Ecampus Research Unit

Research Preparation and Engagement of Instructional Designers in U.S. Higher Education:

Results from a national study

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ACKNOWLEDGEMENTS

Recent literature has started to explore the importance of the role of instructional designers within higher education. However, one area that has received little attention in this literature is the role of instructional designers in teaching and learning research. Anecdotal evidence suggests that instructional designers may feel underprepared to collaborate with faculty on teaching and learning research.

In spring 2017, the Oregon State University Ecampus Research Unit engaged in a national study to explore the research engagement and training of instructional designers in institutions of higher education. The study targeted institutional designers with a range of experience levels and training backgrounds from campuses all over the United States.

We appreciate, first and foremost, the instructional designers who took the time to respond to this survey and share how they are using and engaging in research on teaching and learning in their current roles, what previous training they have received in research methods and design, and whether they feel prepared to conduct research on teaching and learning in their current roles.

Additional thanks to the instructional design team at Oregon State University Ecampus, who assisted with reviewing early drafts of the survey instrument and who provided useful feedback. For assistance with data coding and cleaning, for the creation of data visualizations used in this report, and for her careful copy editing, we are indebted to Amy Donley.

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DEFINITIONS

Instructional designer

We define an “instructional designer” for the purpose of this survey as a higher education professional who is engaged in course design and development and who provides faculty support to aid in the adoption of academic technologies and effective teaching strategies across face-to-face, blended, and online modalities. We acknowledge that instructional designers may be practicing instructional design under different titles such as learning designer or educational designer.

Academic research

For the purpose of this survey, we define "academic research" as engaging with one or more of the following: designing and planning a research study, reading and or summarizing literature, collecting data, analyzing data, writing up results, and/or disseminating results with the intention of creating generalizable knowledge that advances a field.

Research on teaching and learning

For the purpose of this survey, we define "research on teaching and learning" as an investigation of higher education classroom practice (including online environments) using a systematic methodology resulting in a scholarly product to be publicly disseminated.

EXECUTIVE SUMMARY

Instructional Designers' Formal Education and Training in Research Methodology and Design

More than half of the 311 instructional designer survey respondents (162 or 52.1%) did not take any undergraduate level courses in research design and research methodology.

Of the 149 respondents (47.9%) who took research design and methodology courses as undergraduates, 102 (68.5%) took courses specific to their undergraduate degree of study (for example, polling in political science or experimental design in lab-based sciences). Slightly more than half of these respondents (78 or 52.3%) who took research design and methodology courses as undergraduates had hands-on experience with research design (such as a thesis project) in their courses.

When asked about the research methods and designs emphasized in their instructional design training at both the undergraduate and graduate level, 74 respondents (23.9%) described broad methods, such as quantitative, qualitative, basic, and applied research. Only 51 (16%) indicated their training emphasized specific methodologies, and 23 (7.4%) indicated their training emphasized specific research skills. Eighty-nine (28.7%) indicated research methods were not emphasized.

Of the respondents with graduate degrees in disciplines other than instructional design or a related field (n=219), 171 respondents (78.1%) had taken at least one course in research design and methodology. The largest number of this subset, 57 (33%), had taken three or four courses. The majority of those who took graduate courses in research design and methodology, 144 (84%), indicated that the courses involved hands-on experience with research design and methods.

Current Research Practices by Instructional Designers

Within their roles as instructional designers, 37.6% of respondents have engaged in academic research for one year or less. Of the total respondents, 71.4% indicated they had engaged in research activities within the last year with 49.2% currently engaging in research on teaching and learning.

Of those 153 who reported currently engaging in research on teaching and learning, 64.7% reported using qualitative methods, 51.6% using quantitative methods, and 45.8% using a mixed methods approach.

A little less than one-quarter (77 or 24.8%) of instructional designers surveyed have research on teaching and learning in their job descriptions and a little more than one-fifth (67 or

21.5%) of survey respondents are evaluated on their engagement in research on teaching and learning.

The majority of respondents (56.6%) have collaborated to conduct research on teaching and learning and 43.4% of survey respondents noted that they are expected to collaborate as a team member on research on teaching and learning.

Of the 311 respondents, 154 (49.5%) had disseminated results from research on teaching and learning in some way, with conferences and peer-reviewed journal publication being the most frequent methods.

Confidence Levels in and Barriers to Research Design and Methodology

The research tasks that the respondents had the most experience with were completing literature reviews (87.5%), writing research questions (85.9%), and creating survey instruments (80.1%). However, respondents lacked confidence in completing many research tasks. The task of completing a literature review had the largest group with a rating of "high confidence" (53.4%). This was also the only task where "high confidence" was selected at a higher rate than "medium" or "low confidence."

Of 13 research tasks, six were rated the most by respondents as having "low confidence" in their ability to complete the task. These six tasks included choosing an appropriate statistical test to analyze data (64.3%), cleaning data (60.5%), validating a survey instrument (58.2%), using data for archival research purposes (52.1%), coding qualitative data (44.1%), and completing IRB paperwork (36.7%).

Respondents were asked about their confidence level in collaborating with a faculty member on a teaching and learning research project. The largest number of respondents (116 or 37.3%) felt confident with some direction and 43.7% (136 respondents) felt confident with little or no direction in these collaborations.

In qualitative responses, survey respondents noted seven barriers to conducting research in teaching and learning: (1) time, (2) collaboration barriers, (3) research not in job description, (4) lack of experience or training, (5) research logistics, (6) institutional barriers, and (7) lack of support or mentoring.

Impact of Instructional Designer Knowledge of Research Design and Methodology on Credibility

Respondents were asked how much value various stakeholder groups place on research on teaching and learning conducted by instructional designers. More than half (180 respondents) perceived that institutional leadership and corporate partner/vendors assigned "low" value to research by instructional designers. Peers within and outside the institution were rated as assigning "moderate" value to research by more than half of respondents (158 and 163

respondents, respectively). Students were also rated as an important stakeholder group by instructional designers.

Respondents were asked whether different stakeholder groups perceived instructional designers to be more credible when they are conducting research on teaching and learning. About 80% indicated that the broader academic and community faculty/subject matter experts perceived instructional designers as more credible when conducting research on teaching and learning. However, between 62% and 80% indicated that almost all categories of stakeholders perceived them as more credible when conducting research, with the exception of corporate partners/vendors.

Importance of and Motivation for Instructional Designers' Research Skills

The top five reasons that instructional designers chose for why instructional designers should further develop skills in research methods or research design included opportunities for individual professional development (88.4%), understanding student needs (86.5%), understanding instructor/faculty needs (86.2%), opportunities for faculty collaboration (85.5%), and to further the discipline (84.2%).

The majority of respondents (68.8%) thought that knowledge in research design and methods enhances their work "quite a bit" or "a great deal" with an additional 25.1% of respondents thinking that it "somewhat" enhances their work. Only 6.1% of respondents thought that knowledge in research design and methods enhances the work of an instructional designer "a little" or "not at all."

Respondents were asked to describe how they thought knowledge of research methods and design enhances the work of an instructional designer. The two largest categories of open-ended responses were using research for evidence based design (35%) and supporting the credibility and legitimacy of the instructional designer (25%).

Research Methodology and Research Design Training Needs of Instructional Designers

The majority of respondents (172 or 55.3%) said that they needed more training in research design and methodology. A little less than one-third (99 or 31.8%) said that they do not need more training. About 13% (40 respondents) did not know whether they needed more training in research design and methodology to fulfill their roles.

Over half of the respondents (168 or 54%) are currently engaging or are planning to engage in training in the future. Almost half of the respondents (143 or 46%) were not sure if they would engage in any training on research design and methodology in the future. When asked if they planned to engage in training on research design or methodology through pursuing an additional degree, the majority of respondents (215 or 69.1%) said they were not sure. Of the 311 respondents, 42 (13.5%) are currently pursuing an additional degree and 54 (17.4%) are planning to in the future.

RESULTS

The results in this report are based on a sample of 311 instructional designers who responded to a 60-item online survey.

Of the total respondents:

- 48.9% have experience working at a single higher education institution as an instructional designer
- 79.4% identify their race/ethnicity as White
- 69.8% identify their gender as female
- 62.4% work at a university granting PhD/MD/JD/EdD degrees
- 63.3% work at a public institution
- 63.7% reported a Master's Degree as their highest degree

Approximately one-third of respondents (33.1%) had worked as instructional designers in higher education for less than five years (see Figure 1).

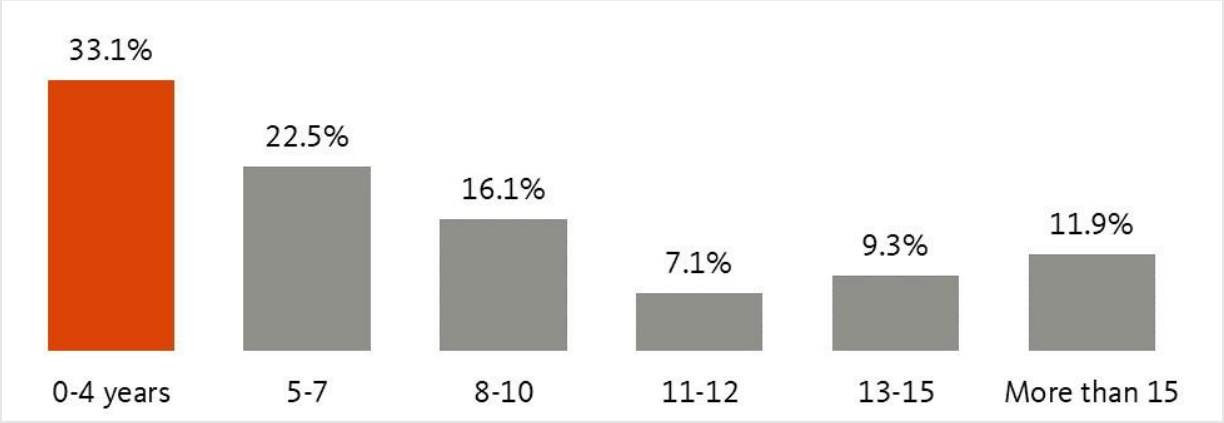

Figure 1: Respondents' Years of Work Experience in Instructional Design

More than one-quarter of the respondents (26%) are currently supervising other instructional designers.

For more details about the study respondents, see the Description of Respondents section of this report.

Instructional Designers' Formal Education in Research Design and Methodology

Respondents were asked how many undergraduate level courses they took in research design and research methodology (see Figure 2). More than half (162 or 52.1%) did not take any of these courses. However, 60 respondents (19.3%) had taken one course, 41 respondents (13.2%) had taken two courses, 25 respondents (8%) took between three and five courses,

and seven respondents (2.3%), took more than five courses. Approximately 5% of respondents (16) were unsure.

Figure 2: Number of Undergraduate-level Courses Taken by Respondents in Research Design and Methodology

Of the 149 respondents who took research design and methodology courses, 102 respondents (68.5%) took courses specific to their undergraduate degree of study (for example, polling in political science or experimental design in lab-based sciences). In contrast, 27 respondents (18.1%) did not, and 20 respondents (13.4%) were unsure.

Research Methods and Designs in Instructional Designers' Training

Respondents were asked to describe the research methods and designs that were emphasized in their instructional design training at the undergraduate or graduate level. A total of 310 responses were identified for coding. A total of 89 responded "not applicable" which indicated that those respondents did not have discipline-specific training in research. The remaining responses were coded into the following four categories that are described below: broad methods, specific methods, skills, and other.

The category of *broad methods* included the following concepts: broad overviews of research, quantitative methods, qualitative methods, applied research, basic research, mixed methods, educational research methods, and evaluation. Seventy-four respondents' (23.9%) answers were categorized as broad methods, indicating that nearly one-quarter had instructional design training that emphasized these broad methodologies.

The category of *specific methods* included the following: archival research, case studies, narrative based research, surveys, interviews, focus groups, big data/data mining, content analysis, qualitative coding, experimental design, observation, action research, and ethnography. A total of 51 respondents' answers were categorized as specific methods, indicating that 16.5% had instructional design training that emphasized specific methodologies.

The category of *skills* included the following: IRB training, collaboration, analysis, statistics, literature reviews and synthesis, developing research questions, understanding validity, how to collect data, research literacy and knowledge about publication/dissemination. A total of 23 respondents' answers were coded as skills, indicating that 7.4% had instructional design training in specific skills related to research.

The category of *other* included methodologies that were not identified in the other three categories. Thirty-five (11.3%) respondents' answers were categorized as other. In this category respondents described things such as very specific research projects or methods specific to a discipline (e.g. benchmarking, rapid prototyping, or polling).

Hands-on Experience with Research

Respondents were also asked if their degree-specific research design and methodology courses provided hands-on experience with research design (such as a thesis project). Of the 149 respondents who took research design and research methods courses, slightly more than half (78 or 52.3%) had hands-on experience with research design, 60 respondents (40.3%) did not receive hands-on experience with research design in their courses, and 11 respondents (7.4%) did not know.

Respondents with graduate degrees in disciplines other than instructional design or a related field (n=219) were asked how many graduate courses they took in research design and methodology. The results showed that 171 (78.1%) had taken one or more courses and that 48 (21.9%) had not taken any of those courses.

