DIGITAL ECOSYSTEM WORKGROUP

DELIVERABLE 2

Submitted by: **Dr. Cynthia DeLuca** and **Sidney Fernandes**

December 20, 2019

Introduction and Process

On March 20, 2019, Provost Wilcox sent a charge document to launch the *Building a Digital Ecosystem Strategic Initiative* (DESI) (Appendix A). The core team workgroup (Appendix B) convened meetings, beginning in May, to learn more about the Provost's charge, understand the digital ecosystem trends as reflected by national research, and brainstorm ideas to transform the USF digital ecosystem.

After careful consideration and discussion of the broad scope of ideas identified, the team decided that the first phase of DESI would focus on the digital learning environment (Appendix C). Through an active learning exercise, four subgroups were formed and continue to provide leadership to the core team.

The subgroups and their responsibilities

- Student Success
    - Lead learning analytics pilot in the digital learning environment
    - Transform the student experience and improve learning outcomes using technology
    - Lead digital literacy (FTIC)
    - Connect with Graduate Student Success Workgroup
- Faculty Success
    - Lead pedagogy in the digital learning environment
    - Lead digital literacy in the new environment (i.e. active classroom)
    - Promote faculty development and support with any new and existing technologies (i.e. Canvas)
    - Research computing and support
- Business Process
    - Lead information governance
    - Streamline business processes to reduce work effort, including iBPM, RPA, machine learning and other innovative solutions
    - Define terms used within the digital learning environment
- Technology Enablement
    - Lead active classrooms pilot
    - Explore digital campus classrooms, including the use of tools to enable geographically distributed campuses
    - Introduce new technology tools to modernize and improve the learning experience, including AR/VR and more

The members of each subgroup can be found in Appendix D. Each subgroup was tasked with identifying a few high-risk areas and providing recommendations to improve the digital learning environment for their specific focus areas. The core team reconvened in June to review the list of areas and recommendations identified by the subgroups before submitting their June

deliverable to the Provost. In the timeframe between June and November, the subgroup co-chairs took leadership in implementing the preliminary recommendations listed in our June deliverable (Appendix E).

Status of Preliminary Recommendations

In order to recommend solutions, we must be constantly informed by the experiences of our campus community that uses the tools and technology. To meet the needs of the changing demographics at the University of South Florida, we need to embrace technological innovation, data-informed design, and measurable improvements in service and support. In an effort to both understand our stakeholders and provide evidence-based decisions, we are in the process of completing action plans for high risk items that were identified on our June deliverable report.

Our preliminary recommendations for "a cohesive digital ecosystem that provides faculty, staff, students and alumni with the tools and capacities needed to support education and research, business operations, and communications", led the workgroup to request permission to administer surveys to all students, faculty and staff on each campus. The intent of the surveys is to learn more about the various university stakeholder groups and their digital experiences, needs and expectations. We felt it important and purposeful to collect baseline data before making recommendations that would require a significant investment of human and financial resources.

As a workgroup, we decided to utilize an established set of surveys from EDUCAUSE (Appendix F), known as their ETRAC surveys (EDUCAUSE Technology Research in the Academic Community), which are designed to provide data to develop and support strategic directions for educational technology (https://www.educause.edu/ecar/technology-research-academic-community). EDUCAUSE offers a student and faculty survey; we have also adapted a version for staff that we will also be vetting. We missed the opportunity to participate in their national study, but we have secured approval to utilize their instrument as long as we source them and use the surveys for non-commercial purposes. We will be able to compare our results to their high-level results in aggregate (prior year study infographic is available here).

The timeline for the administration of the student survey is 11/19/19 – 1/8/20 - (2 weeks with a reminder mid-way) – timeline selected to avoid mid-term timeframe and winter holidays. The timeline for the administration of the faculty survey is 12/6/19 – 1/6/20. The staff survey will be administered in mid-January. The Office of Decision Support provided leadership in the implementation and data collection of the surveys.

