members agree and 31 percent disagree such a trade-off exists, while 23 percent of digital learning leaders agree and 57 percent disagree.

ATTITUDES ABOUT ONLINE EDUCATION (cont.)

Rising college tuitions and student debt levels are drawing increasing attention from policymakers and the public. Some people argue that online education could help lower the cost of higher education.

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

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
It is less expensive to offer an online course than an in-person course.							
% 5 Strongly agree	13	12	15	14	10	13	5
% 4	24	24	23	22	27	27	17
% 3	23	22	27	21	28	23	23
% 2	17	17	19	16	18	20	22
% 1 Strongly disagree	23	25	16	27	17	18	33
Online courses should be priced lower than in-person courses.							
% 5 Strongly agree	15	14	16	13	16	15	8
% 4	17	17	20	18	16	19	15
% 3	22	20	26	18	25	25	26
% 2	16	17	13	18	16	15	21
% 1 Strongly disagree	30	32	25	33	28	26	30
Online courses cost less than in-person courses only if institutions reduce their spending on faculty, student support or other important factors.							
% 5 Strongly agree	30	31	27	34	24	30	18
% 4	24	24	21	25	26	23	28
% 3	16	17	16	16	20	16	16
% 2	13	12	15	10	17	14	22
% 1 Strongly disagree	17	15	20	14	13	17	16
There is an inevitable trade-off between price and quality in college courses.							
% 5 Strongly agree	20	19	23	21	23	18	7
% 4	24	24	25	26	24	25	16
% 3	24	24	24	25	23	23	20
% 2	15	16	17	14	18	20	26
% 1 Strongly disagree	16	16	12	14	12	13	31

FACULTY USE OF TECHNOLOGY

Most digital learning leaders, 72 percent, describe themselves as “early adopters” of new educational technologies – more than twice the percentage of faculty members (35 percent) who say the same. Faculty members are more likely to describe themselves as “someone who typically adopts new technologies after seeing peers use them effectively” – 54 percent think of themselves this way. One in 10 faculty members say they are disinclined to use educational technologies. These percentages have been stable the past three years.

Faculty members who have taught online (48 percent) are much more likely than those who have never taught online (24 percent) to identify as early adopters. The percentage of early adopters is even higher among those with more than 10 years of online teaching experience (62 percent).

Thirty-nine percent of faculty members say they fully support the increased use of educational technologies, an increase from 32 percent a year ago and 29 percent in 2017. Another 41 percent of faculty indicate they somewhat support greater use of educational technologies, while 12 percent are neutral and 7 percent generally do not support increased use.

As might be expected, digital learning leaders mostly embrace expanded use of educational technologies, with 86 percent fully in support and 12 percent somewhat so. Those figures are essentially the same as a year ago.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Which of the following statements best describes you?							
% An early adopter of new educational technologies	35	37	35	33	37	38	72
% Someone who typically adopts new technologies after seeing peers use them effectively	54	54	54	55	57	53	25
% Someone who is disinclined to use educational technologies	10	10	11	12	6	9	2
Please indicate your level of comfort with the increased use of educational technologies on the following five-point scale.							
% I fully support the increased use of educational technologies.	39	39	38	32	41	44	86
% I somewhat support the increased use of educational technologies.	41	42	41	43	49	40	12
% Neutral	12	12	13	15	7	10	2
% I somewhat do not support the increased use of educational technologies at all.	5	5	6	6	2	4	0
% I do not support the increased use of educational technologies at all.	2	3	2	4	1	1	1

FACULTY USE OF TECHNOLOGY (cont.)

The most common reason faculty members and digital learning leaders give to explain their support for the increased use of educational technologies is that some students simply cannot attend face-to-face classes due to work or family obligations. Sixty-four percent of faculty members and 93 percent of digital learning leaders say this.

Majorities of faculty members who support the greater use of technologies in higher education also say they believe that students learn better when they are engaged with effective technology tools (57 percent), that they like experimenting with new instructional methods and tools (54 percent), and that they have had success with education technology in the past (54 percent). Eighty-five percent of digital learning leaders cite past experience with education technology as a reason they support its increased use.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Please indicate which of the following are reasons why you support the increased use of educational technologies? Please select all that apply.*							
% Some students simply cannot attend a face-to-face class due to work or family obligations.	64	67	60	65	72	61	93
% I believe my students learn better when I engage them with effective technology tools.	57	59	52	51	74	58	79
% I like experimenting with new instructional methods and tools.	54	56	50	54	64	53	72
% I have had success with education technology in the past.	54	56	50	54	61	52	85
% I like the flexibility teaching online offers me as an instructor.	41	44	37	39	47	41	n/a
% My institution provides adequate training on how to use new technologies.	29	28	31	28	23	29	51
% My institution rewards people who adopt new technologies.	9	9	6	8	14	8	15
% Other	9	9	10	10	9	9	13
% None of these	2	1	4	2	0	3	0

*Asked of those who support the increased use of technology (n=1,545)

n/a=Not asked of digital learning leaders

FACULTY USE OF TECHNOLOGY (cont.)

Faculty members who do not support the increased use of educational technology primarily say that they believe instruction delivered without technology serves their students most effectively. Substantial minorities also say that too much corporate influence, the costs not justifying the benefit, and faculty loss of control are reasons they do not support the increased use of technology.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Please indicate which of the following are reasons why you do not support the increased use of educational technologies? Please select all that apply.*							
% I am confident that instruction delivered without using technology most effectively serves my students.	65	65	n/a	69	n/a	66	n/a
% There is too much corporate influence.	47	56	n/a	51	n/a	46	n/a
% I don't believe the benefits to students justify the costs associated with adoption.	41	45	n/a	46	n/a	41	n/a
% Faculty lose too much control over the course when they use technology.	35	37	n/a	37	n/a	39	n/a
% I don't know what technology would be most effective for my classes.	17	13	n/a	13	n/a	12	n/a
% My institution does not provide adequate training on how to use the technology.	13	14	n/a	16	n/a	9	n/a
% Available technologies at my institution are poor quality.	12	12	n/a	13	n/a	9	n/a
% The materials are too expensive.	11	17	n/a	12	n/a	14	n/a
% Other	27	25	n/a	23	n/a	39	n/a
% None of these	2	3	n/a	1	n/a	6	n/a

*Asked of those who do not support the increased use of technology (n=132)

n/a=Not reported due to small sample size

FACULTY USE OF TECHNOLOGY (cont.)

