how today's higher education faculty use social media

OCTOBER 2012

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Blogs, Wikis, Podcasts and Facebook: How Today's Higher Education Faculty Use Social Media is a collaborative effort of Pearson Learning Solutions and the Babson Survey Research Group.

About Pearson

As the leading education services company, Pearson is serious about evolving how the world learns. We apply our deep education experience and research, invest in innovative technologies, and promote collaboration throughout the education ecosystem. Real change is our commitment and its results are delivered through connecting capabilities to create actionable, scalable solutions that improve access, affordability, and achievement. For more information, visit www.pearsoned.com.

About the Babson Survey Research Group

The Babson Survey Research Group in the Arthur M. Blank Center for Entrepreneurship at Babson College conducts regional, national, and international research projects, including survey design, sampling methodology, data integrity, statistical analyses, and reporting. Visit Babson Survey Research Group online at www.onlinelearningsurvey.com.

table of contents

acknowledgments

executive summary

Faculty are very aware of social media and considerable numbers of them use it regularly in their personal lives. Levels of adoption for professional and teaching purposes lag behind that for personal use.

Facebook is the most-visited social media site for personal use, with over one-half of faculty visiting at least monthly. Daily use of Facebook exceeds the daily, weekly, and monthly use of any other site by faculty for personal purposes. Personal use of Twitter among faculty is generally low, well behind use of podcasts, LinkedIn, and blogs and wikis.

Young faculty members use social media at rates much higher than the rates for older faculty—a pattern that holds true for personal use, professional use, and use in teaching. Virtually every measure of adoption and use shows that the youngest faculty are in the lead and the oldest lag behind.

Faculty are selective about their choice of social media sites, matching different sites to their different needs; the sites they visit most often for personal use (Facebook), professional use (LinkedIn), and for use for in teaching (Blogs and Wikis) are all different.

The use of social media among faculty is fluid and evolving. The mix of sites being used is changing over time—in 2011 Facebook was the most visited site for faculty professional purposes; by 2012 this has been replaced by LinkedIn. Use of Facebook for professional purposes dropped, while the usage of LinkedIn increased over the one-year period.

One area where adoption is almost universal is in the use of video for classes. Whether it is used in a class session or assigned for viewing outside of class, faculty are enthusiastic adopters of video. They mostly rely on their own online searching to find appropriate videos, but select from a number of different sources. Online video sources are the most commonly used, but video from educational publishers is also popular.

Faculty continue to see significant barriers to widespread adoption of social media for teaching. The top two concerns remain privacy and the integrity of student submissions. The need or desire to separate course and personal accounts was also cited by a large number of faculty as an important barrier. The degree of concern with all measured barriers is decreasing over time, with the largest decrease seen for the issue of the amount of time that it takes. Faculty in every subgroup had far less concern with the time required by social media in teaching in 2012 than they did the previous year.

introduction

Pearson has been researching faculty use of social media since 2009. As a learning company that emphasizes the effective use of technology, Pearson is acutely aware of how important it is to understand these emerging media, the opportunities they offer to higher education faculty, and how their adoption can evolve—and is evolving—higher education teaching and learning. Pearson's collaboration with other thought leaders, including Babson Survey Research Group and Pearson author and social media strategist Mike Moran, is one of the ways we're gaining that understanding. As a reflection of our commitment to sharing our knowledge with the higher education community, the following pages contain the findings of our 2012 Social Media in Higher Education survey.

Here at Pearson, we believe research and growth must go hand in hand. We're constantly seeking new ways to process, understand, and leverage the vast amounts of interactive data we collect to improve learning. And as we've tracked the growth of social media, we've recognized—and tried to utilize—the exciting reality that the medium has allowed a new avenue for communication, valuable for teaching and learning, to spring up between students and professors and among students themselves, within single universities and across the world. As such, we've added a Social Learning interface to both Pearson LearningStudio and OpenClass learning management systems. Pearson LearningStudio integrates the latest features students need to engage peers and instructors—social profiles, avatars, chat, groups, remarks, activity feed, and fully integrated Skype functionality for real-time discussion. On the OpenClass platform, instructors and students can engage and interact just as they would in Facebook, Twitter, Google+ and other social networking applications. And social functionality is built directly into EQUELLA, our award-winning digital content repository, so that educators can rate, share, tag and comment on digital assets as they upload them to and search for them in the repository. To fully realize the potential of

social learning, Pearson is continuously vetting our programs and adding new capabilities.

This year's social media survey included Facebook, Twitter, podcasts, wikis, blogs, and video (both on YouTube and elsewhere). To discover exactly how higher education faculty uses social media sites, we asked survey participants to designate their usage as personal, in class, or professional (on the job but not while teaching). Teaching usage includes usage in traditional, blended and online classes. To ensure a fully representative group of higher education professionals, we included as a survey participant anyone who teaches at a higher education institution—full-time or part-time, tenured or nontenured, tenure track or adjunct.

It is critical to us at Pearson that we both drive and support research concerning innovative teaching practices—whether it's happening with Pearson solutions or not. The more we know about effective uses of technologies for teaching and learning, the faster we can adopt these new practices, facilitate their proliferation across higher education and increase student success. We anticipate that you'll find the information herein as enlightening, and inspiring, as we did. We look forward to continuing our research, sharing it with you, and helping establish the next wave of best practices together.

detailed survey findings

There has been explosive growth in the number and use of social media sites by the U.S. population. This study examines the impact of these social media sites on personal, professional, and instructional use by higher education faculty members. Based on a representative sample of teaching faculty from across all of higher education, the study probes their use of social media, as well as the level of value they see for inclusion of social media sites as part of the instructional process.

The objective of the study is to examine both the personal and professional impacts of social media on teaching faculty. Are faculty participating in the various social media sites as much as the general populace or, for that matter, their students are?

Like the general population, faculty might use social media for a number of purposes. This study asked faculty to distinguish between three different types of use: for personal use only, with no relationship to professional and/or teaching responsibilities; for professional (non-teaching) use; and, finally, for use in the classes they teach. Further details on what value, if any, they see in social media sites and how they use them in their classes are also explored.
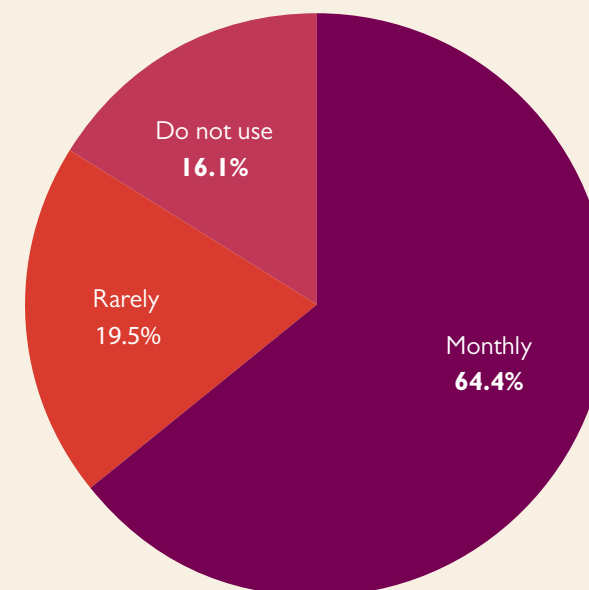
Faculty personal use of social media

As our previous study demonstrated,[1] virtually all faculty are well aware of social media. However, it is one thing to *know* of social media sites, but it's something quite different to actually *make use* of these sites. To explore this dimension, faculty members were asked about their personal use of social media. These questions focused on personal use only; use for professional purposes or uses in a class were addressed separately.

Faculty personal use of social media sites is rather high; nearly two-thirds of all faculty visited a social media site within the past month for personal use, a rate that jumps to over 80 percent when those who use social media sites less frequently than monthly are included.

There is a very strong pattern of social media use by age among teaching faculty. The youngest faculty (under age 35) use social media for personal purposes at a far greater rate than the oldest faculty. Usage drops off with age, from a rate of 84 percent of those aged under 35 to only 54 percent for those 55 or older. This pattern reinforces the public view that social media is a young person's interest.[2]

Faculty Personal Use of Social Media (2012)

Do not use **16.1%**
Rarely **19.5%**
Monthly **64.4%**

Faculty Personal Use of Social Media by Age (2012)

Under 35
35-44
45-54
55+

0%   20%   40%   60%   80%   100%
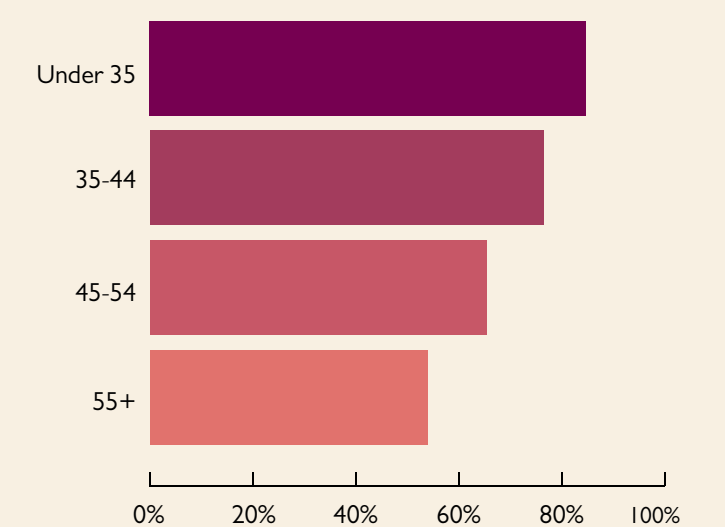
There is a relationship between the rate of personal social media use and the discipline of the faculty member. Faculty who teach in Humanities and Arts have the highest rates of use (72 percent) while those in the Natural Sciences the lowest (57 percent). The impact of discipline, while clear, is not nearly as great as that seen for age.

Over one-quarter of all faculty report that they are making daily use of social media for personal purposes, and virtually all of them are visiting Facebook. The number of teaching faculty that report that they check in with Facebook on a daily basis is the same one-quarter who mention daily use of any site. Over one-half of faculty members report they visit Facebook at least monthly. Other sites are used far less frequently. About one-fifth of all faculty members say that they make personal use of blogs and wikis at least monthly,

with 5.6 percent reporting daily use. Overall use of Twitter is under ten percent, however, a larger number of faculty use Twitter on a daily basis (3.3 percent) than they do LinkedIn (1.7 percent) or make use of podcasts (2.6 percent).

Since there is a strong pattern of personal social media use by age, and since Facebook is, by far, the most visited site, we would expect that there would be a strong relationship of age to Facebook use. That *is* what faculty report. The youngest faculty are not only more likely to visit Facebook on a monthly basis, but are also far more likely to make daily visits. Over one-half (52 percent) of faculty under the age of 35 visit Facebook on a daily basis, a rate that compares to only 15 percent for those over age 55.
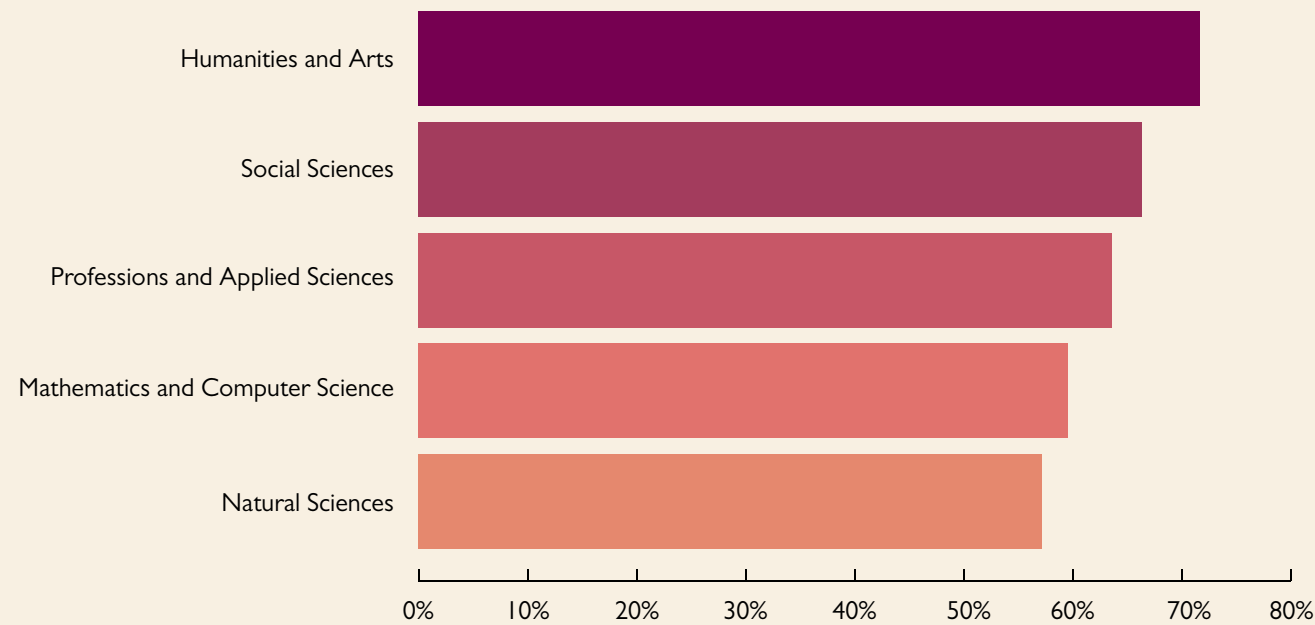
Frequency of Faculty Personal Use of Social Media by Site (2012)

