

Faculty Study, 2014

Message to Participants and Informed Consent

Welcome to the 2014 ECAR Faculty Technology Survey. This survey should take you about 10–20 minutes to complete (depending on which survey option you choose), and your responses are anonymous. We ask questions about your experiences with and attitudes toward technology and your faculty role. Your responses will help people on your campus and beyond understand how technology can benefit the academic community. There are no right or wrong answers; we'd just like you to answer as honestly as you can. Participation in the survey is completely voluntary, and at any point you can choose to exit the survey. Required questions are indicated with an asterisk (*).

Study Description

Technology is a critical part of the faculty role—this is true for teaching faculty, clinical faculty, and research faculty. This study explores technology ownership, use patterns, and expectations as they relate to the faculty role. The results of this study can be used to improve IT services, increase technology-enabled productivity, prioritize strategic contributions of information technology to higher education, plan for technology shifts that impact faculty, and become more technologically competitive among peer institutions.

Conditions and Stipulations

1. I understand that all information I provide in this survey will be kept confidential. I will not be personally identified in any reports. I agree to complete this online survey for research purposes and that the data derived from this anonymous survey may be made available to my academic institution in unitary and aggregate formats and/or to the general public in the form of public presentations, reports, journals or newspaper articles, and/or in books.
2. I understand the online survey involves questions about my information technology (IT) experiences and expectations in higher education. Beyond demographics, all questions will address IT-related issues.
3. I understand that this survey is expected to take about 10–20 minutes to complete (depending on which survey option I choose). I understand that my participation in this research survey is totally voluntary and that declining to participate will involve no penalty or loss of benefits. Choosing not to participate will not affect my college/university status in any way. If I choose, I may discontinue my participation at any time. I also understand that if I choose to participate, I may decline to answer any question that I am not comfortable answering.
4. I understand that I can contact the research team through survey@educause.edu if I have any questions about the research survey and my rights as a participant. I understand that the survey does not contain any questions that are a foreseeable risk, nor any questions likely to create discomfort to participants. I am aware that my consent will not directly benefit me, but will provide data to inform higher education institutions on how to best improve IT experiences for students and faculty.
5. Responses will be kept confidential to the degree permitted by the technology used. However, no absolute guarantee can be given for the confidentiality of electronic data. Your survey responses are anonymous; once responses are submitted, the researchers will not be able to identify you or remove anonymous data from the database should you wish to withdraw it. EDUCAUSE owns and maintains the data collected for the project. Unitary-level data are stored on an EDUCAUSE server indefinitely for use in longitudinal analysis. These data are contained in systems that can only be accessed through password-protected accounts and reside on servers protected by multilayered firewalls, within a SAS 70 Type II certified commercial data center.

6. By clicking "I agree" below I freely provide consent and acknowledge my rights as a voluntary research participant as outlined above and provide consent to EDUCAUSE to use my survey responses in the technology research in the academic community projects.

You must be at least 18 years old and employed as a faculty member to participate in this survey. Indicate your agreement with the informed consent statement below. *Required.

- I agree.
 I do not agree. <<exit survey>>

About This Survey

This survey is about faculty members' experiences with technology in both teaching and research environments. Which of these areas would you like to tell us about? Select all that apply.

***Required.**

- Technology for teaching and learning <<show sections 1, 2, 3, 4, 6>>
 Technology for research and scholarship <<show sections 1, 2, 5, 6>>
 I don't have adequate experience in either of these areas to comment. <<exit survey>>
If you select this option, you will exit the survey when you click Next below.

This survey is intended for full- or part-time faculty members. Are you currently employed as a:

***Required.**

- Full-time faculty member
 Part-time faculty member
 I am not part of the institution's faculty. <<exit survey>>
If you select this option, you will exit the survey when you click Next below.

We value your time, and we also value your input. We offer the following choices for survey takers: *Required.