The survey asked faculty members about their use of their institution's learning management system (LMS) to perform various tasks. They most commonly use their LMS to share syllabus information (84 percent say they always use it for this purpose) and to record grades (71 percent). Approximately half say they always use their college's LMS to communicate with students. Faculty members are less inclined to always use the LMS to provide e-textbooks and related material (41 percent), track student attendance (34 percent), identify students who may need extra help (24 percent) and to integrate lecture capture (19 percent).

How often have you used your institution's learning management system (e.g., Blackboard, Moodle, Canvas, Desire2Learn, etc.) to engage in the following activities?*							
	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Share syllabus information with students							
% Always	84	85	80	81	90	86	5
% Usually	6	6	7	8	7	5	17
% Sometimes	4	4	4	6	2	3	23
% Never	6	5	9	6	1	6	22
Record grades							
% Always	71	71	76	64	76	77	5
% Usually	8	8	6	8	7	8	17
% Sometimes	9	10	7	12	11	5	23
% Never	12	11	12	15	6	10	22
Communicate with students							
% Always	51	50	56	45	49	57	5
% Usually	25	26	23	27	28	23	17
% Sometimes	17	17	14	19	17	15	23
% Never	7	7	6	9	5	5	22
Provide e-textbooks and related material							
% Always	41	40	45	35	45	44	5
% Usually	21	22	16	22	25	17	17
% Sometimes	25	25	25	27	21	27	23
% Never	13	13	13	16	9	12	22

FACULTY USE OF TECHNOLOGY (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Track student attendance							
% Always	34	30	48	24	30	42	5
% Usually	10	10	10	9	16	9	17
% Sometimes	20	22	15	24	18	19	23
% Never	35	38	28	43	36	30	22
Identify students who may need extra help							
% Always	24	20	34	17	20	31	5
% Usually	23	23	24	21	29	25	17
% Sometimes	32	34	26	34	38	28	23
% Never	21	23	17	29	13	16	22
Integrate lecture capture							
% Always	19	16	25	15	19	20	5
% Usually	9	8	12	7	9	11	17
% Sometimes	25	26	25	24	31	25	23
% Never	47	49	38	54	41	43	22

*Asked only of faculty members

FACULTY USE OF TECHNOLOGY (cont.)

Faculty members with online teaching experience are more likely than their peers without such experience to say they always use their college's LMS for each task. The differences range from a low of nine percentage points for providing e-textbooks and related material (46 percent to 37 percent) to a high of 18 points for recording grades (81 percent to 63 percent) and communicating with students (61 percent to 43 percent).

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

For-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses in the following settings:

	Faculty Members		
	All	Taught Online Course	Never Taught Online Caught
Share syllabus information with students			
% Always	84	91	77
% Usually	6	5	8
% Sometimes	4	3	6
% Never	6	2	9
Record grades			
% Always	71	81	63
% Usually	8	8	7
% Sometimes	9	7	11
% Never	12	4	19
Communicate with students			
% Always	51	61	43
% Usually	25	26	25
% Sometimes	17	11	21
% Never	7	3	11
Provide e-textbooks and related material			
% Always	41	46	37
% Usually	21	22	19
% Sometimes	25	25	25
% Never	13	7	19

FACULTY USE OF TECHNOLOGY (cont.)

	Faculty Members		
	All	Taught Online Course	Never Taught Online Caught
Share syllabus information with students			
% Always	84	91	77
% Usually	6	5	8
% Sometimes	4	3	6
% Never	6	2	9
Record grades			
% Always	71	81	63
% Usually	8	8	7
% Sometimes	9	7	11
% Never	12	4	19
Communicate with students			
% Always	51	61	43
% Usually	25	26	25
% Sometimes	17	11	21
% Never	7	3	11

FACULTY USE OF TECHNOLOGY (cont.)

The *Inside Higher Ed* survey first asked about faculty use of an LMS in 2013. Since then, there have been meaningful increases in faculty use of an LMS to perform all of the tasks except for communicating with students and identifying students who need extra help. The largest increase has come in recording grades, with an 18-point increase, from 53 percent to 71 percent, in faculty members saying they always use the LMS to record grades. As with other changes in trends, the increased use of the LMS may be related to the growing percentage of faculty members with online teaching experience.

Changes in Faculty Use of Learning Management System, 2013 to 2019

Figures are the percentages of faculty members who say they “always” use LMS for this purpose

	2013 %	2019 %	Change pct. pts.
Share syllabus information with students	76	84	+8
Record grades	53	71	+18
Communicate with students	53	51	-2
Provide e-textbooks and related material	36	41	+5
Track student attendance	24	34	+10
Identify students who may need extra help	24	24	0
Integrate lecture capture	11	19	+8

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING

Faculty members see their institution as being supportive of online learning in some ways but not others, while digital learning leaders tend to believe their institution is supportive in most respects.

Instructors see their college as being supportive of online learning in creating a climate that encourages experimentation with new approaches to teaching, including with technology (56 percent agree it does), and in providing adequate technical support for both teaching and creating online courses (52 percent agree). Faculty also are more likely to agree (40 percent) than to disagree (27 percent) that their college helps them stay informed about the latest techniques and technology tools.

Faculty members do not view their institution as being supportive of online instruction in terms of compensating fairly for the development of an online course (55 percent disagree it does) or acknowledging time demands for online course workloads (51 percent). Also, twice as many faculty members disagree as agree that their college rewards teaching with technology in tenure and promotion decisions and appropriately rewards contributions made to digital pedagogy.

They are evenly divided as to whether their college compensates fairly for online instruction or protects faculty members' intellectual property rights for digital work.