Faculty Personal Use of Social Media by Discipline (2012)
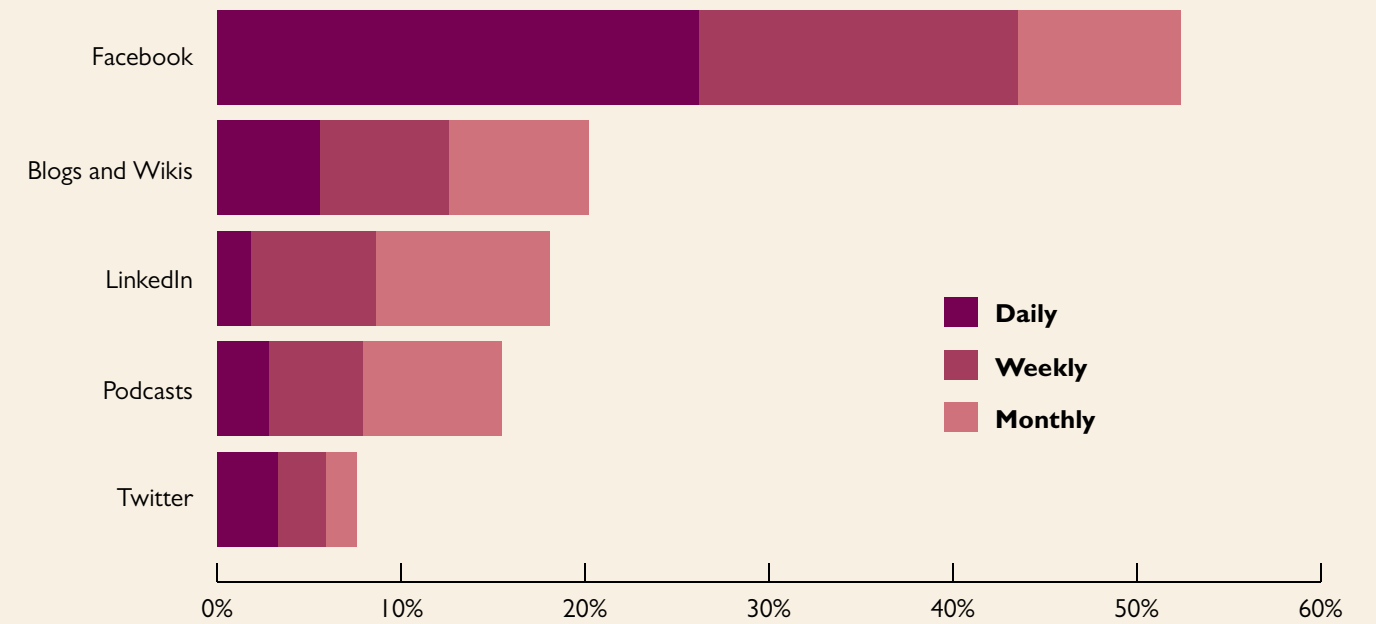
Frequency of Faculty Personal Use of Facebook by Age (2012)
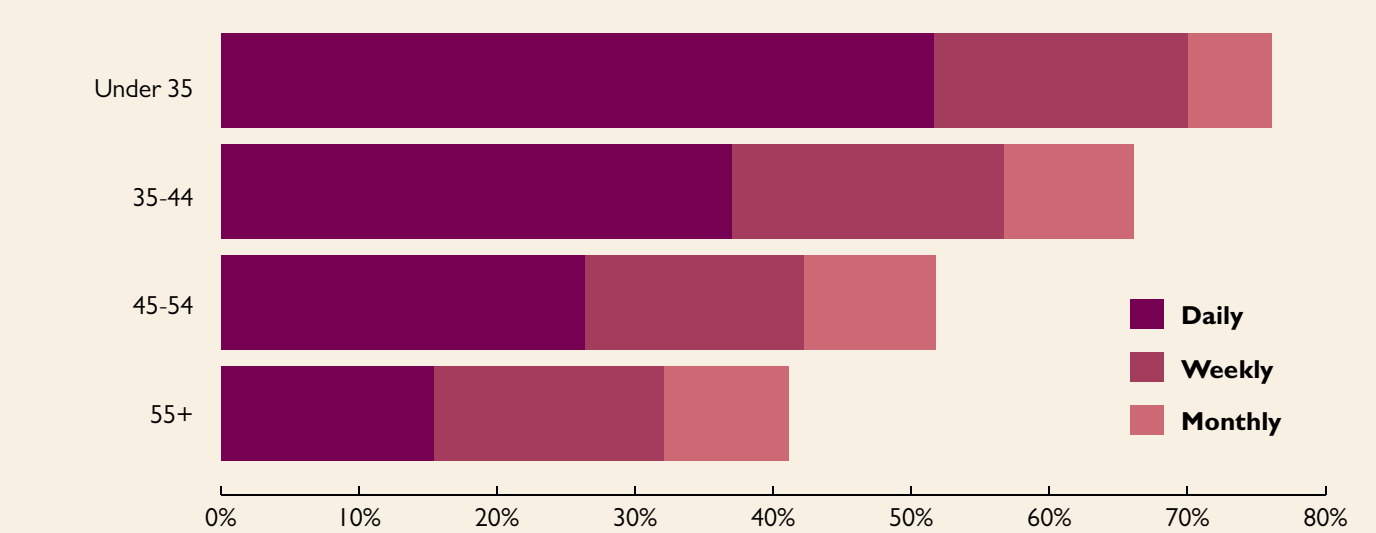
Faculty professional use of social media

In addition to purely personal use, faculty were asked about social media use in support of their professional careers (on the job but not while teaching) and about their use of social media in classes they're teaching. Our survey shows that more than 45 percent of faculty make professional use of social media on at least a monthly basis.

Examining the relationship of professional use of social media by age shows much the same pattern as was observed for personal use—the youngest are more likely to use social media than are older faculty. The age effect for use of social media for professional purposes is strong, but not quite as strong as for personal use. There was an over thirty-percentage point difference between the usage rates of the youngest and oldest faculty for personal use of social media (85 to 54 percent); the difference is just under twenty-percentage points for professional use (56 to 38 percent).

While the impact of age may be somewhat less, the impact of discipline is greater for professional use than it was for personal social media use. Three of the disciplines (Humanities and Arts, Social Sciences, and Professions and Applied Sciences) have similar rates of use. Natural Sciences and Mathematics and Computer Science have somewhat lower levels.

Including monthly or more frequent use, the greatest number of faculty report using LinkedIn for professional purposes than any other social media site. The pattern of use is different between sites, as, for instance, Facebook is used less frequently (19 percent) than LinkedIn (24 percent), but has greater daily use. Professional usage of blogs and wikis closely mirrors that of Facebook, while podcasts are less popular. Twitter, with just over 5 percent reporting use at least monthly, comes in at the bottom of the sites tested.

Faculty Professional Use
of Social Media (2012)

Do not use
55.3%

Use
44.7%

Faculty Professional Use of
Social Media by Age (2012)
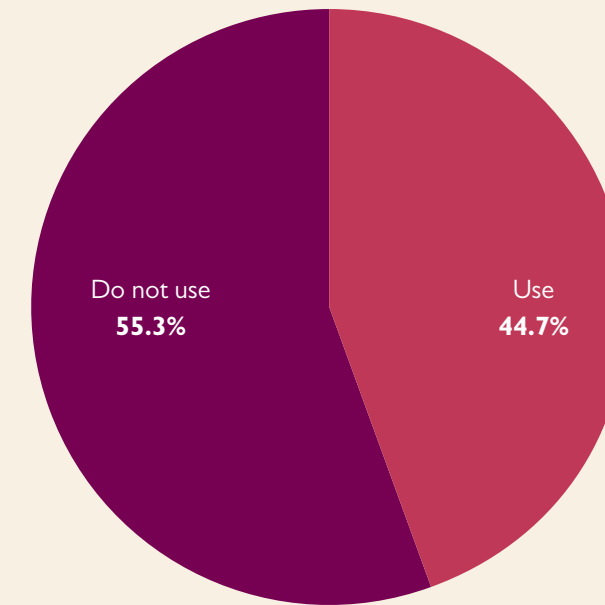
SO, WHY DIDN'T WE ASK ABOUT GOOGLE+?

Some of you may be poring over this report with that very burning question. After all, Google is one of the most powerful digital companies and has been very active in academic circles through Google Apps for Education, and more recently, the OpenClass learning management system with Pearson. So, why didn't we ask our survey respondents about Google+?

Well, we did. The problem is that the results we got seemed so unrealistic for a new social network that we concluded that we didn't believe the data. Our survey respondents claimed usage levels of Google+ that exceeded all social media save Facebook, which given its usage outside of academia seems hard to believe. After all, while Google claims 100 million accounts, it logged only 61 million visits in March, averaging less than five minutes on site for the month.[3] An extremely large number of faculty would have to form that audience for our numbers to be true.

We theorized that our respondents missed the little plus sign after the word "Google" in our survey and answered the question as if it were asking about Google's search engine or other Google properties such as Gmail and Google Apps. Undoubtedly Google+ is being used by some faculty members, so we went back and re-contacted a subset of survey respondents and asked them specifically which Google properties they use for any purpose—personal, professional, or in teaching. Google Search led the way, as you might expect, with nearly 80% using it daily and over 90% at least weekly. Google Maps and Google Earth (which over 70% use at least monthly), Gmail (over 50%), and Google Docs (over 35%) were also mentioned prominently. In this formulation of the question, Google+ was mentioned by only 10% for even monthly use, with weekly use below 3%.

Because we didn't have permission from all of our respondents to re-contact them, we don't know whether these Google+ usage numbers are as accurate as the rest of the survey results that we are reporting, but we do know this. They look a lot closer to public data concerning the use of Google+. So, maybe the big story is that Google+ is still obscure enough among faculty that they aren't really sure what it is.

Faculty Professional Use of Social Media by Discipline (2012)
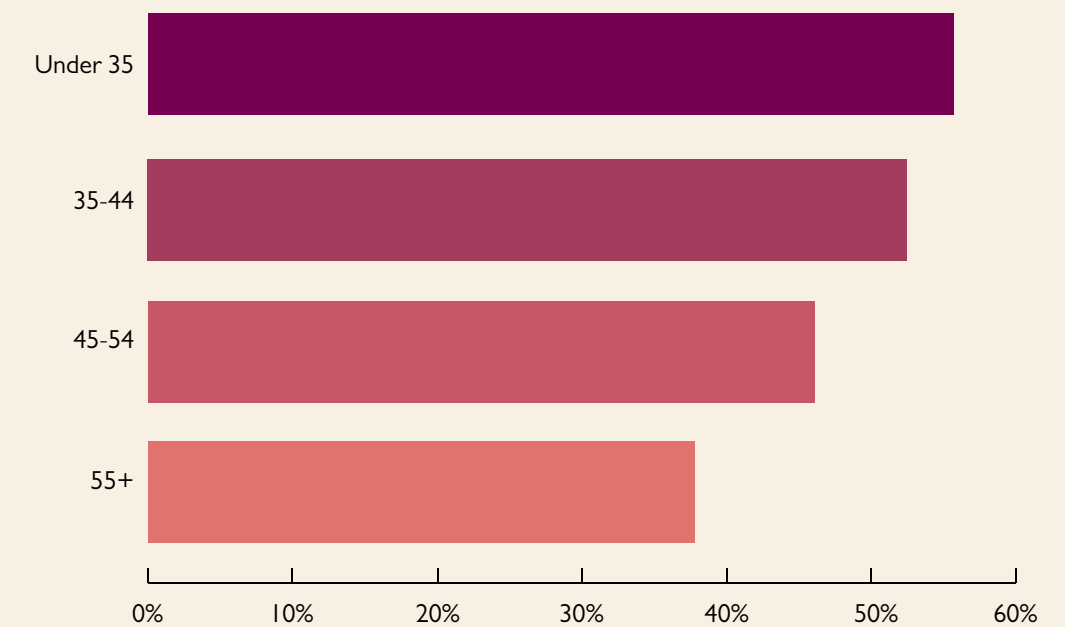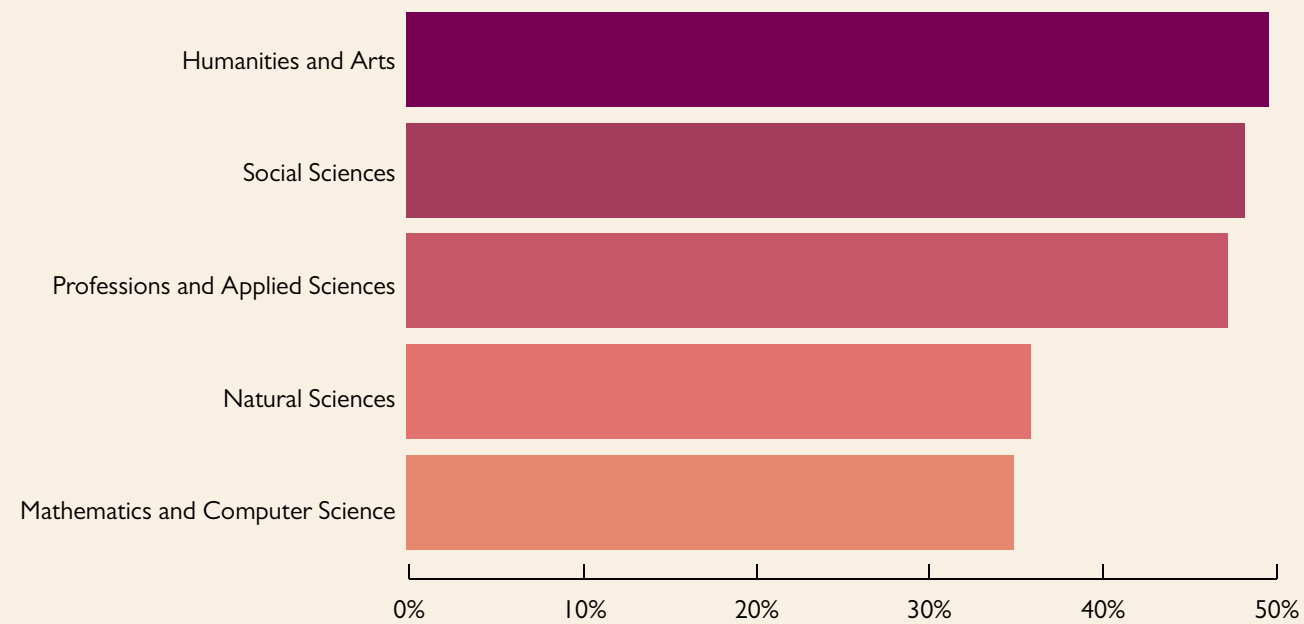
Frequency of Faculty Professional Use of Social Media by Site (2012)
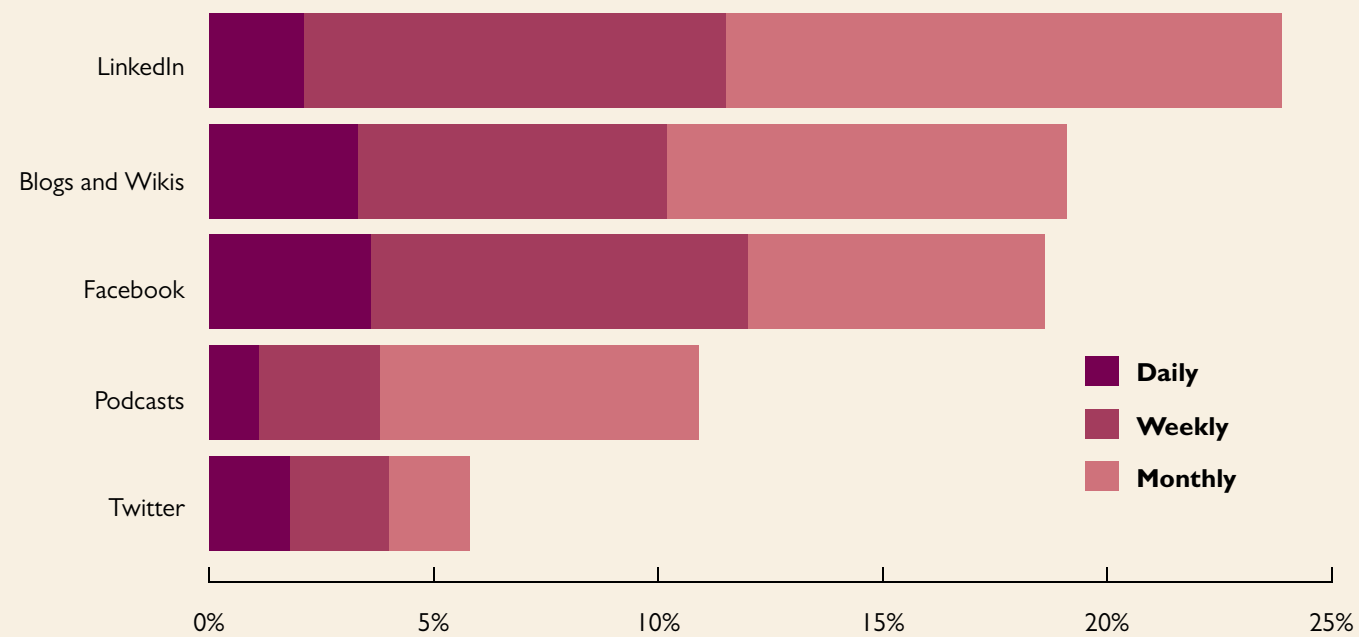
Has the pattern of social media usage changed over time? Examining the pattern of faculty use of three different sites (Facebook, LinkedIn, and Twitter) for both 2011 and 2012, we can see that two of the three show a large change in usage—the exception being Twitter where the pattern for both years is very similar. Overall usage of Facebook by faculty for professional purposes has shown a large decrease, with far less faculty reporting daily use in 2012 than did so in 2011 (19 percent in 2012 compared to 30 percent in 2011). LinkedIn, on the other hand, shows increased use, growing from 18 percent to 24 percent. However, while the overall number of faculty reporting at least monthly professional use of LinkedIn now exceeds that for Facebook, much of that use is at the less frequent end of the spectrum—daily faculty professional use of Facebook (at 3.6 percent) still exceeds that of LinkedIn (2.1 percent), but by a much smaller margin than it did last year.

