ETS 2014 Faculty Survey

**Purpose and Methodology**

Enterprise Technology Services (ETS) conducted a campus-wide student information technology survey during the Spring 2014 semester. The purpose of the survey was to identify which technologies are currently being used by Howard University’s faculty population and to evaluate the effectiveness of ETS’ services. The results of the survey will be used to assist ETS in enhancing Howard University’s technology resources and services, and planning for future innovations. The survey instrument was administered electronically via Blackboard. The survey was available to the faculty for a duration of 10 days.

**Participant Demographics**

A total of 103 faculty members responded to the survey, representing approximately 3% of the faculty population.

Which of the following describes your faculty status during the current academic year?

![Bar Chart](image-url)
Do you work primarily with:

- Undergraduate students: 59%
- Graduate students: 23%
- Professional students: 17%
- N/A: 1%

How many years do you have as Full-time or Part-time Faculty?

- Full-Time Faculty 1-5 years: 40%
- Full-Time Faculty 6-10 years: 25%
- Full-Time Faculty 10-20 years: 17%
- Full-Time Faculty 20+ years: 18%
Thinking about the past year, please rate your experiences with technology for the following resources/services/spaces provided by ETS:

Classroom based technology (computers, projection systems, lecture capture, SMART boards, etc.)

- Excellent: 30%
- Very Good: 16%
- Good: 14%
- Fair: 21%
- Poor: 8%
- Haven't used: 8%
Online collaborative spaces

- Excellent: 3%
- Very Good: 14%
- Good: 15%
- Fair: 19%
- Poor: 13%
- Haven't used: 36%

Access to institutional resources

- Excellent: 5%
- Very Good: 12%
- Good: 7%
- Fair: 26%
- Poor: 17%
- Haven't used: 33%

Reliable access to wi-fi networks throughout campus or laborator facilities

- Excellent: 5%
- Very Good: 12%
- Good: 7%
- Fair: 26%
- Poor: 17%
- Haven't used: 33%
Communication technologies (email, web-based conferences, social media, etc.)

- Excellent: 3%
- Very Good: 11%
- Good: 20%
- Fair: 21%
- Poor: 25%
- Haven't used: 18%

Online or virtual technologies

- Excellent: 36%
- Very Good: 8%
- Good: 21%
- Fair: 12%
- Poor: 17%
- Haven't used: 6%

Technology support (desktop support, classroom technology support, course media production support, etc.)

- Excellent: 17%
- Very Good: 10%
- Good: 11%
- Fair: 17%
- Poor: 21%
- Haven't used: 22%
Professional development around integrated use of technology in your faculty role

- Excellent: 20%
- Very Good: 17%
- Good: 15%
- Fair: 17%
- Poor: 20%
- Haven’t used: 10%

Specialized teaching software

- Excellent: 40%
- Very Good: 14%
- Good: 17%
- Fair: 15%
- Poor: 9%
- Haven’t used: 4%

High performance computing or research computing services

- Excellent: 68%
- Very Good: 14%
- Good: 4%
- Fair: 10%
- Poor: 3%
- Haven’t used: 2%
Cloud-based high performance computing (or research computing) systems

- Excellent: 79%
- Very Good: 12%
- Good: 4%
- Fair: 0%
- Poor: 5%
- Haven't used: 1%

Data management services

- Excellent: 63%
- Very Good: 14%
- Good: 8%
- Fair: 7%
- Poor: 6%
- Haven't used: 3%

Digital repositories for researchers and scholars

- Excellent: 61%
- Very Good: 16%
- Good: 7%
- Fair: 7%
- Poor: 6%
- Haven't used: 4%
Please tell us how much you agree or disagree with the following statements. ETS generally:

- **Has strategic partnerships between the information technology unit(s) and University leadership**
  - Strongly agree: 12%
  - Agree: 43%
  - Disagree: 34%
  - Strongly disagree: 12%

- **Assists faculty with integration of information technology**
  - Strongly agree: 18%
  - Agree: 42%
  - Disagree: 23%
  - Strongly disagree: 17%

- **Improves student outcomes through an approach that uses technology**
  - Strongly agree: 10%
  - Agree: 35%
  - Disagree: 39%
  - Strongly disagree: 17%