Digital learning leaders are most likely to respond positively about their institution providing technical support for creating and for teaching online courses, with 74 percent agreeing it does for each. At least 6 in 10 digital learning leaders also believe their college has a climate that encourages experimentation with teaching methods (64 percent), gives sufficient support and training to use technology effectively in the classroom (63 percent), compensates fairly for online instruction (61 percent), and has policies that protect faculty members' intellectual property for digital work (60 percent).

Two areas in which digital learning leaders are less likely to see their institution supporting online education are appropriately rewarding contributions made to digital pedagogy (32 percent agree) and rewarding teaching with technology in tenure and promotion decisions (22 percent).

Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements about your institution's support for using technology in your teaching.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Has a climate that encourages experimentation with new approaches to teaching, including with technology							
% 5 Strongly agree	21	21	20	20	26	21	25
% 4	35	35	37	36	35	36	39
% 3	27	27	26	29	19	27	21
% 2	12	12	12	11	14	12	11
% 1 Strongly disagree	5	5	4	5	6	4	5

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

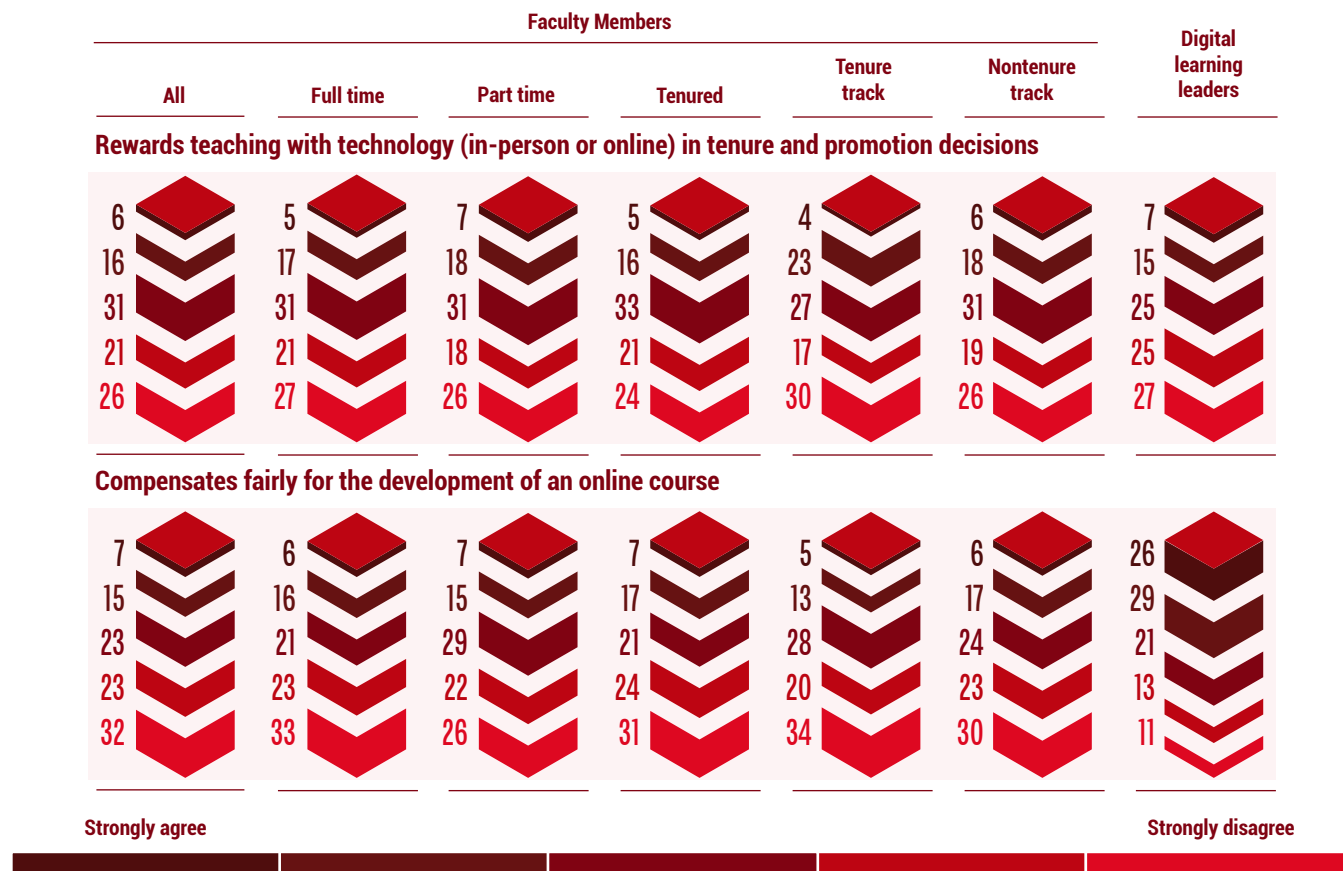


INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Has policies that protect faculty members' intellectual property rights for digital work							
% 5 Strongly agree	13	11	18	10	12	17	30
% 4	23	23	29	22	26	27	30
% 3	22	22	23	23	27	20	20
% 2	15	16	10	16	13	13	13
% 1 Strongly disagree	26	28	19	28	21	23	8
Compensates fairly for online instruction							
% 5 Strongly agree	13	13	11	15	6	12	32
% 4	22	22	22	20	23	24	29
% 3	27	27	28	28	23	26	20
% 2	19	19	19	19	27	19	13
% 1 Strongly disagree	19	19	19	18	21	19	5
Acknowledges time demands for online courses for workload*							
% 5 Strongly agree	9	8	10	8	4	11	n/a
% 4	16	15	20	13	18	18	n/a
% 3	24	23	30	24	23	26	n/a
% 2	25	26	20	27	21	21	n/a
% 1 Strongly disagree	26	28	20	28	33	24	n/a
Appropriately rewards contributions made to digital pedagogy							
% 5 Strongly agree	6	5	5	5	7	6	8
% 4	16	15	20	14	14	18	24
% 3	31	31	31	32	32	29	31
% 2	24	23	24	25	18	26	25
% 1 Strongly disagree	24	26	19	24	28	21	12

*Asked only of faculty members

INSTITUTIONAL SUPPORT FOR ONLINE LEARNING (cont.)