What is causing this change in usage for these top two social media sites? Is it a particular subgroup of faculty in which we are seeing this change, or is the pattern pervasive across all groups? Looking first at the pattern of Facebook professional use by faculty in different discipline areas, it is clear that the decline is universal. Faculty in the Natural Sciences show the largest decline, but every discipline area reports a rate for 2012 that is at least one-quarter lower than what they reported in 2011.

Likewise, when we examine the 2011 and 2012 pattern of professional use of LinkedIn by discipline, the growth is universal as well. Every discipline area reports higher use in 2012 than they did in 2011 with the faculty in Natural Sciences reporting the largest relative gain.
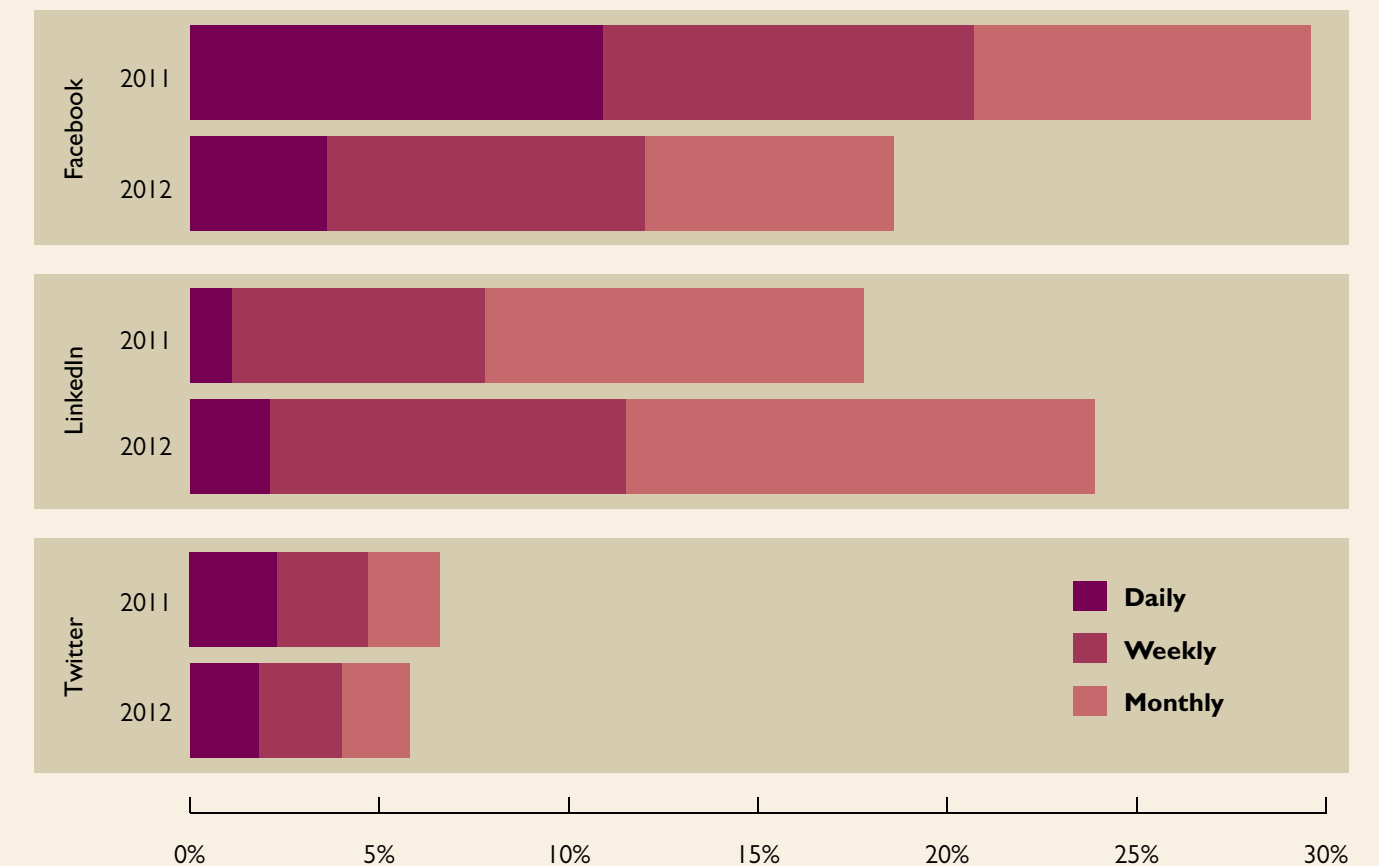
Frequency of Faculty Professional Use of Social Media by Site (2011 and 2012)

Frequency of Faculty Professional Use
of Facebook by Discipline (2011 and 2012)
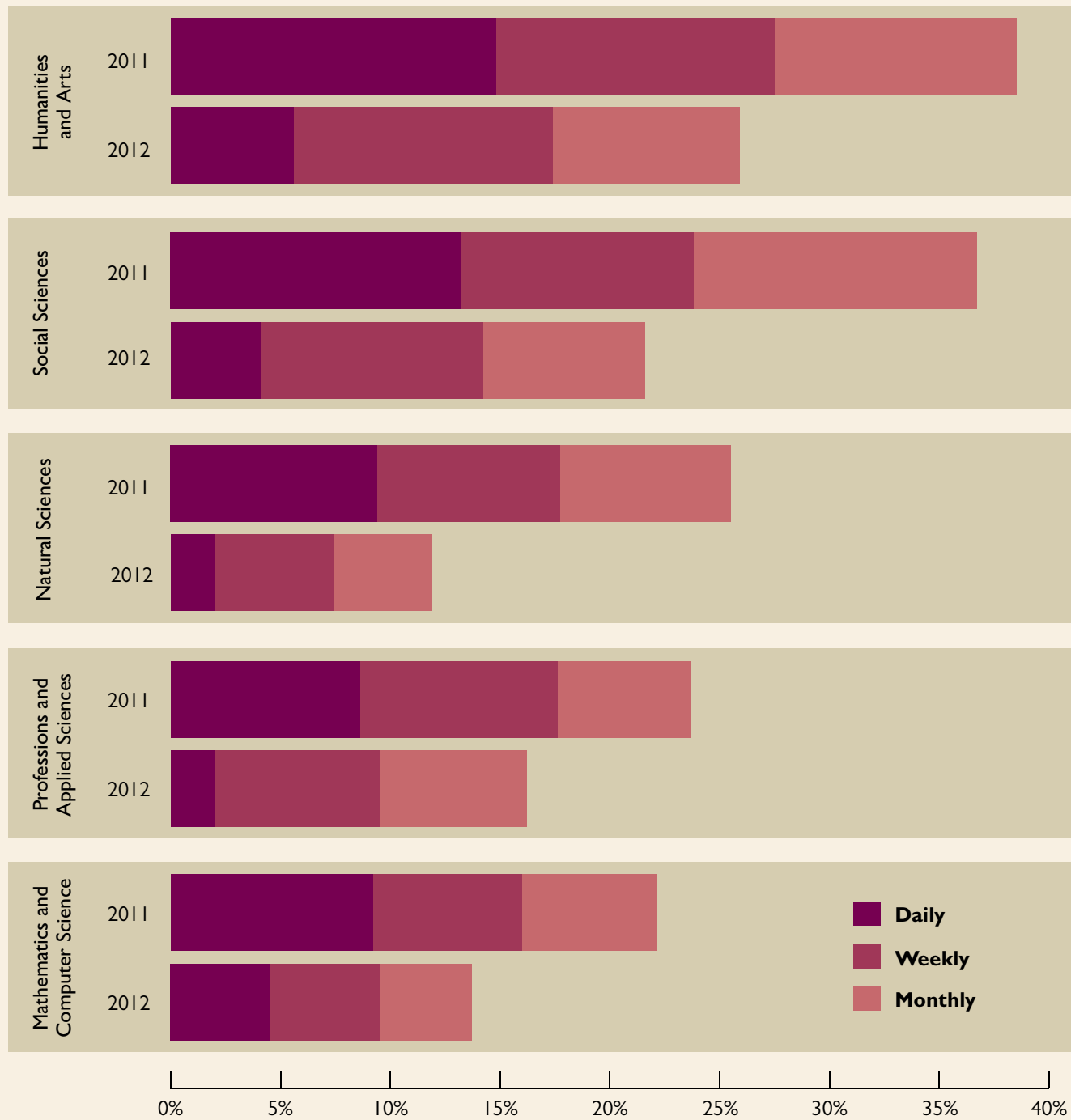
		0%	5%	10%	15%	20%	25%	30%	35%	40%

Humanities and Arts — 2011, 2012
Social Sciences — 2011, 2012
Natural Sciences — 2011, 2012
Professions and Applied Sciences — 2011, 2012
Mathematics and Computer Science — 2011, 2012

- **Daily**
- **Weekly**
- **Monthly**

Frequency of Faculty Professional Use
of LinkedIn by Discipline (2011 and 2012)

		0%	5%	10%	15%	20%	25%	30%

Professions and Applied Sciences — 2011, 2012
Social Sciences — 2011, 2012
Humanities and Arts — 2011, 2012
Natural Sciences — 2011, 2012
Mathematics and Computer Science — 2011, 2012

- **Daily**
- **Weekly**
- **Monthly**

Examination of the trend by other variables (age, gender, etc.) presents the same picture—the increase in LinkedIn use by faculty for professional purposes is across the board. Likewise, the decrease in use of Facebook is also seen among all faculty groups.

It is important to understand that the observed pattern does not mean that usage of Facebook is declining, only that its use for *professional* purposes has gone down. One possible explanation for this may be that last year faculty were more likely to combine their personal and professional social media use, but over time have decided to separate these uses. This may be driven by a desire for more privacy, or determination that Facebook, while widely adopted by faculty for personal purposes, was not a good venue for their professional needs. With a realization that Facebook was not best for professional uses, faculty may then have increasingly turned to LinkedIn to fill that void.

Perhaps as faculty become more proficient in their usage of social media they are beginning to specialize their social media usage, choosing different sites for different activities. In the business world, LinkedIn has long enjoyed the reputation of the place to do professional networking, so perhaps faculty are gravitating there for professional networking. It's possible that the heavy usage of LinkedIn by business people might be part of what is drawing academics to LinkedIn, because these business folks are part of the professional networks for faculty members also.

Faculty teaching use of social media

Faculty are well aware of social media, and many use the sites for both personal and professional reasons. Do faculty also believe that social media sites have a place within their courses? To address that issue, fac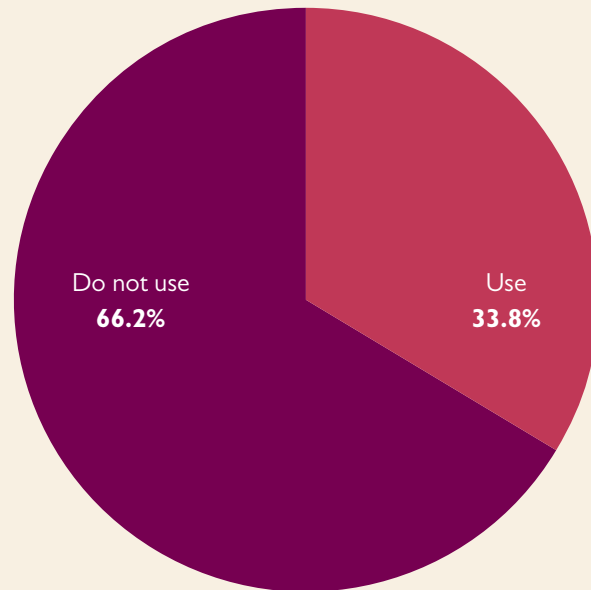ulty were asked about their use of social media in class. It appears that some faculty do make use of social media in their teaching; slightly over one-third report doing so.

Faculty Teaching Use of Social Media (2012)

Do not use
66.2%

Use
33.8%

Faculty Teaching Use of Social Media by Age (2012)
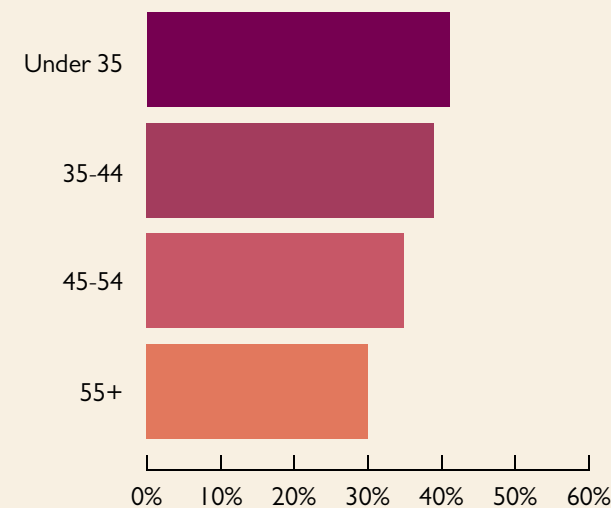
There was a very strong age relationship to personal use of social media, and a strong relationship for professional use. Are younger faculty also more likely to be using social media in their instruction? The answer appears to be yes—younger faculty do use social media in their teaching more than do older faculty (41 percent for those under age 35 compared to 30 percent for those over age 55).

Faculty in the Humanities and Arts, Professions and Applied Sciences, and the Social Sciences use social media at higher rates than those in Natural Sciences or Mathematics and Computer Science. Survey comments from faculty in Natural Sciences and Mathematics and Computer Science point out a lack of relevant content on social media sites for their particular discipline.

The pattern of which social media site is most popular is very different for teaching use than it was for either personal or professional use. The most-used type of site for teaching is blogs and wikis, while the sites most often accessed for personal use (Facebook) or professional use (LinkedIn) are used far less frequently for teaching purposes. Podcasts, the second most-used type of social media for teaching, is used at much the same rate for teaching as it is for personal or professional purposes.