With Student Success as a primary driver of all of our goals, the workgroup agreed that the survey results would "offer insight and suggestions that assist in understanding and meeting the technology needs of faculty and students alike, which contributes to student success." Following the initial phase of analysis, in-depth interviews and focus groups will be held with stakeholders to gather further insights on practical uses of the framework, which will lead to

our final recommendations for this phase. The results will also be shared with the Faculty Success and Graduate Student Success workgroups in order to properly align resource needs and find solutions.

Throughout the six-month time frame, several environmental scans and system-wide inventories of current tools and technologies available were completed. Together with the creation of a glossary of terms essential to the digital ecosystem, the workgroup plans to build a repository for the faculty, staff and students, which is an essential piece of a successful digital ecosystem implementation.

Though our primary focus has been on digital learning, we understand that with the fast-paced, ever-changing landscape of higher education, in addition to the unprecedented introduction of new technologies, it is imperative to continue to work on current projects that are, and continue to be, a critical part of a comprehensive digital ecosystem. Therefore, we have identified and prioritized items that need to be in place by July 1 to meet the needs of our campus communities post-consolidation. One such item is communication. The role of communications is central to our goal of creating a well informed and more engaged USF, geographically distributed, highlighting the ongoing work of the Digital Ecosystem Workgroup (i.e. digital ecosystem website, technology inventory). Through multiple action items, we are increasing the ease of use and utility of existing communication services and digital platforms (i.e. a common email and Microsoft Teams) in order to engage constituencies and give them a way to easily and effectively engage with each other. "Effective and efficient communications tools and engagement platforms ensure that the University not only has a culture of collaboration and innovation, but also the practical and applicable resources to actively work, research, teach and engage together in collaborative ways" (Digital Transformation Initiative, 2019).

The workgroup believes that successful initiatives must be grounded in a clearly articulated digital strategy, and as directed by the Provost, these must align with the University's strategic vision and our Preeminent status. Therefore, the development of a five-year plan will be an iterative process. The DESI workgroup will continue to build on a long-range plan in tandem with the President's strategic renewal process. Each phase of the initiative will explore challenges and opportunities; prioritize goals that must be accomplished to meet the principles of One USF; and include design and development, testing, and assessment in order to deliver tools and technologies that meet the needs of our campus community.

The following is a summary of goals and action items aligned with the deliverable request. However, until we receive and analyze our survey results, we will be unable to provide specific recommendations and resource needs. An addendum to this report will be submitted in Spring 2020.

BUILDING A DIGITAL ECOSYSTEM				
Strategic Goal: Align digital tools and technologies into teaching, learning and research.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
1.1a Build a comprehensive inventory of available tools and technologies by classification (faculty/staff/students)	**a)** Conduct an inventory of current tools and technologies across USF, geographically distributed **b)** Identify functional owners **c)** Responsible party	Technology Workgroup	Initial phase complete (a) March 2020 (b and c)	Time
1.1d Enable faculty/staff/students to search inventory	**a)** Build an interactive database for faculty/staff/students	Technology Workgroup	June 2020	Time
1.1b Create best practices for USF	**a)** Conduct a literature review to share best practices	Technology Workgroup	June 2020	Time
1.2 Create **an** Integrated and Robust Learning Environment across all campuses	**a)** Conduct an environmental scan and create an asset map of existing classroom space for active/synchronous classrooms (all campuses). Determine the number and types of technology enabled classrooms needed to ensure access after consolidation **b)** Design, monitor and evaluate active classroom pilots including the new MCOM building	InEd and IT	In progress, January 2020 January – December 2020	
1.3 Evaluate and standardize collaboration tool/platform	**a)** Conduct a pilot study using Microsoft TEAMS for collaboration, LMS integration, synchronous class sessions, etc. **b)** Evaluate and make determination/recommendations to replace existing platform(s) **c)** Train campus community to use tool/platform effectively	Technology Workgroup/ Stakeholders/IT	Determined by creation of single USF accounts for faculty/staff /students in MS cloud (see #6)	IT Budget Training resources - TBD