ASSESSMENT EFFORTS

Faculty members have decidedly mixed views about assessment efforts that an increasing number of colleges are adopting to measure student learning outcomes. Most notably, they divide fairly evenly between agreeing (33 percent) and disagreeing (35 percent) that assessment efforts have improved the quality of teaching and learning at their college.

Faculty members are also split in their opinions about whether their college makes changes to curriculum, teaching practices or student services based on what it finds in assessment, whether there is meaningful discussion at their college about how to use the assessment information, and whether they have received information derived from assessment efforts to help improve their teaching.

Faculty are more positive about the role they play in measuring student outcomes. Fifty-one percent strongly agree or agree and 26 percent strongly disagree or disagree that faculty members at their institution play a central role in deciding how to measure student success. They are also much more likely to agree (45 percent) than to disagree (29 percent) that instructors play a central role in deciding which student success tools to use and planning for their use.

Two areas in which faculty are more negative than positive toward assessment efforts concern the motivations for using such tools and the frequency with which assessment data are shared. Forty-nine percent of faculty members agree and 28 percent disagree that assessment efforts are done more to keep accreditors and politicians happy than to improve teaching and learning. Additionally, 43 percent disagree and 32 percent agree that they regularly receive data gathered through assessment efforts.

Compared with last year, faculty members are less negative about assessment efforts. For example, in the 2018 survey, more faculty disagreed (38 percent) than agreed (25 percent) that those efforts improved teaching and learning at their institution. They were divided as to whether faculty members played a meaningful role in planning for the use of assessment tools.

As has been the case in previous surveys, digital learning leaders hold more positive attitudes about assessment efforts in a number of respects than their faculty peers do. Some of these include that assessment efforts have improved the quality of teaching and learning at their college, that there is meaningful discussion about how to use data gathered through assessment efforts, and that the college makes changes to curriculum and other areas based on data gathered through assessment.

Digital learning leaders are similar to faculty members in their opinions of whether assessment data is regularly shared at their college — 34 percent agree it is, and 42 percent disagree.

ASSESSMENT EFFORTS (cont.)

Most colleges are increasing their efforts to measure and promote student learning and use a variety of technology tools to assist with those efforts. These initiatives and tools vary widely and include reports on the engagement and success of individual students, "early warning" systems, and the collection of data on cohorts of students (individual classes and institution-wide).

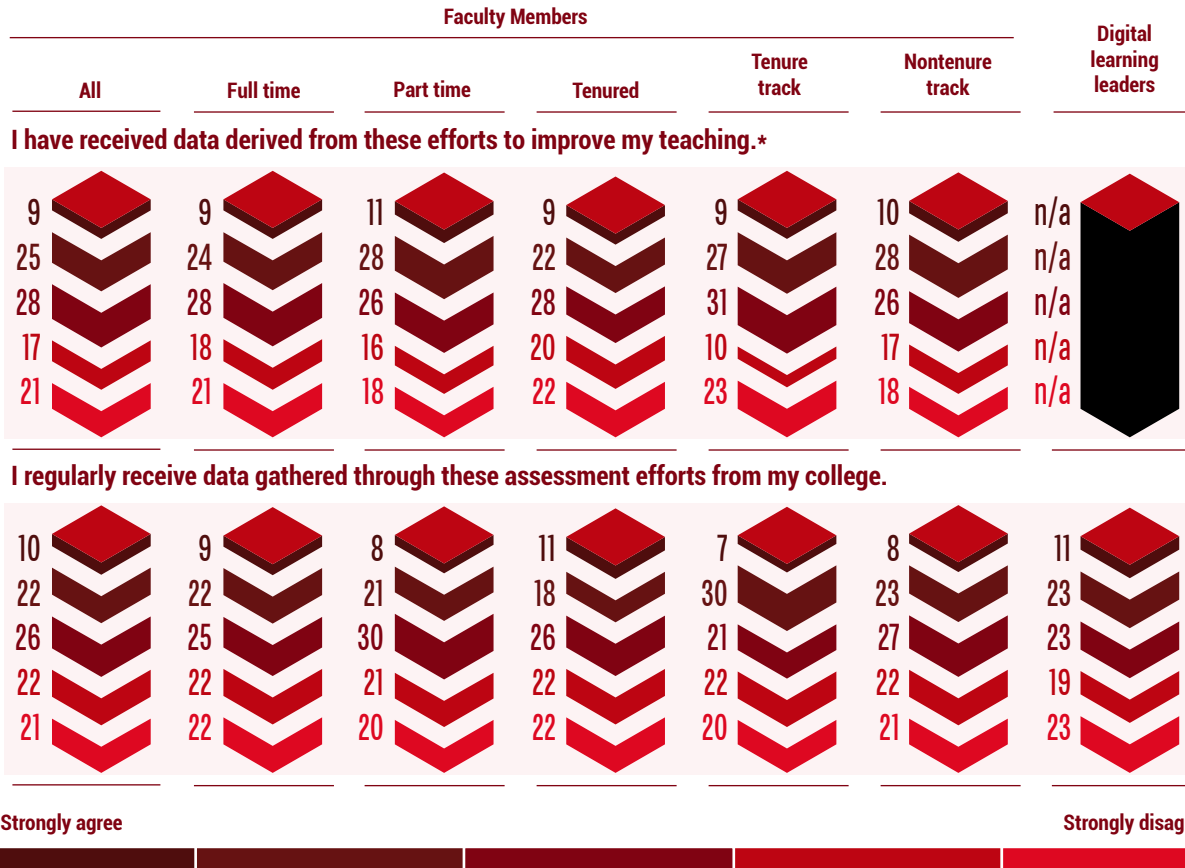
Using a five-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with the following statements.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Faculty members at my institution play a central role in deciding how to measure student success.							
% 5 Strongly agree	18	18	16	19	17	16	21
% 4	33	32	36	31	36	34	34
% 3	23	23	27	23	22	24	29
% 2	14	15	11	16	15	14	12
% 1 Strongly disagree	12	12	11	12	10	12	4
Faculty members at my institution play a central role in deciding which student success tools to use and planning for their use.							
% 5 Strongly agree	16	15	17	16	18	15	8
% 4	29	28	34	28	29	30	32
% 3	26	26	29	24	28	30	29
% 2	15	16	10	16	13	14	22
% 1 Strongly disagree	14	15	10	16	12	11	9
My college's use of assessment is more about keeping accreditors and politicians happy than it is about teaching and learning.							
% 5 Strongly agree	26	28	19	33	18	20	7
% 4	23	24	22	23	27	23	28
% 3	23	23	23	22	24	25	33
% 2	16	15	17	13	24	16	18
% 1 Strongly disagree	12	10	20	9	6	16	14

