

2019 ETRAC Faculty Survey

Informed Consent

Conditions and Stipulations

1. This online survey is being conducted for research purposes. The data resulting from this anonymous survey will be made available to your academic institution. You cannot be identified by your responses. It will be available as individual responses and in aggregate formats. It will be available to the general public in the form of public presentations, reports, journals or newspaper articles, and/or in books.
2. The online survey involves questions about your IT experiences and expectations in higher education. Beyond demographics, all questions will only address IT-related issues.
3. This survey is expected to take about 30 minutes to complete. Taking the research survey is voluntary. If you do not wish to participate, there will be no penalty or loss of benefits. If you do not participate, it will not affect your college/university status in any way. If you choose, you may stop your participation at any time. If you choose to participate, you may skip any question you do not wish to answer.
4. If you have any questions about the research survey and your rights as a participant, you can contact the research team through benchmarking@educause.edu. You will not directly benefit from taking the survey. Your responses will provide data to inform higher education institutions on how to best improve IT experiences for students and faculty. You may choose to enter a drawing for one of a set of Amazon gift cards (one \$200 card and 19 \$100 cards) provided by EDUCAUSE for the national pool of survey participants.
5. You cannot be identified by your survey responses. All personally identifying data will be removed from the data set before the researchers analyze results, the researchers will not be able to identify you. Researchers cannot remove anonymous data from the database should you wish to withdraw it.
6. EDUCAUSE owns and maintains the data collected for the project. Individual response 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.
7. 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.*

I agree.

I do not agree.

**If you choose this option, you will exit the survey.*

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.

Teaching and learning

Research

I don't have adequate experience in either of these areas to comment.

**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:*

Full-time faculty member

Part-time faculty member

Emeritus faculty member

I am not part of the institution's faculty.

**If you select this option, you will exit the survey when you click Next below.*

Section 1: About You

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

Years in a full-time faculty position: _____

Years in a part-time faculty position: _____

1.2 Do you work with...

Select all that apply.

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

1.3 I am currently:

- Tenured
- Not tenured, but on a tenure track
- Not on a tenure track (ongoing appointment)
- Not on a tenure track (temporary/fixed-term appointment)

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

- Emeritus faculty
- Professor
- Associate professor
- Assistant professor
- Clinical professor
- Research professor
- Instructor
- Lecturer/senior lecturer
- Fixed-term adjunct
- Adjunct with continuing appointment
- Research associate
- 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, 2019. E-mail addresses will be permanently deleted from our database no later than July 31, 2019. 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.

Section 2: Technology Ownership, Adoption, Attitudes, and Use (Q2.1–Q2.2d)

2.1 Do you personally own—or does your institution provide you with—any of these devices?

Select all that apply.

	Personally own	Provided by my institution	Neither
Desktop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2a What type of operating system (OS) does your *desktop* have?

If you have more than one desktop, please select the one you use most often for work.

- Windows
- MacOS or OS X
- Chrome OS
- Linux
- Other
- Don't know

2.2b What type of operating system (OS) does your *laptop* have?

If you have more than one laptop, please select the one you use most often for work.

- Windows
- MacOS or OS X
- Chrome OS
- Linux
- Other
- Don't know

2.2c What type of *tablet* do you have?

If you have more than one tablet, please select the one you use most often for work.

- iPad
- Windows tablet
- Android tablet
- Amazon Fire tablet
- Other
- Don't know

2.2d What type of *smartphone* do you have?

If you have more than one smartphone, please select the one you use most often for work.

- iPhone
- Android phone
- Windows phone
- Other
- Don't know

Section 2: Technology Ownership, Adoption, Attitudes, and Use (Q2.3a–Q2.3b)

2.3a Thinking about the past year, please rate your experiences with the following *technology-enabled learning/working spaces* provided by your institution:

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
Online collaborative spaces in which your students or colleagues can work synchronously or asynchronously on projects or assignments (e.g., the learning management system [LMS], Google Docs, Dropbox, OneDrive, Office 365, etc.)	()	()	()	()	()	()	()
Physical collaborative spaces (e.g., computer labs, learning commons, testing centers, research labs, active learning classrooms, etc.)	()	()	()	()	()	()	()
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.)	()	()	()	()	()	()	()

2.3b Thinking about the past year, please rate your experiences with the following *technology-enhanced connection and communication resources* provided by your institution:

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
Reliable access to Wi-Fi networks throughout campus	()	()	()	()	()	()	()
Communication technologies (e.g., e-mail, instant messaging, social media, etc.)	()	()	()	()	()	()	()
Web conferencing technologies (e.g., Skype, Google Hangouts, Adobe Connect)	()	()	()	()	()	()	()
Online or virtual technologies (e.g., network or cloud-based file storage system, web portals)	()	()	()	()	()	()	()
Remote (as opposed to locally installed) access to commercial software applications (e.g., MATLAB, GIS applications, statistical software, graphics software, textual or image analysis programs)	()	()	()	()	()	()	()
Multi-factor authentication (e.g., Duo software, a physical token, an app on your smartphone, biometric scans)	()	()	()	()	()	()	()
Support for getting work done while working off-campus/remotely (domestic)	()	()	()	()	()	()	()
Support for getting work done while working off-campus/remotely (outside of the country)	()	()	()	()	()	()	()