Faculty Teaching Use of Social Media by Discipline (2012)
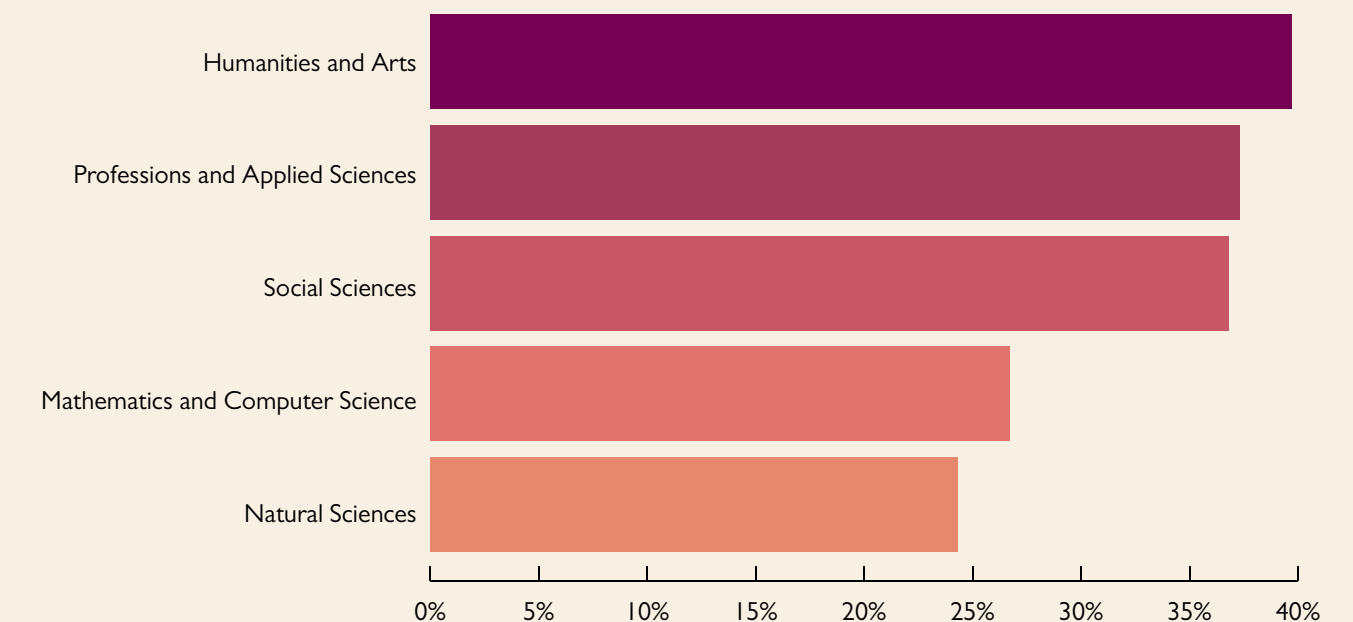
Frequency of Faculty Teaching Use of Social Media by Site (2012)

Categories (top to bottom): Blogs and Wikis, Podcasts, Facebook, LinkedIn, Twitter

Legend:
- Daily
- Weekly
- Monthly

X-axis: 0%, 5%, 10%, 15%, 20%, 25%

Frequency of Faculty Teaching Use of Blogs and Wikis by Age (2012)

Categories (top to bottom): Under 35, 35-44, 45-54, 55+

Legend:
- Daily
- Weekly
- Monthly

X-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%

Faculty Personal, Professional and Teaching Use of Social Media by Site (2012)

Categories (top to bottom): Facebook, Blogs and Wikis, LinkedIn, Podcasts, Twitter

Legend:
- Personal
- Professional
- Teaching

X-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%
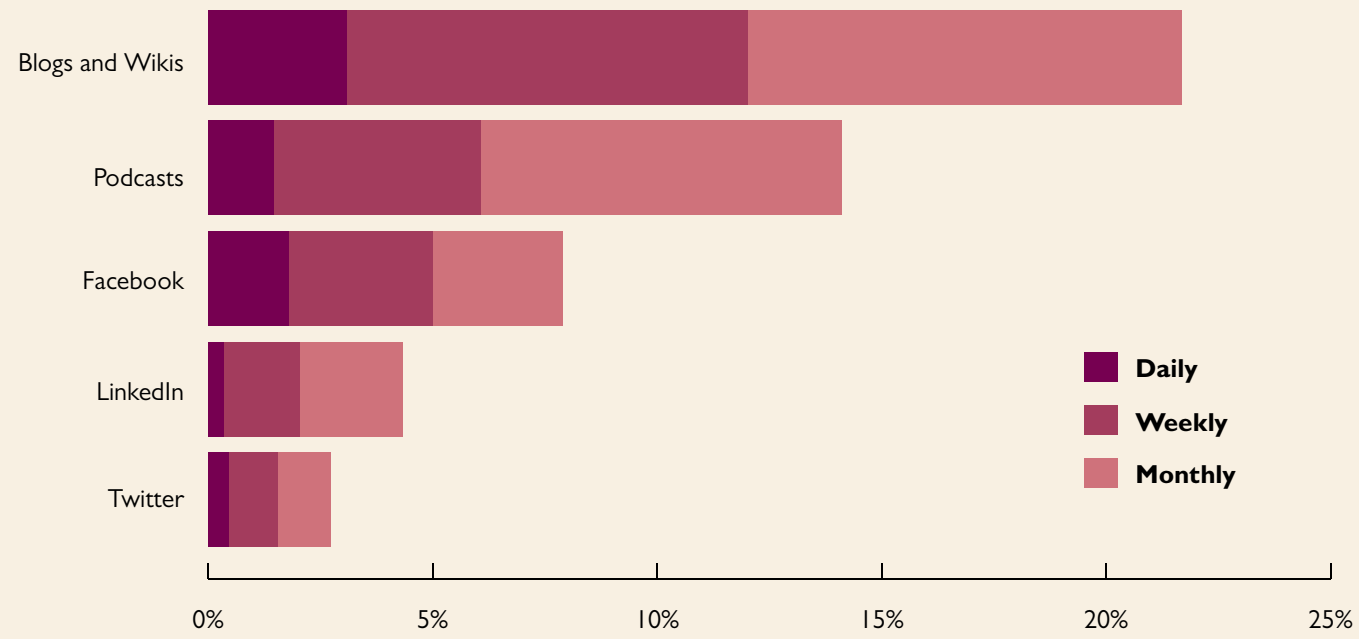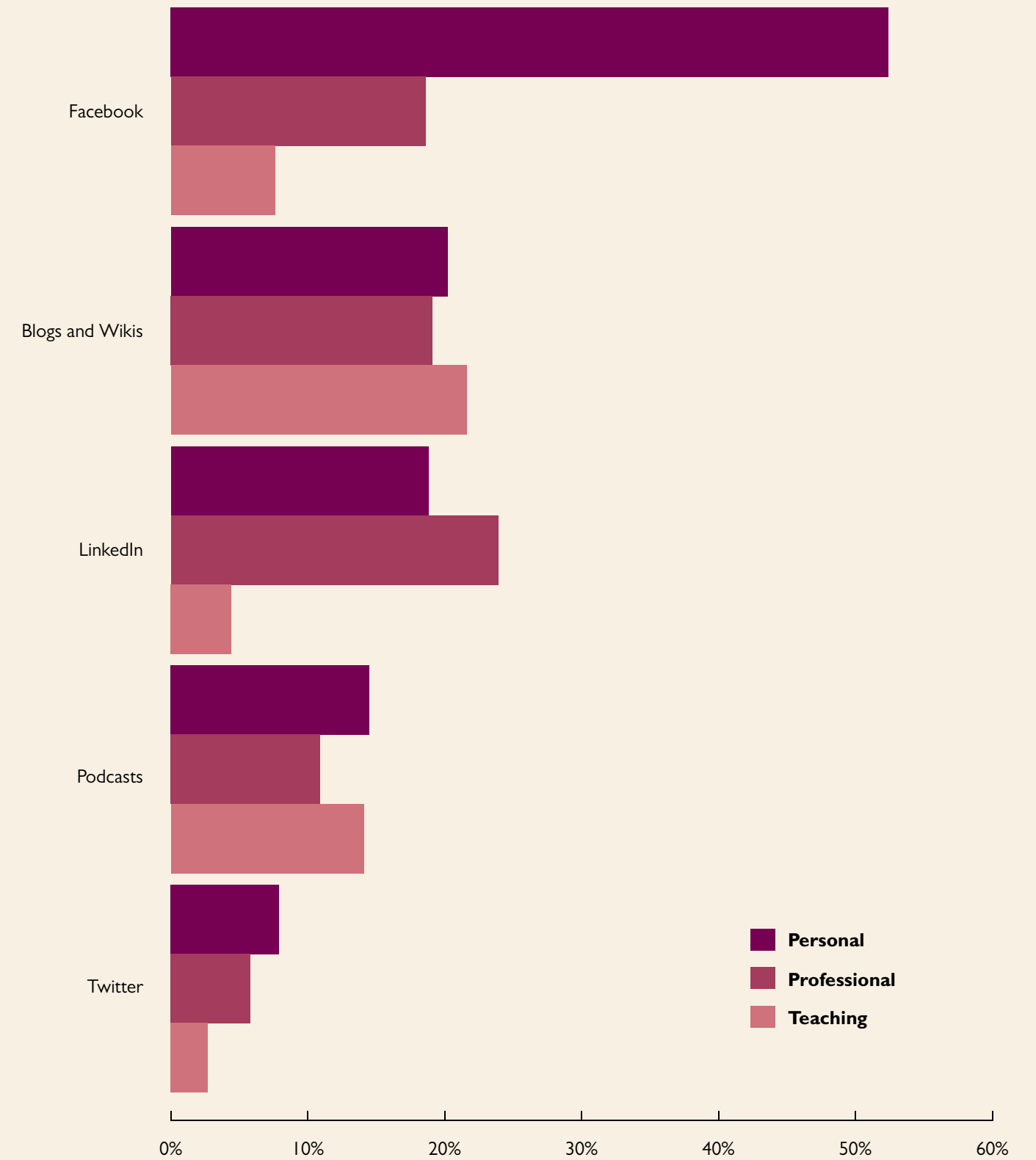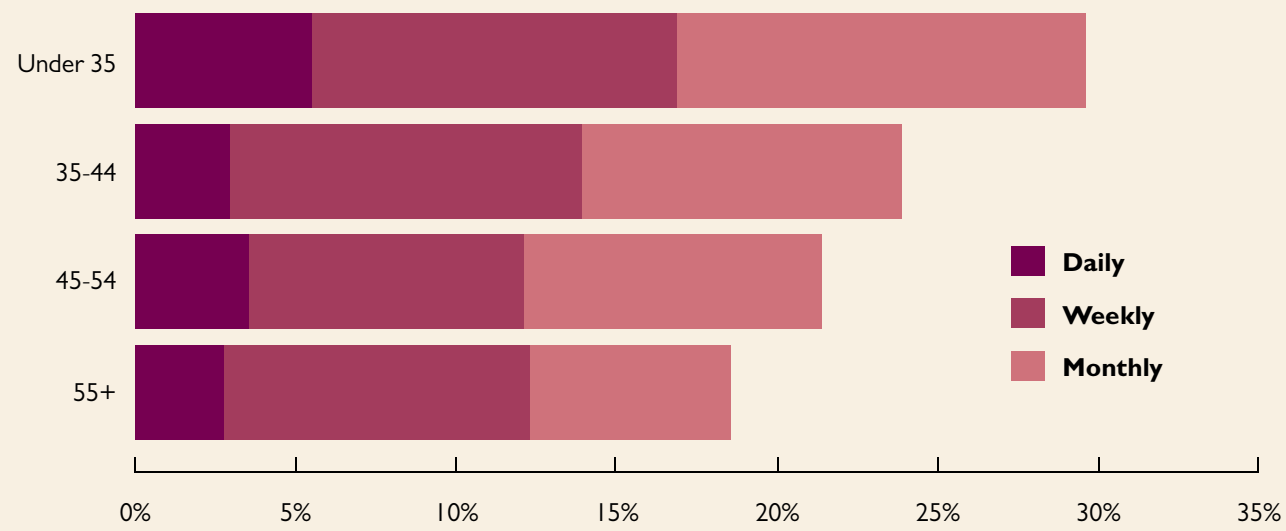
Comparing the usage pattern for sites by the type of use shows some striking differences. Facebook, for example, is used by over one-half of faculty for personal purposes, but by only 19 percent for professional and 8 percent for teaching purposes. About one-fifth of faculty report that they use blogs and wikis for all three purposes and about ten percent of faculty report that they use podcasts for all three purposes. LinkedIn has a reasonable following for personal and professional needs, but is seldom used for teaching. Twitter has the lowest level of use than any of the other sites for any purpose, with teaching use being the lowest of all. Faculty are clearly matching the particular site to their particular needs in each of the three areas of their life.

One again, the youngest faculty are in the lead in social media adoption. The same pattern of decreasing use by age is reported by faculty in the rates in which they employ blogs and wikis (the most-used type of social media site for teaching) in their courses. The rate among the under 35 (30 percent) is considerably higher than that for those who are over 55 (18 percent).

Do faculty with greater exposure to technology and social sites make more extensive use of them in their teaching? Examining the different uses between those who teach an online or blended course and those that do not, we see that teaching usage of blogs and wikis is greater for online teachers (22 percent) than for those not teaching online (17 percent), but this is less than the age differences observed.
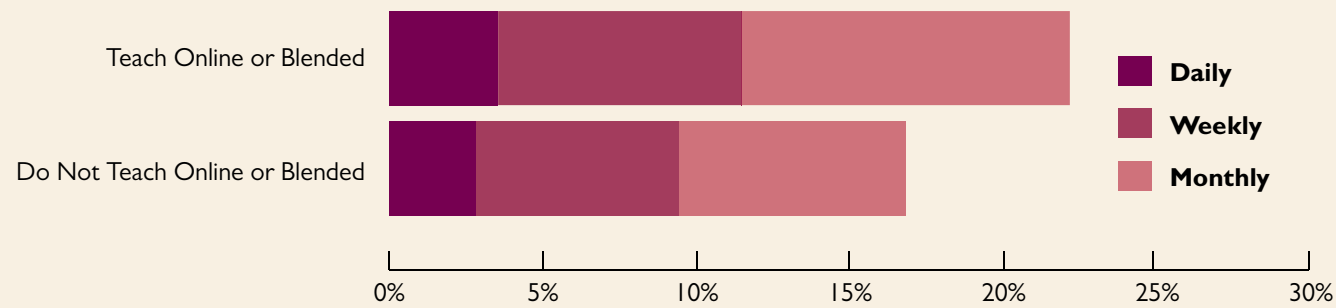
Faculty who employ social media in their classes use it in many different ways. In some cases the use is passive—faculty are just pointing their students to another source of information relevant to the course. In other cases the faculty member is looking for the student to react to the content—typically by posting a comment or similar actions. The highest level of interaction occurs when the faculty member asks the student to post or create new social media content—rather than just reacting to the existing content.

Use of podcasts is mostly passive, with faculty asking students to listen, and sometimes to comment, but rarely do they ask students to post or create new podcast content. The pattern for blogs and wikis is different. Passive viewing/reading is still the most common type of use, but a greater number ask their students to comment on blogs and wikis than on podcasts. An even greater number of faculty require their students to post or create new content on blogs and wikis.

