ECAR

# Faculty Study, 2015

Note: The online version of this survey may be shorter due to question branching or question skipping.

## 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 by colleges and universities to plan for technology shifts that impact faculty and better engage students in the learning process. Furthermore, institutions can use the data to improve IT services, increase technology-enabled productivity, prioritize strategic contributions of information technology to higher education, and become more technologically competitive among peer institutions.

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 would just like you to answer as honestly as you can. Participation in the survey is completely voluntary, and you can choose to exit the survey at any point. Your responses are anonymous. Required questions are indicated with an asterisk (*). This survey might take you up to 30 minutes to complete (depending on which survey option you choose).

## Conditions and Stipulations

1. 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 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 up to 30 minutes to complete. 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. I understand that my survey responses are anonymous; once responses are submitted, the researchers will not be able to identify me or remove anonymous data from the database should I wish to withdraw it. EDUCAUSE owns and maintains the data collected for the project. Unitary-level data are stored on an EDUCAUSE server and in a cloud-based storage system indefinitely for use in longitudinal analysis. These data are contained in systems that are in password-protected commercial or cloud-based data centers that are SSAE 16 SOC certified. Only the account holder can access the data contained within the account.

Please click the right arrow or “Next” button below to begin the survey.

**By selecting "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 an adult (at least 18 years old, in most jurisdictions) and currently employed as a faculty member or have emeritus status to participate in this survey. Indicate your agreement with the informed consent statement below. *Required.**
( ) I agree.
( ) I do not agree. *(If you select this option, you will exit the survey when you click the right arrow or "Next" button below).* <<exit survey>>

**Please use the survey's navigation buttons to go back or forward within the survey. Using your browser's navigation buttons may result in lost answers.**

## About This Survey

**This survey is about faculty members' experiences with technology in both teaching and research environments. In which of these areas do you have technology experience that you would like to tell us about? *Select all that apply.* *Required.**
[ ] Teaching and learning <<show sections 1, 2, 3, 4, 6>>
[ ] 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 active faculty members. Are you currently teaching or conducting research as a: *Required.**
( ) Full-time faculty member
( ) Part-time faculty member
( ) Emeritus 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 shorter (10-minute) version of the survey that contains just the core survey questions. <<black text only>>
( ) Take the longer (up to 30-minute) version of the survey that contains the core questions and supplemental questions to better pinpoint technology interests and needs. <<black text and brown 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 work with…**(select all that apply)
<<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 (ongoing appointment)
( ) Not on a tenure track (fixed-term appointment)

**1.4 Which of the following best describes your academic rank during the current academic year?**
<<full-time faculty members>>
( ) Emeritus faculty
( ) 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

**1.5 If you would like to be entered into a drawing for a $100 or $200 Amazon.com gift certificate, please provide your e-mail address here.**
*The drawing will be held by June 30, 2015. E-mail addresses will be permanently deleted from our database no later than July 31, 2015. 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 ops into the ECAR-hosted incentive program>>

## Section 2: Technology Ownership, Adoption, Attitudes, and Use
<<all respondents>>

**2.1 Do you own any of these devices?**

| | No, and I don't plan to purchase one within the next 12 months. | No, but I plan to purchase one within the next 12 months. | Yes, I currently own one (or more). |
|---|---|---|---|
| Desktop computer | | | |
| Laptop | | | |
| Tablet | | | |
| Smartphone | | | |
| Wearable technology (e.g., fitness device, smart watch, Google Glass) | | | |
| Internet-connected gaming device | | | |

**2.2 Does your college/university require you to own—or does it provide you with—any of these devices? (Check all that apply.)**

| | Required to own by college/university | Provided by college/university | Neither required to own nor provided by the college/university |
|---|---|---|---|
| Desktop computer | | | |
| Laptop | | | |
| Tablet | | | |
| Smartphone | | | |

**2.3 Thinking about the past year, please rate your experiences with the following resources/services/spaces provided by your institution:**
*(Note, these will appear on the next page if you are using a mobile device to take the survey.)*

**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.) | | | | | | |
| Online collaborative spaces in which your students or colleagues can work synchronously or asynchronously on projects or assignments (e.g., LMS, Google Docs, etc.) | | | | | | |
| Physical collaborative spaces (e.g., computer labs, testing centers, research labs, active learning classrooms, etc.) | | | | | | |
| Access to institutional resources while working from home, traveling, and/or living in other states or countries | | | | | | |
| Ability to get my work done while working from home, traveling, and/or living in other states or countries | | | | | | |