Section 2: Technology Ownership, Adoption, Attitudes, and Use (Q2.3c)

2.3c Thinking about the past year, please rate your experiences with the following *technology support services* provided by your institution:

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
Technology support (e.g., desktop support, classroom technology support, course media production support)	()	()	()	()	()	()	()
Professional development around the integrated use of technology in your teaching, whether face-to-face or online (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 and training opportunities around the integrated use of technology in your research	()	()	()	()	()	()	()
Individualized consultations for using technology in teaching (e.g., course design, assignment development, assessment and evaluation)	()	()	()	()	()	()	()
Individualized consultations for using technology in research and scholarship (e.g., data analysis, management, and visualization; grantsmanship)	()	()	()	()	()	()	()
Support for specialized teaching software	()	()	()	()	()	()	()

Section 2: Technology Ownership, Adoption, Attitudes, and Use (Q2.3d)

2.3d Thinking about the past year, please rate your experiences with the following *other technology services* provided by your institution:

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
High-performance computing/research computing services (e.g., supercomputers and clusters)	()	()	()	()	()	()	()
Access to data scientists, other data analysts, and visualization specialists to help with data analysis, management, and visualization	()	()	()	()	()	()	()
Institutional repository of intellectual output (e.g., publications, presentations, posters, preprints)	()	()	()	()	()	()	()
Digital preservation and curation of research data	()	()	()	()	()	()	()
Support for research collaborations with external peers, partners, and/or institutions	()	()	()	()	()	()	()
Support for finding and using open content (e.g., course materials, texts, data sets)	()	()	()	()	()	()	()
Support for finding and using open-source research software	()	()	()	()	()	()	()
Support for cross-campus research collaboration	()	()	()	()	()	()	()

Section 2: Technology Ownership, Adoption, Attitudes, and Use (Q2.4–Q2.9b)

2.4 How would you describe your overall technology experience at your institution?

- Poor
- Fair
- Neutral
- Good
- Excellent

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
I understand what personal data my institution collects about me (e.g., personal digital information, personnel data).	()	()	()	()	()	()
I understand how my institution uses the personal data they collect about me.	()	()	()	()	()	()
I have confidence in my institution's ability to safeguard my personal digital information (e.g., logins; swipe-card data; accessing the library, health center, or fitness center)	()	()	()	()	()	()
I have confidence in my institution's ability to safeguard my personnel data (e.g., course evaluations, HR data).	()	()	()	()	()	()
I benefit from my institution's collection and use of my personal data (e.g., improved or targeted services, teaching advice or peer matching)	()	()	()	()	()	()
I have confidence in my institution's information security practices.	()	()	()	()	()	()
I have confidence in my ability to follow my institution's information security policies and procedures.	()	()	()	()	()	()
My institution's privacy and security policies impede my productivity.	()	()	()	()	()	()
I benefit from my institution's privacy and security policies.	()	()	()	()	()	()
I have confidence in my institution's ability to safeguard student information.	()	()	()	()	()	()
My instructional and/or advising duties are improved by the use and collection of student data and information.	()	()	()	()	()	()
I understand relevant university policies about data use, storage, and protection.	()	()	()	()	()	()
I have confidence in my institution's ability to safeguard my research data.	()	()	()	()	()	()

2.6 Please indicate your preference for security versus convenience for each of the technologies or services provided by your institution.

	Security is more important	Both, but security is more important than convenience.	Security and convenience are equally important	Both, but convenience is more important than security	Convenience is more important
Connecting my personal devices to institutional networks (e.g., Wi-Fi, printing stations)	()	()	()	()	()
Accessing shared institutional resources while working on campus (e.g., shared computers, shared software, research data, financial data, transcripts, health-center appointments).	()	()	()	()	()
Accessing shared institutional resources while working off campus (e.g., shared software, research data, financial data, transcripts, health-center appointments).	()	()	()	()	()
User account/password policies (e.g., single sign-on, multi-factor authentication)	()	()	()	()	()

2.7 Does your institution provide *mandatory or optional* information security training?

- No
- Yes, mandatory training
- Yes, optional training
- Don't know

2.8 In the past 12 months, have you participated in your institution's information security training?

- No
- Yes
- Don't know

2.9a How useful was the information security training?

- Not at all useful
- Not very useful
- Moderately useful
- Very useful
- Extremely useful

2.9b How can your institution make information security training more useful?

