

ECAR Research in the Academic Communities

Faculty Technology Study 2014 and Student Technology Study 2014



Research Prospectus



I. Project Overview

Technology is a critical part of the teaching and learning mission as well as the research mission of higher education. In 2014, ECAR is conducting two studies about technology expectations and experiences in higher education. Our 2014 work includes the eleventh iteration of our exploration of undergraduate students' technology experiences and our first survey of faculty technology. Both surveys ask respondents to share their current technology experiences, needs, and expectations about technology and technology issues at their campus. The results of these studies will be combined, when possible, to provide a two-sided view of these stakeholders' technology experiences. Institutions can participate in one or both studies. There is no fee to participate.



The Student Study explores technology ownership, use patterns, and expectations as they relate *to the student experience*. 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 students, and become more technologically competitive among peer institutions.



The Faculty 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.

Specific institution-based results and comparative (anonymous) peer benchmarks will be shared with participating institutions, and ECAR will create a public report using the results of one or both studies. These studies are in line with the EDUCAUSE focus on investing substantial effort and resources in improving the relevance, quality, and breadth of its research.

Research Objectives

The purpose of EDUCAUSE research in the academic community is to understand the technology, experiences, needs, and expectations of academic community members and stakeholders for the purpose of helping higher education IT professionals and decision-makers fulfill the following jobs to be done:

1. Improve information technology services
2. Increase technology-enabled productivity
3. Prioritize strategic contributions of information technology to higher education
4. Plan for technology shifts among the various constituencies of the academic community
5. Become more technologically competitive among their peer institutions or ideal benchmarks

In order to attain these objectives, survey contents focus primarily on the measures and dimensions in the following rubric:

Dimensional Categories	Measures		
	Extent of Ownership, Use, or Activity	User Satisfaction or Importance Ratings	Needs Assessment or Expectations
Devices			
Services			
Applications			
Websites			
Activities			
Connections/Engagement			
Resources/Tools			
Outcomes			

The scope of the work includes surveying undergraduate students and/or faculty in spring 2014. ECAR is continuing an internal discussion about reengineering these types of surveys with other populations in mind (i.e., college aspirants, graduate students, alumni, staff, leaders, etc.) for possible spinoff surveys to tell a broader story about the status and efficacy of technology in higher education.

II. Research Methodology

These studies consist of a web-based quantitative survey of undergraduate students and/or faculty from different types of higher education institutions. Data will be gathered from individual institutions that volunteer to participate in this work. EDUCAUSE will provide a single survey instrument for each population (undergraduates and faculty) to all participating institutions with questions that align with the studies' research objectives. Each institution will administer the survey(s) to faculty (any individual with a faculty-member designation or whose job duties are primarily instructional, including teaching, clinical, and research faculty; full-time and part-time faculty; tenured, tenure-track, associate, assistant, and other faculty) at their institution between January and March 2014 and/or to undergraduate students enrolled at their institution between February and April 2014. The data will be collected in a secure, cloud-based repository that is only available to authorized ECAR researchers. ECAR will provide background materials needed by institutions to initiate IRB approvals or exemptions, a link to the online survey, recommendations and consultancy about sampling methodology, and recommended text to send to students inviting (and subsequently reminding them) to participate.

General Timeline

- Mid-November: Resource materials and the "intent to participate" form posted online (<https://www.surveygizmo.com/s3/1441726/ECAR-Research-in-the-Academic-Communities>).
- Mid-November 2013 through January 2014: Survey invitation window open for participation in the 2014 studies (formal invitations sent to ECAR contacts)
- Mid-January through Mid-March 2014: Data-collection window for the faculty study
- Mid-February through Mid-April 2014: Data-collection window for the student study
- Early June 2014: Institution-specific data files sent to participating institutions
- Early August 2014 through Mid-September 2014: Public reports released

Participants will not receive any compensation for participating in the survey but can opt-in to an opportunity drawing to receive a gift certificate. Survey participants will not be contacted directly by EDUCAUSE, and the purpose of the drawing is to provide incentive to complete the survey.

III. Form Factors/Deliverables

- Research hub
- Reports by population surveyed
- Derived/combined reports by topic
- Survey instruments
- Slide decks
- Infographics

For participating institutions:

In addition to having access to the materials outlined above, participating institutions will receive:

- Raw data files of de-identified (anonymous) student responses
- Aggregated summative data and comparative benchmarking data from (anonymized) peer institutions to each participating institution

IV. Partners/Collaborators

Principal Investigator:

Eden Dahlstrom, Director of Research, EDUCAUSE, edahlstrom@educause.edu

Subject-Matter Experts:

- Malcolm Brown, Director, EDUCAUSE Learning Initiative, EDUCAUSE, mbrown@educause.edu
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- Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative, EDUCAUSE, vdiaz@educause.edu
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- Craig Stewart, Associate Dean for Research Technologies, Indiana University–Bloomington, stewart@iu.edu
- Kristen Vogt, Knowledge Management Officer, NGLC, EDUCAUSE, kvogt@educause.edu
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V. Subject Consent

By responding to the survey, students/faculty will be giving their consent to participate (see project website for full details about informed consent: <http://www.educause.edu/student-study>). Individuals under the age of 18 will not be permitted to participate. Data are collected only via the survey. Responses to the survey questions will be anonymous. Participating institutions will receive their participants' responses (de-identified without any confidential data).