Of those 171 respondents who had taken courses, 42 (24.6%) had taken one course, 47 (27.5%) had taken two courses, 57 (33.3%) had taken three or four courses, and 25 (14.6%) had taken five or more courses. The majority, 144 respondents (84.2%), of those who took graduate courses indicated that they involved hands-on experience with research design and methods. A much smaller number (23 or 13.5%) indicated their courses did not involve hands-on experience and four respondents (2.3%) did not know.

Current Research Practices by Instructional Designers

Level of Engagement in Academic Research Within and Outside of Instructional Design Roles

Respondents were asked how many years they have engaged in academic research both within their roles as instructional designers and in roles outside of instructional design (see Table 1). Within their roles as instructional designers, the largest number of respondents (115 or 37.6%) have engaged in academic research for less than one year. The second largest group (91 or 29.7%) had engaged in academic research for one to three years. A little less than one-third of respondents (32.7%) had engaged in academic research for four years or more while in an instructional design role.

In roles outside of instructional design, 124 respondents (44.4%) had engaged in academic research for less than one year and 80 respondents (28.7%) had engaged in academic research for one to three years. A little less than one-quarter of respondents (27%) had engaged in academic research for four years or more while in roles outside of instructional design.

Years	In ID Role		Outside of ID Role	
	N	%	*N*	%
Less than one	115	37.6%	124	44.4%
1-3	91	29.7%	80	28.7%
4-6	50	16.3%	25	9.0%
7-9	21	6.9%	17	6.1%
10-19	26	8.5%	24	8.6%
20 or more	3	1.0%	9	3.3%
Total	306	100%	279	100%

Table 1: Years of Experience Engaging in Academic Research In and Out of ID Roles

Current Engagement with Research

Respondents were also asked whether they have experience with a range of research design tasks (see Figure 3). Of the 311 respondents, 87.5% had experience completing a literature review, 85.9% had experience writing a research question, and 80.1% had experience creating a survey instrument for research purposes. Survey respondents were least experienced in research tasks such as using archival data for research purposes (43.1%), choosing an appropriate statistical test to analyze data in accordance with a research design (44.7%), cleaning data (45.3%), validating survey instruments (46.3%), and conducting focus groups for research purposes (48.2%).

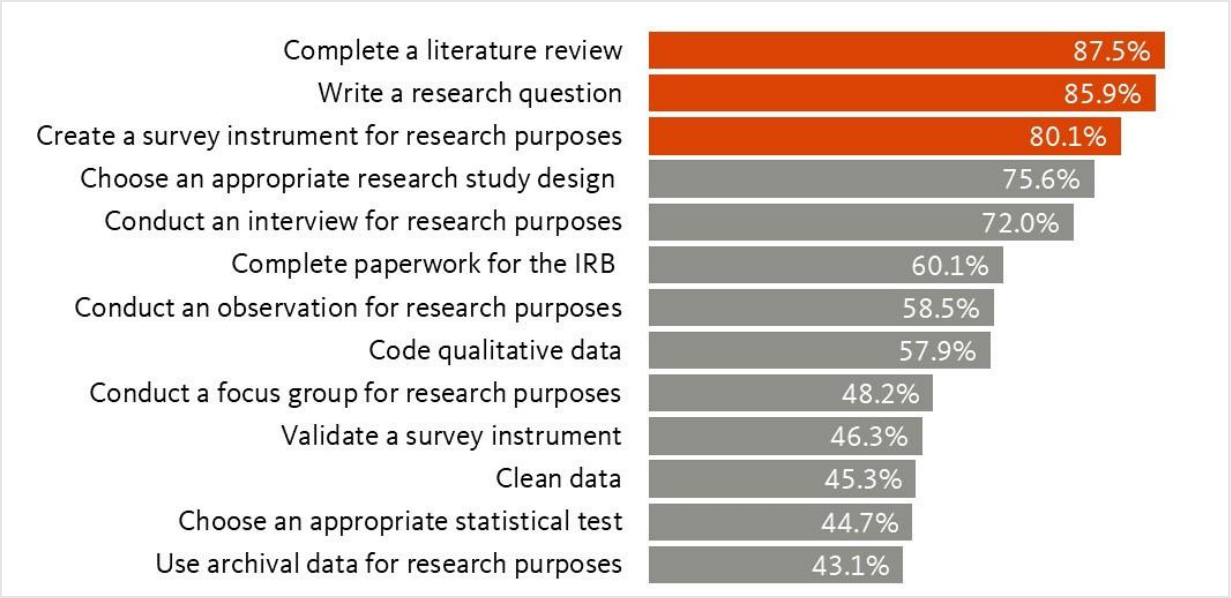

Figure 3: Respondents' Level of Experience with a Range of Research Design Tasks

When asked about engaging in six different research activities as an instructional designer (see Table 2), 222 respondents (71.4%) indicated they had engaged in one or more of these research activities in the last year. The highest number of respondents (175 or 56.3%) had read and/or summarized literature while the second highest group (153 or 48.2%) had collected data during this time frame. Survey respondents were least likely to have disseminated research results in the past year.

Research Activity	Frequency	Percentage
Reading and/or summarizing literature	175	56.3%
Collecting data	153	49.2%
Analyzing data	140	45.0%
Writing up results	121	38.9%
Designing and planning a research study	99	31.8%
Disseminating results	96	30.9%
None of the above	89	28.6%

Table 2: Respondents' Research Activities within the Past Year

When asked about current research, 153 respondents (49.2%) reported currently engaging in research on teaching and learning. Respondents were also asked to select what research methods and designs they were using (see Table 3). The largest percentage of these respondents (64.7%) indicated that they were using qualitative research methods, and 61.4% were conducting survey research. Further, 51.6% indicated they were using quantitative methods, 47.1% were using interviews, and 45.8% were using mixed methods. Smaller numbers of respondents indicated conducting focus groups, utilizing design-based research, mining big data, conducting experimental studies, and using scientific methods.

Research Method or Design	Frequency	Percentage
Qualitative	99	64.7%
Survey research	94	61.4%
Quantitative	79	51.6%
Interviews	72	47.1%
Mixed methods	70	45.8%
Focus groups	48	31.4%
Design-based research	35	22.9%
Mining big data	24	15.7%
Experimental studies	11	7.2%
Scientific methods	10	6.5%
Other	6	3.9%

Table 3: Instructional Designers' Research Methods and Designs for Research on Teaching and Learning

Note. N=153.

Level of Experience with Research Collaboration

When asked about collaborations in the past year, 176 respondents indicated that they had collaborated to conduct research on teaching and learning. Of those respondents, 138 (78.4%) reported collaborating with faculty or subject matter experts, and 112 (63.6%) reported collaborating with other instructional designers (see Table 4). Smaller numbers of respondents also reported collaborations with content experts, administrators, institutional research staff, other scholarship of teaching and learning staff, other e-learning developers, librarians, professional organizations, and vendors.

Collaborators	Frequency	Percentage
Faculty/subject matter experts	138	78.4%
Other instructional designers	112	63.6%
Content experts	57	32.4%
Administrators (deans, Provost)	54	30.7%
Institutional Research staff	51	29.0%
Other scholarship of teaching and learning staff	48	27.3%
Other e-learning developers	35	19.9%
Librarians	35	19.9%
Professional organizations	29	16.5%
Vendors	17	9.7%
Other	3	1.7%

Table 4: Instructional Designers' Collaboration Partners
Note. N=176.

Research as an Official Job Responsibility

Respondents were asked whether their job description included conducting research on teaching and learning and whether they are evaluated for their job based on their engagement in research in teaching and learning.

A little less than one-quarter of instructional designers surveyed (77 or 24.8%) have research on teaching and learning in their job descriptions.

However, 135 (43.4%) of survey respondents noted that they are expected to collaborate as a team member on research on teaching and learning. A little more than one-fifth of survey respondents (67 or 21.5%) are evaluated on their engagement in research on teaching and learning (see Figure 4). A similar number of respondents (66 or 21%) are expected to independently conduct research on teaching and learning.

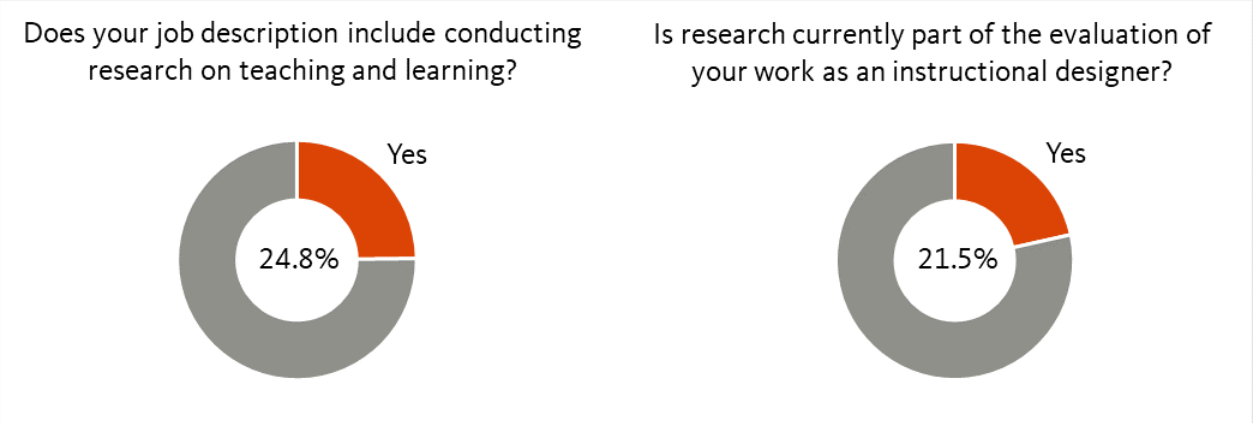

Figure 4: Inclusion of Research on Teaching and Learning in Instructional Designers' Job Descriptions and Performance Evaluations

A closer examination of the 77 respondents whose job descriptions included conducting research revealed that 50 (64.4%) indicated that that research was part of the evaluation of their work. Of the 77, 68 (88.3%) were expected to collaborate on research. In this group, 53 respondents (68.9%) were expected to independently conduct research.

Of the 221 who indicated that research was not a part of their job description, 61 (27.6%) responded that they were expected to collaborate on research.

Dissemination of Research

Of the 311 respondents, 154 (49.5%) had disseminated results from research on teaching and learning in some way. Of those 154, the largest number (107 or 69.5%) reported providing an internal presentation at their institution (see Table 5). National and regional conferences were also popular research dissemination venues with 64.3% and 61% of respondents, respectively.

Research Dissemination Outlet	Frequency	Percentage
Internal presentation at your institution	107	69.5%
Conference presentation (national)	99	64.3%
Conference presentation (regional)	94	61.0%
Conference poster session (national)	49	31.8%
Conference presentation (international)	44	28.6%
Conference poster session (regional)	44	28.6%
Conference poster session (international)	19	12.3 %
Forthcoming presentations (conference & internal)	4	1.3%
Webinars	3	1.0%
Other	1	<1%

Table 5: Instructional Designers' Research Dissemination Outlets
Note. N=154.

Respondents were also asked about their experiences disseminating research results through publication. Of the 311 respondents, 110 (35.4%) had published results while 201 respondents (64.6%) had not disseminated research on teaching and learning via publication.

Of the 110 respondents who had published results, the largest number (77 or 70%) had done so via a peer-reviewed journal. A significantly lower number of respondents (33 or 30%) had published a book chapter and less than one-quarter had published research results via a report (see Table 6).

Research Publication Outlet	Frequency	Percentage
Peer-reviewed journal	77	70.0%
Book chapter	33	30.0%
Research report	27	24.5%
White paper	17	15.5%
Case study	14	12.7%
Book	8	7.3%
Press release	6	5.5%
Dissertation	2	1.8%
Internal report	1	<1%
Magazine / trade journal	1	<1%
Other	1	<1%
Conference proceedings	0	0%

Table 6: Respondents' Publication Outlets for Research on Teaching and Learning
Note. N=110.

Confidence Levels in and Barriers to Research Methodology and Design

Instructional Designers' Confidence in Completing Research Tasks

In addition to indicating whether or not they had experience with 13 particular research tasks (see Figure 3), respondents were also asked to rate their confidence levels in completing these same research tasks (see Table 7).

In general, respondents lacked a high amount of confidence in completing many research tasks. The task of completing a literature review had the largest group with high confidence (166 or 53.4%). This was also the only task where high confidence was selected more frequently than medium or low confidence.

Of 13 research tasks, between 36% and 64% of respondents indicated they had "low confidence" in their ability to complete six of the tasks. These six tasks included choosing an appropriate statistical test to analyze data (64.3%), cleaning data (60.5%), validating a survey instrument (58.2%), using data for archival research purposes (52.1%), coding qualitative data

(44.1%), and completing IRB paperwork (36.7%). In the remaining six research tasks, higher percentages indicated they had "medium confidence" in those tasks.