- Take the 10-minute version of the survey that contains just the core survey questions. <<black text only>>
 Take the 20-minute version of the survey that contains the core questions and supplemental questions to better pinpoint technology interests and needs. <<black text and orange text>>

Section 1: About You

1.1 How many years of experience do you have in each of the following positions?

<<all respondents>>

Years in a full-time faculty position: _____

Years in a part-time faculty position: _____

1.2 Do you primarily work with...

<<all respondents>>

- Undergraduate students
 Graduate students
 Professional students
 I don't typically work directly with students.

1.3 I am currently:

<<full-time faculty members>>

- Tenured
- Not tenured but on a tenure track
- Not on a tenure track

1.4 Which of the following best describes your academic rank during the current academic year?

<<full-time faculty members>>

- Professor
- Associate professor
- Assistant professor
- Clinical professor
- Instructor
- Senior lecturer
- Qualifying post
- Lecturer
- Research associate
- Research professor
- Other academic rank; please specify: _____
- No academic rank

If you would like to be entered into a drawing to receive a \$100 or \$200 Amazon.com gift certificate, please provide your e-mail address here.

The drawing will be held by June 30, 2014, and e-mail addresses will be permanently deleted from our database no later than July 31, 2014. Your e-mail address will be dissociated from the rest of the survey data after the survey window closes, keeping your responses anonymous. Your e-mail address will only be used for the purpose of this drawing.

<<only visible if institution opts into the ECAR-hosted incentive program>>

Section 2: Technology Adoption and Use

<<all respondents>>

2.1 Thinking about the past year, please rate your experiences with the following resources/services/spaces provided by your institution:

a) Technology-enabled learning/working spaces:

	Poor	Fair	Neutral	Good	Excellent	N/A
Classroom-based technology resources (e.g., computers, projection systems, lecture capture systems, SMART boards, etc.)						
Laboratory or research-based technology resources (e.g., computers, research equipment, etc.)						
Physical collaborative spaces (e.g., computer labs, testing centers, research labs, etc.)						
Online collaborative spaces (e.g., virtual connections to your students or colleagues where you can work synchronously or asynchronously on projects or assignments)						

Access to institutional resources and ability to get my work done while traveling or living in other states or countries						
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b) Technology-enhanced connection and communication resources:

	Poor	Fair	Neutral	Good	Excellent	N/A
Reliable access to Wi-Fi networks throughout campus/laboratory facilities						
Communication technologies (e.g., e-mail, instant messaging, web-based conference services, social media, etc.)						
Online or virtual technologies (e.g., network or cloud-based file storage system, web-portals, etc.)						

c) Technology support services:

	Poor	Fair	Neutral	Good	Excellent	N/A
Technology support (e.g., desktop support, classroom technology support, course media production support, etc.)						
Professional development around integrated use of technology in your faculty role (e.g., technology training opportunities, incentives, and encouragement)						
Specialized teaching software						

d) Other technology services:

	Poor	Fair	Neutral	Good	Excellent	N/A
High-performance computing/research computing services						
Cloud-based high-performance computing (or research computing) systems						
Data management services						
Digital repositories for researchers and scholars						
Digital preservation and curation of research data						
Self-publishing						

2.2 Please tell us how much you agree or disagree with the following statements. My institution generally...

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
...improves student outcomes through an approach that uses technology.						
...assists faculty with integration of information technology.						
...uses analytics to support critical institutional outcomes.						
...supports the trends toward IT consumerization and bring-your-own device.						
...has a clear strategy for online learning.						
...facilitates a better understanding of						

information privacy and security.						
...has an agile approach to IT infrastructure that can respond to changing conditions and new opportunities.						

2.3 Please tell us how much you agree or disagree with the following statements about data/information privacy and security:

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My institution's privacy and security policies impede my productivity.						
I have confidence in my institution's ability to safeguard my personal information.						
I have access to all the resources I need to keep my research and scholarly data secure.						
I take sufficient measures to keep my research and scholarly data secure.						
I take sufficient measures to keep data about my students secure.						

2.4 To what extent do you agree with the following statements about online learning?

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Online learning helps students learn more effectively.						
Online learning will lead to pedagogical breakthroughs.						
Online learning will make higher education available to more students.						