Strategic Goal: To better understand, engage and support faculty, staff and students in the digital transformation.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
2.1a Assess the level of competency and expectations of digital technologies in student learning	**a)** Conduct a survey to assess the technology needs and comfort of current students on all USF campuses **b)** Analyze initial results **c)** Conduct focus groups and in-depth interviews **d)** Analyze and summarize results **e)** Discuss results with USF stakeholders: VPSS, IT, Provost, Dean of Graduate Studies, Deans **f)** Make recommendations based on results	Student Success Sub-group	Survey in progress	$2,000 for prizes
			Jan 2020	
			March 2020	Cost for focus group leader $5,000
			April 2020	
		Digital Ecosystem Workgroup	April 2020	
			May 2020	
2.1b Support student digital fluency	**a)** Develop training opportunities based on actionable data-driven survey results **b)** Conduct in person and online training	Technology Enablement Sub-group	May – July 2020	Additional learning design staff needed x 2
			July 2020 - ongoing	
2.1c Communicate training priorities	**a)** Development of training communication plan to build awareness	Digital Ecosystem Workgroup	July 2020 - ongoing	Time
2.2a Assess the level of competency and expectations of digital technologies in faculty teaching	**a)** Conduct a survey to assess the technology needs and comfort of current faculty on all USF campuses **b)** Analyze initial results **c)** Conduct focus groups and in-depth interviews **d)** Analyze and summarize results **e)** Discuss results with USF stakeholders: VPSS, IT, Provost, Dean of Graduate Studies, Deans, Faculty Senate	Faculty Success Sub-group	Survey in progress	
			Jan 2020	
			Feb 2020	$5,000 lead focus groups
			April 2020	
		Digital Ecosystem Workgroup	April 2020	
			May 2020	

	f) Make recommendations based on results			
2.2b Support faculty digital fluency	**a)** Develop training opportunities based on actionable data driven survey results **b)** Conduct in person and online training	Technology Enablement Sub-group	May – July 2020	$$ (additional training/ development staff costs)
		TBD	July 2020 - ongoing	
2.2c Communicate training priorities	**a)** Develop a communication plan to build awareness	Digital Ecosystem Workgroup		
2.3a Assess the level of competency and expectations of staff digital technologies.	**a)** Conduct a survey to assess the technology needs and comfort of current staff on all USF campuses **b)** Analyze and summarize results **c)** Discuss results with USF stakeholders **d)** Make recommendations based on results	Business Process Sub-group	Administered in January 2020	
			April 2020	
		Digital Ecosystem Workgroup	April 2020	
			May 2020	
2.3b Support staff digital fluency	**a)** Develop training opportunities based on actionable data driven survey results	Technology Enablement Sub-group	May – July 2020	$$ (additional training/development staff costs
	b) Conduct in person and online training	TBD	July 2020 - ongoing	
2.3c Communicate training priorities	**a)** Develop a communication plan to build awareness	Digital Ecosystem Workgroup		
Strategic Goal: Build support for the university's digital ecosystem by creating a comprehensive communication plan.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
3. Develop a strategic plan around the digital ecosystem	**a)** Create and promote a culture of change around the value of a digital ecosystem including re-evaluating current practices	Digital Ecosystem Workgroup	March 2020 - ongoing	N/A

	b) Develop a change management and communications plan for digital ecosystem initiatives **c)** Create a digital ecosystem website **d)** Develop a communications plan			
4. Create and disseminate a glossary of terms essential to the success of a digital ecosystem implementation	**a)** Define academic vernacular around technology to assist in the university goal of student success. Including but not limited to delivery mode, retention strategies, analytics, pedagogy to meet the needs of today's learners	Technology Enablement Sub-group in collaboration with stakeholders (I.e. faculty)	February 2020	
Strategic Goal: Establish academic governance of the Digital Ecosystem under the ITMC.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
5. Academic representation for digital learning initiatives on ITMC	**a)** Appoint AVP from Innovative Education (co-chair of Digital Ecosystem Initiative) as a voting member of ITMC **b)** Create a sub-group within ITMC dedicated to digital learning ensuring there is faculty representation **c)** Establish procedures for various requests such as synchronous or active classrooms	ITMC/Academic Leadership	Completed	
Strategic Goal: Transform the underlying technology architecture to accommodate a digital ecosystem required by a world-class institution.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
6.1 Complete work on technology initiatives related to the digital ecosystem	**1)** Low code Appian (Archivum) platform used to create new solutions to automate student and faculty's digital experience in:	IT/Stakeholders	Completed	