Research Task	Low Confidence		Medium Confidence		High Confidence	
	N	%	*N*	%	*N*	%
Write a research question	51	16.4%	133	42.8%	127	40.8%
Complete a literature review	42	13.5%	103	33.1%	166	53.4%
Choose an appropriate research study design to align with a research question	100	32.2%	126	40.5%	85	27.3%
Conduct an interview for research purposes	63	20.3%	130	41.8%	118	37.9%
Conduct a focus group for research purposes	115	37.0%	119	38.3%	77	24.8%
Conduct an observation for research purposes	99	31.8%	119	38.3%	93	29.9%
Code qualitative data	137	44.1%	105	33.8%	69	22.2%
Complete paperwork for Institutional Review Board (IRB) approval	114	36.7%	91	29.3%	106	34.1%
Create a survey instrument for research purposes	67	21.5%	136	43.7%	108	34.7%
Validate a survey instrument	181	58.2%	93	29.9%	37	11.9%
Choose an appropriate statistical test to analyze data in alignment with a study design	200	64.3%	83	26.7%	28	9.0%
Clean data	188	60.5%	77	24.8%	46	14.8%
Use archival data for research purposes	162	52.1%	95	30.5%	54	17.4%

Table 7: Instructional Designers' Level of Confidence in Completing a Range of Research Tasks

Confidence Level in Collaborating on Teaching and Learning Research Projects

Respondents were asked about their confidence level in collaborating with a faculty member on a teaching and learning research project (see Table 8). The largest number of respondents (116 or 37.3%) felt confident with some direction. However, when combining categories, 136 respondents (43.7%) felt confident with little or no direction. Only 18.9% (59 respondents) did not feel confident or would only feel confident with a lot of direction.

Level of Confidence	Frequency	Percentage
Confident with no direction	67	21.5%
Confident with little direction	69	22.2%
Confident with some direction	116	37.3%
Confident with a lot of direction	53	17.0%
Do not feel confident	6	1.9%

Table 8: Instructional Designers' Level of Confidence when Collaborating with Faculty on Research on Teaching and Learning

Perceived Barriers to Research for Instructional Designers

Respondents were asked an open-ended question about the barriers that they encounter when conducting research on teaching and learning in their work as instructional designers.

Of the 311 total respondents, 185 responses were usable for coding. Figure 5 shows the top seven categories, and example responses from each of those seven categories are provided.

Figure 5: Instructional Designers' Perceived Barriers to Research on Teaching and Learning
Note. N=185.

Time

Time was the most noted factor that presented a barrier to conducting research on teaching and learning with 76 respondents including it in their responses. Respondents had such comments such as:

> *"Finding enough time to write and publish."*
>
> *"Finding time to do it. I have been asked to participant in a couple of different research studies in the past year and have had to turn them down due to time constraints. I am working full-time and am neck deep in a doctoral program. I just don't have the time to devote to additional research beyond my upcoming dissertation."*
>
> *"Having enough time is a problem."*
>
> *"Lack of time. As the sole instructional designer for the institution, I have many responsibilities, including LMS support, educational technology support, course design and development, and review of teaching."*

Collaboration Barriers

The second most frequently noted category (49 respondents) was collaboration barriers. Respondents had comments such as:

> *"Faculty don't often think of me as someone to collaborate with on research projects, although I am very interested and open to the possibilities."*
>
> *"Finding faculty who are as interested in studying their teaching and learning approaches as I am."*
>
> *"I am often more adept at designing an educational methods research study than the PhD I'm collaborating with, and I almost always write better. This can be difficult because I first have to convince someone who outranks me to trust my skills, and then is difficult because I have to do all the work. And they almost always get to be first author."*
>
> *"Instructor buy in: From the back end, we can think of lots of ideas for research, but instructors are often too busy with their own research to participate or allow their classes to be subjects for our research ideas."*
>
> *"Pretty sure the faculty at my institution don't view instructional designers as worthy research partners."*

Not in Job Description

Several respondents (33) noted that conducting research on teaching and learning was not in their job description, or that because they did not work at a research institution, it was not something expected of their role. Respondents had comments such as:

> *"Formal research tends to be out of scope of my current role."*
>
> *"I do not work in a research institution - my role is support and professional development. I do not conduct research. I do develop training and program based on best practices and what fits best with the knowledge base of my faculty."*
>
> *"I would be doing way more of this because I think it is interesting and fun but it isn't an explicit part of my role and therefore is difficult to prioritize."*
>
> *"Justification of the importance of research to my stakeholders as it has not been a clear expectation in my job duties."*
>
> *"My institutional employer has not asked for it and has discouraged research as part of my I.D. job description."*
>
> *"Research is not considered part of my job at my current institution. Therefore I am not allowed to participate."*

Some respondents also noted that they are not able to conduct research during normal work hours:

> *"Our office does not value research in the scholarship of teaching and learning. If we want to conduct research, we need to conduct it on our own time such as evenings or weekends."*
>
> *"Research activities must happen outside my job responsibilities."*

Lack of Experience or Training

Thirty-one respondents noted that not having a PhD or lacking training or knowledge in conducting research on teaching and learning was a barrier for them. Respondents had comments such as:

> *"I don't feel prepared, entirely, to conduct research. I wish I had more training."*
>
> *"I don't know enough about the different data tests and how to 'read' the data."*
>
> *"I have ideas for research projects that will contribute to the body of knowledge in my field, but I don't know how to get started."*

"It is difficult for me to move from theory based research to process based research which is what instructional design is. I also find it difficult to come up with research questions in the numerous content areas for which I assist faculty member to design instruction for. The faculty I assist have no experience with education research and solely rely on me to provide direction. Not easy to do without a literature background into the specific challenges in their individual fields."

"Learning on my own and learning as I go."

"Though I am more experienced in research methods and writing than many of my peers, I do not have a PhD. Even when I conceive of the research study and write the majority of papers we publish and present, I am never first author. At best, so far (6 months in), I am second author behind a PhD."

"You don't know, what you don't know. I missed the graduate level sequence of research methods, qualitative methods, quantitative methods, and statistics by not doing a PhD. I'm self-taught through books and mentorship, but always find a missing piece."

Research Logistics

Nineteen respondents also commented that research logistics such as recruitment challenges and access to data can present barriers for them when conducting research on teaching and learning. Respondents had comments such as:

"Establishing a sufficient N of participants."

"IRB process adds significant time and effort, esp. for faculty partners; tension between requirement that human subjects research be voluntary and fact that educational assignments often not voluntary (makes our IRB uncomfortable); low research participation rates..."

"To ask questions well, I need access to student information, and that is likely a non-starter... Another challenge is that we do not have access to the full data needed to answer interesting questions."

"Receiving permission from administration to survey students."

Institutional Barriers

There were 16 respondents who commented on institutional barriers that interfered with them conducting research on teaching and learning. Respondents had comments such as:

"As an instructional designer, it can be difficult to get institutions to recognize me as a researcher. They often struggle with how to categorize me for IRB and other supports.

Since I do not possess a faculty role, I am also not eligible for most institutional funding for research."

"I needed a (PI Exception) form signed by a higher administrator. This form would allow me to be the PI for a research idea that I had developed and a qualifying funding opportunity that I had found. Unfortunately, the said administrator refused to sign it unless I made her the PI. These sort of policies (and politics) may vary across higher ed institutions (I am at an R2 university), but not being given credit for work that one has done (or is proposing to do) because of technicalities of being considered Staff rather than Faculty has been a big source of frustration for me and I can easily see this impacting ID's motivation to carry out research (that would require funding, anyway)."

"Lack of institutional understanding of role of instructional designer, and lack of support for research by instructional designer (in a non-faculty role)."

"Lack of institutional commitment/buy-in."

"A general lack of institutional support for scholarship - and certainly not by staff."

"Research on our campus must always have a PI with 51% faculty status to serve as PI. This devalues the role that ID staff has in the research process."

Lack of Support or Mentoring

Lack of support from supervisors and lack of mentoring was a barrier for 15 respondents. Respondents had such comments as:

"Administrative support or knowledge of my field."

"At [institution name] I was told that research and publication is nice, but I should remember that I'm in a service position. This is when I realized my Academic identity was not supported."

"Not enough mentoring."

"I am trained in a different field but because I have a PhD, I have been assigned educational research tasks with little training or guidance. The organization is more interested that it look like we are doing research than that the research have any substance."

"No support in my current ID role (last 2 years) - only two people in our unit are 'allowed' to 'do research'."

Impact of Instructional Designer Research Engagement on Credibility

Respondents were asked how much value various stakeholder groups place on research on teaching and learning conducted by instructional designers (see Table 9). More than half perceived that institutional leadership and corporate partner/vendors assigned low value to research by instructional designers. Peers within and outside the institution were rated as assigning "moderate" value to research by more than half of respondents (158, 163 respectively). Approximately 40% of respondents perceived that the broader academic community assigned "high" value to instructional designers conducting research, but an equal percentage also perceived this group as assigning "moderate" value to instructional designers conducting research.

Stakeholder	Low		Moderate		High	
	N	%	*N*	%	*N*	%
Institutional leadership	170	54.7%	102	32.8%	39	12.5%
Direct supervisor	99	31.8%	116	37.3%	96	30.9%
Faculty / SME	113	36.3%	149	47.9%	49	15.8%
Peers within institution	106	34.1%	158	50.8%	47	15.1%
Peers outside of institution	72	23.2%	163	52.4%	76	24.4%
Broader academic community	59	19.0%	127	40.8%	125	40.2%
Corporate partners / vendors	180	57.9%	100	32.2%	31	10.0%

Table 9: Perceived Stakeholder Value Placed on Research by Instructional Designers

Respondents were also given the opportunity to list "other" stakeholder groups who value instructional designers' research on teaching and learning. The open-ended responses included 31 who indicated that students were an important stakeholder group and seven who mentioned professional organizations as a stakeholder group.

Respondents were also asked whether different stakeholder groups perceived instructional designers to be more credible when they are conducting research on teaching and learning (see Table 10).

About 80% indicated that the broader academic community and faculty/subject matter experts perceived instructional designers as more credible when they conduct research on teaching and learning. However, between 62% and 80% indicated that almost all categories of stakeholders perceive them as more credible when conducting research, with the exception of corporate partners/vendors.

Stakeholder	Yes		No	
	N	%	*N*	%
Institutional leadership	193	62.1%	118	37.9%
Direct supervisor	197	63.3%	114	36.7%
Faculty / SME	247	79.4%	64	20.6%
Peers within institution	213	68.5%	98	31.5%
Peers outside of institution	229	73.6%	82	26.4%
Broader academic community	249	80.1%	62	19.9%
Corporate partners / vendors	133	42.8%	178	57.2%

Table 10: Instructional Designers' Perceptions of whether Stakeholders Assign Credibility based on Engagement in Research

Respondents were also given the opportunity to list "other" stakeholder groups who they think perceived instructional designers to be more credible when conducting research. The open-ended responses showed that 19 mentioned students and three mentioned professional organizations as stakeholder groups.

Importance of and Motivation for Instructional Designer Research Skills

Why should instructional designers further develop their research skills?

Respondents were asked to select the reasons why they think that instructional designers should further develop skills in research methods or research design (see Table 11).

The top five reasons that instructional designers chose included opportunities for individual professional development (88.4%), understanding student needs (86.5%), understanding instructor/faculty needs (86.2%), opportunities for faculty collaboration (85.5%), and to further the discipline (84.2%). A high percentage of respondents also noted opportunities for career or job advancement (79.1%) and opportunities for collaboration with other instructional designers (77.8%).

Respondents were less interested in opportunities for publication (68.5%), grant funding (63.3%), and to demonstrate their own value (59.8%), but each of these categories still had a relatively high percentage of respondents, with more than half to two-thirds of respondents selecting each one.

For those respondents that checked the "other" category, additional rationales were coded into three categories that included providing evidence of efficacy (10 or 3.2%), for personal fulfillment (7 or 2.3%), and for increased credibility (4 or 1.3%).

Reasons	Frequency	Percentage
Opportunities for individual professional development	275	88.4%
Understanding student needs	269	86.5%
Understanding instructor/faculty needs	268	86.2%
Opportunities for faculty collaboration	266	85.5%
Further the discipline (innovation)	262	84.2%
Opportunities for career/job advancement	246	79.1%
Opportunities for collaboration with other instructional designers	242	77.8%
Opportunities for publication	213	68.5%
Grant funding	197	63.3%
Demonstrate their value	186	59.8%
Other	21	6.8%
None	2	<1%

Table 11: Rationales for Further Developing Instructional Designer Research Design and Methodology Skills

Does knowledge of research design and methods enhance the work of an instructional designer?

Respondents were asked to what degree they thought knowledge in research design and methodology enhances the work of an instructional designer (see Table 12).

The majority of respondents (68.8%) thought that knowledge in research design and methods enhances their work "quite a bit" or "a great deal" with an additional 25.1% of respondents thinking that it "somewhat" enhances their work. Only 6.1% of respondents thought that knowledge in research design and methods enhances the work of an instructional designer "a little" or "not at all."

Degree	Frequency	Percentage
A great deal	104	33.4%
Quite a bit	110	35.4%
Somewhat	78	25.1%
A little	16	5.1%
Not at all	3	1.0%

Table 12: Degree to which Knowledge in Research Design and Methods Enhances the Work of an Instructional Designer

Respondents were asked to describe how they thought knowledge of research methods and design enhances the work of an instructional designer. Of the 311 responses, 7 were not usable for coding, and 45 responded "not applicable" to this question, leaving 259 responses for further categorization. The top two categories of responses are discussed in more detail in the remainder of this section.