ASSESSMENT EFFORTS (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
There is meaningful discussion at my college about how to use the assessment information.							
% 5 Strongly agree	11	12	10	11	13	11	14
% 4	25	25	25	22	31	25	33
% 3	28	26	36	26	21	33	26
% 2	19	20	15	22	17	16	21
% 1 Strongly disagree	17	18	15	19	17	15	6
These assessment efforts have improved the quality of teaching and learning at my institution.							
% 5 Strongly agree	8	7	10	6	11	10	8
% 4	25	25	24	22	32	28	37
% 3	32	31	37	32	25	32	36
% 2	20	21	15	23	20	17	15
% 1 Strongly disagree	15	16	14	18	13	13	4
My college regularly makes changes in the curriculum, teaching practices or student services based on what it finds through assessment.							
% 5 Strongly agree	8	7	12	6	8	10	7
% 4	26	26	26	22	38	27	32
% 3	31	30	35	31	26	34	31
% 2	21	23	16	25	17	18	20
% 1 Strongly disagree	14	14	12	16	12	12	10

ASSESSMENT EFFORTS (cont.)



*Asked only of faculty members

USE OF EXTERNAL VENDORS

Some colleges rely on external companies to help deliver online programs or assist with other functions for the college. Neither faculty members nor digital learning leaders endorse the widespread use of external vendors to handle various institutional responsibilities.

At most, 44 percent of faculty members and 61 percent of digital learning leaders say colleges should rely on external vendors either “a great deal” or “a fair amount” for marketing to prospective students.

Apart from marketing purposes, faculty members tend to be more open to using outside firms than digital learning leaders are. For example, 43 percent of faculty members and 26 percent of digital learning leaders say colleges should use external vendors for faculty development. Thirty-five percent of faculty members support the use of external vendors for both instructional design and student support, whereas 18 percent of digital learning leaders believe it should be used for instructional design and 23 percent for student support.

Both groups are disinclined to support the use of external vendors to deliver educational content – 26 percent of faculty members and 18 percent of digital learning leaders believe colleges should rely on outside firms for this purpose.

Among faculty members, part-time and nontenure track instructors tend to be more open to colleges using external vendors for these purposes.

Some colleges use external vendors to deliver their online programs, or to supplement their own capabilities in certain areas. To what extent do you believe institutions should rely on outside providers for each of the following?							
	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Marketing to prospective students							
% A great deal	8	8	10	8	8	8	17
% A fair amount	36	36	37	32	48	37	44
% Not much	31	32	30	32	30	31	27
% Not at all	25	25	23	28	14	23	12
Faculty development							
% A great deal	8	7	11	5	9	10	3
% A fair amount	35	31	45	28	32	41	23
% Not much	39	41	31	42	45	35	47
% Not at all	19	20	13	25	14	14	27

USE OF EXTERNAL VENDORS (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Instructional design							
% A great deal	5	4	6	4	4	4	4
% A fair amount	30	27	40	25	27	38	14
% Not much	42	44	36	42	50	40	42
% Not at all	23	25	18	28	19	18	40
Student support							
% A great deal	8	6	11	5	5	10	2
% A fair amount	27	25	33	22	31	30	21
% Not much	39	41	34	42	38	40	49
% Not at all	26	27	22	31	26	21	28
Educational content							
% A great deal	6	6	9	4	9	8	0
% A fair amount	20	18	26	14	19	24	18
% Not much	39	38	43	35	42	41	39
% Not at all	35	39	23	47	30	27	43

ACADEMIC FRAUD

Another area in which faculty members and digital learning hold divergent views is the extent to which academic fraud occurs in online versus in-person instruction. Sixty percent of faculty members believe that academic fraud is more common in online courses than in face-to-face courses, while 39 percent say it occurs in both settings about equally. Just 11 percent of digital learning leaders believe academic fraud is more common in online courses; most, 86 percent, think it occurs about equally in both settings.

Majorities of both faculty members and digital learning leaders are at least somewhat confident that the methods their institution uses to verify online students' identities are effective, but many more digital learning leaders (91 percent) than faculty members (54 percent) are confident.

The most common method colleges use to identify online students' identity is a login with a username and password. The next most common methods are live proctoring, remote proctoring via webcam, and photo identification.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
I believe academic fraud occurs more frequently in –							
% Online courses	60	60	62	63	57	57	11
% Face-to-face courses	1	1	1	1	0	2	4
% Both settings about equally	39	40	36	36	43	41	86
In which of the following ways does your institution verify the identity of students taking online courses? You may select as many as apply.							
% Login with username and password	88	88	91	86	90	92	97
% Live proctoring	22	24	15	23	24	17	49
% Remote proctoring via webcam	18	20	11	18	23	17	64
% Photo identification	15	16	9	15	15	13	50
% Keystroke analysis	9	9	8	10	7	6	1
% Fingerprint identification	2	2	1	2	<1	2	7
% Voice recognition	<1	<1	1	1	0	<1	1
% None of these	<1	<1	<1	<1	0	0	0
How confident are you that the methods your institution uses effectively verify online students' identities?							
% Very confident	15	14	21	12	16	17	30
% Somewhat confident	39	39	39	37	38	43	61
% Not too confident	27	27	25	26	34	25	8
% Not confident at all	19	20	16	25	12	15	1

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

Colleges that receive federal funds are required to comply with the ADA and make efforts to ensure that those with disabilities have the same access to participate in higher education as other students. Seventy percent of college faculty members say their institution provides training on how to make course materials compliant with the ADA. This is an increase from 2017, when 64 percent indicated their institution provided such training. Instructors who teach at public institutions (74 percent) are much more likely than those working at private institutions (50 percent) to say their college provides ADA-compliance training.

