In an increasingly digitized society, the role of faculty is undergoing profound change, as more teachers make the transition from the classroom to technology-assisted mentoring of students at a distance. How are these faculty making this shift, what is their perception of their new roles, and what do their colleagues and students think? A study of fifty faculty teaching distance education courses at six institutions reveals useful information and offers valuable insights for both administrators overseeing these shifts in instructional roles, as well as for teachers involved adapting to the change from face-to-face relationships with students to mentoring academic progress of learners they may never meet. The survey reveals that while those making the transition are generally satisfied with their new roles, and feel their students recognize their contribution as distant educators, their classroom-based faculty colleagues continue to view distance education with skepticism. There are no more dramatic phenomena taking place in higher education today than this shift in how institutions and their professoriate provide education across time and space.

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