Evidence-based design

More than one-third of the respondents (105 or 35%) indicated that knowledge of research methods enhanced the work of instructional designers by providing them the background and skills to understand the research evidence and apply it to their course design. Further they indicated that having research skills allowed instructional designers to do their own research, and the results would inform their course design. Representative responses include comments such as:

> *"Being able to incorporate results of well-designed research into course design yields improved courses."*
>
> *"Conducting research would be helpful in knowing directions to take in a project. It would be helpful at the least in knowing what to look for in the field to make informed decisions about design."*
>
> *"I think knowledge of this helps in developing critical thinking skills that are required when making decisions when designing instruction."*
>
> *"It helps instructional designers to collect and analyze data about the courses they design and revise with greater trustworthiness and validity."*
>
> *"When I have a question about what changes would be best for a course I have the ability to collect and analyze data to make better informed decisions."*

Credibility/legitimacy

The second largest group of respondents, 75 (25%) indicated that knowledge of research methods enhanced the work of instructional designers by supporting or improving the credibility and legitimacy of their roles as instructional designers. Representative responses include comments such as:

> *"So much in learning and teaching involves experimentation and more formal research on the area would greatly enhance and give more value to the recommendations I make to faculty, as well as the strategies I utilize within course design."*
>
> *"Faculty respect instructional designers with this knowledge, and therefore utilize them more and engage with them in more challenging projects."*
>
> *"Gives innovative insight on the work id's do and makes instructional design credible to faculty members."*

"I think it can enhance the credibility of the role the instructional designer plays in the curriculum/content development process. Additionally, it gives the instructional designer more information to use when meeting with stakeholders about how certain instructional strategies are impacting student success/retention, etc."

The remaining responses describing how knowledge of research methods enhances the work of instructional designers fell into the following categories: helps with evaluation and assessment of interventions, allows for data-driven decision making, makes instructional designer's better consumers of research, provides a better understanding of the faculty role, provides the skills to share out research more effectively, produces better learning experiences for students, and advances the field.

Instructional Designers' Interest in Particular Research Tasks

The respondents were asked about the level of interest that they had in engaging in a range of research tasks. The majority of respondents rated all of the research tasks as having "moderate" to "high" interest for them with collaborating on research (75.9%), disseminating results (69.8%), and reading/summarizing literature (69.1%) rated the most frequently in this category (see Table 13).

Relatively small numbers of respondents (less than 15% in most cases) expressed no or slight interest in the various research tasks.

Task	**No / Slight Interest**		**Some Interest**		**Moderate / High Interest**	
	N	*%*	*N*	*%*	*N*	*%*
Independently conducting research	66	21.2%	77	24.8%	168	54%
Collaborating on research	25	8%	50	16.1%	236	75.9%
Designing and planning research	58	18.6%	63	20.3%	190	61.0%
Reading / summarizing literature	35	11.3%	61	19.6%	215	69.1%
Collecting data	46	14.8%	66	21.2%	199	64.0%
Analyzing data	42	13.5%	68	21.9%	201	64.7%
Writing up results	44	14.2%	62	19.9%	205	65.9%
Disseminating results	38	12.2%	56	18.0%	217	69.8%

Table 13: Instructional Designers' Interest Levels in Specific Research Tasks

Research Methodology and Research Design Training Needs of Instructional Designers

Respondents were asked how they have pursued training in research design and methods in the past (see Table 14).

Respondents were most likely to have pursued training through formal coursework for credit (44.4%), through conference workshops and sessions (40.2%), and reading on their own (34.7%). Approximately 30% of respondents also pursued training through collaborating with others and via webinars (31.8% and 31.2%, respectively). Over a quarter of respondents (28.6%) had not pursued additional training in research methods and design.

Respondents were least likely to pursue additional training in research methods and design via non-credit continuing education programs (13.5%), certification through a professional organization (11.6%), graduate certificates for credit (10.3%), or software certification (4.8%).

The respondents who chose "other" most often referred to internal or required training at their institutions, such as that mandated by the IRB.

Training Opportunities	Frequency	Percentage
Formal coursework for credit	138	44.4%
Conference workshops and sessions	125	40.2%
Reading	108	34.7%
Collaborating with others	99	31.8%
Webinar(s)	97	31.2%
I have not pursued additional training in research methods and design	89	28.6%
MOOCs	56	18.0%
One-on-one mentorship	52	16.7%
Continuing education (non credit)	42	13.5%
Professional organization certification (non credit)	36	11.6%
Graduate certification (for credit)	32	10.3%
Software certification	15	4.8%
Other	7	2.3%

Table 14: Previously Pursued Training Opportunities by Instructional Designers to Learn More about Research Design and Methodology

Respondents were asked whether they felt they needed more training in research design and methodology to fulfill their roles (see Figure 6).

The majority of respondents (172 or 55.3%) said that they did need more training. A little less than one-third (99 or 31.8%) said that they did not need more training. About 13% (40 respondents) did not know whether they needed more training in research design and methodology to fulfill their roles.

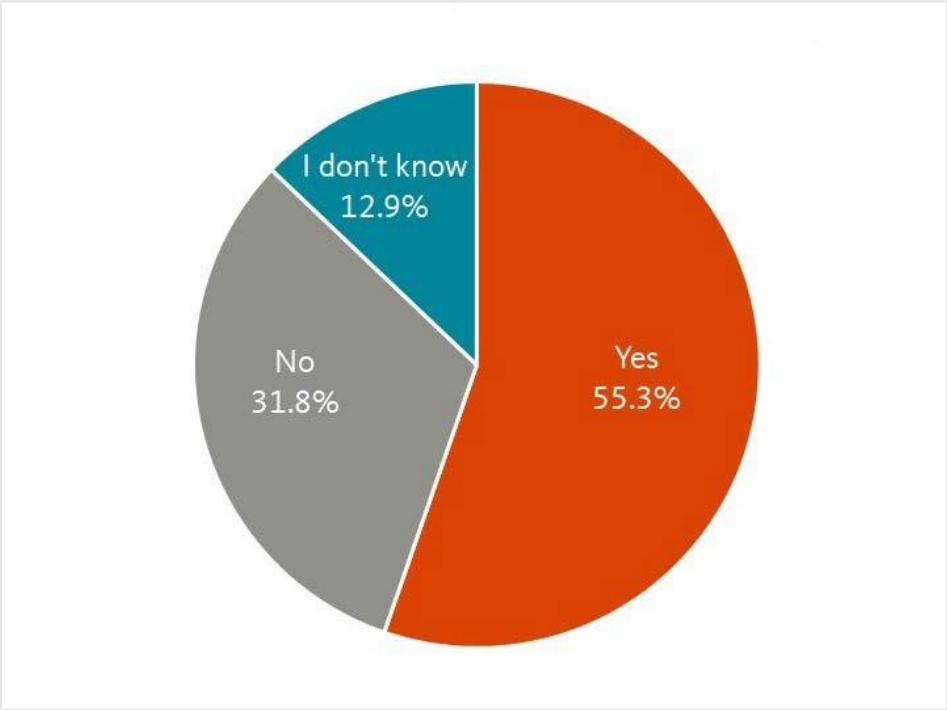

Figure 6: Instructional Designers' Perceptions of the Need for More Training in Research Design and Methodology to Fulfill their Roles

Respondents were also asked whether they are currently engaging in any training on research design and methodology, or whether they are planning to engage in the future.

A little over a quarter of respondents (85 or 27.3%) are currently engaging in training. About the same number of respondents (83 or 26.7%) are planning to engage in training in the future. Almost half of the respondents (143 or 46%) were not sure if they would engage in any training on research design and methodology in the future.

When asked if they planned to engage in training research design or methodology through pursuing an additional degree, the majority of respondents (215 or 69.1%) said they were not sure. Of the 311 respondents, 42 (13.5%) are currently pursuing an additional degree and 54 (17.4%) are planning to in the future.

Conclusion: Takeaways, Opportunities, and Future Directions

There are several important takeaways from this study on the Research Preparation and Engagement of Instructional Designers in U.S. Higher Education. These takeaways indicate several opportunities for instructional designers, the supervisors of instructional designers, and campus leaders who wish to best leverage the expertise and skills of instructional designers at their institutions.

Takeaway: Many instructional designers want to collaborate on teaching and learning research with faculty and their peers.

> *Opportunity*: Recognize instructional designers as potential researchers and partners in teaching and learning research projects.

Takeaway: Many instructional designers feel under-prepared to engage in research on teaching and learning.

> *Opportunity*: Provide professional development opportunities for instructional designers to learn more about research designs and methods related to researching teaching and learning.

Takeaway: Although research on teaching and learning is not included in the job descriptions of the majority of instructional designers, a large number are engaging in research collaborations.

> *Opportunity*: When appropriate, formally recognize the research engagement of instructional designers by including this work in their job description and in their evaluation criteria.

Takeaway: Instructional designers face a range of obstacles when attempting to engage in research on teaching and learning.

> *Opportunity*: Review institutional policies for conducting research on teaching and learning research to ensure that instructional designers are not unnecessarily excluded from this work.

Takeaway: The majority of instructional designers in this study think that knowledge of research design and methods enhances their work and that they will be perceived as more credible if they are conducting research on teaching and learning.

> *Opportunity*: Embrace the identity of instructional designers as researchers by creating space to read scholarly literature, engage in research projects, and collaborate with partners on research designs, analyses, and dissemination.

Future Research Directions for the Research Preparation and Engagement of Instructional Designers in U.S. Higher Education

This study highlights several potential future research directions related to the research training and engagement of instructional designers:

1) Further exploration is needed regarding how research design and methodology training is included in instructional design degree programs at the undergraduate and graduate levels.

2) Additional analysis is needed regarding research design and methodology training opportunities for instructional designers that exist outside of traditional education models. This exploration should also include the training opportunities for discipline-specific methodologies that could be of interest to instructional designers such as design-based research and user-experience research.

3) As the scholarship of teaching and learning continues to grow, a study of where and how much instructional designers are contributing to this literature is needed to better understand the contributions of this group to peer-reviewed publication venues.

4) Although this study touches on the training needs of instructional designers, additional exploration is needed to better understand the topics and training locations and/or modalities that will best fit this population and their needs.

5) This study focused only on the self-perceptions of instructional designers on their research engagement and training needs; additional research should explore the perspectives of instructional designers' supervisors, faculty members and/or subject matter experts, campus leaders, and other stakeholders such as vendors and students regarding the role of instructional designers in research on teaching and learning.

We welcome the exploration of these topics by researchers in the field and especially by instructional designers engaged in research to further their field.

The results of this study indicate that instructional designers represent a significant and important stakeholder group that may be underutilized in research on teaching and learning. The more we can learn about how best to leverage the research skills and experience of instructional designers, the better positioned we will be to improve the teaching experiences of our faculty and the learning environments of our students.

METHODOLOGY

The following research questions were developed to guide the design of the survey:

Formal Educational Training

- What are the ways that instructional designers are trained in research methods and design as part of their formal education?
    - At the undergraduate level?
    - At the MA level?
    - At the PhD level?
    - Disciplinary training?
- Are there research methods and design that are particular to the training of instructional designers?
- Are instructional designers planning to pursue another degree or more training?
- Do instructional designers receive hands-on experience with designing and implementing research as part of their formal education?
- Based on their formal training, what areas of research methods and design do instructional designers feel most confident about? Least confident about?
- To what degree do instructional designers feel confident collaborating with faculty on teaching and learning research projects?

Research Methods and Design Training Needs of IDs

- What kinds of research questions do instructional designers ask in their day-to-day work?
- What kinds of training do instructional designers perceive that they need regarding research methods and design?
- What do instructional designers think are the most important elements needed for successful research implementation in their day-to-day work?
- What are the opportunities for instructional designers to learn about research methods and design after their formal education is complete?

Purpose of Training

- Why should instructional designers (further) develop skills in research methods and design?
- To what degree do instructional designers want to develop additional skills in research methods or design?
- What kinds of role(s) do instructional designers wish to play in the research of educational technology and technology-enhanced pedagogy?
- What kinds of research method or design skills are most important for instructional designers to have/learn (according to instructional designers)?

- What kinds of research method or design skills are most important for instructional designers to have/learn (according to faculty)?
- What kinds of research method or design skills are most important for instructional designers to have/learn (according to administrators)?

Current Research by Instructional Designers

- To what degree are instructional designers currently engaging in research as part of their day-to-day work?
- Who do instructional designers partner with to conduct their research (faculty, SMEs, vendors, peers, etc.)?
- What research methods and designs do instructional designers use to answer research questions?
- To what degree are instructional designers currently publishing their research?
- What are the barriers that instructional designers encounter with conducting research as part of their day-to-day work?
- What incentives do instructional designers have to conduct research as part of their day-to-day work?
- To what degree do instructional designers perceive that supervisors, faculty members/SMEs, their peers, and the academic community value their research?
- To what degree do instructional designers perceive that supervisors, faculty members/SMEs, their peers, and the academic community as seeing them as more credible based on their research?

The survey included closed- and open-ended questions designed by the PI and Co-I. All participants for the study responded to the same online survey and no identifiable information was collected.

The survey questions were designed to collect data on the ways in which instructional designers engage in research in their current positions, their previous training in research methods and design, and their perceptions of their current research training and design needs.

The survey was pilot tested with instructional designers currently working in higher education in two ways. First, the draft survey was discussed in a small focus group of instructional designers to gather feedback on the question wording and any missing information that needed to be included in the survey. Second, the programmed survey was tested by these same instructional designers for additional feedback.

The instructional designers who offered feedback on the survey design did not participate as study respondents.

Recruitment

Recruitment for this study took place over four weeks starting in late March 2017 and completing in mid-June 2017.