Frequency of Faculty Teaching Use of Blogs and Wikis by Online or Blended Teaching (2012)

## Type of Faculty Teaching Use of Podcasts and Blogs and Wikis (2012)
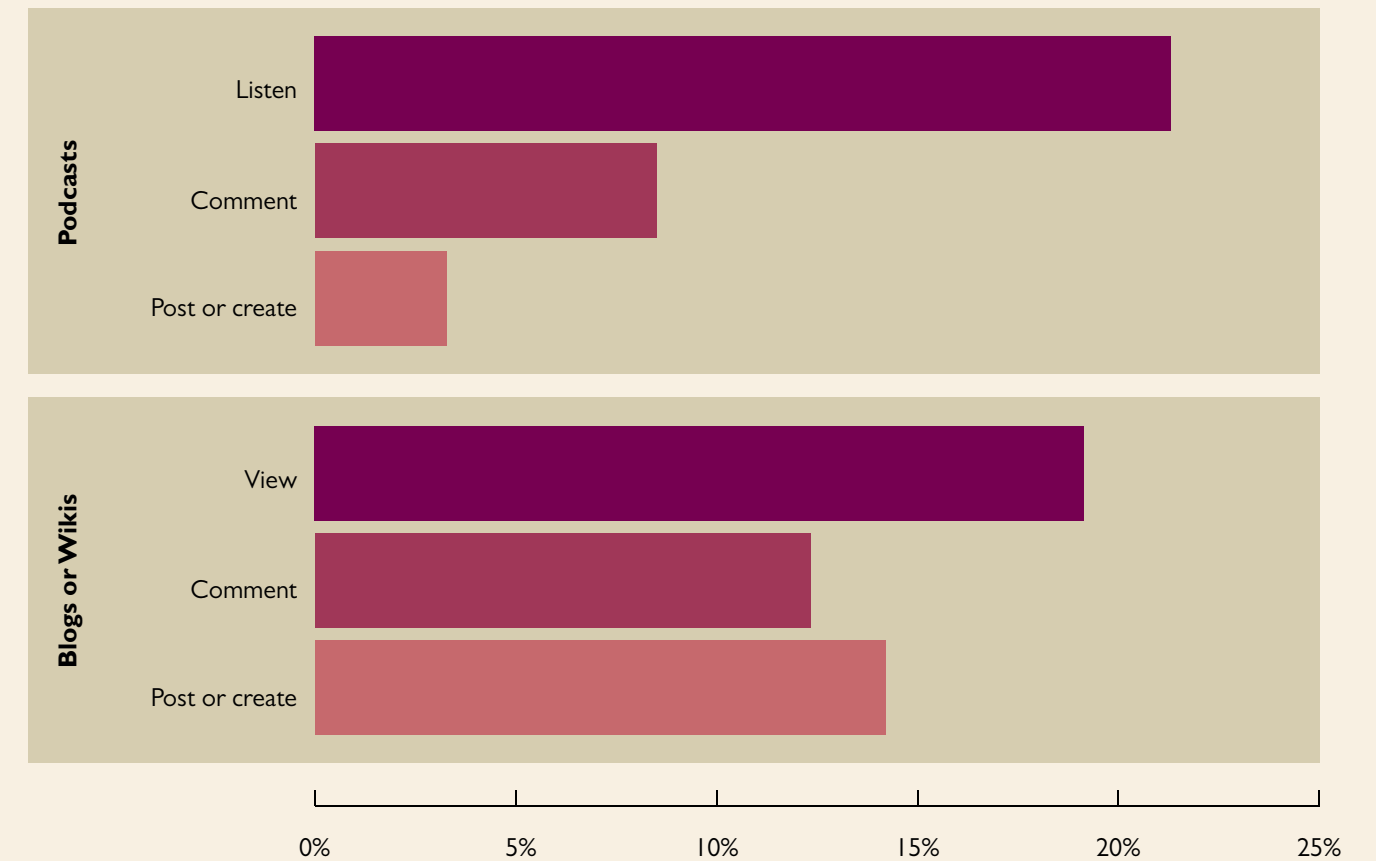
Faculty use of video in teaching

Faculty are very big users of video in their teaching. Virtually all (88 percent) of faculty report using video in their class sessions. This is not a surprise—last year's report found that online video was used by faculty in their teaching, both inside of class and as external assignments for students, at rates far in excess of the use of any other type of social media. Video usage was so pervasive among faculty last year that this year's report has separated questions on video usage from other social media uses to understand it in more detail.

The pattern of video use by discipline shows the same three areas with the highest rates of use—Humanities and Arts, Social Sciences, and Professions and Applied Sciences. However, even in the area with the lowest usage, Mathematics and Computer Science, over two-thirds of the faculty are using video in their class sessions.

Faculty Video Use in Class Sessions

Do not use
12.5%

Use
87.5%
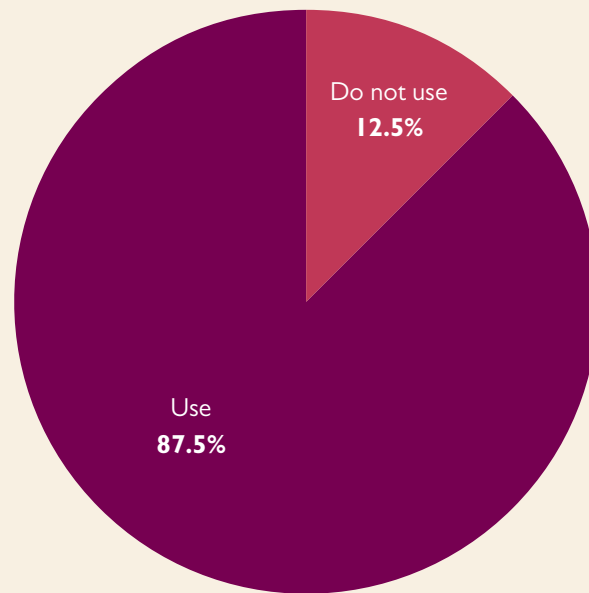
Faculty Video Use in Class Sessions by Discipline (2012)
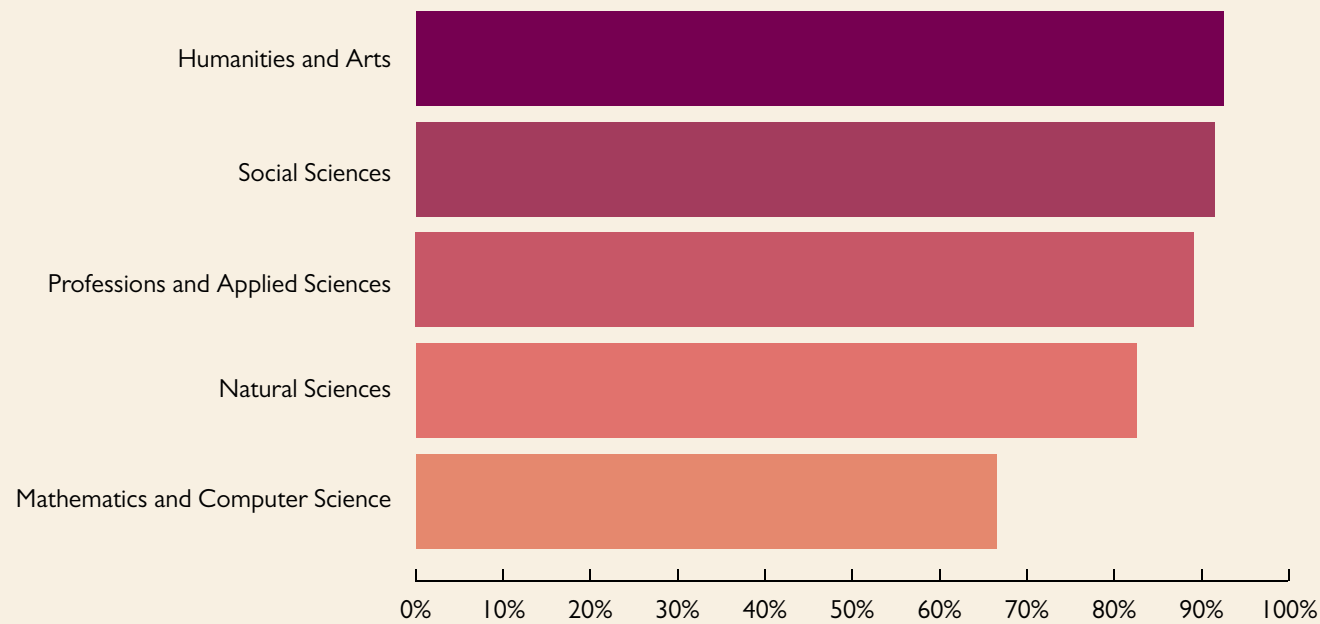
The 2011 social media study examined only online video. This year we expanded the questionnaire to examine video from multiple different sources. Faculty are using video from both commercial and non-commercial sources. The most common source for video used in teaching is video that the faculty member has found online. However, nearly seventy percent (70 percent) make use of video from educational publishers. Faculty member responses to the open-ended comments in the questionnaire also reveal that many are selecting video from multiple types of sources provided by their institution. Some faculty mentioned institutional digital repositories integrated into learning management systems. In other cases, institutional video is being provided directly by the library. About one-third of faculty have created their own video as part of their teaching. The exact nature of this video is not specified—in many cases it may be a video lecture capture of one or more class sessions.

Faculty are not making extensive use of any central rating or cataloging system in the selection of video for their classes. Only one-quarter of faculty report that they have used online rating or comments in selecting video. Far more common is relying on recommendations from other faculty members (68 percent). But how did these other faculty find the video to recommend? Most likely by searching online—this is the most common (83 percent) selection method for class-related video.

As was noted in the discussion of types of use for podcasts and blogs and wikis, faculty can choose to require only passive viewing, ask their students to both view and comment, or even require students to create their own videos. Virtually all (88 percent) faculty include video viewing as part of their class sessions, and a large number (79 percent) assign student to watch videos outside of class. Fully one-quarter of faculty require their students to create a video.

As might be expected, video creation rates vary widely by discipline. Faculty in Humanities and Arts are more than three times as likely to require video creation as faculty in the Natural Sciences (35 percent as compared to 10 percent). This might be as expected, given that the Humanities and Arts area would include a number of courses that directly study video.

Sources of Video for Faculty Use in Teaching (2012)
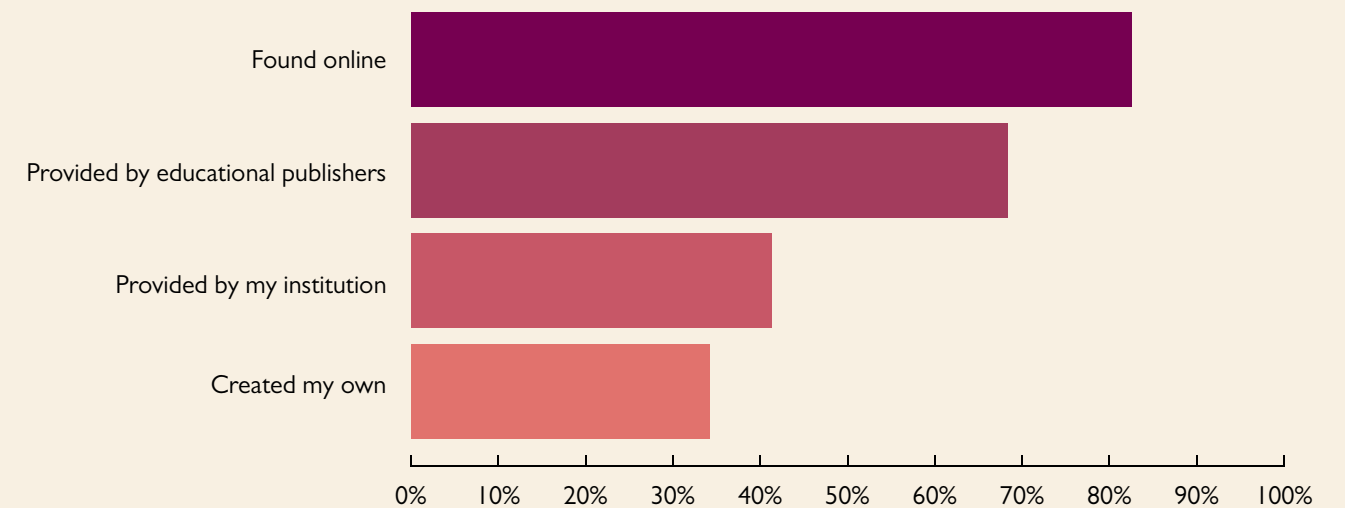
Selection Methods of Video for Faculty Use in Teaching (2012)
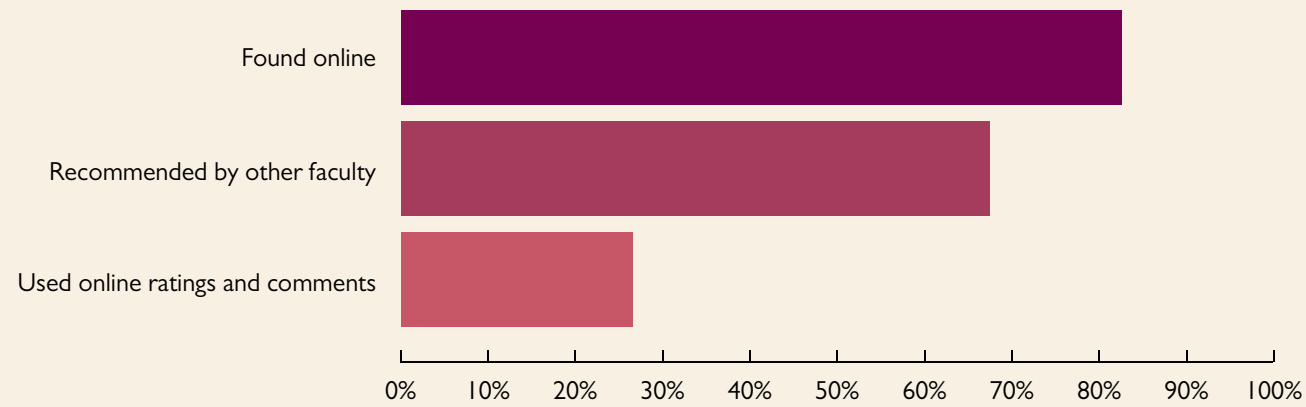
Bar chart:
- Found online: ~83%
- Recommended by other faculty: ~67%
- Used online ratings and comments: ~27%

(Axis: 0% to 100%)

Type of Faculty Use of Video (2012)

Bar chart:
- Used videos during class sessions: ~87%
- Assigned students to watch: ~78%
- Assigned students to create: ~26%

(Axis: 0% to 100%)

Assigned Students to Create Video by Discipline (2012)

Bar chart:
- Humanities and Arts: ~35%
- Professions and Applied Sciences: ~31%
- Social Sciences: ~27%
- Mathematics and Computer Science: ~16%
- Natural Sciences: ~11%