College faculty members report that the courses they teach accommodate those with disabilities in various ways, including offering screen-reader compatibility (70 percent), providing alternative text to visual elements (68 percent), making links descriptive for people with visual disabilities (67 percent), and captioning video and transcribing audio (65 percent).

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Does your institution provide training on how to make course materials ADA-compliant?							
% Yes	70	70	74	69	64	73	97
% No	30	30	26	31	36	27	49
Do the courses you teach do each of the following?							
% Offer screen-reader compatibility	70	69	72	66	68	70	97
% Provide alternative text to visual elements	68	66	71	62	65	70	49
% Make links descriptive for people with visual disabilities	67	66	68	61	64	68	97
% Caption video and transcribe audio	65	66	60	61	65	64	49

*Asked only of faculty members

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE (cont.)

Faculty members with online teaching experience are significantly more likely than those with no online teaching experience to say their courses offer various types of accommodations to students with disabilities.

As you may know, the Americans with Disabilities Act (ADA) requires that colleges afford the full educational experience to those with disabilities as fully as possible.*			
	Faculty Members		
	All	Taught Online Course	Never Taught Online Course
Do the courses you teach do each of the following?			
% Offer screen-reader compatibility	70	80	59
% Provide alternative text to visual elements	68	76	59
% Make links descriptive for people with visual disabilities	67	76	56
% Caption video and transcribe audio	65	73	56
Does your institution provide training on how to make course materials ADA-compliant?			
% Yes	70	74	66
% No	30	26	34

*Asked only of faculty members

Faculty members at public institutions are also much more likely than those at private institutions to offer accommodations for people with disabilities in their courses. Roughly 7 in 10 public college instructors say their courses offer each of the four accommodations, compared with about half of those at private institutions.

TEXTBOOKS AND INCLUSIVE ACCESS

College students often have to pay high prices for textbooks and other course materials, contributing to higher education inflation. Both faculty members and digital learning leaders concur that textbooks and other course materials cost too much. Eighty-two percent of faculty members and 90 percent of digital learning leaders agree that textbook prices are too high, with majorities of both groups strongly agreeing.

Both faculty members and digital learning leaders see open educational resources (OER) – free and openly licensed educational materials – as a possible solution to the problem of high textbook prices. Sixty-nine percent of faculty members and 90 percent of digital learning leaders agree that colleges should embrace the use of OER.

Faculty members and digital learning leaders have different opinions on whether instructors and colleges should be open to changing textbooks or other course materials to save students money, even if the alternatives are of lesser quality. More digital learning leaders agree (43 percent) than disagree (33 percent) with this idea, while more faculty members disagree (46 percent) than agree (32 percent).

Digital learning leaders are also sympathetic to the idea that the goal of saving students money justifies the loss of some faculty control over selection of the course materials they teach – 45 percent agree and 24 percent disagree. In contrast, the majority of faculty members disagree (58 percent) rather than agree (21 percent).

Opinions on textbooks among faculty members and digital learning leaders are similar to what they were in last year's survey.

Many students, parents and politicians complain about textbook costs. Some colleges are experimenting with new ways to minimize those costs.

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

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Textbooks and course materials cost too much.							
% 5 Strongly agree	57	56	59	53	54	59	72
% 4	25	26	21	26	29	24	18
% 3	13	13	14	15	13	12	8
% 2	3	3	4	5	2	3	1
% 1 Strongly disagree	1	1	2	1	2	2	0

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.							
% 5 Strongly agree	14	13	14	12	15	14	23
% 4	18	18	16	19	22	16	20
% 3	23	22	25	22	21	26	24
% 2	20	21	18	21	21	18	22
% 1 Strongly disagree	26	26	27	27	22	26	11
Colleges should embrace open educational resources, free and openly licensed online educational material.							
% 5 Strongly agree	41	40	44	37	46	44	71
% 4	28	28	26	29	26	29	19
% 3	22	22	20	24	21	20	8
% 2	6	6	5	6	6	5	0
% 1 Strongly disagree	3	3	5	4	2	2	1
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.							
% 5 Strongly agree	7	6	8	6	5	7	16
% 4	14	13	17	12	18	16	29
% 3	21	20	21	20	24	20	31
% 2	18	19	17	16	22	19	13
% 1 Strongly disagree	40	41	38	46	31	38	11

Inside Higher Ed's recent surveys of college presidents and provosts have also asked about textbooks. Like faculty members and digital learning leaders, presidents believe textbooks cost too much and think colleges should embrace OER. (Provosts were not asked these two items.)

Presidents, provosts and digital learning leaders express similar attitudes about whether faculty members should be open to choosing lower-cost, and possibly lower-quality, textbooks and whether saving students money sufficiently justifies faculty losing some control over course material selection. Faculty members are less supportive than the other groups about these proposals

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

College Officials' Opinions About Textbooks				
	Faculty Members	Digital Learning Leaders	Provosts	Presidents
Textbooks and course materials cost too much.				
% Strongly agree/Agree	82	90	n/a	87
% Strongly disagree/Disagree	4	1	n/a	3
Colleges should embrace open educational resources, free and openly licensed online educational material.				
% Strongly agree/Agree	69	90	n/a	85
% Strongly disagree/Disagree	9	1	n/a	2
Faculty members and institutions should be open to changing textbooks or other materials to save students money, even if the lower cost options are of lesser quality.				
% Strongly agree/Agree	32	43	37	39
% Strongly disagree/Disagree	46	33	37	37
The need to help students save money on textbooks justifies some loss of faculty member control over selection of materials for the courses they teach.				
% Strongly agree/Agree	21	45	46	51
% Strongly disagree/Disagree	58	24	34	27

n/a=Not asked

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

One way colleges are attempting to address course material costs is to use inclusive access platforms. These platforms make digital course content available to all students, the costs of which are often included in tuition and are typically much lower than what students would pay for a printed textbook of the same material.