The recruitment process for this study involved the following methods:

- A series of recruitment invitations (initial invitation, follow-up reminder, and final reminder) was sent to a list of self-identified instructional designers who are members of the Online Learning Consortium (OLC);
- A series of recruitment invitations (initial invitation, follow-up reminder, and final reminder) was sent to email lists owned by EDUCAUSE, UPCEA, and WCET (WICHE Cooperative for Educational Technologies);
- A series of social media messages were shared via the Ecampus Research Unit Twitter social media channels (@ecresearchunit), Quality Matters (QM) social media channels, and the PI and Co-I LinkedIn profiles. These messages were also shared with OLC, WCET, UPCEA, and EDUCAUSE for possible distribution on their social media channels.
- Recruitment also occurred via word-of-mouth from one study participant to another and via email forwarding among instructional designers in higher education institutions.

All recruitment messaging included a link to the online survey that participants clicked to be taken directly to the instrument.

Data Analysis

Descriptive analyses were conducted for quantitative survey items using SPSS. Subgroup analyses were also conducted for select variables.

Content analysis and induction were used to analyze and interpret qualitative data generated from the open-ended survey items. After an initial reading of the responses, the principal investigator (PI) created categories and codes for each open-ended item. Each item was coded independently by the PI and Co-PI and the frequency of each of the category codes was calculated. A match score was calculated that measured how often the coders assigned the same code to a response. These match scores were used as a measure of reliability between coders. If a particular code showed that the two coders agreed less than 80% on a particular category, then the responses were reviewed by the two coders until consensus was reached.

DESCRIPTION OF RESPONDENTS

Of 538 individuals who consented to take the survey, 439 were currently working as instructional designers in the United States and were eligible to participate in the study. However, only 337 respondents completed the 60 item survey. Of those, 26 did not provide complete demographic information and were removed from the analysis. Thus, the following results are based on a sample of 311 respondents.

Work Experience

The majority of respondents (152, 48.9%) have experience working at a single higher education institution as an instructional designer, 81 respondents (26%) have experience working at two institutions, and 48 respondents (15.4%) have experience working at three institutions. A smaller number of respondents (26 or 8.4%) have experience working at 4 or more institutions, with 6 of those working at 7 or more institutions. The smallest number of respondents (4 or 1%) answered zero; we hypothesize this may be because they are affiliated with a higher education organization that is not an institution of higher education.

Gender

The majority of the respondents (217 or 69.8%) identified their gender as female with 81 respondents identifying as male (26%). Eleven (3.5%) chose not to identify, and two chose genderqueer or a different identity.

Race/Ethnicity

The majority of the respondents identified their race/ethnicity as White (247 or 79.4%). Twenty-one (6.8%) preferred not to identify and 13 (4.2%) identified with two or more races/ethnicities. The remaining identifications were: Asian (11 or 3.5%), Hispanic/Latino (10 or 3.2%), Black or African American (7 or 2.3%), American Indian or Alaskan Native (1 or .3%), and Native Hawaiian or Other Pacific Islander (1 or <1%).

Current Employment

When asked about where they currently work, the majority of respondents (194 or 62.4%) indicated they work at a university granting PhD/MD/JD/EdD degrees, while another 69 (22.2%) work at a university granting bachelor's and master's degrees. Twelve (3.9%) work at colleges that grant bachelor's but not graduate degrees and 20 (6.4%) work in two-year or community colleges. The remaining 16 (5.2%) work in technical/trade/vocational schools or designated their current place of employment as "other."

Of the 311 respondents, 197 (63.3%) described their current institution as public, 97 respondents (31.2%) work at private institutions, 80 respondents (25.7%) are employed by

non-profits, 9 respondents (2.9%) work at for-profit institutions, and 4 respondents (1.3%) described the institution where they are employed as fully online.

In their current positions, the vast majority of the respondents (255 or 82%) indicated they typically work with online courses. Almost half of the respondents (146 or 46.9%) indicated that they typically work with face-to-face courses. Over two-thirds of the respondents (210 or 67.5%) indicated they typically worked on courses with online and face-to-face components.

Previous Employment at Institutions of Higher Education

Respondents also reported the institution type of previous positions they have held in higher education. Nearly one-quarter (74, 23.8%) did not have a previous position. Approximately half of respondents (154, 49.5%) indicated they worked in a university granting PhD/MD/JD/EdD degrees in the past, and 90 (28.9%) worked at a university granting bachelor's and master's degrees. Additionally, 53 respondents (17.1%) previously worked in two-year or community college and 22 respondents (7.1%) worked in colleges that grant bachelor's but not graduate degrees. The remaining 35 respondents (11.2%) worked in technical/trade/vocational schools, professional schools or "other."

Of the 311 respondents, 165 respondents (53.1%) described their past work experience as being at a public institution, 97 respondents (31.2%) at a private institution, 64 respondents (20.6%) at a non-profit institution, 24 respondents (7.7%) at a for-profit institution, and 11 respondents (3.5%) at a fully online institution.

When asked about other positions in higher education prior to their current position, 277 provided responses. The top five categories of previous positions included the following: 54 respondents (19.5%) indicated previous administrative IT positions such as in instructional technology, 54 respondents (19.5%) had previous tenure-track faculty positions, 43 (15.5%) had previous instructional design positions, 38 (13.7%) reported adjunct or part-time faculty positions, and 35 (12.6%) reported other administrative positions in areas such as student affairs.

Previous Employment Outside of Institutions of Higher Education

Of the 311 respondents, 92 (29.6%) reported working in industries outside of higher education in an instructional designer role. Table 15 shows the breakdown of these industries. The highest percentage (60.9%) reported working in a corporate setting. Approximately one-quarter of respondents reported working in government, as a freelancer or contractor, or in a non-profit setting, respectively.

Industry	Frequency	Percentage
Corporate	56	60.9%
Government	25	27.2%
Freelance/contract	25	27.2%
Non-profits	23	25.0%
Other	21	22.8%
Medical	16	17.4%
Manufacturing	8	8.7%
Sales	6	6.5%
Human Resources	6	6.5%

Table 15: Previous Employment Outside of an Institution of Higher Education by Industry
Note. N=92.

Of the 21 respondents who chose "other," 20 respondents described these industries. These responses were coded into the categories noted in Table 16.

Industry	Frequency	Percentage
K-12	9	9.8%
Informal Education	3	3.3%
Military	2	2.2%
Publishing	2	2.2%
Other	4	4.3%

Table 16: Additional Previous Employment Outside of an Institution of Higher Education
Note. N=92.

Amount of Work Experience

Approximately one-third of respondents (103 or 33.1%) have worked as instructional designers in higher education for less than 5 years. More than one-quarter of respondents have worked as an instructional designer for more than 10 years (see Table 17).

Years	Frequency	Percentage
0-1	25	8.0%
2-4	78	25.1%
5-7	70	22.5%
8-10	50	16.1%
11-12	22	7.1%
13-15	29	9.3%
more than 15	37	11.9%

Table 17: Respondents' Years of Work Experience in Instructional Design

When asked how many total years they had worked as an instructional designer in any industry, the largest percentage, 30.4% (28), indicated more than 15 total years, and the second largest percentage, 23.9% (22), had work experience of between 5-7 years (see Table 18).

Years	Frequency	Percentage
0-1	5	5.4%
2-4	11	12.0%
5-7	22	23.9%
8-10	10	10.9%
11-12	10	10.9%
13-15	6	6.5%
more than 15	28	30.4%

Table 18: Years of Experience Working in Any Industry
Note. N=92.

Level of Previous Education

The majority of respondents (199 or 64%) reported a master's degree as their highest degree, but more than one quarter of the respondents (82 or 26.4%) had doctoral degrees (see Table 19).

Degree	Respondents	Percentage
Bachelor's degree	5	1.6%
Some graduate coursework	12	3.9%
Master's degree	199	64.0%
Doctoral Candidate	6	1.9%
Doctorate/JD	82	26.4%
Other terminal degree	6	1.9%
Other	1	<1%

Table 19: Highest Level of Degree Completed

Combined, the 311 respondents to our survey have earned 304 bachelor's degrees, 337 master's degrees, 86 doctoral degrees, and 40 other degrees. Taken together, this sample of 311 instructional designers reported earning a total of 767 degrees (or an average of 2.5 degrees per instructional designer).

The most frequent degree configuration was 136 (43.7%) respondents with a bachelor's and master's degree combination, followed by 58 (18.6%) reporting a bachelor's, master's, and doctoral degree combination. Four respondents reported having five degrees including multiple bachelor's and master's degrees.

Table 20 shows that the largest percentage of respondents earned their bachelor's and master's degrees in the 2000s. The vast majority of the doctorates were earned since 2010. Nearly 40% of other degrees (such as certificates) were earned in the 2000s, with another 37% earned since 2010. Seventy-six (24.4%) of survey respondents reported being currently enrolled in a degree or certificate program.

Decade degree earned	Bachelor's	Master's	Doctorate	Other degree
1960	0.3%	--	--	--
1970s	5.3%	1.5%	--	--
1980s	14.5%	6.8%	2.4%	--
1990s	31.0%	19.0%	2.4%	23.3%
2000s	39.3%	40.9%	23.8%	39.5%
2010s	9.6%	31.8%	71.4%	37.2%

Table 20: Degree Completion Broken Out by Year

Disciplinary Background

Table 21 shows the disciplines of each of the reported degree types. The largest percentage of respondents (35.2%) reported bachelor's degrees in the Arts and Humanities with the second largest (23.0%) in the Social and Behavioral Sciences. At the master's and doctoral level, the majority of degrees were in Education (61.4 and 74.4%, respectively).

Discipline	Bachelor's		Master's		Doctorate		Other degree	
	N	%	*N*	%	*N*	%	*N*	%
Architecture	1	<1%	0	0	0	0	0	0
Arts and Humanities	107	35.2%	54	16%	11	12.8%	7	18%
Business	22	7.2%	17	5%	1	1.2%	0	0
Education	50	16.4%	207	61.4%	64	74.4%	25	62.5%
Engineering	3	1%	2	<1%	0	0	0	0
Law	0	0	0		1	1.2%	0	0
Life Sciences	17	5.6%	6	1.8%	2	2.3%	0	0
Medicine and Health Sciences	3	1%	2	<1%	0		2	5%
Physical Sciences and Mathematics	35	11.5%	8	2.4%	1	1.2%	4	10%
Social and Behavioral Sciences	70	23%	41	12%	7	1.2%	2	5%
Other	0	0	0	0	1*	1.2%	0	0

Table 21: Degree Type Broken Out by Discipline (*Interdisciplinary degree)

In the "Other" degree category the majority were also in Education. Further, in this category 10 respondents reported education-related certificates and four reported associates degrees in different disciplines.

Of the 311 respondents, 205 (65.9%) have at least one degree in instructional design or a related field.

Additional Professional Training

Beyond their degrees completed, survey respondents were also asked whether they have completed other professional training for their instructional design careers (see Table 22). The majority of respondents (78.8%) have completed a webinar series or an online course. Over half of respondents (51.4%) have completed non-credit continuing education opportunities. Over one-third of respondents (35.4%) have earned a certification from a professional organization.

Training Opportunity	Frequency	Percentage
Webinar series and/or online courses	245	78.8%
Other	226	72.7%
Continuing education (non-credit)	160	51.4%
Professional organization certification	110	35.4%
Graduate certificate	59	19.0%
Face-to-face workshops	52	16.7%
MOOC certification	45	14.5%
Software certification	43	13.8%

Table 22: Additional Professional Training Pursued for Instructional Design Careers

Of the 226 respondents who indicated they had pursued "other" professional training, 50 respondents described this additional training. These responses were coded into the categories noted in Table 23.

Training Opportunity	Frequency	Percentage
Conferences	16	5.1%
Certifications	12	3.9%
Self-directed learning	9	2.9%
Formal coursework	6	1.9%
N/A or none	5	1.6%
On-the-job training	2	<1%

Table 23: Coded "Other" Category Breakdown for Additional Professional Training
Note. N=50.

Management Experience

More than a quarter of the respondents (81 or 26%) are currently supervising other instructional designers. Of those supervisors, the majority (68 or 84%) supervise between one and five instructional designers, nine (11.1%) supervise 6-10 instructional designers, and four (5%) are supervising 11 or more instructional designers.

APPENDIX A: SURVEY INSTRUMENT

Explanation of Research Study

Oregon State University is collecting data for a research project that explores how instructional designers in higher education engage with research in their roles and whether and how they are trained to conduct research. This study has been approved by Oregon State University's IRB.

If you choose to participate, you will be asked to complete a survey that should take approximately 20 minutes.

Your participation in this survey is completely voluntary and your answers will be reported only in the aggregate. You may choose to leave the survey at any time.

You may have received an invitation to this survey from a range of sources, including the Online Learning Consortium, WCET, EDUCAUSE, Quality Matters, or UPCEA. Please only take the survey one time.

Because this study involves web-based research, there is a possibility of a breach of confidentiality. The research team has attempted to minimize risk to the study participants. All records and data collected as part of this study will be kept in a confidential environment.

There are no anticipated benefits that you will experience from the study.

If you have questions about this research, you can contact Dr. Katie Linder, Research Director for Ecampus at Oregon State University (kathryn.linder@oregonstate.edu).

Thank you for taking the time to respond to our Survey on Research Engagement and Preparation for Instructional Designers in Higher Education.