	a) Student Onboarding **b)** Student Appointment scheduling and case management. **c)** Faculty and Staff Travel request and approval process **d)** Faculty Tenure and Promotion process **e)** Faculty Assignment and Evaluation process **f)** MCOM curriculum management process **2)** Consolidation to USF email account for USF Health clients **3)** Creation of annual security plan **4)** Creation of Information governance group **5)** Move USF computing and storage for disaster recovery to cloud infrastructure **6)** Implementation of Microsoft Identity management system to further increase role-based security **7)** Integration of Operational technology systems like power and cooling with class scheduling to enable efficient use of power **8)** Implementation of comprehensive Microsoft Teams, integrated classrooms, and meeting spaces for new MCOM building as a model for future AV standardization **9)** Enable modern desktop management for new MCOM building as a model for future desktop management at USF			

6.2 Execute on new or ongoing initiatives related to the digital ecosystem charge	**1)** Low code Appian (Archivum) platform used to create new solutions to automate student and faculty's digital experience in **a)** HR onboarding process **b)** Conflict of Interest process **c)** Outside Activity reporting for USF Health **d)** Automated texting for undergraduate students **e)** Grant and contract approval process **2)** Learning Analytics pilot **3)** Creation of plan for faculty research technology support **4)** Creation of a single USF student email account in the Microsoft Cloud **5)** Move of St Pete Gmail accounts to Microsoft Cloud **6)** Use of Robotic Process automation in key functional areas **7)** Use of Machine Learning to augment business processes in key functional areas	IT/Stakeholders/ Digital Ecosystem Workgroup	Ongoing	
Strategic Goal: Expand support for faculty as it relates to digital tools and technologies to improve digital fluency and support student success.				
Goals	***Action Steps***	***Responsible Party***	***Timeline***	***Resources***
7.1 Standarization of Canvas usage across USF	**a)** Conduct focus groups across USF to determine how faculty and students are currently utilizing the platform (see goal 2) **b)** Standardize the usage and create a university policy	TBD	July 2020	$$ (training costs)
7.2 Develop customized persona-based faculty development	**a)** Identify faculty experiences creating a set of personas focusing on the needs and motivations of individual	TBD	After initial survey results are analyzed	$$ (training costs)

	faculty around assessment and teaching. **b)** Develop a tiered approach to training			

APPENDIX A – CHARGE DOCUMENT

University of South Florida
A Preeminent Research University

Strategic Initiative Workgroup: ***Building a Digital Ecosystem***

Co-chairs: **Cindy DeLuca** and **Sidney Fernandes**

Members:

USF Business & Finance representative
USF Decision Support representatives (2)
USF Innovative Education representative
USF Information Technology representative
USF World representative
USF General Counsel representative
USF Student Success representative
USF Research & Innovation representative
USF Communications & Marketing representative
USF Advancement (Development/Alumni Affairs)
USF Libraries representative
USF Human Resources representative
USF College Deans (2)
USF Health representative
USF St. Petersburg representative
USF Sarasota-Manatee representative
USF System Faculty Council representative
Others as appropriate and invited by the co-chairs

Scope and Purpose: The *Building a Digital Ecosystem* workgroup is expected to consider the following items in the broad-based context of a consolidated, Preeminent USF, aspiring for AAU membership eligibility:

- Designing the digital architecture and infrastructure essential to significantly enhance (a) internal and external communication, branding and marketing, (b) enhanced student recruitment and universal access (through digital learning and online education), (c) success in undergraduate, graduate and professional student learning (including AR, VR, AI, personalized learning and the deployment of learning analytics, including within HIPs – The Global Classroom), (d) student success (predictive analytics, degree audits etc), (e) e-portfolio and graduate placement, (f) strengthening alumni affinity and fundraising, (g) research computing and productivity, and (h) business practices (including business analytics),