2.5 Tell us ONE thing that your institution can do with technology to better facilitate or support your faculty role.

2.6 When you need support or assistance for college/university-related technology activities, which sources do you typically use? Check all that apply.

- Friends or family
- Peers or colleagues
- Teaching or research assistants
- Your students
- Search Google, YouTube, or another online source
- Contact the company or vendor
- College/university help desk services
- Other; please specify: _____

2.7 Many colleges/universities have a variety of ways users can contact the technology help desk. Please rate your experience with the following ways you've received technology help desk assistance: <<IF 2.6=College/university help desk services>>

	Service not offered	N/A	Poor	Fair	Neutral	Good	Excellent
Walk-in							
Phone							
E-mail							
Web form							
Chat/instant messaging							
Remote assistance/desktop							
Self-service FAQ							
Overall rating of help-desk services							

Section 3: Technology for Teaching and Learning

<<teaching faculty only>>

3.1 To what extent do you agree with the following statements?

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I wish my students were better prepared to use institutionally specific technology (e.g., the course registration system, the learning management system, the library search system).						
I wish my students were better prepared to use basic software programs and applications (e.g., MS Office, Google Apps, etc.).						
Most of my students have adequate technology skills for carrying out course activities.						
Too many of my students look to me or my teaching assistants for technology support to fulfill course requirements.						

3.2 Tell us *one* thing that *your students* could do to be more prepared to use technology to facilitate their academic success.

3.3 How interested are you in your institution providing your students with the following online early-alert or intervention notifications, even if it means additional input on your part?

	Don't know	Not at all interested	Not very interested	Moderately interested	Very interested	Extremely interested
Guidance about courses they may consider taking in the future, such as using "you may also like" or "we recommend" suggestions						
Alerts if it appears a student's progress in a course is declining						
Suggestions for how to improve performance in a course if a student's progress is substandard						
Suggestions about new or different academic resources for your students (e.g., tutoring, skills-building opportunities, etc.)						
Automated tracking of your students' course attendance via college/university ID card scanners or other automated means						

3.4 I could be a more effective instructor if I were better skilled at integrating this technology into my courses:

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Course or learning management system (e.g., Blackboard, Moodle, Sakai, Desire2Learn, Canvas by Instructure, etc.)						
Online collaboration tools (e.g., Blackboard Collaborate, Adobe Connect, Google Docs)						
E-portfolios						
E-books or e-textbooks						
Free, web-based content to supplement course-related materials (e.g., Khan Academy, YouTube)						
Simulations or educational games						
Lecture capture/classroom-based recordings (for later use/review)						
Students' tablets during class						
Students' smartphones during class						
Students' laptops during class						
Social media as a teaching and learning tool						
3D printers						
Non-keyboard or non-mouse computer interfaces like voice, touchscreen, and gesture-based interactions						

3.5 What are your top training/professional development needs for better using technology to facilitate or support your teaching assignments?

3.6 Rank up to three factors that would motivate you to integrate more or better technology into your teaching practices or curriculum:

- More/better technology-oriented professional development opportunities
- A monetary or other value-oriented incentive
- Tenure decisions and other professional advancement considerations
- Release time to design/redesign my courses
- Direct assistance from an instructional design expert to design/redesign my courses
- Direct assistance from IT staff to support the technology I choose to implement
- A teaching assistant to assist with technology implementation
- Support/encouragement from peers
- Working in a faculty cohort or community that is adopting the same types of practices
- A better understanding of the types of technologies that are relevant to teaching and learning
- Confidence that the technology would work the way I planned
- Increased student expectations of technology integration
- Clear indication/evidence that students would benefit
- Other; please specify below

Please describe any other motivating factor you would rank in the top three.

Section 4: Learning Environments

<<teaching faculty only>>

~~4.1 In the past year, to what extent have you used a blended approach to teaching? (By “blended” we mean that at least part of your instruction/teaching was through online delivery of content and part was through face-to-face interaction with your students and that there was at least some element of student control over time, place, path, or pace.)~~

- None
- A few
- About half
- Nearly all
- All

4.2 In the past year, have you taught in a completely online learning environment for at least one course (no formal face-to-face interaction with your students)? Select the best answer that describes your online teaching experience.