Thirty-nine percent of faculty members and 45 percent of digital learning leaders believe inclusive access platforms have achieved both of their primary goals of reducing the costs of course materials for students and improving education outcomes. Most faculty members and digital learning leaders who say inclusive access is achieving only one goal believe it has been successful at reducing costs for students but not at improving education outcomes. One in five faculty members and 3 in 10 digital learning leaders do not believe inclusive access is achieving either goal.

In recent years, new “inclusive access” platforms have emerged that allow institutions and instructors to make digital course content available to all students on the first day of class at a discounted rate that is often included as part of tuition.

Two primary goals of inclusive access programs are reducing the costs of course materials to students and improving education outcomes by making sure students have access to course materials at the start of the term.

Based on what you know about them, do you think inclusive access platforms are:

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
% Achieving both of those goals	39	37	43	29	55	42	45
% Only achieving the goal of reducing the costs of course materials to students	34	35	32	39	33	33	21
% Only achieving the goal of improving education outcomes	6	6	6	8	0	5	4
% Not achieving either of these goals	20	21	18	24	12	20	30

TEXTBOOKS AND INCLUSIVE ACCESS (cont.)

Fifty-nine percent of faculty members and half of digital learning leaders strongly agree or agree it is too soon to say whether inclusive access is good for students.

Sixty-seven percent of faculty members and 49 percent of digital learning leaders strongly agree or agree that the adoption of inclusive access platforms by institutions may limit the ability of faculty members to choose the course materials they prefer. Faculty opinions are unchanged from last year, while digital learning leaders are less inclined to agree this year than they were a year ago, when 59 percent did.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
It is too soon to say whether inclusive access is good for students.							
% 5 Strongly agree	25	26	22	28	20	23	25
% 4	34	35	30	37	38	30	25
% 3	26	24	31	23	28	28	22
% 2	10	9	11	6	9	12	22
% 1 Strongly disagree	6	6	6	6	5	7	5
The adoption of inclusive access platforms by institutions may limit the ability of faculty members to choose the course materials they prefer.							
% 5 Strongly agree	26	27	24	29	25	26	14
% 4	41	43	35	41	45	38	35
% 3	23	21	31	22	21	26	33
% 2	7	7	7	6	5	8	12
% 1 Strongly disagree	2	2	3	2	4	2	5

TENURE AND OTHER FACULTY ISSUES

More than three-quarters of faculty members strongly agree or agree that tenure remains important and viable at their institution, with nearly half in strong agreement. Tenured (85 percent) and tenure track (91 percent) professors are much more likely to agree tenure is viable than nontenure track (63 percent) instructors are.

Faculty members as a whole are evenly divided as to whether professors can earn tenure based on research success, even if they are known to be ineffective teachers — 43 percent agree and 43 percent disagree this is the case. But subgroups of faculty members diverge on the issue. Tenured professors are more inclined to disagree (49 percent) than to agree (38 percent), while tenure track professors are divided and nontenure track faculty are more likely to agree (55 percent) than disagree (31 percent).

Provosts were asked the same questions about tenure in the most recent survey of provosts. They share similar attitudes with faculty members about the viability of tenure (78 percent agree it is viable, and 13 percent disagree), but the groups differ markedly on whether professors can earn tenure if they are known to be ineffective teachers. Eighty-one percent of provosts disagree and only 10 percent agree that ineffective teachers can earn tenure based on their research success alone.

Faculty members and provosts were asked about liberal arts education. Seventy-four percent of faculty members strongly agree or agree that the concept of a liberal arts education is not well understood in the U.S. A slightly higher percentage of provosts, 85 percent, agreed.

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

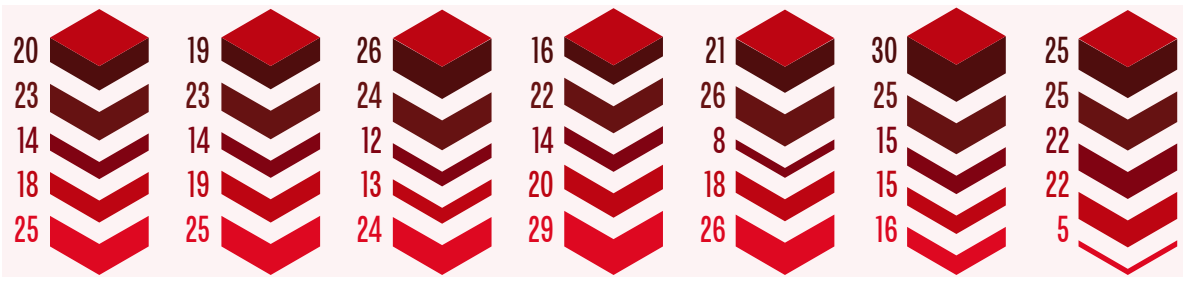
	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Tenure remains important and viable at my institution.*							
% 5 Strongly agree	48	52	29	56	57	34	72
% 4	29	29	31	29	34	29	18
% 3	11	9	21	8	5	17	8
% 2	5	5	7	4	2	8	1
% 1 Strongly disagree	7	5	12	2	2	12	0

*Asked only of faculty members

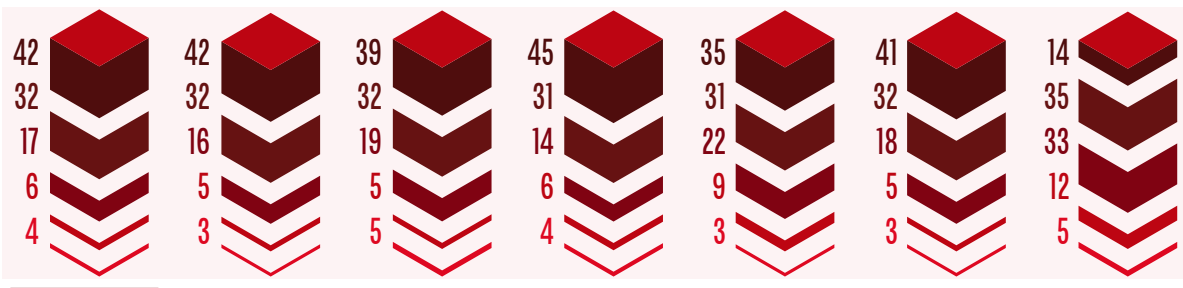
TENURE AND OTHER FACULTY ISSUES (cont.)