**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.) | | | | | | |
| Remote access (as opposed to locally installed) to commercial software applications (e.g., MATLAB, GIS applications, statistical software, graphics software, textual or image analysis programs, 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 the integrated use of technology in your teaching (e.g., technology training opportunities, incentives, and professional advancement) | | | | | | |
| Support for making courses accessible to students with disabilities | | | | | | |
| Support for making teaching courses accessible to faculty with disabilities | | | | | | |
| Professional development around the integrated use of technology in your research (e.g., technology training opportunities, incentives, and professional advancement) | | | | | | |
| Consultations for using technology in teaching and research (e.g., course design, assignment development, assessment and evaluation, etc.) | | | | | | |
| Specialized teaching software | | | | | | |

**d) Other technology services:**

| | Poor | Fair | Neutral | Good | Excellent | N/A |
|---|---|---|---|---|---|---|
| Locally housed high-performance computing/research computing services (e.g., supercomputers and clusters) | | | | | | |
| Outsourced high-performance computing (or research computing) systems | | | | | | |
| Self-publishing | | | | | | |
| New models for global research collaborations | | | | | | |
| Open content | | | | | | |

**2.4a. Thinking about the past year, please tell us about your *BEST* technology experience at your institution.**

_____
_____
_____

**2.4b. Thinking about the past year, please tell us about your *WORST* technology experience at your institution.**

_____
_____
_____

**2.5 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 |
|---|---|---|---|---|---|---|
| I take sufficient measures to keep my research and scholarly data secure. | | | | | | |
| I take sufficient measures to keep data about my students secure. | | | | | | |
| I have confidence in my institution's ability to safeguard my personal information. | | | | | | |
| In general, I have confidence in my institution's data privacy practices. | | | | | | |
| In general, I have confidence in my institution's information security practices. | | | | | | |
| I understand relevant university policies about data storage as they relate to free online tools (e.g., Google, Box, Dropbox, etc.). | | | | | | |
| I understand relevant university policies and state and federal laws about data protection (e.g., HIPAA, FERPA, FISMA). | | | | | | |
| I have access to all the resources I need to keep my research and scholarly data secure. | | | | | | |
| I have access to all the resources I need to keep my personal data and information secure. | | | | | | |
| My institution has mandatory information security training regarding the protection of institutional data (e.g., student data, HR records, payroll records, business information, etc.). | | | | | | |
| My institution offers optional information security training regarding the protection of institutional data (e.g., student data, HR records, payroll records, business information, etc.). | | | | | | |
| My institution's privacy and security policies impede my productivity. | | | | | | |
| My institution's intellectual property policies impede my productivity. | | | | | | |

Many colleges/universities are starting to use the data they collect from/about students to create individualized messages about academic progress, training, and guidance opportunities. These data could come from transactional records (e.g., logging into or out of a campus website/application/service), tracking activities from student ID/smart cards, or direct input from advisors, counselors, or instructors.

**2.6 Which statement below best describes your opinion of this practice?**

( ) I think this is a very bad idea.
( ) I think this is a bad idea.
( ) I think this is neither a good nor a bad idea.
( ) I think this is a good idea.
( ) I think this is a very good idea.

**2.7 Select the statement that best describes your opinion about your institution collecting data from/about students to inform the above practice. Collecting data about students'...**

| | I think this is a very bad idea. | I think this is a bad idea. | I think this is neither a good nor a bad idea. | I think this is a good idea. | I think this is a very good idea. |
|---|---|---|---|---|---|
| ...performance in past courses | | | | | |
| ...performance in current courses | | | | | |
| ...progress toward degree or certificate goal | | | | | |
| ...performance in individual courses compared to the performance of other students in those courses | | | | | |
| ....activity on a college or university website | | | | | |
| ...activity in a specific application or service provided by the college or university | | | | | |
| ...campus-based activities logged through student ID/smart cards | | | | | |
| ...campus-based activities logged through smartphones | | | | | |
| ...location on campus | | | | | |
| ...proximity to a college building, office, or resource | | | | | |
| ...social-media activities | | | | | |

Colleges and universities can potentially combine the data they have about students' school-related activities with their social-media and mobile-device data. These data can be used to enhance students' academic experiences, assess intervention strategies, or tailor offerings to meet student needs and expectations.