- No. <<skip Q4.3>>
- Yes, less than half my teaching load was completely online.
- Yes, about half my teaching load was completely online.
- Yes, more than half (but not all) my teaching load was completely online.
- Yes, all my teaching load was completely online.

4.3 In the past year, have you taught a MOOC (massive open online course) through any institution/organization (e.g., Coursera, Udacity, edX, MITx, etc.)?

- No, and I don't know what a MOOC is.
- No, but I do know what a MOOC is.
- Yes, through the institution that asked me to take this survey.
- Yes, through another institution.
- Yes, through a MOOC provider like Coursera or Udacity.

4.4 What is your perception of the value of MOOCs (massive open online courses) in higher education?

- Don't know
- Completely opposed
- Generally opposed, but willing to consider a place for MOOCs in higher education
- Neutral
- Generally supportive, but somewhat skeptical about MOOCs' place in higher education
- Completely supportive

4.5 Rate your satisfaction with the following classroom technologies available at your institution:

	N/A	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Availability of classrooms with multimedia equipment						
Variety of equipment available						
Reliability of equipment available						
Refresh/update frequency of equipment						
Variety of software						
Refresh/update frequency of software						
General ease-of-use of podium systems						
Computers in the podiums						
Software on the podium computers						
Computer projection						
Audience response systems (e.g., clickers)						
Wireless access						
Overall satisfaction						

4.6a Please indicate how you use the learning management system (LMS), e.g., Blackboard, Moodle, Desire2Learn, Instructure Canvas, etc.

Select all that apply.

- I don't use the LMS at all. <<Skip 4.6b, c, d, and e>>
- To push out information, such as posting a syllabus or other handouts
- To promote interaction outside of the classroom by using discussion boards, assignments, assessments, etc.
- To teach partially online courses (or competency-based programs)
- To teach completely online courses (or competency-based programs)

4.6b How often do you typically use the learning management system during a typical academic term?

- Daily
- Weekly
- Monthly
- Less than monthly

4.6c What learning management system do you typically use?

- Blackboard
- Desire2Learn
- Instructure Canvas
- Jenzabar e-Racer
- Moodle (Moodle Trust)
- Moodlerooms Joule
- Pearson eCollege
- Sakai
- Homegrown/locally developed solution

- () Other product; please specify: _____
 () Don't know

4.6d Please indicate your satisfaction with the following aspects of the learning management system:

	N/A	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
System availability						
System response time						
Ease of use						
Initial use training						
Ongoing training/professional development						
Posting content (e.g., syllabus, recorded lectures, supplemental learning materials, e-texts, podcasts, blogs)						
Managing assignments (e.g., due-date notifications, progress notifications, time management tips)						
Monitoring or managing enrollments						
Entering student progress information (e.g., assignment grades/points, to-date cumulative grade/points)						
Receiving course assignments reliably						
Engaging in meaningful interactions with students (e.g., via discussion boards, direct contact, or social media connections)						
Overall satisfaction						

4.6e Please indicate your level of agreement with the following statements about the learning management system (LMS).

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The LMS is critical to my teaching.						
The LMS is very useful as a tool to enhance my teaching.						
The LMS is very useful as a tool to enhance student learning.						

4.7 What is your typical in-class policy for the following mobile devices?

	Ban students from using it in class	Discourage students from using it in class	Neither discourage nor encourage students about using it in class	Encourage students to use it in class	Require students to use it in class
Smartphone					
Tablet or iPad					
Laptop					
Wearable technologies (e.g., Google Glass)					

4.8 Please tell us about the extent to which you agree or disagree with the following statements about students' in-class use of mobile technology.

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The use of mobile devices in-class can enhance learning.						
In-class use of mobile devices is distracting.						
I am concerned about the security/privacy problems of mobile technology.						
I'd like to have more training/professional development around effectively incorporating mobile devices into my courses.						
I create assignments that take advantage of student access to mobile technologies.						