Dr. Katie Linder
Research Director, Ecampus
Oregon State University

I consent to this research.

- ❍ Yes (1)
- ❍ No (2)

Are you proficient in reading the English language?

- ❍ Yes (1)
- ❍ No (2)

Throughout this survey we use the term "instructional designer." We define an instructional designer for the purpose of this survey as a higher education professional who is engaged in course design and development and who provides faculty support to aid the adoption of academic technologies and effective teaching strategies across face-to-face, blended, and online modalities. We realize that you may be practicing instructional design under a different title such as learning designer or educational designer.

Do you currently work as an instructional designer, learning designer, or educational designer at a higher education institution in the United States?

- ❍ Yes (1)
- ❍ No (2)

How many different institutions have you worked at in a role as an instructional designer in higher education?

- ❍ 0 (1)
- ❍ 1 (2)
- ❍ 2 (3)
- ❍ 3 (4)
- ❍ 4 (5)
- ❍ 5 (6)
- ❍ 6 (7)
- ❍ 7 or more (8)

For the most recent degrees that you have completed, indicate the level, discipline, and year of completion in the table below. Please do not leave any section blank, insert "NA" when necessary. (Do not include degrees that are in progress.)

	Discipline	Year of Completion	Degree Level				
	Answer (1)	YYYY (1)	Bachelors (1)	Masters (2)	Doctoral (3)	Other (4)	NA (5)
Degree 1 (1)			❍	❍	❍	❍	❍
Degree 2 (2)			❍	❍	❍	❍	❍
Degree 3 (3)			❍	❍	❍	❍	❍
Degree 4 (4)			❍	❍	❍	❍	❍
Degree 5 (5)			❍	❍	❍	❍	❍

Are any of the degrees that you have completed in instructional design or a related field (e.g. instructional technology, educational technology)?

- ❍ Yes (1)
- ❍ No (2)

Aside from degrees, what other professional training have you pursued for your instructional design career? (mark all that apply)

- ❑ Graduate certificate (1)
- ❑ Software certification (2)
- ❑ MOOC certification (3)
- ❑ Professional organization certification (4)
- ❑ Webinar series and/or online courses (5)
- ❑ Continuing education (non-credit) (6)
- ❑ Face-to-face workshops (8)
- ❑ Other (please describe) (7) _____

Are you currently enrolled in a degree or certificate program in any discipline?

- ❍ Yes (1)
- ❍ No (2)

How many years have you worked as an instructional designer in higher education?

- ❍ 0-1 (1)
- ❍ 2-4 (2)
- ❍ 5-7 (3)
- ❍ 8-10 (4)
- ❍ 11-12 (5)
- ❍ 13-15 (6)
- ❍ more than 15 (7)

In your current position, please indicate which of the following courses types you typically work with. (mark all that apply)

- ❑ Online courses (1)
- ❑ Face-to-face courses (2)
- ❑ Courses online and face-to-face components (3)

Have you worked as an instructional designer in an industry outside of higher education?

- ❍ Yes (1)
- ❍ No (2)

Which of the following industries outside of higher education do you have experience working in as an instructional designer? (mark all that apply)

- ❑ Corporate (1)
- ❑ Medical (2)
- ❑ Manufacturing (3)
- ❑ Sales (4)
- ❑ Government (5)
- ❑ Freelance/contract (6)
- ❑ Human Resources (7)
- ❑ Non-profits (8)
- ❑ Other (please describe) (9) _____
- ❑ Comments: (10) _____

How many total years have you worked as an instructional designer in any industry?

- ❍ 0-1 (1)
- ❍ 2-4 (2)
- ❍ 5-7 (3)
- ❍ 8-10 (4)
- ❍ 11-12 (5)
- ❍ 13-15 (6)
- ❍ more than 15 (7)

Do you currently supervise other instructional designers?

- ❍ Yes (1)
- ❍ No (2)

How many instructional designers do you currently supervise?

- ❍ 1-5 (1)
- ❍ 6-10 (2)
- ❍ 11-15 (3)
- ❍ more than 15 (4)

The following questions are about your training in research methodology and the design of research studies. For example, we are interested in your experience with concepts such as scientific methods, experimental studies, survey research, design based research, interview and/or focus group design, etc. Please do not include any training related to assessment and evaluation of student learning within individual courses (i.e., assignment design, rubric creation, etc.).

How many undergraduate level courses did you take in research methodology and research design?

- ❍ 0 (1)
- ❍ 1 (2)
- ❍ 2 (3)
- ❍ 3 (4)
- ❍ 4 (5)
- ❍ 5 (6)
- ❍ More than 5 (7)
- ❍ Unsure (8)

Were any of those research methodology and research design courses you took specific to your undergraduate degree of study (for example, polling in political science or experimental design in lab-based sciences)?

- ❍ Yes (1)
- ❍ No (2)
- ❍ Unsure (3)

In the undergraduate level courses you took in research methodology and research design, did any of them involve hands-on experience with research design (i.e., a thesis project, a research apprenticeship, or a research practicum)?

- ❍ Yes (1)
- ❍ No (2)
- ❍ I don't know (3)

If you have a graduate degree(s) in discipline(s) other than instructional design or a related field, how many graduate courses did you take in research methodology and research design?

- ❍ NA - I don't have a graduate degree in another discipline (1)
- ❍ 0 (2)
- ❍ 1 (3)
- ❍ 2 (4)
- ❍ 3 (5)
- ❍ 4 (6)
- ❍ 5 (7)
- ❍ more than 5 (8)

In the graduate level courses you took in research methodology and research design, did any of them involve hands-on experience with research methods and design (i.e., a thesis or dissertation project, a research apprenticeship, or a research practicum)?

- ❍ Yes (1)
- ❍ No (2)
- ❍ I don't know (3)

Some fields include discipline-specific training in research methodologies and research design (for example, polling in political science or experimental design in lab-based sciences). Please describe research methods and research designs that were emphasized in your instructional design training at the undergraduate or graduate level. If none, indicate with "NA".

The following questions ask about your experiences engaging in academic research. For the purpose of this survey, we are defining "engaging in academic research" as your experience with one or more of the following: designing and planning a research study, reading and or summarizing literature, collecting data, analyzing data, writing up results, and/or disseminating results with the intention of creating generalizable knowledge that advances a field.

Approximately how many years of experience do you have engaging in academic research in each role below? If less than one year, indicate with "<1".

- In an instructional design role (1)
- In a role outside of instructional design (2)

We are interested in the degree to which you have engaged in certain research methodology and research design tasks as well as your level of confidence in your ability to engage in these tasks. Please rate your level of confidence for each task even if you have not directly engaged in the tasks.

	Have you engaged in this task?		What is your level of confidence?		
	Yes (1)	No (2)	Low (1)	Medium (2)	High (3)
Write a research question (1)	❍	❍	❍	❍	❍
Complete a literature review (2)	❍	❍	❍	❍	❍
Choose an appropriate research study design to align with a research question (3)	❍	❍	❍	❍	❍
Conduct an interview for research purposes (4)	❍	❍	❍	❍	❍
Conduct a focus group for research purposes (5)	❍	❍	❍	❍	❍
Conduct an observation for research purposes (6)	❍	❍	❍	❍	❍
Code qualitative data (7)	❍	❍	❍	❍	❍

	Have you engaged in this task?		What is your level of confidence?		
	Yes (1)	No (2)	Low (1)	Medium (2)	High (3)
Complete paperwork for Institutional Review Board (IRB) approval for conducting research with human participants (8)	❍	❍	❍	❍	❍
Create a survey instrument for research purposes (9)	❍	❍	❍	❍	❍
Validate a survey instrument (10)	❍	❍	❍	❍	❍
Choose an appropriate statistical test to analyze data in alignment with your study design (11)	❍	❍	❍	❍	❍
Clean data (12)	❍	❍	❍	❍	❍
Use archival data for research purposes (13)	❍	❍	❍	❍	❍

The following questions ask about research on teaching and learning. For the purpose of this survey, we are defining "research on teaching and learning" as an investigation of higher education classroom practice (including online environments) using a systematic methodology resulting in a scholarly product to be publicly disseminated.

Given your current skills and abilities with research methodology and design, to what degree do you feel confident collaborating with a faculty member on a research project on teaching and learning?

- ❍ I feel confident in my ability to collaborate on a teaching and learning research project with no direction from the faculty member. (1)
- ❍ I feel confident in my ability to collaborate on a teaching and learning research project with little direction from the faculty member. (2)
- ❍ I feel confident in my ability to collaborate on a teaching and learning research project with some direction from the faculty member. (3)
- ❍ I feel confident in my ability to collaborate on a teaching and learning research project with a lot of direction from the faculty member. (4)
- ❍ I do not feel confident in my ability to collaborate on a teaching and learning research project with a faculty member. (5)

Within the past year, which of the following have you collaborated with to conduct research on teaching and learning? (mark all that apply)

- ❑ I have not collaborated to conduct research on teaching and learning in past year. (1)
- ❑ Faculty/subject matter experts (2)
- ❑ Content experts (3)
- ❑ Vendors (4)
- ❑ Other instructional designers (5)
- ❑ Institutional Research staff (6)
- ❑ Administrators (deans, Provost) (7)
- ❑ Other elearning developers (8)
- ❑ Other scholarship of teaching and learning staff (9)
- ❑ Professional organizations (10)
- ❑ Librarians (11)
- ❑ Other (please describe) (12) _____

If you are currently engaging in research on teaching and learning, what research methods and designs are you using to answer your research questions? (please mark all that apply)

- ❑ I am not currently engaging in research on teaching and learning (1)
- ❑ Qualitative (2)
- ❑ Quantitative (3)
- ❑ Mixed methods (4)
- ❑ Scientific methods (5)
- ❑ Experimental studies (6)
- ❑ Focus groups (7)
- ❑ Interviews (8)
- ❑ Mining big data (9)
- ❑ Survey research (10)
- ❑ Design-based research (11)
- ❑ Other (please describe) (12) _____

Please indicate if you have disseminated results from research on teaching and learning in any of the following outlets (mark all that apply):

- ❑ I have not disseminated results in any of these outlets (9)
- ❑ Conference presentation (regional) (1)
- ❑ Conference presentation (national) (2)
- ❑ Conference presentation (international) (3)
- ❑ Conference poster session (regional) (4)
- ❑ Conference poster session (national) (5)
- ❑ Conference poster session (international) (6)
- ❑ Internal presentation at your institution (7)
- ❑ Other (please describe) (8) _____

Please indicate if you have published results from research on teaching and learning in any of the following outlets (mark all that apply):

- ❑ I have not published in any of these outlets (1)
- ❑ Peer reviewed journal (2)
- ❑ Book chapter (3)
- ❑ Case study (4)
- ❑ White paper (5)
- ❑ Research report (6)
- ❑ Book (7)
- ❑ Press release (8)
- ❑ Other (please describe) (9) _____

What barriers have you encountered with conducting research on teaching and learning in your work as an instructional designer? (please indicate "NA" if you do not conduct research in this role)

Does your job description include conducting research on teaching and learning?

- ❍ Yes (1)
- ❍ No (2)
- ❍ I don't know (3)

In your role as an instructional designer, are you expected to do any of the following?

	Yes (1)	No (2)
Independently conduct research on teaching and learning (1)	❍	❍
Collaborate as a team-member on research on teaching and learning (2)	❍	❍

Within the past year, which of the following research activities have you engaged in as part of your job as an instructional designer? (mark all that apply)

- ❑ Designing and planning a research study (1)
- ❑ Reading and/or summarizing literature (2)
- ❑ Collecting data (3)
- ❑ Analyzing data (4)
- ❑ Writing up results (5)
- ❑ Disseminating results (6)
- ❑ None of the above (7)

Is research on teaching and learning currently part of the evaluation of your work as an instructional designer?

- ❍ Yes (1)
- ❍ No (2)

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?

	Low (1)	Moderate (2)	High (3)
Institutional leadership (1)	❍	❍	❍
Direct supervisor (2)	❍	❍	❍
Faculty members/subject matter experts (3)	❍	❍	❍
Peers within your institution (4)	❍	❍	❍
Peers outside your institution (5)	❍	❍	❍
Broader academic community (e.g., Quality Matters) (6)	❍	❍	❍
Corporate partners and/or vendors (7)	❍	❍	❍

Please list any other stakeholders who you think value research on teaching and learning conducted by instructional designers. If none, indicate "NA" in the box below.

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning?

	Yes (1)	No (2)
Institutional leadership (1)	❍	❍
Direct supervisor (2)	❍	❍
Faculty members/subject (3)	❍	❍
Peers within your institution (4)	❍	❍
Peers outside your institution (5)	❍	❍
Broader academic community (e.g., Quality Matters) (6)	❍	❍
Corporate partners and/or vendors (7)	❍	❍

Please list any other stakeholders who you think perceive instructional designers to be more credible when they are conducting research on teaching and learning. If none, indicate "NA" in the box below.

Which of the following are reasons why instructional designers should further develop skills in research methods or research design? (mark all that apply)

- ❑ Opportunities for career/job advancement (1)
- ❑ Opportunities for individual professional development (2)
- ❑ Opportunities for faculty collaboration (3)
- ❑ Opportunities for collaboration with other instructional designers (4)
- ❑ Grant funding (5)
- ❑ Further the discipline (innovation) (6)
- ❑ Understanding student needs (7)
- ❑ Understanding instructor/faculty needs (8)
- ❑ Opportunities for publication (9)
- ❑ Demonstrate their value (10)
- ❑ None (11)
- ❑ Other (please specify) (12) _____

To what degree do you think knowledge in research methods and research design enhances the work of an instructional designer?

