

Faces of Faculty

A Snapshot of the Higher Education Instructor Experience in 2022

Cengage



Higher education has changed. With it, the workload and job satisfaction of the people who power it—faculty members—are changing. We surveyed 1,025 faculty members at 581 two- and four-year institutions, spanning various roles and titles, to understand how they view their roles as educators today, compared to 3–5 years ago.

While we learned a great deal through this research, the most important takeaway is this: Despite a difficult few years, higher education is full of people dedicated to the students they serve and committed to delivering academic excellence.



Key Findings



64%
Are satisfied



10%
Are neither satisfied nor dissatisfied



26%
Are dissatisfied

Most faculty (64%) are satisfied with their jobs

What are the drivers for that satisfaction?



88%
Teaching, helping & mentoring students



18%
Research & learning new tech



11%
Autonomy



8%
Flexibility

“

My favorite thing is when I see a student finally understand a concept they were struggling with.

— Faculty member, IA

”



Administrative pressure/lack of institution support and feeling undervalued/underpaid were the top drivers of dissatisfaction.



Of the 26% who are dissatisfied, 70% have considered leaving or a career change

What's causing these educators to look elsewhere?



“

[The institutional] focus moved from being transformational to being transactional...

— Professor, WA

”

Time spent on tasks has changed

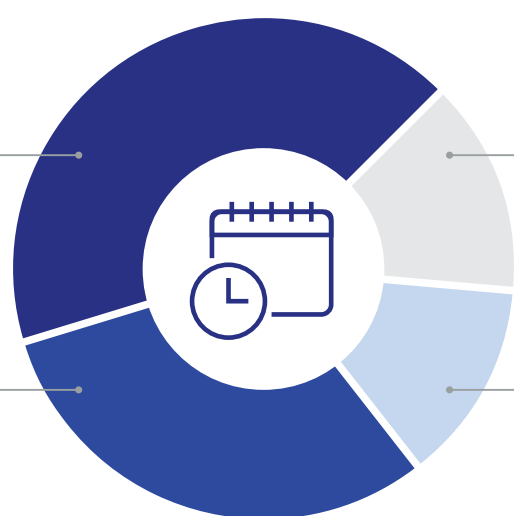
How do faculty spend their time?

42%

teaching and instruction

31%

course preparation



*Data adjusted to add up to 100%

14%

administrative and other tasks (i.e. research, etc.)

13%

connecting with students

8 in 10 say their role as an educator has changed.

77% say managing multiple course modalities (e.g., online, face-to-face, hybrid) has had a significant impact on their role. Over half (**55%**) say it's a top challenge.

Nearly **6 in 10 (59%)** say the need to produce creative content has had a significant impact on their role. Over a quarter (**27%**) say it's a top challenge.

“

There were four different preps [last semester]; three modes of teaching (in-person, hybrid, and synchronous remote). I handled this by working long days to be ready for the next day.

— Professor, VA

”



Student expectations have evolved

What does that mean for faculty?



say adapting to new student expectations has had a significant impact on their role.



say keeping up with constant student communication has had a significant impact on their role.



of faculty are spending more time communicating with students about class content.

“

Students both expect a more personal experience in college these days, and have additional challenges that requires us to work with them more individually.

— Adjunct professor, MI

”

Academic integrity remains a concern

How are faculty responding?



are spending time checking for plagiarism and cheating.



are using anti-cheating software.



The road ahead

What's in store for higher ed?

This research has reinforced the tremendous resilience of faculty across the country. They're showing up and supporting students not just as learners, but as whole people. Through new formats, rising expectations and mounting responsibilities they're giving their all—and then some.

Find out what else we learned about today's educators in our report, **Faces of Faculty: The Higher Education Instructor Experience 2022**.

[DOWNLOAD FULL REPORT](#)

SOURCE

The “Faces of Faculty 2022” research featured January 2022 survey responses of 1,025 faculty members at 581 higher education institutions in the U.S. Respondents were full-time professors (56%), adjunct (18%), assistant professor (7%), other (E.g., instructor, researcher, assistant, etc.) (11%), teaching at 2-year institutions (31%) and 4-year institutions (68%).