Section 3: Teaching and Learning (Q3.1–Q3.3)

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
Online learning helps students learn more effectively.	()	()	()	()	()	()
Online learning leads to pedagogical innovation.	()	()	()	()	()	()
Online learning makes higher education available to more students.	()	()	()	()	()	()
Online learning makes higher education more affordable for students.	()	()	()	()	()	()
Online learning reduces the numbers of faculty and teaching positions in higher education.	()	()	()	()	()	()
Online learning makes higher education more available to under-represented and non-traditional students.	()	()	()	()	()	()

3.2 When you need technology support or assistance for work-related activities, what do you typically do?

Choose up to three items.

- Ask my friends
- Ask my family
- Ask my peers or colleagues
- Ask staff at my institution's center for teaching and learning or teaching excellence center.
- Ask an instructional designer
- Ask an instructional technologist
- Ask library staff
- Ask teaching or research assistants
- Ask my students
- Search Google, YouTube, or another online source
- Contact the software company or vendor
- Use the college/university help desk services
- Figure it out on my own
- Other, please specify: _____

3.3 How useful do you find these online student success tools provided by your institution for your teaching and advising?

	Service not provided	Don't use service	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 a student's progress in a course appears to be declining	()	()	()	()	()	()	()
Suggestions for how a student can improve performance	()	()	()	()	()	()	()
Suggestions about new or different academic resources for your students (e.g., tutoring, skills-building opportunities)	()	()	()	()	()	()	()

Section 3: Teaching and Learning (Q3.4–Q3.6)

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

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
LMS (e.g., Blackboard, Moodle, Sakai, D2L Brightspace, Canvas)	()	()	()	()	()	()
Online collaboration tools to communicate/collaborate	()	()	()	()	()	()
E-portfolios	()	()	()	()	()	()
E-books or e-textbooks	()	()	()	()	()	()
Free, web-based content to supplement course-related materials (e.g., OpenCourseWare, Khan Academy, iTunes U, YouTube)	()	()	()	()	()	()
Simulations or educational games	()	()	()	()	()	()
Lecture capture (i.e., recording lectures for later use/review)	()	()	()	()	()	()
Students' <i>laptops</i> as a learning tool for course-related activities	()	()	()	()	()	()
Students' <i>tablets</i> as a learning tool for course-related activities	()	()	()	()	()	()
Students' <i>smartphones</i> as a learning tool for course-related activities	()	()	()	()	()	()
Social media as a teaching and learning tool for course-related activities	()	()	()	()	()	()
Software to create videos or multimedia resources as a learning tool in class or for assignments	()	()	()	()	()	()
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	()	()	()	()	()	()
Publisher electronic resources (e.g., quizzes, assignments, tutorials, homework, practice problems)	()	()	()	()	()	()
In-class polling tools (e.g., clickers, Poll Everywhere, SMS-based tools)	()	()	()	()	()	()

3.5 Select 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
- Assigning me a classroom that matches my educational technology needs
- 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
- A better understanding of how to use student-owned technology during class for teaching and learning
- Confidence that the technology will work the way I plan
- Increased student expectations of technology integration
- Increased institutional expectations of technology integration
- Clear indication/evidence that students would benefit
- Other; please specify: _____

3.6 What is *ONE* thing that your institution can do with technology to better facilitate or support your faculty *teaching* role?

Section 4: Learning Environments (Q4.1–Q4.2b)

4.1 In what type of learning environment do you prefer to teach?

- One that is completely face-to-face
- One that is mostly but not completely face-to-face
- About half online and half face-to-face (blended)
- One that is mostly but not completely online
- One that is completely online
- No preference

4.2a In the past 12 months, including the current term, how many for-credit *course sections* have you taught or are you currently teaching?

4.2b In the past 12 months, including the current term, how many for-credit *course sections* have you taught or are you currently teaching *in each of the following categories*?

Please ensure the total matches your answer to 4.2a.

- _____ Completely face-to face
 - _____ Mostly but not completely face-to-face
 - _____ About half online and half face-to-face
 - _____ Mostly but not completely online
 - _____ Completely online
-

Section 4: Learning Environments - Mode of Delivery Preference(Q4.3)

4.3 For each of the following activities or assignments, please indicate your preferred teaching environment.

	Completely face-to-face	Mostly face-to-face with some online components	Equal parts face-to-face and online	Mostly online with some face-to-face components	Completely online
Course-related discussions	()	()	()	()	()
Exams, quizzes, or tests	()	()	()	()	()
Lecture	()	()	()	()	()
Assignments	()	()	()	()	()
Student presentations	()	()	()	()	()
Labs/demonstrations	()	()	()	()	()
Collaboration	()	()	()	()	()
Peer-review/peer-grading activities	()	()	()	()	()
Faculty/student conferences	()	()	()	()	()
Distributing course materials/syllabus	()	()	()	()	()