**2.8 Which statement below best describes your opinion of this practice?**

( ) I think this is a very bad idea.
( ) I think this is a bad idea.
( ) I think this is neither a good nor a bad idea.
( ) I think this is a good idea.
( ) I think this is a very good idea.

**2.9 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. | | | | | | |

**2.10a Tell us ONE thing that *your institution* can do with technology to better facilitate or support your faculty *teaching* role.**

_____
_____
_____

**2.10b Tell us ONE thing that *your institution* can do with technology to better facilitate or support your faculty *research* role.**

_____
_____
_____

**2.11 When you need technology support or assistance for school-related activities, what do you typically do? Rank these in the order of what you would typically do first to what you would do last. You do not need to rank all items.** <<rank order question>>

[ ] Ask your friends
[ ] Ask your family
[ ] Ask your peers or colleagues
[ ] Ask teaching or research assistants
[ ] Ask your students
[ ] Search Google, YouTube, or another online source
[ ] Contact the company or vendor
[ ] Use the college/university help desk services
[ ] Figure it out on your own
[ ] Other

**2.12 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 2.11 = Use the 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 | | | | | | | |

**2.13 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 |
|---|---|---|---|---|---|---|
| ...maintains a highly qualified IT staff. | | | | | | |
| ...facilitates the use of technology in teaching and learning in collaboration with academic leadership, including understanding the appropriate level of technology to use. | | | | | | |
| ...funds IT strategically. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| ...improves student outcomes through an approach that uses technology. | | | | | | |
| ...demonstrates the business value of information technology. | | | | | | |
| ...demonstrates how technology and the IT organization can help the institution achieve its goals. | | | | | | |
| ...increases the IT organization's capacity for managing change, despite differing community needs, priorities, and abilities. | | | | | | |
| ...provides user support for mobile, online education, cloud, and BYOD environments. | | | | | | |
| ...is developing mobile, cloud, and digital security policies that work for most of the institutional community. | | | | | | |
| ...has an agile approach to IT infrastructure that can respond to changing conditions and new opportunities. | | | | | | |
| ...facilitates a better understanding of information privacy and security. | | | | | | |
| ...is committed to supporting accessible or adaptive technologies for students with disabilities. | | | | | | |
| ...supports faculty technology needs. | | | | | | |

## Section 3: Technology for Teaching and Learning

<<teaching faculty only>>

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

| | N/A | 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 LMS, 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 effort on your part*?**

| | Don't know | Not at all interested | Not very interested | Moderately interested | Very interested | Extremely interested |
|---|---|---|---|---|---|---|
| Guidance about courses students might consider taking in the future, (e.g., "other courses you might 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 | | | | | | |
| Personalized support and information on your students' progress toward their degree goals | | | | | | |
| Personalized quizzes or practice questions oriented to your students' strengths or weaknesses | | | | | | |
| Personalized dashboards that give students real-time feedback about their progress in a course or learning experience | | | | | | |
| Personalized dashboards that give you real-time feedback about students' progress in a course or learning experience | | | | | | |

**3.4 How useful do you find these online services provided by your institution?**

| | Service not provided | Don't know | Not at all useful | Not very useful | Moderately useful | Very useful | Extremely useful |
|---|---|---|---|---|---|---|---|
| Guidance about courses students might consider taking in the future, (e.g., "other courses you might 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 | | | | | | | |
| Personalized support and information on your students' progress toward their degree goals | | | | | | | |
| Personalized quizzes or practice questions oriented to your students' strengths or weaknesses | | | | | | | |
| Personalized dashboards that give students real-time feedback about their progress in a course or learning experience | | | | | | | |
| Personalized dashboards that give you real-time feedback about students' progress in a course or learning experience | | | | | | | |

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

| | N/A | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| Learning management system (e.g., Blackboard, Moodle, Sakai, D2L, Canvas, 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., OpenCourseWare, Khan Academy, iTunes U, YouTube, etc.) | | | | | | |
| 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 | | | | | | |
| Nonkeyboard or nonmouse computer interfaces such as voice, touchscreen, and gesture-based devices | | | | | | |
| Software to create videos or multimedia resources | | | | | | |
| Early-alert systems designed to catch potential academic trouble as soon as possible | | | | | | |
| Search tools to find references or other information online for class work | | | | | | |
| Blogs or online discussion/collaboration tools related to class work | | | | | | |