(Axis: 0% to 40%)
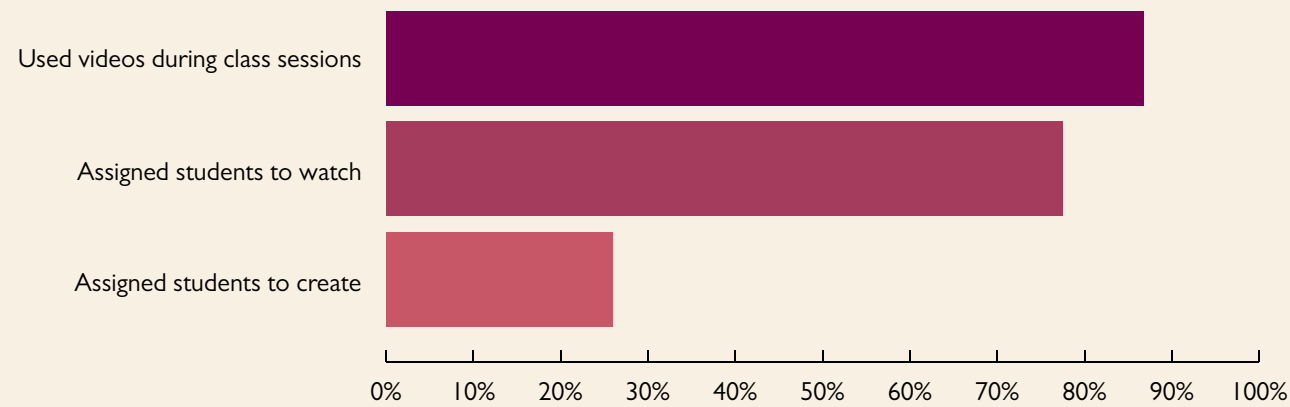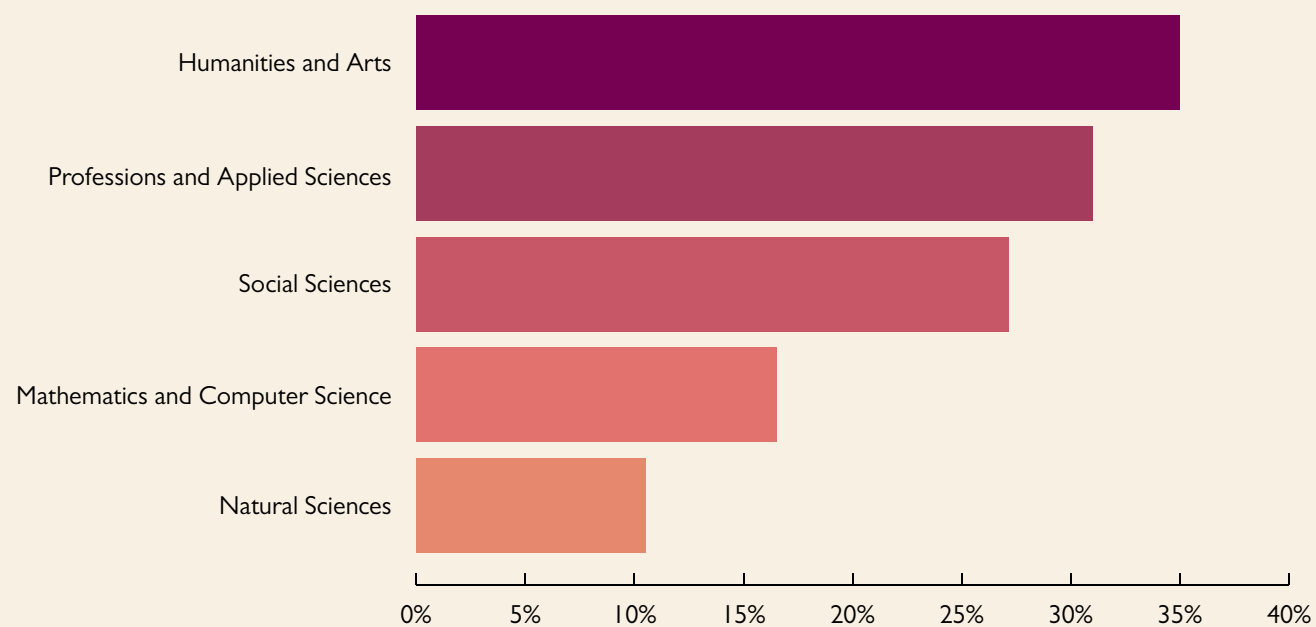
Barriers to faculty use of social media

The 2011 report in this series demonstrated that faculty have high levels of concern about a number of areas that hinder or prevent their use of social media in teaching. The picture emerging for 2012 continues to show that faculty consider a number of issues to be serious barriers, however, they also show a marked change in the overall pattern of faculty perceptions of the barriers to the use of social media for their teaching. Every factor measured in both 2011 and 2012 shows a decline in the level of faculty concern for 2012 as compared to the previous year. The improvements range from relatively small to, at least in one case, a dramatic drop.

The picture of social media use among faculty members is not all positive - faculty continue to cite a number of barriers to their use of social media in their teaching. The results for 2012 show the same two concerns topping the list as were noted for 2011—privacy and the integrity of student submissions. Over 70 percent report that "lack of integrity of student submissions" is an "important" or "very important" barrier, and over 60 percent say privacy concerns are an "important" or "very important" barrier. Faculty members clearly have not embraced social media in a purely uncritical manner; they have many concerns.

Barriers to Faculty Use of Social Media (2012)

Stacked bar chart (Very Important / Important):
- Integrity of student submissions: ~70%
- Concerns about privacy: ~65%
- Separate course and personal accounts: ~62%
- Grading and assessment: ~54%
- Inability to measure effectiveness: ~48%
- Lack of integration with LMS: ~42%
- Takes too much time to learn or use: ~37%
- Lack of support at my institution: ~32%

Legend:
- Very Important
- Important

(Axis: 0% to 70%)
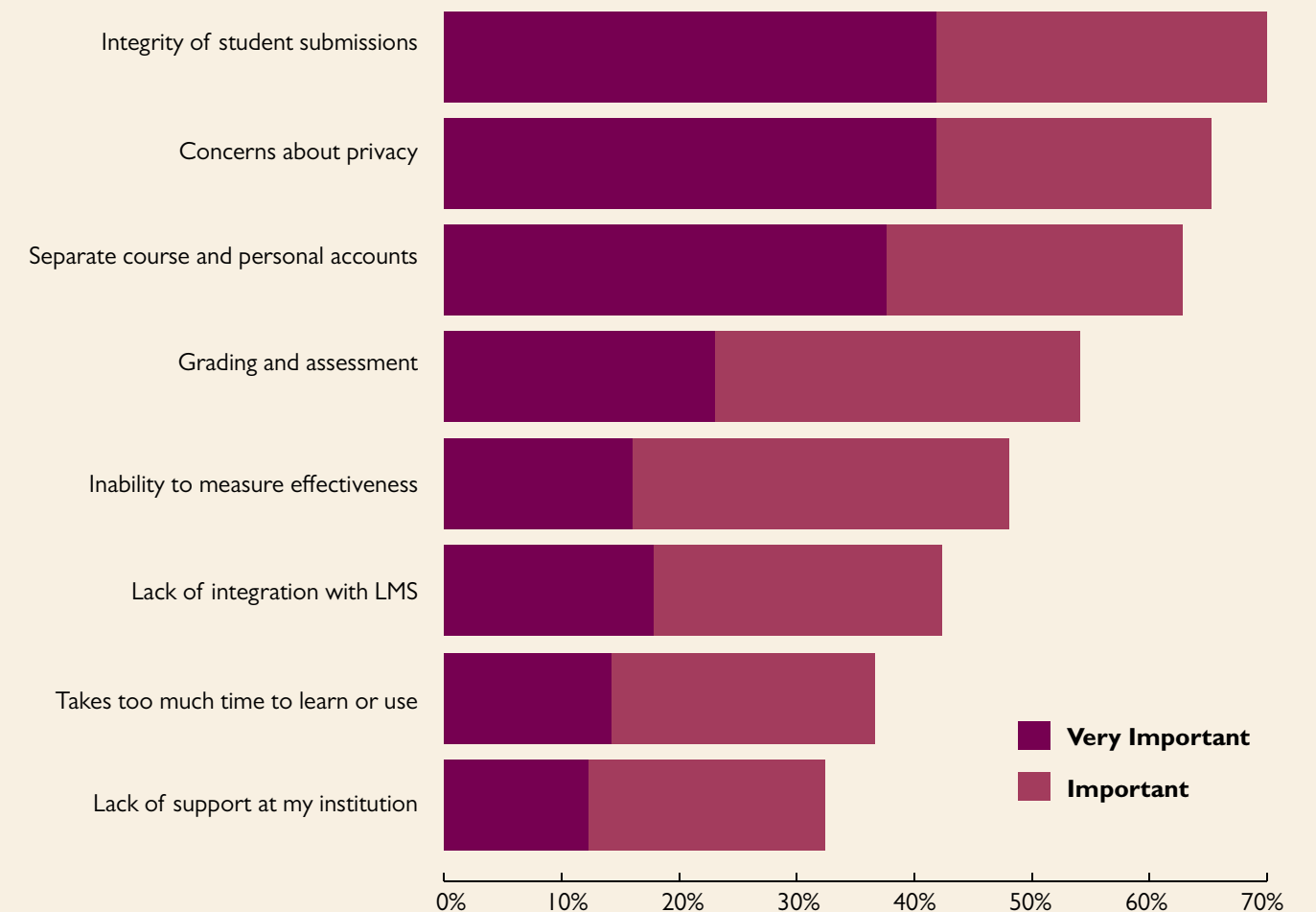
The faculty concern with the integrity of student submissions was seen as the most serious barrier in both 2011 and 2012. This report earlier noted the strong relationship of social media use to the age of the faculty members—is part of this pattern the result of older faculty having greater levels of concern about such issues as integrity and privacy, and therefore holding back on their commitment to social media? Older faculty do hold a somewhat greater level of concern with the issue of integrity of student submissions than do younger faculty; however this difference is not that great. Those aged 45 to 55 are the most likely to consider it a concern, and the most likely to rate that concern as "very important."

Virtually the same pattern of level of concern by age is seen when we examine the pattern for privacy. Again it is those aged 45 to 55 that have the greatest level of concern, and again they are the most likely to rate that level as "very important." The results of the faculty view of the importance of both privacy and integrity as barriers to use of social media display some differences by age, but in both cases these differences are far smaller than the difference observed in the patterns of usage by age group.

Concerns About the Integrity of Student Submissions as a Barrier to Faculty Use of Social Media by Age (2012)

Legend:
- Very Important
- Important

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Categories: Under 35, 35-44, 45-54, 55+
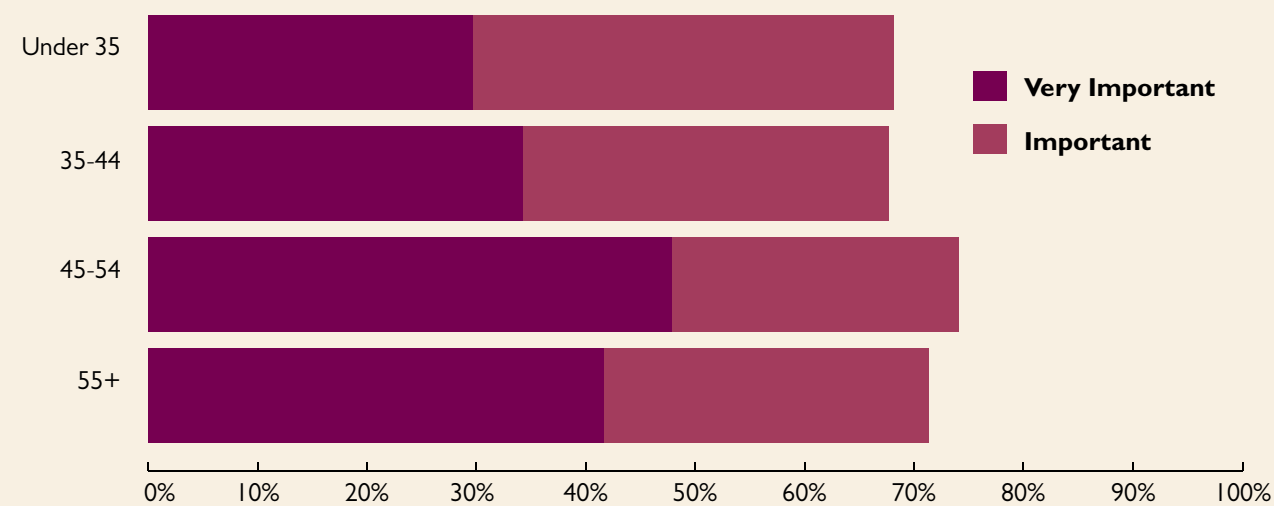
WHY IS PRIVACY SUCH A CONTINUING SOURCE OF CONCERN FOR FACULTY?

In our survey, over 64 percent of respondents cited concerns about privacy as a very important or important barrier to faculty use of social media, with over 40% calling it very important. Indeed, it was the second-most named barrier for the second year in a row in our survey. In some ways, this mirrors similar concerns among the general public on privacy, but in other ways, faculty are expressing more privacy concerns than social media users at large.

One consistent finding of research is that women are more likely to express concerns about privacy than men. Our survey revealed that fully two-thirds of female faculty members believe that privacy is an important or very important barrier to the use of social media, while fewer than three-fifths of male faculty members felt similarly. The numbers of female and male faculty that believed that social media was an important or somewhat important barrier were nearly identical, but there were eight- point spreads on whether it was very important (45 percent of females vs. 37 percent of males) or not important at all (18 percent of males vs. 10 percent of females). This is

reflective of women's concerns about social media in the general public, where Pew Research has reported that women are more likely to keep their social media profiles private than men are.[4]

Interestingly, there is little difference in privacy as a barrier across age groups, as nearly 60 percent of those under 35 named it as very important or important compared with just under 67 percent of those in the 45-54 age group, with our two other groups in between. This, too, is reflected in research on the attitudes of the general public, where a 2012 Pew Research study found no significant age differences in social media users' propensity to keep their profiles private.[5]

But are these concerns warranted? We're surrounded by media stories of careless young people getting into trouble in social media, but some hard data also says that faculty might have good reason to be concerned. *Consumer Reports* recently reported from its survey of US Facebook users that about 28 percent share their wall posts with an audience wider than their friends and that approximately 13 million users either didn't know about

or hadn't bothered to set their Facebook privacy settings. Just 37 percent of those surveyed said that they have customized what information Facebook apps are allowed to see.[6]

One possible reason for this inaction is suggested by a separate study by Siegel+Gale, social media consultants based in New York, that showed that Facebook's and Google's privacy policies are harder to comprehend than the average bank credit card agreement.[7]

Given that Facebook is wildly popular among college students and was cited as the most popular in our research, these statistics might be triggering a protective impulse among faculty to look out for their students. Indeed, that same *Consumer Reports* study showed reason for such faculty concerns, because fully 20 million of U.S. Facebook users admitted to not being fully comfortable with the judgment of their friends in sharing personal information.[8]

On top of these factors, that same 2012 Pew Research study indicated that the higher the education level, the more likely that users report at least some difficulty in managing privacy settings.[9] This suggests that

better-educated users have higher expectations and more concerns about privacy settings, because there is no evidence to suggest that they somehow are less comfortable with the technology. Given that faculty are from the highest education levels in the population, it's consistent that our study shows both last year and this year that privacy is one of the top-cited barriers from our respondents.

Despite all of these findings from various studies, our research did show that privacy concerns, like every other concern cited, did decrease in 2012 from our 2011 study. Where nearly 72 percent of our respondents in 2011 deemed privacy concerns to be an important or very important barrier, just 63 percent thought the same in 2012. There is no way to know whether privacy settings are improving control, whether faculty believe that both they and students are getting savvier, whether faculty is gradually becoming resigned to less privacy or some other explanation, but 63 percent is still a great number of people, so this barrier to faculty usage won't be going away anytime soon.

Does the level of concern go down as faculty members gain more experience with teaching with technology? To test this we examined the level of concern of both privacy and integrity of student's submissions between those who teach fully online or partially online (blended) courses from those faculty who do not teach such courses. Do the faculty using technology as part of their everyday online teaching have a greater (or lesser) level of concern with these issues? Faculty teaching online or blended courses do have a slightly higher level of concern for both privacy and integrity as compared to all other faculty. This difference, however, is not large.

The level of concern among faculty members is somewhat lower in 2012 as compared to the results for 2011 for every factor that was examined in both years. So while privacy and integrity still top the list of barriers mentioned by faculty, the level of concern is a bit lower this year than last. In both cases, however, the decrease is among those citing the issue as "important"—the percentage that believes that the issues are "very important" has shown very little change.