Uses analytics to support critical University outcomes

- Strongly agree: 12%
- Agree: 41%
- Disagree: 38%
- Strongly disagree: 10%

Supports the trends toward IT consumerization and bring-your-own device

- Strongly agree: 7%
- Agree: 12%
- Disagree: 42%
- Strongly disagree: 40%

Facilitates a better understanding of information privacy and security

- Strongly agree: 10%
- Agree: 14%
- Disagree: 30%
- Strongly disagree: 47%
Please tell us how much you agree or disagree with the following statements about data/information privacy and security:

**ETS's privacy and security policies impede my productivity**

- Strongly Agree: 13%
- Agree: 6%
- Disagree: 19%
- Strongly disagree: 62%
I have confidence in ETS to safeguard my personal information

- Strongly agree: 6%
- Agree: 28%
- Disagree: 53%
- Strongly disagree: 13%

I have access to all the resources I need to keep my research and

- Strongly agree: 8%
- Agree: 34%
- Disagree: 16%
- Strongly disagree: 43%
I take sufficient measures to keep my research and scholarly data secure

- Strongly agree: 2%
- Agree: 16%
- Disagree: 27%
- Strongly disagree: 55%

I take sufficient measures to keep data about my students secure

- Strongly agree: 1%
- Agree: 9%
- Disagree: 33%
- Strongly disagree: 57%
ETS 2014 Faculty Survey

When you need technology support or assistance for school-related activities, which sources do you use?

Other Sources of Technology Used (Unedited comments):

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School has its own tech person Alicia, she is very good</td>
<td>36%</td>
</tr>
<tr>
<td>University Libraries Technology Support</td>
<td>12%</td>
</tr>
<tr>
<td>I improvise with resources.</td>
<td>12%</td>
</tr>
<tr>
<td>University support</td>
<td>20%</td>
</tr>
<tr>
<td>Departmental resources (projectors, etc.)</td>
<td>16%</td>
</tr>
<tr>
<td>Our tech person most of the time and then ETS (if the phone is answered!)</td>
<td>16%</td>
</tr>
<tr>
<td>CLDC</td>
<td>5%</td>
</tr>
<tr>
<td>WHUR Computer professional</td>
<td>5%</td>
</tr>
</tbody>
</table>
If you use the ETS Help Desk, please rate your experience with the following services:

**Walk-In**
- Excellent: 46%
- Very Good: 17%
- Good: 11%
- Fair: 12%
- Poor: 6%
- Haven’t used: 10%

**Phone**
- Excellent: 28%
- Very Good: 17%
- Good: 13%
- Fair: 8%
- Poor: 7%
- Haven’t used: 27%

**E-mail**
- Excellent: 29%
- Very Good: 12%
- Good: 16%
- Fair: 15%
- Poor: 17%
- Haven’t used: 12%
Does the ETS Help Desk’s current hours of operation meet your needs?

Recommended Hours & Comments (unedited):

<table>
<thead>
<tr>
<th>Hours</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a - 10p</td>
<td>Extend to 7 PM every day. Researchers work late into the night.</td>
</tr>
<tr>
<td>Evening Hours (e.g., 5p - 9p)</td>
<td>would be helpful during the academic year.</td>
</tr>
<tr>
<td>24</td>
<td>24 hrs.</td>
</tr>
<tr>
<td>24 hours</td>
<td>Late night and weekend support.</td>
</tr>
<tr>
<td>evenings and weekends</td>
<td>24 hours</td>
</tr>
<tr>
<td>7 am - 6:00 pm</td>
<td>I teach evening class so I need to reach someone between 5 and 7pm.</td>
</tr>
<tr>
<td>Working through EM records is more secure but is much slower and one has to wait longer to get service.</td>
<td></td>
</tr>
<tr>
<td>7am to 7pm</td>
<td>12-3am</td>
</tr>
<tr>
<td>24/7, especially 5pm - 12 midnight for students and faculty</td>
<td>Summer</td>
</tr>
<tr>
<td>Should be available 7 days a week, which is when our faculty &amp; students work!</td>
<td>24/7 for issues such as email outages</td>
</tr>
<tr>
<td>after 4:30pm</td>
<td>6 pm to 10 pm and weekends</td>
</tr>
</tbody>
</table>
The help desk time should be extended to 7 or 8 PM.

After 5pm

Has to be before 8:30 and after 5 PM as well. I called at 8:28 AM one morning and the gentleman told me to call back at 8:30 after the server had been offline ALL evening!!!!