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

_____
_____
_____

**3.7a 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

**3.7b If you selected "other" in your top three rankings, please specify what that factor is.**

_____
_____
_____

## Section 4: Learning Environments

<<teaching faculty only>>

**4.1 In a typical year, how many course sections do you teach?**

Number ____ <<pull-down menu of numerical options ranging from 1–20+>>

**4.2 In the past year, in how many of your courses did you use...**

| | Don't know | None | A few | About half | Nearly all | All |
|---|---|---|---|---|---|---|
| ...a blended approach to teaching? That is, 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 there was at least some element of student control over time, place, path, or pace. | | | | | | |
| ...a completely online learning environment? That is, no formal face-to-face interaction with your students. | | | | | | |
| ...a "flipped" pedagogical model? That is, where the lecture and homework elements of a course are reversed. | | | | | | |

**4.3a What types of activities or assignments do you prefer to have students do online?**
<<open-ended question>> <<only ask if respondent has blended or online teaching experience>>
_____
_____
_____

**4.3b What types of activities or assignments do you prefer to have students do face-to-face?**
<<open-ended question>> <<only ask if respondent has blended or online teaching experience>>
_____
_____
_____

**4.4a In the past year, have you *taught* a MOOC (massive open online course) through any institution/organization (e.g., Coursera, Udacity, edX, MITx, your institution, etc.)?**
<<only ask if respondent has blended or online teaching experience in Q4.2>>
( ) No, and I don't know what a MOOC is.
( ) No, but I do know what a MOOC is.
( ) Yes.

**4.4b Through whom did you *teach* a MOOC in the past year? *Select all that apply.***
<<only ask if respondent answered Yes in Q4.4>>
[ ] Through the institution that asked me to take this survey
[ ] Through another institution
[ ] Through a MOOC provider such as Coursera or Udacity

**4.5a In the past year, have you *taken* a MOOC (massive open online course) through any institution/organization (e.g., Coursera, Udacity, edX, MITx, your institution, etc.)?**
( ) No, and I don't know what a MOOC is.
( ) No, but I do know what a MOOC is.
( ) Yes.

**4.5b Through whom did you *take* a MOOC in the past year? *Select all that apply*.**
<<only ask if respondent answered Yes in Q4.5>>
[ ] Through the institution that asked me to take this survey
[ ] Through another institution
[ ] Through a MOOC provider such as Coursera or Udacity

**4.6 Have you earned a digital badge or other type of digital credential that certifies your competency in a topic, activity, or subject area?**
( ) Don't know
( ) No
( ) Yes

**4.7 Which of the following best represents your opinion of the following technologies in higher education?**

| | Don't know | Completely opposed | Generally opposed, but willing to consider its place in higher education | Neutral | Generally supportive, but somewhat skeptical about its place in higher education | Completely supportive |
|---|---|---|---|---|---|---|
| MOOCs | | | | | | |
| Competency-based education | | | | | | |
| Badges or digital credentials | | | | | | |
| Gamification | | | | | | |
| Open educational resources (OER) | | | | | | |

**4.8 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 | | | | | | |
| Reliability of equipment available | | | | | | |
| Refresh/update frequency of equipment | | | | | | |
| Refresh/update frequency of software | | | | | | |
| Technology that supports open learning classrooms (e.g., shareable monitors) | | | | | | |
| Variety of equipment available | | | | | | |
| Variety 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 | | | | | | |

**4.9a Please indicate how you use the learning management system (LMS), e.g., Blackboard, Moodle, Sakai, D2L, Canvas, etc. *Select all that apply.***

[ ] I don't use the LMS at all. <<Skip 4.9b, c, d, and e>>
[ ] To push out information, such as posting a syllabus or other handouts
[ ] To promote interaction outside 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)

**4.9b How often do you typically use the learning management system during a typical academic term?**

( ) Daily
( ) Weekly
( ) Monthly
( ) Less than monthly

**4.9c What learning management system do you typically use?**

( ) Blackboard
( ) D2L
( ) Canvas
( ) Jenzabar e-Racer
( ) Moodle (Moodle Trust)
( ) Moodlerooms Joule
( ) Pearson eCollege
( ) Sakai
( ) Homegrown/locally developed solution
( ) Other product; please specify: _____
( ) Don't know