Section 4: Learning Environments - Classroom Technologies (Q4.4–Q4.5b)

4.4 Rate your satisfaction with the following classroom technologies at your institution:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
Availability of classrooms with multimedia equipment	()	()	()	()	()	()
Reliability of equipment available	()	()	()	()	()	()
General ease of use of instructor stations	()	()	()	()	()	()
Instructor docking station/connections for laptop computer	()	()	()	()	()	()
Computers in the instructor stations	()	()	()	()	()	()
Software on the instructor-station computers	()	()	()	()	()	()
Wi-Fi access	()	()	()	()	()	()
Web conferencing systems for remote speakers or remote students	()	()	()	()	()	()
Automated lecture capture systems	()	()	()	()	()	()
Wireless projection	()	()	()	()	()	()
Wireless screensharing	()	()	()	()	()	()
Wireless content sharing (e.g., Solstice)	()	()	()	()	()	()
Document cameras/projector	()	()	()	()	()	()
Flatscreen TVs	()	()	()	()	()	()
Audience response systems (e.g., clickers)	()	()	()	()	()	()
Interactive display (e.g., SMART podiums)	()	()	()	()	()	()
Accessibility technologies (e.g., JAWS reader, signing support)	()	()	()	()	()	()
Remote monitoring for technical support	()	()	()	()	()	()

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
Lightboards/learning glass	()	()	()	()	()	()
Experimental interactive displays/boards (e.g., Google Jam board, Cisco Spark board)	()	()	()	()	()	()
Extended reality (XR) technology	()	()	()	()	()	()
AI in the classroom (e.g., voice-activated assistants)	()	()	()	()	()	()
Active learning classrooms	()	()	()	()	()	()
Collaborative, informal learning spaces	()	()	()	()	()	()
Faculty/instructor experimental space for a model class	()	()	()	()	()	()

4.5a Rate your overall satisfaction with classroom technologies at your institution:

- () Very dissatisfied
- () Dissatisfied
- () Neutral
- () Satisfied
- () Very satisfied

4.5b What classroom technologies have the greatest positive impact on your teaching and why?

Section 4: Learning Environments - LMS (Q4.6a–4.8)

4.6a What LMS do you typically use?

- I don't use an LMS at all.
- Blackboard Learn
- Canvas
- D2L Brightspace
- Moodle (Moodle Trust)
- Moodlerooms Joule
- Pearson eCollege
- Sakai
- Homegrown/locally developed LMS
- Other product; please specify: _____
- Don't know

4.6b Please indicate how you use the LMS.

Select all that apply.

- To post a syllabus
- To push out information, such as handouts
- To push out and collect assignments and/or assessments
- To promote interaction outside the classroom by using discussion boards
- To teach blended courses
- To teach completely online courses
- For the gradebook
- For committee work

4.7a Please indicate your satisfaction with the following aspects of the LMS:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
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)	()	()	()	()	()	()
Training for initial use	()	()	()	()	()	()
Ongoing training/professional development	()	()	()	()	()	()
Creating or posting content (e.g., syllabus, recorded lectures, supplemental learning materials, e-texts, podcasts, blogs)	()	()	()	()	()	()
Importing content from a previous offering of the same course	()	()	()	()	()	()
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 grades/points)	()	()	()	()	()	()
Receiving course assignments reliably	()	()	()	()	()	()
Giving feedback on course assignments	()	()	()	()	()	()
Integrating third-party content (e.g., reusable learning objects, materials from publishers)	()	()	()	()	()	()
Integration with other institutional systems (e.g., for populating classes, gradebook use)	()	()	()	()	()	()
Ease of use and functionality of gradebook	()	()	()	()	()	()

4.7b Please indicate your overall satisfaction with the LMS:

- () Very dissatisfied
- () Dissatisfied
- () Neutral
- () Satisfied
- () Very satisfied

4.8 Please indicate your level of agreement with the following statements about the LMS:

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

Section 4: Learning Environments - LMS (Q4.9)

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

	Ban students from using it in the classroom	Discourage students from using it in the classroom	About equally discourage and encourage its use in the classroom	Encourage students to use it in the classroom	Require students to use it in the classroom
Laptop	()	()	()	()	()
Tablet	()	()	()	()	()
Smartphone	()	()	()	()	()
Wearable technologies (e.g., fitness device, smart watch)	()	()	()	()	()

Section 5: Demographic Questions

5.1 How do you identify?

- Male
- Female
- Other
- Prefer not to answer

5.2 What is your age?

5.3 In what area(s) are the courses included in 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 specify: _____

5.4 What is your ethnic background?

Select all that apply.

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

5.5 May we share your open-ended, written responses with your institution?

If you have included information in your written responses that could identify you, we suggest choosing “No.”

- No
 - Yes
-