- Clarifying (a) Privacy (including cybersecurity), and (b) Data Management and Governance policies and practices,
- Assuring adequate bandwidth and storage capacity,
- Optimizing existing platforms (e.g. Archivum, Canvas, Civitas Learning etc),
- Developing practices and professional development programs (and incentives) to significantly enhance digital preparedness, literacy and adoption across all sectors of the USF community,
- Evaluating current practices to ensure optimal strategic investment of Technology Fee revenues at USF,
- Ensuring that instructional (active learning classrooms), research (high performance computing), and student support space (including residence halls) is designed to leverage the benefits of a digital ecosystem,
- Consider best practices and benchmarking in higher education regarding organizational structure to best achieve strategic outcomes in a consolidated USF,
- Preparing for educational and business continuity in the face of a university closure (due, perhaps, to an extreme weather event of health pandemic), and
- Other items as identified by workgroup members.

Deliverables:

Workgroup Co-chairs will deliver occasional progress updates at BOT committee meetings, System Faculty Council, Campus Leadership Council, Council of Deans, Faculty Senate etc. Workgroup products will be posted on the Provost's page at https://www.usf.edu/provost/index.aspx

Utilize USF Consolidation Implementation Committee Team/Cluster Reports and Recommendations along with institutional data analyses, and national/international reports and best practices to develop and submit the following to the USF President and Provost:

Short-term (by June 30, 2019):

Identification of current high risk items (that need to be attended to in the near term), prioritized needs and preliminary recommendations (assuming reallocation of existing resources due to no additional allocation).

The framework for a 5-month work plan to develop a 12-month action plan with priorities, goals, action steps, and resources needs, for initial implementation in January 2020.

Mid-term (by November 30, 2019):

Submission of a 12-month action plan with priorities, goals (including performance benchmarks), action steps, timelines, responsible parties, and resources needs for initial implementation, following approval, in January 2020.

In addition, it is anticipated that, guided in part by USF-wide strategic planning, the *Building a Digital Ecosystem* workgroup will develop 5-year plan (with budget).

APPENDIX B – CORE TEAM WORK GROUP

Building a Digital Ecosystem TEAM

- USF Business & Finance representative – TBD
- USF Decision Support representatives (2) – **Valeria Garcia/Adam Caskie**
- USF Innovative Education representative – **Christine Brown**
- USF Information Technology representative – **Jenny Paulsen**
- USF World representative – **Laurel Thomas**
- USF General Counsel representative – **Joel Londrigan**
- USF Student Success representative – **Bill Cummings**
- USF Research & Innovation representative – **Rebecca Puig**
- USF Communications & Marketing representative – **Thom VanderKlipp and Adam Freeman**
- USF Advancement (Development/Alumni Affairs) – **Bill McCausland**
- USF Libraries representative – **Carol Ann Davis**
- USF Human Resources representative - TBD
- USF College Deans (2) – **Rob Knoeppel/Moez Limayem**
- USF Health representative – **Jackie Reyes Hull**
- USF St. Petersburg representative – **Chris Davis**
- USF Sarasota-Manatee representative – **Timi Hager**
- USF System Faculty Council representative – **Deanna Michael**
- Co-chairs: **Cindy DeLuca** and **Sidney Fernandes**

APPENDIX C – DIGITAL LEARNING ENVIRONMENTS

Digital Learning Enviornments

Student Success

Understanding Student Needs

- Understanding how students view and navigate progression milestones that are mediated by technology
- Analyze student needs and deliver support and coursework accordingly
- Systems to support student success: recruitment and retention
- Understanding how students use technology, including differences by gender
- Prepare students for 21st century workforce - digital literacy
- Student course help center
- Graduate student success
- Platform for students to give more feedback
- Accessibility of student support services and driving them to students
- Truly understand the modern day "digital" expectations of students
- Sometimes technology is not the answer
- ADA support for media (captioning)
- One stop/unified experience