**4.9d Please indicate your satisfaction with the following aspects of the learning management system:**

| | N/A | Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |
|---|---|---|---|---|---|---|
| Ease of use in general | | | | | | |
| Ease of use from a mobile device | | | | | | |
| Engaging in meaningful interactions with students (e.g., via discussion boards, direct contact, or social-media connections) | | | | | | |
| System availability | | | | | | |
| System response time | | | | | | |
| 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 | | | | | | |
| Integrating third-party content (e.g., publisher products and materials) | | | | | | |
| Integration with other institutional systems (e.g., for populating classes, gradebook use) | | | | | | |
| Overall satisfaction | | | | | | |

**4.9e Please indicate your level of agreement with the following statements about the learning management system.**

| | 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. | | | | | | |

**4.10 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 | | | | | |
| Laptop | | | | | |
| Wearable technologies (e.g., fitness device, smart watch, Google Glass) | | | | | |

**4.11 How do students typically use these devices in your classes? (Check all that apply.)**

| | Use to take notes | Use to engage in nonclass activities while in class (e.g., checking e-mail, texting) | Use to make other connections with the learning material while in class (e.g., look up definitions of key terms, find more info on a topic) | Use specialized software or Internet for directed in-class activities | Do not typically use in class |
|---|---|---|---|---|---|
| Smartphone | | | | | |
| Tablet | | | | | |
| Laptop | | | | | |

**4.12 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 for me. | | | | | | |
| In-class use of mobile devices is distracting for the students. | | | | | | |
| 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. | | | | | | |
| My institution makes mobile learning a priority. | | | | | | |

**4.13 What technology *currently* has the greatest positive impact on your faculty role?**

_____
_____
_____

**4.14 What technology has the greatest *potential* 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 |
|---|---|---|---|---|---|---|---|
| I receive adequate and appropriate support from IT staff to conduct my research. | | | | | | | |
| I have access to IT staff with specialized knowledge about research computing in support of my academic discipline. | | | | | | | |
| I have access to the specialized software/applications I need to conduct my research. | | | | | | | |
| I receive adequate support for federally funded IT and cyberinfrastructure resources (e.g., Open Science Grid, XSEDE, iPlant, EarthCube, NCBI, etc.). | | | | | | | |
| My institution makes electronic laboratory notebooks (ELNs) available to those whose projects require them. | | | | | | | |
| I receive timely support from IT staff to conduct my research. | | | | | | | |
| My institution has appropriate 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. | | | | | | | |
| My institution provides adequate resources to support cross-institutional research collaborations (e.g., Electronic Laboratory Network, Globus). | | | | | | | |
| In general, I am satisfied with my institution's support for my research needs. | | | | | | | |

**5.2 Do you conduct research you consider to be data-intensive research?**

( ) No <<skip 5.3 and 5.4>>

( ) Yes

**5.3 How much data per year do you generate?**

( ) Don't know
( ) <1 terabyte (TB)
( ) 1–10 TB
( ) >10–100 TB
( ) >100 TB–1 petabyte (PB)
( ) >1 PB

**5.4 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 have enough computational resources at my disposal to conduct my research. | | | | | | | |
| I have enough data storage resources at my disposal to conduct my research. | | | | | | | |
| I have enough visualization resources at my disposal to conduct my research. | | | | | | | |
| My institution provides adequate resources for data backup and data restore in the event of loss or corruption. | | | | | | | |
| Overall, I have the IT cyberinfrastructure resources and support I need to effectively pursue my research. | | | | | | | |
| I am generally satisfied with the provision of research computing technologies at my institution. | | | | | | | |

## Section 6: Demographic and Informational Questions

<<all respondents>>

Please note: If you do not click on a slider at all, no response will be recorded. If you wish to submit a neutral response, you must click on the slider button in its original position.

**6.1a Rate yourself in terms of your DISPOSITION toward 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 toward 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 |

**6.2 Are you…?**

( ) Male
( ) Female
( ) Other
( ) Prefer not to answer

**6.3 What is your age?**

_____
_____ Prefer not to answer

**6.4 In what area(s) are your current faculty load? Select all that apply.**
[ ] 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: _____

**6.5 What is your ethnic background? Select all that apply.** <<U.S. institutions only>>
[ ] White
[ ] Black/African American
[ ] Hispanic/Latino
[ ] American Indian/Native American/Alaskan native
[ ] Asian/Pacific Islander
[ ] Other
[ ] Prefer not to answer

**6.6 May we share your open-ended, written responses with your institution? *Required.**
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

Please click the right arrow or "Next" button below to submit the survey.

**Thank you for responding to the 2015 ECAR Faculty Study!**