After 6:00 pm

24/7!!!

until midnight

24/7

include weekends and after 5pm when I am doing my research and emails

Evenings and weekends

24 hour

should be available 24 hours and weekends

ETS Help Desk's should be working as long as the ILab is open. It can assist through a more efficient phone assistance, 24h/7

Need someone available until 11 PM by phone.

mostly at night and on weekends

24/7, or at least until 3 AM ET.

Evenings weekends

Night hours for online classes

24/7

at least until 9:00 pm

evening hours up to 8 pm

After 5 pm when office hours are over and I can trouble shoot better.

24/7
To what extent do you agree with the following statements?

**I wish my students were better prepared to use institutionally specific technology (e.g., course registration system, Blackboard, library search system)***

- Strongly agree: 21%
- Agree: 27%
- Disagree: 50%
- Strongly disagree: 2%

**I wish my students were better prepared to use basic software programs and applications (e.g., MS Office, Goggle Apps, etc.)***

- Strongly agree: 36%
- Agree: 40%
- Disagree: 20%
- Strongly disagree: 4%

**Most of my students have adequate technology skills for carrying out course activities***

- Strongly agree: 17%
- Agree: 17%
- Disagree: 4%
- Strongly disagree: 61%
Too many of my students look to me or my teaching assistants for technology support to fulfill my course requirements

- Strongly agree: 13%
- Agree: 24%
- Disagree: 51%
- Strongly disagree: 12%

I wish my students had 24/7 Help Desk support for Banner, Blackboard, Tegrity, and other ETS applications)

- Strongly agree: 41%
- Agree: 37%
- Disagree: 20%
- Strongly disagree: 2%
I could be a more effective faculty member if I were better skilled at integrating this technology into my courses:

- Learning Management: 11%
- e-Portfolios: 8%
- Free web-based course material: 11%
- Simulations or educational games: 9%
- Lecture capture: 14%
- Online collaboration tools: 11%
- Non-keyboard computer interfaces: 8%
- 3D printers: 4%
- Social media: 7%
- Students' laptops during class: 7%
- Students' smartphones during class: 5%
- Students' tablets during class: 5%
- Social media: 7%
- 3D printers: 4%
- Non-keyboard computer interfaces: 8%
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- Social media: 7%
- Students' laptops during class: 7%
- Students' smartphones during class: 5%
- Students' tablets during class: 5%
- Social media: 7%
- 3D printers: 4%
- Non-keyboard computer interfaces: 8%
Do you have the technology you need to effectively conduct your classes?

![Pie chart showing 43% Yes and 57% No](chart.png)
What additional technology (software and hardware) do you need to effectively conduct your classes?