Faculty Members						Digital learning leaders
All	Full time	Part time	Tenured	Tenure track	Nontenure track	Digital learning leaders

Faculty members at my institution can earn tenure based on research success, even if they are known to be ineffective teachers.*



The concept of a liberal arts education is not well understood in the U.S.*



Strongly agree

Strongly disagree



*Asked only of faculty members

TENURE AND OTHER FACULTY ISSUES (cont.)

In terms of teaching loads, 36 percent of faculty members say their college has increased teaching loads for faculty members in the past five years. Fifty-four percent of part-time and nontenure track faculty members say this is occurring at their college, compared with one-third or less of full-time, tenured and tenure track professors.

Thirteen percent of faculty indicate their college is considering increasing teaching loads for faculty members, and 51 percent say it is not doing so.

Looking ahead, 60 percent of faculty members expect their institution will be more reliant on nontenure track faculty for instruction, while 33 percent believe it will be as reliant as it is today, and only 6 percent say less reliant. Majorities of all faculty subgroups believe their college will be more reliant on nontenure track faculty.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
Which of the following applies to the situation at your college?*							
% My college has increased teaching loads for faculty members in the past five years.	36	32	54	25	33	54	25
% My college is considering increasing teaching loads for faculty members but has not done so.	13	15	7	16	15	9	25
% My college is not considering increasing teaching loads for faculty members.	51	53	39	59	53	37	22
In the future, do you anticipate that your institution will become more reliant, less reliant, or will it be about as reliant as it is today on nontenure track faculty members for instruction?*							
% Less reliant on nontenure track faculty members	6	6	8	6	6	6	14
% As reliant as it is today on nontenure track faculty members	33	35	27	34	41	28	35
% More reliant on nontenure track faculty members	60	59	65	60	53	66	33

*Asked only of faculty members

TENURE AND OTHER FACULTY ISSUES (cont.)

Faculty attitudes on this matter diverge from those of provosts, most of whom expect no change in reliance on nontenure track faculty. In the most recent survey of provosts, 66 percent said they expected their institution to be as reliant on nontenure track faculty as it is today, while 26 percent expect it to be more reliant and 8 percent less so.

Faculty members were also asked a series of items designed to assess diversity and inclusion in their workplace. Seventy-one percent strongly agree or agree they are treated with respect at work. Tenured professors are somewhat less likely to say this than tenure track faculty, 67 percent to 82 percent.

A slim majority of faculty members, 56 percent, strongly agree or agree they are confident their employer would do what is right if they raised a concern about ethics and integrity; 22 percent disagree, while 22 percent are neutral.

Slightly less than half of faculty members, 47 percent, strongly agree or agree their institution is committed to building the strengths of each employee; 26 percent disagree. Forty percent of tenured faculty agree their institution has this commitment, compared with 49 percent of nontenure track and 57 percent of tenure track instructors.

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 experiences at your college.

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
At work, I am treated with respect.*							
% 5 Strongly agree	38	35	46	33	40	40	72
% 4	33	34	30	34	42	31	18
% 3	17	17	16	19	14	16	8
% 2	8	9	5	8	4	8	1
% 1 Strongly disagree	5	6	3	7	<1	5	0

*Asked only of faculty members

TENURE AND OTHER FACULTY ISSUES (cont.)

	Faculty Members						Digital learning leaders
	All	Full time	Part time	Tenured	Tenure track	Nontenure track	
If I raised a concern about ethics and integrity, I am confident my employer would do what is right.*							
% 5 Strongly agree	25	22	34	20	21	30	25
% 4	31	31	30	30	40	30	25
% 3	22	22	22	24	20	21	22
% 2	13	14	9	15	13	11	22
% 1 Strongly disagree	9	10	5	12	5	7	5
My institution is committed to building the strengths of each employee.*							
% 5 Strongly agree	16	13	22	12	18	17	14
% 4	31	31	32	28	39	32	35
% 3	27	27	27	29	24	27	33
% 2	16	17	12	17	14	14	12
% 1 Strongly disagree	10	11	7	13	4	9	5

*Asked only of faculty members

INSTITUTION AND PERSONAL DEMOGRAPHICS

What is your age?	% Faculty Members	% Digital learning leaders
Under 30	2	0
30 to 39	14	7
40 to 49	22	27
50 to 59	27	35
60 to 69	26	28
70 and older	10	3

What is your gender?	% Faculty Members	% Digital learning leaders
Male	52	45
Female	47	55

How many years have you served as a faculty member at this institution?*	% Faculty Members
Less than six months	1
Six months to less than three years	10
Three years to less than five years	10
Five years to less than 10 years	21
10 or more years	58

*Asked only of faculty members

What is your current tenure status?*	% Faculty Members
Tenured	49
Tenure track but not tenured	12
Nontenure track	39

*Asked only of faculty members

Do you work part time or full time at your institution?*	% Faculty Members
Part time	24
Full time	76

*Asked only of faculty members

INSTITUTION AND PERSONAL DEMOGRAPHICS (cont.)

Which of the following disciplines do you associate yourself with?*	% Faculty Members
Humanities	26
Social sciences	22
Engineering	4
Computer and information sciences	3
Physical sciences	8
Biological sciences	7
Professional schools	13
Another field	17

*Asked only of faculty members

The courses you teach are:*	% Faculty Members
Exclusively for undergraduate students	53
Primarily for undergraduate students	21
An equal mix	17
Primarily for graduate students	5
Exclusively for graduate students	5

*Asked only of faculty members

What type of online courses and degree programs does your institution offer? Select all that apply.*	% Digital learning leaders
Some online courses (no complete online degree programs)	47
Online degree programs	90
Some blended or hybrid courses	84
Degree programs consisting of all blended or hybrid courses	48

*Asked only of digital learning leaders

Do you consider your institution to be a liberal arts institution?	% Faculty Members	% Digital learning leaders
Yes	51	51
No	49	49

*Asked only of digital learning leaders

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