- ❍ Not at all (1)
- ❍ A little (2)
- ❍ Somewhat (3)
- ❍ Quite a bit (4)
- ❍ A great deal (5)

Please describe how you think knowledge in research methods and research design enhances the work of an instructional designer.

What kinds of research methods or research design skills do you think are most important for IDs to have/learn to be successful in their roles?

The following questions are about your interest in research methodology and research design activities and training in your role as an instructional designer.

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?

	No interest (1)	Slight (2)	Some (3)	Moderate (4)	High (5)
Independently conducting research on teaching and learning (1)	❍	❍	❍	❍	❍
Collaborating as a team-member on research on teaching and learning (2)	❍	❍	❍	❍	❍
Designing and planning a research study (3)	❍	❍	❍	❍	❍
Reading and/or summarizing literature (4)	❍	❍	❍	❍	❍
Collecting data (5)	❍	❍	❍	❍	❍
Analyzing data (6)	❍	❍	❍	❍	❍
Writing up results (7)	❍	❍	❍	❍	❍
Disseminating results (8)	❍	❍	❍	❍	❍

Do you think you need additional training in research methods or research design to fulfill your role as an instructional designer?

- ❍ Yes (1)
- ❍ No (2)
- ❍ I'm not sure (3)

Please indicate which the following research methodology and research design training opportunities you are currently engaging in and which you plan to pursue in the future.

	Currently doing (1)	Planning to do (2)	I'm not sure (3)
Engage in training in research methodology or research design (i.e., workshops, readings, MOOCs, coursework, etc.) (1)	❍	❍	❍
Pursue training in research methodology or research design through an additional degree (2)	❍	❍	❍

If you have pursued training in research methods or research design in the past, where have you sought this training? (mark all that apply)

- ❑ I have not pursued additional training in research methods and design (1)
- ❑ Formal coursework for credit (2)
- ❑ Continuing education (noncredit) (3)
- ❑ Graduate certification (for credit) (4)
- ❑ MOOCs (5)
- ❑ Webinar(s) (6)
- ❑ Professional organization certification (noncredit) (7)
- ❑ Conference workshops and sessions (8)
- ❑ Software certification (9)
- ❑ Reading (10)
- ❑ One-on-one mentorship (11)
- ❑ Collaborating with others (12)
- ❑ Other (please describe) (13) _____

Is there anything additional you would like to share about your experiences with research methodology and research design as an instructional designer in higher education?

With which gender do you identify?

- ❍ Male (1)
- ❍ Female (2)
- ❍ Trans male/Trans man (3)
- ❍ Trans female/Trans woman (4)
- ❍ Genderqueer/Gender non-conforming (5)
- ❍ Different identity (please indicate) (6) _____
- ❍ Prefer not to identify (7)

With which race/ethnicity do you identify?

- ❍ American Indian or Alaskan Native (1)
- ❍ Asian (2)
- ❍ Black or African American (3)
- ❍ Hispanic/Latino (4)
- ❍ Native Hawaiian or Other Pacific Islander (5)
- ❍ White (6)
- ❍ Two or more races/ethnicities (7)
- ❍ Prefer not to identify (8)

What is your highest level of degree attainment?

- ❍ High school (1)
- ❍ Some college (2)
- ❍ Associates degree (3)
- ❍ Bachelor's degree (4)
- ❍ Some graduate coursework (5)
- ❍ Master's degree (6)
- ❍ Doctorate/JD (7)
- ❍ Other terminal degree (8)
- ❍ Other (please describe) (9) _____

Which of the following best describes the current institution where you work?

- ❍ University, PhD/MD/JD/EdD (1)
- ❍ University, Bachelors and Masters (2)
- ❍ Bachelors but not graduate degrees (3)
- ❍ Two-year college (4)
- ❍ Community College (5)
- ❍ Technical/trade/vocational (6)
- ❍ Professional school (7)
- ❍ Other (please describe) (8)

Which of the following best describes your current institution? (mark all that apply)

- ❑ Public (1)
- ❑ Private (2)
- ❑ Fully online (3)
- ❑ For-profit (4)
- ❑ Non-profit (5)
- ❑ Other (please specify) (6) _____

For all the previous positions you have held in higher education (excluding your current position), which of the following best describes the institutions where you have worked? (mark all that apply)

- ❑ I don't have a previous position (1)
- ❑ University, PhD/MD/JD/EdD (2)
- ❑ University, Bachelors and Masters (3)
- ❑ Bachelors but not graduate degrees (4)
- ❑ Two-year college (5)
- ❑ Community College (6)
- ❑ Technical/trade/vocational (7)
- ❑ Professional school (8)
- ❑ Other (please describe) (9)

Which of the following best describes where you have previously worked in higher education (excluding your current position)? (mark all that apply)

- ❑ Public (1)
- ❑ Private (2)
- ❑ Fully online (3)
- ❑ For-profit (4)
- ❑ Non-profit (5)
- ❑ Other (please specify) (6) _____

Prior to your current position, please describe other positions in higher education that you have previously held (e.g., faculty member, data analyst, etc.).

We appreciate your willingness to provide your input, however you are ineligible to be a participant in this study. Thank you for considering this research.

If you are interested in the outcomes of this research, please click the following link or copy it into your browser to be taken to a separate survey: [link]

If you have questions about this research, contact Dr. Katie Linder, Research Director for Ecampus at Oregon State University at kathryn.linder@oregonstate.edu.

APPENDIX B: DATA TABLES

N for all questions = 311 unless otherwise indicated.

How many different institutions have you worked at in a role as an instructional designer in higher education?

	Frequency	Percent
Zero	4	1.3%
1	152	48.9%
2	81	26.0%
3	48	15.4%
4	12	3.9%
5	7	2.3%
6	1	.3%
7 or more	6	1.9%

Are any of the degrees that you have completed in instructional design or a related field (e.g., instructional technology, educational technology)?

	Frequency	Percent
Yes	205	65.9%
No	106	34.1%

Aside from degrees, what other professional training have you pursued for your instructional design career? (mark all that apply)

	Frequency	Percent
Graduate certificate	59	19.0%
Software certification	43	13.8%
MOOC certification	45	14.5%
Professional organization certification	110	35.4%
Webinar series and/or online courses	245	78.8%
Continuing education (non-credit)	160	51.4%
Face-to-face workshops	52	16.7%
Other	226	72.7%

Are you currently enrolled in a degree or certificate program in any discipline?

	Frequency	Percent
Yes	76	24.4%
No	235	75.6%

How many years have you worked as an instructional designer in higher education?

	Frequency	Percent
0-1	25	8.0%
2-4	78	25.1%
5-7	70	22.5%
8-10	50	16.1%
11-12	22	7.1%
13-15	29	9.3%
more than 15	37	11.9%

In your current position, please indicate which of the following course types you typically work with.

	Frequency	Percent
Online courses	255	82.0%
Face-to-face courses	146	46.9%
Courses online and face-to-face components	210	67.5%

Have you worked as an instructional designer in an industry outside of higher education?

	Frequency	Percent
Yes	92	29.6%
No	219	70.4%

Which of the following industries outside of higher education do you have experience working in as an instructional designer? (mark all that apply) (N = 92)

	Frequency	Percent
Corporate	56	60.9%
Medical	16	17.4%
Manufacturing	8	8.7%
Sales	6	6.5%
Government	25	27.2%
Freelance/contract	25	27.2%
Human Resources	6	6.5%
Non-profits	23	25.0%
Other	21	22.8%

How many total years have you worked as an instructional designer in any industry? (N=92)

	Frequency	Percent
0-1	5	5.4%
2-4	11	12.0%
5-7	22	23.9%
8-10	10	10.9%
11-12	10	10.9%
13-15	6	6.5%
more than 15	28	30.4%

Do you currently supervise other instructional designers?

	Frequency	Percent
Yes	81	26.0%
No	230	74.0%

How many instructional designers do you currently supervise? (N=81)

	Frequency	Percent
1-5	68	84.0%
6-10	9	11.1%
11-15	2	2.5%
more than 15	2	2.5%

How many undergraduate level courses did you take in research methodology and research design?

	Frequency	Percent
0	162	52.1%
1	60	19.3%
2	41	13.2%
3	16	5.1%
4	9	2.9%
5	0	0.0%
More than 5	7	2.3%
Unsure	16	5.1%

Were any of those research methodology and research design courses you took specific to your undergraduate degree of study (for example, polling in political science or experimental design in lab-based sciences)? (N=149)

	Frequency	Percent
Yes	102	68.5%
No	27	18.1%
Unsure	20	13.4%

In the undergraduate level courses you took in research methodology and research design, did any of them involve hands-on experience with research design (i.e., a thesis project, a research apprenticeship, or a research practicum)? (N=149)

	Frequency	Percent
Yes	78	52.3%
No	60	40.3%
I don't know	11	7.4%

If you have a graduate degree(s) in discipline(s) other than instructional design or a related field, how many graduate courses did you take in research methodology and research design?

	Frequency	Percent
N/A	92	29.6%
0	48	15.4%
1	42	13.5%
2	47	15.1%
3	29	9.3%
4	28	9.0%
5	5	1.6%
more than 5	20	6.4%

In the graduate level courses you took in research methodology and research design, did any of them involve hands-on experience with research methods and design (i.e., a thesis or dissertation project, a research apprenticeship, or a research practicum)? (N=171)

	Frequency	Percent
Yes	144	84.2%
No	23	13.5%
I don't know	4	2.3%

Approximately how many years of experience do you have engaging in academic research in an instructional design role? (N=306)

	Frequency	Percent
Less than one	115	37.6%
1-3	91	29.7%
4-6	50	16.3%
7-9	21	6.9%
10-19	26	8.5%
20 or more	3	1.0%

Approximately how many years of experience do you have engaging in academic research in a role outside instructional design? (N=279)

	Frequency	Percent
Less than one	124	44.4%
1-3	80	28.7%
4-6	25	9.0%
7-9	17	6.1%
10-19	24	8.6%
20-29	6	2.2%
30-40	3	1.1%

Have you engaged in this task? Write a research question.

	Frequency	Percent
Yes	267	85.9%
No	44	14.1%

Have you engaged in this task? Complete a literature review.

	Frequency	Percent
Yes	272	87.5%
No	39	12.5%

Have you engaged in this task? Choose an appropriate research study design to align with a research question.

	Frequency	Percent
Yes	235	75.6%
No	76	24.4%

Have you engaged in this task? Conduct an interview for research purposes.

	Frequency	Percent
Yes	224	72.0%
No	87	28.0%

Have you engaged in this task? Conduct a focus group for research purposes.

	Frequency	Percent
Yes	150	48.2%
No	161	51.8%

Have you engaged in this task? Conduct an observation for research purposes.

	Frequency	Percent
Yes	182	58.5%
No	129	41.5%

Have you engaged in this task? Code qualitative data.

	Frequency	Percent
Yes	180	57.9%
No	131	42.1%

Have you engaged in this task? Complete paperwork for Institutional Review Board (IRB) approval for conducting research with human participants.

	Frequency	Percent
Yes	187	60.1%
No	124	39.9%

Have you engaged in this task? Create a survey instrument for research purposes.

	Frequency	Percent
Yes	249	80.1%
No	62	19.9%

Have you engaged in this task? Validate a survey instrument.

	Frequency	Percent
Yes	144	46.3%
No	167	53.7%

Have you engaged in this task? Choose an appropriate statistical test to analyze data in alignment with your study design.

	Frequency	Percent
Yes	139	44.7%
No	172	55.3%

Have you engaged in this task? Clean data.

	Frequency	Percent
Yes	141	45.3%
No	170	54.7%

Have you engaged in this task? Use archival data for research purposes.

	Frequency	Percent
Yes	134	43.1%
No	177	56.9%

What is your level of confidence? Write a research question.

	Frequency	Percent
Low	51	16.4%
Medium	133	42.8%
High	127	40.8%

What is your level of confidence? Complete a literature review.

	Frequency	Percent
Low	42	13.5%
Medium	103	33.1%
High	166	53.4%

What is your level of confidence? Choose an appropriate research study design to align with a research question.

	Frequency	Percent
Low	100	32.2%
Medium	126	40.5%
High	85	27.3%

What is your level of confidence? Conduct an interview for research purposes.

	Frequency	Percent
Low	63	20.3%
Medium	130	41.8%
High	118	37.9%

What is your level of confidence? Conduct a focus group for research purposes.

	Frequency	Percent
Low	115	37.0%
Medium	119	38.3%
High	77	24.8%

What is your level of confidence? Conduct an observation for research purposes.

	Frequency	Percent
Low	99	31.8%
Medium	119	38.3%
High	93	29.9%

What is your level of confidence? Code qualitative data.

	Frequency	Percent
Low	137	44.1%
Medium	105	33.8%
High	69	22.2%

What is your level of confidence? Complete paperwork for Institutional Review Board (IRB) approval for conducting research with human participants.

	Frequency	Percent
Low	114	36.7%
Medium	91	29.3%
High	106	34.1%

What is your level of confidence? Create a survey instrument for research purposes.

	Frequency	Percent
Low	67	21.5%
Medium	136	43.7%
High	108	34.7%

What is your level of confidence? Validate a survey instrument.