**Unedited Comments:**

<table>
<thead>
<tr>
<th>Conversion to smart classrooms and provision of data acquisition software systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms with white boards and speakers for audio</td>
</tr>
<tr>
<td>Touch technology so we don't have to carry computers etc.</td>
</tr>
<tr>
<td>NVivo software for our qualitative research classes and students working on dissertations, LCD projectors in the classrooms where I teach, strong WIFI signals in EVERY classroom where instruction is provided</td>
</tr>
<tr>
<td>I spend too much time hauling a big projector from class to class. We should have one hoisted in each classroom.</td>
</tr>
<tr>
<td>Projector, screen and computer, tables for student's laptop / textbook(s)</td>
</tr>
<tr>
<td>There should be projectors with speakers and DVD, AV, HDMI, CD, etc. hook-ups in every classroom. It makes no sense that we have to drag laptops, projectors, and old televisions all over campus.</td>
</tr>
<tr>
<td>12 years ago I taught from smart classrooms at the University of North Carolina-Chapel Hill. I am still waiting to be able to teach from one at Howard. It would be nice to be able to project video, images, and sound in a clear, easy, and reliable way.</td>
</tr>
<tr>
<td>3D printers, Laser Cutters, CNC, Fabrication tools</td>
</tr>
<tr>
<td>Better clicker/polling system, better projector systems and Wi-Fi access in classrooms</td>
</tr>
<tr>
<td>University licenses for products like Poll Everywhere</td>
</tr>
<tr>
<td>Adobe Captivate and the entire eLearning suite</td>
</tr>
<tr>
<td>Broadcast software that’s connected to computers in the lab so I can see my student's computers with the ability to control their computers remotely for instruction and assistance.</td>
</tr>
<tr>
<td>ARS provider</td>
</tr>
<tr>
<td>Learning video modules that link to eBooks and lecture capture</td>
</tr>
<tr>
<td>Smart cart and smart boards. Laptops &amp; tablets in class.</td>
</tr>
<tr>
<td>Updated computers</td>
</tr>
<tr>
<td>Speakers, mini projectors, wires to connect Mac products to projector. Since I have to carry</td>
</tr>
<tr>
<td>Projectors and computers in the classrooms. TV, VCR's and DVD players. A smart board</td>
</tr>
<tr>
<td>More smart classrooms, or easier access to laptops and projectors</td>
</tr>
<tr>
<td>Online access, Blackboard access, computers that work, overhead projectors,</td>
</tr>
<tr>
<td>The main issue is students rely heavily on Wi-Fi and when they take tests on it, which I tell them not to, they get disconnected.</td>
</tr>
<tr>
<td>Testing centers, wireless internet access throughout the campus, audio system.</td>
</tr>
<tr>
<td>Adobe creative suite, acrobat, smart boards, projectors, laptops, desktops, body scanner, 3d printer, large scale printers, tablets, etc.</td>
</tr>
<tr>
<td>Reliable wireless access, adequate projection, web conferencing for &quot;live&quot; class sessions, web-based polling</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Our old building is decades out of date. We have no smart classrooms.</td>
</tr>
<tr>
<td>Need ability to precisely edit recorded lecture. Tegrity capacity for editing is poor</td>
</tr>
<tr>
<td>Marketing/sound engineering/design</td>
</tr>
<tr>
<td>Classroom projection systems and blackboard need to be more dependable before I start using them.</td>
</tr>
<tr>
<td>Ability to capture videos on the web.</td>
</tr>
<tr>
<td>A review on capabilities of products we have as well as updates.</td>
</tr>
<tr>
<td>Smart Boards, working projectors, laptops or computers specific to the classroom vs. having to bring my own personal laptop</td>
</tr>
<tr>
<td>Projectors and desktop computers that function reliably with remotes to control the projectors</td>
</tr>
<tr>
<td>I have some which are in CLDC Lab in Downing which is poorly managed</td>
</tr>
<tr>
<td>A classroom with working IT would be really nice. &quot;Smart&quot; room?</td>
</tr>
<tr>
<td>Video and audio editing, more cameras, smart rooms, software to use my Ipad in class instead of computer</td>
</tr>
<tr>
<td>Smart room: Computer (with Internet access), projector, etc.</td>
</tr>
<tr>
<td>Lecture capture on site</td>
</tr>
<tr>
<td>Douglass Hall classrooms must be configured and networked for computer use in-class teaching</td>
</tr>
<tr>
<td>Ipad for faculty, Smart Rooms for classrooms, reliable University's WIFI, 21st Century Languages Lab</td>
</tr>
<tr>
<td>Internet rarely works, most classrooms in CB Powell don't have Ethernet access, no built in presentation tools in classrooms</td>
</tr>
<tr>
<td>Let's just start with online access!! There is no internet or HU network in my building.</td>
</tr>
<tr>
<td>Reliable internet/wireless access</td>
</tr>
<tr>
<td>Audio sound in the classroom</td>
</tr>
<tr>
<td>Not all of the time. Sometimes it does not work. Computers, printers, projectors, scriptwriting software</td>
</tr>
<tr>
<td>I have to teach some of my students basic software so they are able to handle the classwork and homework</td>
</tr>
<tr>
<td>Limited access to the web. Also I bought my own projector and have to carry my projector and computer three to four blocks to class.</td>
</tr>
<tr>
<td>I need a reliable Wi-Fi connection in Locke Hall classrooms and access to a LED projector to conduct film classes and teach German conversation and grammar courses.</td>
</tr>
<tr>
<td>Broadband &amp; Smart Rooms cliques</td>
</tr>
</tbody>
</table>
Do you have access to the specialized hardware you need to conduct your research?

- Yes: 53%
- No: 47%
Do you have the access to the specialized software/applications you need to conduct your research?

- Yes: 52%
- No: 48%

Do you receive adequate, appropriate and timely support from ETS staff to conduct your research?

- Yes: 52%
- No: 48%
Do you receive timely support from ETS staff to conduct your research?

- Yes: 48%
- No: 52%

What is your interest in Internet2?

- Very interested: 55%
- Somewhat interested: 37%
- Not interested: 8%