4.9 What technology has the greatest potential positive impact on your faculty role?

Section 5: Technology for Research and Scholarship

<<research faculty only>>

5.1 To what extent do you agree with the following statements about your institution's support for your research?

	Not applicable to my research	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My institution provides resources to support cross-institutional research collaborations.							
I have access to the specialized software/applications I need to conduct my research.							
I have access to the specialized hardware I need to conduct my research.							
I receive adequate and appropriate support from IT staff to conduct my research.							
I receive timely support from IT staff to conduct my research.							
My institution has procedures in place to ensure that faculty doing research are provided ongoing technology support throughout the promotion and tenure process.							
My institution provides effective software to support grant applications and management.							

My institution's text analysis capabilities are adequate.							
In general, I am satisfied with my institution's support for my research needs.							

5.2 Do you conduct data-intensive research? Note: data-intensive research requires special high-performance computing software or equipment.

- No <<skip Q5.3>>
- Yes

5.3 To what extent do you agree with the following statements about your institution's support for your data-intensive research?

	Not applicable to my research	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have adequate network bandwidth available to conduct my research activities.							
I have adequate data storage for my research initiatives.							
Most of my research data are stored in a cloud-based/virtual environment.							
IT professionals are proactive rather than reactive in responding to my research computing needs.							
The wait time for research computing consultation assistance is too long.							
Communication between me/my research team and IT professionals regarding research computing needs/issues is adequate and appropriate.							
IT professionals play an integral part in providing research computing services for me/my research team.							
I am generally satisfied with the provision of research computing technologies at my institution.							

Section 6: Demographic and Informational Questions

<<all respondents>>

6.1a Rate yourself in terms of your DISPOSITION towards information technology on the following scales:

- Reluctant 0 _____ [] _____ 100 Enthusiast
- Late adopter 0 _____ [] _____ 100 Early adopter
- Technophobe 0 _____ [] _____ 100 Technophile
- Skeptic 0 _____ [] _____ 100 Cheerleader
- By-the-book 0 _____ [] _____ 100 Experimenter
- Critic 0 _____ [] _____ 100 Supporter
- Conservative 0 _____ [] _____ 100 Radical

6.1b Rate your ATTITUDE towards information technology on the following scales:

Dissatisfied	0	_____ [] _____	100	Satisfied
Discontent	0	_____ [] _____	100	Content
Perturbed	0	_____ [] _____	100	Pleased
Burdensome	0	_____ [] _____	100	Beneficial
Useless	0	_____ [] _____	100	Useful
Distraction	0	_____ [] _____	100	Enhancement

6.1c Rate yourself in terms of your USAGE of information technology on the following scales:

Never connected	0	_____ [] _____	100	Always connected
Peripheral	0	_____ [] _____	100	Central
Old media	0	_____ [] _____	100	New media
Infrequent	0	_____ [] _____	100	Frequent
Satiated	0	_____ [] _____	100	Insatiable

6.2 Are you...?

- Male
- Female
- Other
- Prefer not to answer

6.3 In what area is your current faculty load? Pick the one that best fits your primary assignment.

- Agriculture and natural resources
- Biological/life sciences
- Business, management, marketing
- Communications/journalism
- Computer and information sciences
- Education, including physical education
- Engineering and architecture
- Fine and performing arts
- Health sciences, including professional programs
- Humanities
- Liberal arts/general studies
- Manufacturing, construction, repair, or transportation
- Physical sciences, including mathematical sciences
- Public administration, legal, social, and protective services
- Social sciences
- Other; please describe: _____

6.4 What is your ethnic background? Select all that apply. <<U.S. institutions only>>

- White
- Black/African American
- Hispanic
- American Indian or Alaskan native
- Asian/Pacific Islander
- Other
- Prefer not to answer

6.5 May we share your open-ended, written responses with your institution? If you click “Yes,” your written responses will be included in a file with all other written responses from the survey participants at your institution. Written response will be separated from the rest of the survey responses to help preserve individual participants’ anonymity. If you have included information in your written responses that could identify you, we suggest clicking “No.”

No

Yes

Thank You!

Thank you for responding to the 2014 ECAR Faculty Study!