The level of concern with both integration of their school's Learning Management System (LMS) and with the lack of institutional support have also dropped between 2011 and 2012. The decrease for lack of integration is modest (from 50 percent to 44 percent), while the drop for the level mentioning institutional support was larger, going from 43 percent in 2011 to 32 percent in 2012. The issue for which faculty have shown the greatest level of change is in their concern that the use of social media takes too much time to learn or use. The proportion citing this issue as "important" fell from 34 percent to 23 percent, while those saying it was "very important" fell even more, from 27 percent to 14 percent.

Are all faculty becoming more acquainted with social media, and therefore the issue of the amount of time it takes will continue to recede? Or are the social media sites themselves becoming easier to learn and use? Or perhaps there is one group of faculty that has become especially adept at this, leading to the lower overall levels? There are some differences in the level of concern in 2011 for this issue— with faculty in the Natural Sciences having the highest levels and those in the Humanities and the Arts the lowest levels. Every discipline group had a relatively large decrease in the level of concern between 2011 and 2012, with those having the highest levels in 2011 showing the greatest drops. The patterns for 2012 shows that all discipline groups now have roughly the same level of concern.
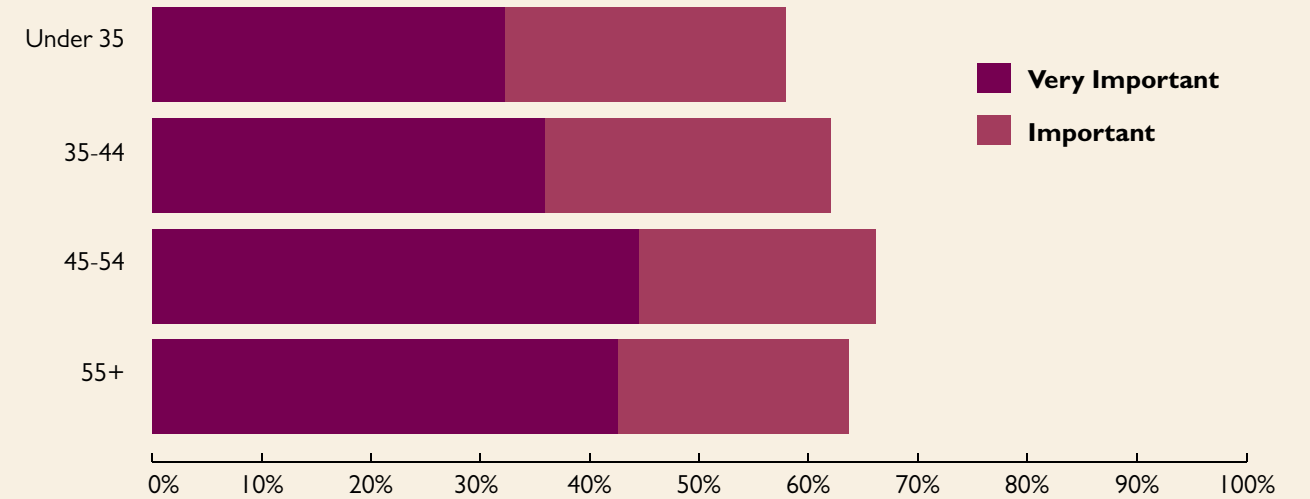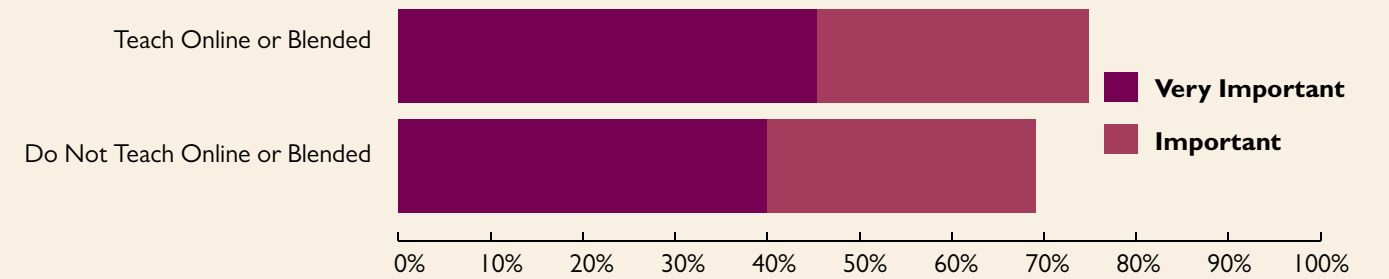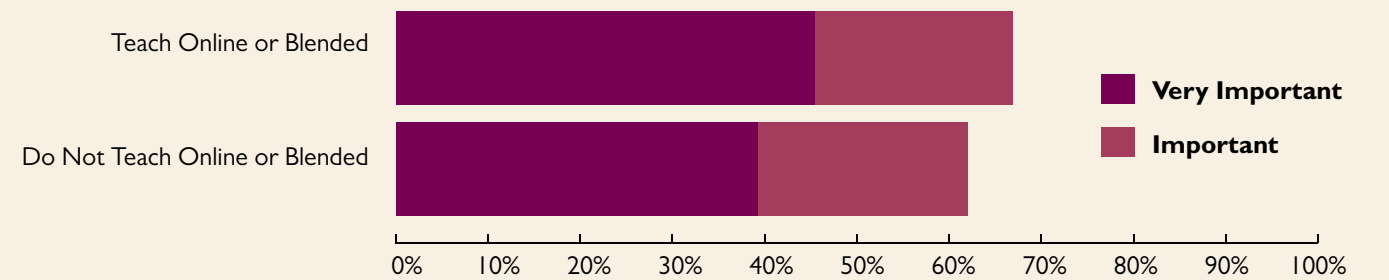
IS SOCIAL MEDIA BECOMING LESS TIME-CONSUMING?

Perhaps the most dramatic difference in the results between 2011 and 2012 was the response to the question on time barriers to the use of social media. In 2011, over 60 percent of faculty reported that "social media takes too much time to learn and use" was an important or very important barrier, while 2012 respondents cited this barrier less than 40 percent of the time. What could explain such a dramatic change?

An obvious possibility is that social media is becoming easier to use as the years go by.

Another possibility is that as faculty become more proficient in their use of social media, it takes less time than before. Perhaps one explanation is as simple as the fact that familiarity with social media allows faculty to better predict how much time it takes—if you accurately estimate the time required, you're less likely to believe that the time is a barrier.

One other factor in this massive decrease might be the way people think about time. Clearly we all have the same amount of time every day—it is just a question

of how we decide to spend it. When people say they do not have enough time for something, what they are really communicating is that they are unwilling to make the time for it at the expense of other things they are doing— they are saying that this activity is less important than others. So, one explanation for this massive drop might be that faculty has become much more convinced of the importance and value of social media in the last year, so that even if it takes as much time as ever, it is no longer a barrier, because the time spent is worth it.

With such a sizable change, it stands to reason that multiple factors are at work. Regardless of which of these explanations (or some we missed) produced the massive drop, it's clear that faculty concerns about the social media time drain are in retreat. Almost 40 percent of faculty continue to cite "too much time" as an important or very important barrier, so the problem certainly still exists. But it's fallen from the #2 barrier in 2011 to #4 this year, so change is clearly afoot.

Concerns About Privacy as a Barrier to Faculty Use of Social Media by Age (2012)

Concerns About the Integrity of Student Submissions as a Barrier to Faculty Use of Social Media by Online/Blended Teaching (2012)

Concerns About Privacy as a Barrier to Faculty Use of Social Media by Online/Blended Teaching (2012)

Barriers to Faculty Use of Social Media (2011 and 2012)

Concerns about the integrity of online student submissions
- 2011
- 2012

Concerns about privacy
- 2011
- 2012

Lack of integration with my school's Learning Management System (LMS)
- 2011
- 2012

Takes too much time to learn or use
- 2011
- 2012

Lack of support at my institution
- 2011
- 2012

■ Very Important
■ Important

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Takes Too Much Time as a Barrier for Faculty Use of Social Media by Discipline (2011 and 2012)

Humanities and Arts
- 2011
- 2012

Mathematics and Computer Science
- 2011
- 2012

Natural Sciences
- 2011
- 2012

Professions and Applied Sciences
- 2011
- 2012

Social Sciences
- 2011
- 2012

■ Very Important
■ Important

0% 10% 20% 30% 40% 50% 60% 70% 80%

voices of the faculty

We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.

Lack of institutional IT support for social media use is a problem. *(Full-time Psychology Faculty)*

I would do more with technology if I had more time to develop things and if I had more direction as to what is instructionally effective. *(Full-time Linguistics / Language Faculty)*

I think social media is NOT as important to a university education as its current "hype" might suggest. It's a big distraction and time drain for students who already have difficulty finishing their assignments and readings. *(Full-time Arts and Literature Faculty)*

Privacy is important, but it is not an issue for me because our course management system takes care of this. As more and more classrooms include built-in technology, it becomes easier to branch out. *(Full-time Education Faculty)*

> " I love online resources. Unfortunately it takes time to implement effectively. "
>
> *(Full-time Natural Sciences Faculty)*

I still think that traditional teaching methods are best in classical universities. *(Full-time Computer and Information Science Faculty)*

Any higher ed online instructor who doesn't create videos for their courses is missing a key tool for student engagement. *(Full-time Law Faculty)*

I wish we would stop focusing on tools and start concentrating on the basics. *(Full-time Business Administration Faculty)*

Again, it is important to provide clear boundaries between personal and professional. *(Full-time Humanities Faculty)*

The greatest impediment to online courses is institutional inertia. *(Full-time Engineering Faculty)*

The main way my students use social media in class is to avoid paying attention or participating in the class, and they do not see these sites as remotely academic. *(Full-time Linguistics / Language Faculty)*

What I see today is many students who are in class but are not present. For them the real world is the world found in their mobile devices—and everything outside of that is a mere distraction. *(Full-time Arts and Literature Faculty)*

Visual literacy needs to be emphasized and greater attention needs to focus on the concept of peer review sources in media sites. Not every factoid on the web is accurate. *(Full-time Arts and Literature Faculty)*

I need extensive training on all of this. *(Full-time Mathematics Faculty)*

I prefer open source, free content, not publisher or corporate sponsored content. *(Full-time Social Sciences Faculty)*

As is everyone, I am concerned about keeping my private social activities separate from my professional uses of social media sites. *(Full-time Linguistics / Language Faculty)*

I would have to have a valid reason to incorporate social media into one of my courses. *(Full-time Business Administration Faculty)*

I am up for anything new that helps me be more creative for my students as long as it is easy to use and access and not a time eater. *(Full-time Business Administration Faculty)*

I use a chalkboard. It is dusty but effective. *(Full-time Natural Sciences Faculty)*

Do you feel that there is value in using social media for teaching? Please explain.

It seems to distract more than enhance teaching. *(Full-time Psychology Faculty)*

I'm sure there is because students use such media constantly. *(Part-time Economics Faculty)*

It seems gimmicky. If everyone were already using it, it would be a nice option, but it is not 100% adopted yet. *(Full-time Social Sciences Faculty)*

It gets the students engaged and they produce much more work. For them it is a game. They do not realize they do more work that way! *(Full-time Linguistics / Language Faculty)*

I do not; social media is just that—social—and in my opinion does not enhance the learning experience. *(Part-time Computer and Information Science Faculty)*

Yes, but it would require time for planning, which I don't really have. *(Full-time Mathematics Faculty)*

Not interested in implementing it. It is a hindrance to in-class participation. *(Full-time Arts and Literature Faculty)*

No—if anything it cheapens their education. Education is about broadening your horizons, not getting spoofed info via text messages or social media. *(Full-time Psychology Faculty)*

I think there are too many dangers and negatives to use social media in education. *(Full-time Humanities Faculty)*

Yes, as it creates an interactive and immediate learning environment. *(Full-time Humanities Faculty)*

Yes!! Our students grew up on the net. It's what they know. *(Full-time Law Faculty)*

Yes, I wish I could use it everyday in my teaching. *(Part-time Business Administration Faculty)*

Possibly. Our institution has recently discouraged the use of social media in teaching in that some students do not wish to have to join any type of social media just to access educational materials. *(Full-time Natural Sciences Faculty)*

It's helpful as an addition, not a replacement. I would never, however, use Facebook in teaching in any way. *(Part-time Social Sciences Faculty)*

It is so much foolishness and time wasting. *(Full-time Business Administration Faculty)*

> " Yes, I'm just afraid the learning curve is steeper than I thought. "
>
> *(Full-time Arts and Literature Faculty)*

There may be, but I have yet to go that route. Nothing can beat a face-to-face course. *(Full-time Medicine Faculty)*

Very limited—it is a distraction. *(Full-time Computer and Information Science Faculty)*

Yes, but it is risky. Great potential but could be dangerous. *(Part-time Arts and Literature Faculty)*

It helps with their writing. It's the future. *(Part-time Humanities Faculty)*

I think probably so, I just haven't embraced it. Can help online students feel like they belong. *(Full-time Mathematics Faculty)*

Yes, but it must be carefully monitored. *(Full-time Arts and Literature Faculty)*

Yes. But who has the time? *(Full-time Philosophy Faculty)*

Probably … students would definitely relate. *(Full-time Mathematics Faculty)*

Do you feel that social media sites are/could be effective for building a successful student/alumni community? Why or why not?

Could be, it would depend upon the approach. It's difficult to use effectively without it just becoming one more trial for the student and teacher to get through.
(Full-time Mathematics Faculty)

> " No, too much noise, distraction, no moderation. "
> *(Full-time Computer and Information Science Faculty)*

The jury is still out on that, but I suspect it does not help develop good long-term relationships.
(Full-time Medicine Faculty)

Absolutely; I think it helps maintain connections among people who are geographically very distant.
(Full-time Law Faculty)

Yes, I think this is where our students are connected, and to reach them on their level where it is relevant to them, would be most helpful. *(Full-time Social Sciences Faculty)*

Social media can be such a time waster. That said, I do recognize that there is good content and it is an excellent way to distribute video. My opinions are probably related to my age. =D *(Full-time Mathematics Faculty)*

No. I don't think social media sites represent good science. People can just post rumors and poorly documented (if at all) facts. The often poor quality of postings on social media sites makes it hard to use these sites in the classroom.
(Full-time Social Sciences Faculty)

Hypothetically yes, but I personally don't have the time or skill to maintain them. *(Full-time Mathematics Faculty)*

I hesitate to use the word "community" for online interaction, but it does offer another means for information exchange, which may be particularly useful to very busy students with difficult schedules. *(Full-time Humanities Faculty)*

Creates an easy sense of scholarly community outside class.
(Full-time Humanities Faculty)

Yes, I think it could be useful and could help eliminate some other (paper) forms of communication among students/alumni. *(Full-time Medicine Faculty)*

Concerned about privacy issues. *(Part-time Education Faculty)*

Effective, yes. Relevant to me, no. *(Part-time Social Sciences Faculty)*

Absolutely—a great way to keep in touch. *(Full-time Business Administration Faculty)*

I don't see it being any more useful than a discussion board, or other feature within the LMS. It is another place for students to check in, so a burden. *(Full-time Social Sciences Faculty)*

I feel we need to first get the basics down—which are missing in the average college student. Spelling, grammar and punctuation have been very damaged by social media sites!
(Full-time Business Administration Faculty)

Absolutely, because of their popularity. It's an easy & cheap way to stay connected with minimal effort!
(Full-time Business Administration Faculty)

Have tried this; it takes considerable effort to sustain the community and not everybody participates. Too often, a select few dominate the site/group and drive others away (not intentionally). *(Full-time Engineering Faculty)*

Yes, they enable the sharing of resources. But they cannot fully replace face-to-face encounters, which are required for successful community building. Social media works best when face-to-face relationships have already been established.
(Part-time Natural Sciences Faculty)

No, they encourage banal time wasting. *(Full-time Linguistics/Language Faculty)*

methodology and sample

The sample for this study comprises teaching faculty from all disciplines in higher education and was selected to be representative of the overall range of faculty teaching in U.S. higher education. A multiple-stage selection process was used for selecting a stratified sample of all teaching faculty. The process began by obtaining data from a commercial source, Market Data Retrieval,[10] which claims that its records represent 93% of all teaching faculty. A total of 1,506,627 teaching faculty (defined as having at least one course code associated with their records) were included at that stage. Via information from the Carnegie Classification for each institution, faculty were then randomly selected from the master list in proportion to the number contained in each Carnegie Classification to produce a second-stage selection of 75,000 teaching faculty members. A number of them had e-mail addresses that were either no longer current or were eliminated because they were on opt-out lists, resulting in 63,789 total e-mail addresses to which survey invitation messages were sent. The number of messages that ended up in spam filters is, of course, unknown.