	Frequency	Percent
Low	181	58.2%
Medium	93	29.9%
High	37	11.9%

What is your level of confidence? Choose an appropriate statistical test to analyze data in alignment with your study design.

	Frequency	Percent
Low	200	64.3%
Medium	83	26.7%
High	28	9.0%

What is your level of confidence? Clean data.

	Frequency	Percent
Low	188	60.5%
Medium	77	24.8%
High	46	14.8%

What is your level of confidence? Use archival data for research purposes.

	Frequency	Percent
Low	162	52.1%
Medium	95	30.5%
High	54	17.4%

Given your current skills and abilities with research methodology and design, to what degree do you feel confident collaborating with a faculty member on a research project on teaching and learning?

	Frequency	Percent
Confident with no direction	67	21.5%
Confident with little direction	69	22.2%
Confident with some direction	116	37.3%
Confident with a lot of direction	53	17.0%
Do not feel confident	6	1.9%

Within the past year, which of the following have you collaborated with to conduct research on teaching and learning? (mark all that apply)

	Frequency	Percent
I have not collaborated to conduct research on teaching and learning in the past year	135	43.4%
Faculty/subject matter experts	138	44.4%
Other instructional designers	112	36.0%
Content experts	57	18.3%
Administrators (deans, Provost)	54	17.4%
Institutional Research staff	51	16.4%
Other scholarship of teaching and learning staff	48	15.4%
Other e-learning developers	35	11.3%
Librarians	35	11.3%
Professional organizations	29	9.3%
Vendors	17	5.5%
Other	3	1.0%

If you are currently engaging in research on teaching and learning, what research methods and designs are you using to answer your research questions? (mark all that apply)

	Frequency	Percent
I am not currently engaging in research on teaching and learning	158	50.8%
Qualitative	99	31.8%
Survey research	94	30.2%
Quantitative	79	25.4%
Interviews	72	23.2%
Mixed methods	70	22.5%
Focus groups	48	15.4%
Design-based research	35	11.3%
Mining big data	24	7.7%
Experimental studies	11	3.5%
Scientific methods	10	3.2%
Other	6	1.9%

Please indicate if you have disseminated results from research on teaching and learning in any of the following outlets (mark all that apply):

	Frequency	Percent
I have not disseminated results in any of these outlets	157	50.5%
Internal presentation at your institution	107	34.4%
Conference presentation (national)	99	31.8%
Conference presentation (regional)	94	30.2%
Conference poster session (national)	49	15.8%
Conference presentation (international)	44	14.1%
Conference poster session (regional)	44	14.1%
Conference poster session (international)	19	6.1%
Other	8	2.6%

Please indicate if you have published results from research on teaching and learning in any of the following outlets (mark all that apply):

	Frequency	Percent
I have not published in any of these outlets	201	64.6%
Peer reviewed journal	77	24.8%
Book chapter	33	10.6%
Case study	14	4.5%
White paper	17	5.5%
Research report	27	8.7%
Book	8	2.6%
Press release	6	1.9%
Other	11	3.5%

Does your job description include conducting research on teaching and learning?

	Frequency	Percent
Yes	77	24.8%
No	221	71.1%
I don't know	13	4.2%

In your role as an instructional designer, are you expected to do any of the following? Independently conduct research on teaching and learning.

	Frequency	Percent
Yes	66	21.2%
No	245	78.8%

In your role as an instructional designer, are you expected to do any of the following? Collaborate as a team member on research on teaching and learning.

	Frequency	Percent
Yes	135	43.4%
No	176	56.6%

Within the past year, which of the following research activities have you engaged in as part of your job as an instructional designer? (mark all that apply)

	Frequency	Percent
Designing and planning a research study	99	31.8%
Reading and/or summarizing literature	175	56.3%
Collecting data	153	49.2%
Analyzing data	140	45.0%
Writing up results	121	38.9%
Disseminating results	96	30.9%
None of the above	89	28.6%

Is research on teaching and learning currently part of the evaluation of your work as an instructional designer?

	Frequency	Percent
Yes	67	21.5%
No	244	78.5%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Institutional leadership.

	Frequency	Percent
Low	170	54.7%
Moderate	102	32.8%
High	39	12.5%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Direct supervisor.

	Frequency	Percent
Low	99	31.8%
Moderate	116	37.3%
High	96	30.9%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Faculty members/subject matter experts.

	Frequency	Percent
Low	113	36.3%
Moderate	149	47.9%
High	49	15.8%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Peers within your institution.

	Frequency	Percent
Low	106	34.1%
Moderate	158	50.8%
High	47	15.1%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Peers outside your institution.

	Frequency	Percent
Low	72	23.2%
Moderate	163	52.4%
High	76	24.4%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Broader academic community (e.g., Quality Matters).

	Frequency	Percent
Low	59	19.0%
Moderate	127	40.8%
High	125	40.2%

How much value do you think the following stakeholders place on research on teaching and learning conducted by instructional designers?
Corporate partners and/or vendors.

	Frequency	Percent
Low	180	57.9%
Moderate	100	32.2%
High	31	10.0%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning?
Institutional leadership.

	Frequency	Percent
Yes	193	62.1%
No	118	37.9%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning?
Direct supervisor.

	Frequency	Percent
Yes	197	63.3%
No	114	36.7%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning? Faculty members/subject matter experts.

	Frequency	Percent
Yes	247	79.4%
No	64	20.6%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning? Peers within your institution.

	Frequency	Percent
Yes	213	68.5
No	98	31.5

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning? Peers outside your institution.

	Frequency	Percent
Yes	229	73.6%
No	82	26.4%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning? Broader academic community (e.g., Quality Matters).

	Frequency	Percent
Yes	249	80.1%
No	62	19.9%

Do you think the following stakeholders perceive instructional designers as more credible when they are conducting research on teaching and learning? Corporate partners and/or vendors.

	Frequency	Percent
Yes	133	42.8%
No	178	57.2%

Which of the following are reasons why instructional designers should further develop skills in research methods or research design? (mark all that apply)

	Frequency	Percent
Opportunities for career/job advancement	246	79.1%
Opportunities for individual professional development	275	88.4%
Opportunities for faculty collaboration	266	85.5%
Opportunities for collaboration with other instructional designers	242	77.8%
Grant funding	197	63.3%
Further the discipline (innovation)	262	84.2%
Understanding student needs	269	86.5%
Understanding instructor/faculty needs	268	86.2%
Opportunities for publication	213	68.5%
Demonstrate their value	186	59.8%
None	2	0.6%
Other	21	6.8%

To what degree do you think knowledge in research methods and research design enhances the work of an instructional designer?

	Frequency	Percent
Not at all	3	1.0%
A little	16	5.1%
Somewhat	78	25.1%
Quite a bit	110	35.4%
A great deal	104	33.4%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Independently conducting research on teaching and learning.

	Frequency	Percent
No interest	27	8.7%
Slight	39	12.5%
Some	77	24.8%
Moderate	70	22.5%
High	98	31.5%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Collaborating as a team member on research on teaching and learning.

	Frequency	Percent
No interest	5	1.6%
Slight	20	6.4%
Some	50	16.1%
Moderate	92	29.6%
High	144	46.3%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Designing and planning a research study.

	Frequency	Percent
No interest	20	6.4%
Slight	38	12.2%
Some	63	20.3%
Moderate	81	26.0%
High	109	35.0%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Reading and/or summarizing literature.

	Frequency	Percent
No interest	14	4.5%
Slight	21	6.8%
Some	61	19.6%
Moderate	92	29.6%
High	123	39.5%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Collecting data.

	Frequency	Percent
No interest	9	2.9%
Slight	37	11.9%
Some	66	21.2%
Moderate	92	29.6%
High	107	34.4%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Analyzing data.

	Frequency	Percent
No interest	10	3.2%
Slight	32	10.3%
Some	68	21.9%
Moderate	82	26.4%
High	119	38.3%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Writing up results.

	Frequency	Percent
No interest	7	2.3%
Slight	37	11.9%
Some	62	19.9%
Moderate	97	31.2%
High	108	34.7%

What degree of interest do you have in the following research on teaching and learning activities as part of your role as an instructional designer?
Disseminating results.

	Frequency	Percent
No interest	10	3.2%
Slight	28	9.0%
Some	56	18.0%
Moderate	87	28.0%
High	130	41.8%

Do you think you need additional training in research methods or research design to fulfill your role as an instructional designer?

	Frequency	Percent
Yes	172	55.3%
No	99	31.8%
I'm not sure	40	12.9%

Please indicate which of the following research methodology and research design training opportunities you are currently engaging in and which you plan to pursue in the future.

Engage in training in research methodology or research design (i.e., workshops, readings, MOOCs, coursework, etc.).

	Frequency	Percent
Currently doing	85	27.3%
Planning to do	83	26.7%
I'm not sure	143	46.0%

Please indicate which of the following research methodology and research design training opportunities you are currently engaging in and which you plan to pursue in the future.

Pursue training in research methodology or research design through an additional degree.

	Frequency	Percent
Currently doing	42	13.5%
Planning to do	54	17.4%
I'm not sure	215	69.1%

If you have pursued training in research methods or research design in the past, where have you sought this training? (mark all that apply)

	Frequency	Percent
Formal coursework for credit	138	44.4%
Conference workshops and sessions	125	40.2%
Reading	108	34.7%
Collaborating with others	99	31.8%
Webinar(s)	97	31.2%
I have not pursued additional training in research methods and design	89	28.6%
MOOCs	56	18.0%
One-on-one mentorship	52	16.7%
Continuing education (noncredit)	42	13.5%
Professional organization certification (noncredit)	36	11.6%
Graduate certification (for credit)	32	10.3%
Software certification	15	4.8%
Required or in-house training	6	1.9%
Other	1	0.3%

With which gender do you identify?

	Frequency	Percent
Male	81	26.0%
Female	217	69.8%
Trans male/Trans man	0	0.0%
Trans female/Trans woman	0	0.0%
Genderqueer/Gender non-conforming	1	0.3%
Different identity	1	0.3%
Prefer not to identify	11	3.5%

With which race/ethnicity do you identify?

	Frequency	Percent
American Indian or Alaskan Native	1	0.3%
Asian	11	3.5%
Black or African American	7	2.3%
Hispanic/Latino	10	3.2%
Native Hawaiian or Other Pacific Islander	1	0.3%
White	247	79.4%
Two or more races/ethnicities	13	4.2%
Prefer not to identify	21	6.8%

What is your highest level of degree attainment?

	Frequency	Percent
High school	0	0.0%
Some college	0	0.0%
Associates degree	0	0.0%
Bachelor's degree	5	1.6%
Some graduate coursework	12	3.9%
Master's degree	199	64.0%
Doctorate/JD	82	26.4%
Other terminal degree	6	1.9%
Other	7	2.3%

Which of the following best describes the current institution where you work?

	Frequency	Percent
University, PhD/MD/JD/EdD	194	62.4%
University, Bachelors and Masters	69	22.2%
Bachelors but not graduate degrees	12	3.9%
Two-year college	2	.6%
Community College	18	5.8%
Technical/trade/vocational	3	1.0%
Professional school	4	1.3%
Other	9	2.9%

Which of the following best describes your current institution? (mark all that apply)

	Frequency	Percent
Public	197	63.3%
Private	97	31.2%
Non-profit	80	25.7%
For-profit	9	2.9%
Fully online	4	1.3%
Other	3	1.0%

For all the previous positions you have held in higher education (excluding your current position), which of the following best describes the institutions where you have worked? (mark all that apply)

	Frequency	Percent
I don't have a previous position	74	23.8%
University, PhD/MD/JD/EdD	154	49.5%
University, Bachelors and Masters	90	28.9%
Bachelors but not graduate degree	22	7.1%
Two-year college	8	2.6%
Community College	45	14.5%
Technical/trade/vocational	10	3.2%
Professional school	11	3.5%
Other	14	4.5%

Which of the following best describes where you have previously worked in higher education (excluding your current position)? (mark all that apply)

	Frequency	Percent
Public	165	53.1%
Private	97	31.2%
Fully online	11	3.5%
For-profit	24	7.7%
Non-profit	64	20.6%
Other	6	1.9%

About the Research Unit at Oregon State Ecampus

Vision

The Ecampus Research Unit supports Oregon State University's mission and vision by conducting world-class research on online education that develops knowledge, serves our students and contributes to the economic, social, cultural and environmental progress of Oregonians, as well as national and international communities of teachers and learners.

Mission

The Ecampus Research Unit (ECRU) makes research actionable through the creation of evidence-based resources related to effective online teaching, learning and program administration toward the fulfillment of the goals of Oregon State's mission.

Specifically, the research unit conducts original research, creates and validates instruments, supports full-cycle assessment loops for internal programs, and provides resources to encourage faculty research and external grant applications related to online teaching and learning.

Research Priorities

With nationally ranked online programs delivered by Oregon State Ecampus, the Ecampus Research Unit contributes to the field of online teaching and learning research in the following four areas:

- Access
- ✓ Quality
- ★ Administrative Excellence
- Adult Learners

The ECRU prioritizes research that crosses multiple of these areas.

"Research in Action" podcast

The Ecampus Research Unit, in collaboration with the Ecampus multimedia team, produces a weekly podcast that focuses on topics and issues related to research in higher education.

Learn more by visiting ecampus.oregonstate.edu/podcast.

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