A total of 4,534 faculty members visited the online survey Web site, of whom 3,875 provided a sufficient number of responses to be included in the study. Three-quarters of the respondents report that they are full-time faculty members. Just under one-quarter teach online, slightly over one-half are female, and over one-third have been teaching for 20 years or more. A full set of tables describing the respondent characteristics is presented in the Appendix. A set of response weights were calculated to adjust for any differences in response rates by Carnegie Classification. The weights made small adjustments to the results so that inferences could be made about the population of all higher education teaching faculty in the United States.

To provide the ability to track changes over time, several of the questions used in the 2012 survey were identical in wording and format to those used in 2011. The questions on barriers to faculty use of social media and on the frequency of social media use by faculty for professional purposes were identical for the two surveys. Most other questions have evolved from one survey to the next reflecting both the changing nature of the topic we are studying and our increased knowledge and desire for additional details.

Of special note, a narrower definition of what is considered "social media use" by faculty members is used for 2012. Video use has been excluded from the definition, as, while pervasive, it was often not being used in a "social" manner. While many faculty commented on videos, and engaged their students with those comments, many others used it as a media that they provided to their students with no expectations other than that they view it. Because video use is so important to faculty we continue to track it and include a section covering the range of teaching uses that faculty are making with video.

The questionnaire design is based on one used for our previous study,[11] drawing on survey research developed for previous Babson Survey Research Group (BSRG) faculty studies. BSRG also provided all data processing, data analysis, charts, and data tables for the report.

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appendix

Faculty personal use of social media

Faculty Personal Use of Social Media (2012)

Monthly +	Rarely	Do not use
64.4%	19.5%	16.1%

Faculty Personal Use of Social Media by Age (2012)

Age	Use	Do not use
55+	53.9%	46.1%
45-54	65.4%	34.6%
35-44	76.4%	23.6%
Under 35	84.7%	15.3%

Faculty Personal Use of Social Media by Discipline (2012)

Discipline	Use	Do not use
Natural Sciences	57.2%	42.8%
Mathematics and Computer Science	59.6%	40.4%
Professions and Applied Sciences	63.6%	36.4%
Social Sciences	66.4%	33.6%
Humanities and Arts	71.7%	28.3%

Frequency of Faculty Personal Use of Social Media by Site (2012)

Site	Daily	Weekly	Monthly
Twitter	3.3%	2.8%	1.8%
Podcasts	2.6%	5.1%	6.8%
LinkedIn	1.7%	7.6%	9.5%
Blogs and Wikis	5.6%	7.0%	7.6%
Facebook	26.2%	17.3%	8.9%

Frequency of Faculty Personal Use of Facebook by Age (2012)

Age	Daily	Weekly	Monthly
55+	15.4%	16.7%	9.0%
45-54	26.3%	15.9%	9.6%
35-44	37.0%	19.7%	9.4%
Under 35	51.6%	18.4%	6.1%

Faculty professional use of social media

Faculty Professional Use of Social Media (2012)

Use	Do not use
44.7%	55.3%

Faculty Professional Use of Social Media by Age (2012)

Age	Use	Do not use
55+	37.8%	62.2%
45-54	46.1%	53.9%
35-44	52.5%	47.5%
Under 35	55.7%	44.3%

Faculty Professional Use of Social Media by Discipline (2012)

Discipline	Use	Do not use
Mathematics and Computer Science	35.2%	64.8%
Natural Sciences	36.2%	63.8%
Professions and Applied Sciences	47.6%	52.4%
Social Sciences	48.6%	51.4%
Humanities and Arts	50.2%	49.8%

Frequency of Faculty Professional Use of Social Media by Site (2012)

Site	Daily	Weekly	Monthly
Twitter	1.8%	2.2%	1.8%
Podcasts	1.1%	2.7%	7.1%
Facebook	3.6%	8.4%	6.6%
Blogs and Wikis	3.3%	6.9%	8.9%
LinkedIn	2.1%	9.4%	12.4%

Frequency of Faculty Professional Use of Social Media by Site (2011 and 2012)

Site	Year	Daily	Weekly	Monthly
Twitter	2012	1.8%	2.2%	1.8%
	2011	2.3%	2.4%	1.9%
LinkedIn	2012	2.1%	9.4%	12.4%
	2011	1.1%	6.7%	10.0%
Facebook	2012	3.6%	8.4%	6.6%
	2011	10.9%	9.8%	8.9%

Frequency of Faculty Professional Use of Facebook by Discipline (2011 and 2012)

Discipline	Year	Daily	Weekly	Monthly
Mathematics and Computer Science	2012	4.5%	5.0%	4.2%
	2011	9.2%	6.8%	6.1%
Professions and Applied Sciences	2012	2.0%	7.5%	6.7%
	2011	8.6%	9.0%	6.1%
Natural Sciences	2012	2.0%	5.4%	4.5%
	2011	9.4%	8.3%	7.8%
Social Sciences	2012	4.1%	10.1%	7.4%
	2011	13.2%	10.6%	12.9%
Humanities and Arts	2012	5.6%	11.8%	8.5%
	2011	14.8%	12.7%	11.0%

Frequency of Faculty Professional Use of LinkedIn by Discipline (2011 and 2012)

Discipline	Year	Daily	Weekly	Monthly
Mathematics and Computer Science	2012	1.4%	7.0%	10.0%
	2011	.9%	6.3%	7.4%
Natural Sciences	2012	.9%	8.6%	12.4%
	2011	.0%	4.2%	8.6%
Humanities and Arts	2012	1.7%	9.2%	11.1%
	2011	1.2%	5.5%	8.7%
Social Sciences	2012	2.2%	9.9%	13.7%
	2011	1.1%	6.4%	12.0%
Professions and Applied Sciences	2012	3.8%	11.2%	13.8%
	2011	1.6%	8.5%	10.5%

Faculty class use of social media

Faculty Teaching Use of Social Media (2012)

Yes	No
33.8%	66.2%

Faculty Teaching Use of Social Media by Age (2012)

Age	Use	Do not use
55+	29.5%	70.5%
45-54	34.1%	65.9%
35-44	38.3%	61.7%
Under 35	41.5%	58.5%

Faculty Teaching Use of Social Media by Discipline (2012)

Discipline	Use	Do not use
Natural Sciences	24.3%	75.7%
Mathematics and Computer Science	26.7%	73.3%
Social Sciences	36.8%	63.2%
Professions and Applied Sciences	37.3%	62.7%
Humanities and Arts	39.7%	60.3%

Frequency of Faculty Teaching Use of Social Media by Site (2012)

Site	Daily	Weekly	Monthly
Twitter	.6%	1.1%	1.0%
LinkedIn	.4%	1.7%	2.3%
Facebook	1.4%	3.7%	2.5%
Podcasts	1.3%	4.3%	8.5%
Blogs and Wikis	3.3%	8.8%	9.5%

Faculty Personal, Professional, and Teaching Use of Social Media by Site (2012)

Site	Teaching	Professional	Personal
Twitter	2.7%	5.8%	7.9%
Podcasts	14.1%	10.9%	14.5%
LinkedIn	4.4%	23.9%	18.8%
Blogs and Wikis	21.6%	19.1%	20.2%
Facebook	7.6%	18.6%	52.4%

Faculty class use of video

Frequency of Faculty Teaching Use of Blogs and Wikis by Age (2012)

Age	Daily	Weekly	Monthly
55+	2.9%	7.1%	8.3%
45-54	3.5%	8.4%	9.5%
35-44	2.9%	11.1%	10.2%
Under 35	5.4%	11.2%	13.3%

Frequency of Faculty Teaching Use of Blogs and Wikis by Online or Blended Teaching (2012)

	Daily	Weekly	Monthly
Do not teach online or blended	3.0%	6.5%	7.2%
Teach Online or Blended	3.6%	7.4%	11.3%

Type of Faculty Teaching Use of Podcasts and Blogs and Wikis (2012)

	Type of use	Use	Do not use
Blogs or Wikis	Post or create	14.4%	85.6%
	Comment	12.2%	87.8%
	View	19.6%	80.4%
Podcasts	Post or create	2.8%	97.2%
	Comment	8.6%	91.4%
	Listen	21.7%	78.3%

Faculty Video Use in Class Sessions (2012)

Use	Do not use
87.5%	12.5%

Faculty Video Use in Class Sessions by Discipline (2012)

Discipline	Use	Do not use
Mathematics and Computer Science	66.1%	33.9%
Natural Sciences	83.0%	17.0%
Professions and Applied Sciences	89.5%	10.5%
Social Sciences	92.8%	7.2%
Humanities and Arts	93.9%	6.1%

Sources of Video for Faculty Use in Teaching (2012)

Source	Use	Do not use
Created my own	33.8%	66.2%
Provided by my institution	41.1%	58.9%
Provided by educational publishers	69.5%	30.5%
Found online	83.3%	16.7%

Selection Methods of Video for Faculty Use in Teaching (2012)

Source	Use	Do not use
Used online ratings and comments	26.0%	74.0%
Recommended by other faculty	68.0%	32.0%
Found online	83.3%	16.7%

Type of Faculty Use of Video (2012)

Source	Yes	No
Assigned students to create	25.4%	74.6%
Assigned students to watch	78.8%	21.2%
Used videos during class sections	87.5%	12.5%

Assigned Students to Create Video by Discipline (2012)

Discipline	Yes	No
Natural Sciences	10.4%	89.6%
Mathematics and Computer Science	16.4%	83.6%
Social Sciences	27.3%	72.7%
Professions and Applied Sciences	31.1%	68.9%
Humanities and Arts	35.1%	64.9%

Barriers to faculty use of social media

Barriers to Faculty Use of Social Media (2012)

Barrier	Very Important	Important
Lack of support at my institution	12.8%	19.4%
Takes too much time to learn or use	13.5%	23.3%
Lack of integration with LMS	18.5%	25.2%
Inability to measure effectiveness	17.3%	31.9%
Grading and assessment	22.1%	31.9%
Separate course and personal accounts	37.5%	23.0%
Concerns about privacy	41.2%	22.9%
Integrity of student submissions	41.4%	29.7%

Concerns About the Integrity of Student Submissions as a Barrier to Faculty Use of Social Media by Age (2012)

Age	Very Important	Important
55+	42.3%	28.9%
45-54	47.7%	27.0%
35-44	35.2%	31.2%
Under 35	30.2%	37.2%

Concerns About Privacy as a Barrier to Faculty Use of Social Media by Age (2012)

Age	Very Important	Important
55+	41.9%	21.6%
45-54	45.2%	21.7%
35-44	37.1%	25.6%
Under 35	32.8%	26.4%

Concerns About the Integrity of Student Submissions as a Barrier to Faculty Use of Social Media by Online/Blended Teaching (2012)

	Very Important	Important
Do not teach online or blended	39.8%	29.7%
Teach online or blended	43.7%	29.8%

Concerns About Privacy as a Barrier to Faculty Use of Social Media by Online/Blended Teaching (2012)

	Very Important	Important
Do not teach online or blended	39.3%	22.8%
Teach online or blended	44.1%	23.0%

Barriers to Faculty Use of Social Media (2011 and 2012)

Barrier	Year	Very Important	Important
Lack of support at my institution	2012	12.8%	19.4%
	2011	14.8%	27.8%
Takes too much time to learn or use	2012	13.5%	23.3%
	2011	27.1%	34.3%
Lack of integration with my school's Learning Management System (LMS)	2012	18.5%	25.2%
	2011	21.9%	28.5%
Concerns about privacy	2012	41.2%	22.9%
	2011	42.6%	29.3%
Concerns about the integrity of online student submissions	2012	41.4%	29.7%
	2011	42.7%	35.2%

Takes Too Much Time as a Barrier for Faculty Use of Social Media by Discipline (2011 and 2012)

Discipline	Year	Very Important	Important
Social Sciences	2012	13.4%	22.1%
	2011	29.4%	33.5%
Professions and Applied Sciences	2012	14.6%	22.8%
	2011	23.9%	38.7%
Natural Sciences	2012	12.9%	24.4%
	2011	30.8%	38.2%
Mathematics and Computer Science	2012	9.9%	22.3%
	2011	29.2%	30.1%
Humanities and Arts	2012	14.4%	23.3%
	2011	26.9%	28.6%

Characteristics of the respondents

Characteristics of Respondents – Status

Part-time	26.6%
Full-time	73.4%

Characteristics of Respondents – Years Teaching

Less than 5	16.4%
5 to 10 years	16.6%
10 to 20 years	33.5%
More than 20 years	33.6%

Characteristics of Respondents – Age

Under 35	9.3%
35-44	20.8%
45-54	28.3%
55+	41.7%

Characteristics of Respondents – Discipline

Humanities and Arts	25.4%
Mathematics and Computer Science	10.5%
Natural Sciences	21.5%
Social Sciences	19.4%
Professions and Applied Sciences	23.2%

Characteristics of Respondents – Teach Online

Do Not Teach Online or Blended	73.6%
Teach Online	26.4%

Characteristics of Respondents – Teach Blended

Do Not Teach Online or Blended	74.4%
Teach Blended	25.6%

about the authors

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Author of the acclaimed book on Internet marketing *Do It Wrong Quickly* and the best-selling *Search Engine Marketing, Inc.*, Mike Moran is Chief Strategist at Converseon, a leading digital marketing consultancy, and a former IBM Distinguished Engineer. He holds an Advanced Certificate in Market Management Practice from the Chartered Institute of Marketing in the U.K., is a visiting lecturer at the University of Virginia's Darden School of Business, as well as an adjunct instructor at Rutgers, the University of California at Irvine, UCLA, and Fairleigh Dickinson, among other schools. Moran is the founder of and a chief contributor to the Biznology blog and frequently keynotes conferences on digital marketing worldwide.

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Hester Tinti-Kane is a change agent for marketing. She is a social media marketing strategist, blogger and podcaster for Pearson and a national speaker at online learning and marketing conferences. Hester holds a bachelor's degree from Bennington College, a master's from the University of Hartford and an MIT Sloan executive certificate in Management and Leadership.

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