Faculty Success

Faculty Support

- Centralized and system-wide annual review/ activity pocess
- Standardized CV repository for departments and faculty
- Update of FAIR system
- Change management - getting people where we wnt them to be
- Faculty backpack of tools and support
- Orientation and training
- Training on core systems to provide for more efficient and productive use
- Training on web pages creation for faculty scholarships to be available for USF branding
- Faculty Development
- Faculty support for active learning best practices regardless of delivery mode
- Data literacy program
- Supporting faculty through sound instructional design practices
- Faculty Development - Transforming content for online environments
- Humanizing faculty development/ support
- Onboarding new employees
- Digital literacy for students/ faculty staff
- Digital literacy

Business Process Improvement

Governance

- For Analytics
- Need one USF way, unified approach across all
- Fast-moving data governance group
- Governance structures across all domains
- Philosophy of simple open and new integrated advocated by the leaders in this room
- Simple process on each campus
- Defining terms
- Clarify goals of units so faculty knows where to go for help
- Clearly define roles and responsibilities between departments
- Collaboration across like initiatives

Process Improvement

- Clear and consistent methods to ensure transparency and awareness of tools available
- Distinguish between business process apps and flexible approaches (enterprise) vs. (classroom/ canvas)
- Streamlining business processes

Technology Enablement

Technology Tools

- Response time for problems
- Seamless platform integration. Allowing multiple media outlets to work together
- Database integration
- Database integration across units and systems
- Software/ programs for business needs - system wide
- Big challenge: legacy information systems at USF
- Reduce technical barriers to collaboration
- Connection speeds
- Optimizing existing platforms such as Banner and Box
- Infrastructure for de-identified data sets for research
- Storage/ data management
- Infrastructure
- Faster technology approval and roll out
- USF Digital ecosystem can be a model to follow by others
- Maximize existing success platforms before rollout of new ones
- Providing employees access to reporting tools to allow easier data sorts, in lieu of relying on limited IT resources
- Foster an environment of routine continuous improvement in our DNA across USF
- Standardize software/ applications on campus
- Mobile Learning (cell phones)
- Baseline of inventory tools, including usage and cost
- System-wide CRM
- Digital space for study abroad and student academic advisers to work together earlier in student's education
- Consolidate web platforms

Learning Analytics

- Consistent and customizable data tracking for all learning elements
- Adaptive Learning based on student habits and preferences
- Learning Analytics - student and faculty focused
- Student Attitudunal Analytics

LMS

- Consistent use of Canvas to get true data
- Online learning platform for Health CPD
- Consistent use of Canvas throughout online courses
- Using exisiting systems (Canvas)
- F2F, hybrid, and online - all courses use Canvas consistently! Better for students; Better for learning analytics; Better for faculty

Digital Classroom

- Digital content (OERS/ online textbooks)
- Equity in classroom setup across campuses
- Sustainable support for advanced technology in classrooms (where needed)
- Multi campus teaching
- Encourage innovation in the classroom/ course
- Invest in blended learning (this is the current and future of learning)
- We need to upgrade classroom technologies 21st century
- Infrastructure in classrooms supporting merging classrooms and remote attendance
- Reimage classrooms and technology to meet learner needs
- Digital learning spaces (active classrooms)
- Modern classrooms that take full advantage of technology that fosters better learning outcomes

Pedagogy

- Support for pedagogical presentations and scholarships
- Pedagogy in different modes and classroom styles
- Use technology to support pedagogy not drive it
- Digital Assessments

Funding

Funding/Resources

- We can have the best plan but we need money to implement

APPENDIX D – SUBGROUPS

DIGITAL ECOSYSTEM SUBGROUPS

TECHNOLOGY ENABLEMENT SUBGROUP

Christine Brown, Co-chair, USFT
Jared Brown, USFT
Carol Ann Davis, USFT
Christopher Davis, USFSP
Timi Hager, USFSM
Jason Hair, USF
Varol Kayhan, USFSP
Jenny Paulsen, Co-chair, USF
Sri Sundarum, USFSP
Dennis Walpole, USFT

STUDENT SUCCESS SUBGROUP

Swapna Chackravarthy, USF
Bill Cummings, USFT
Carrie Garcia, USF
Valeria Garcia, Co-chair, USFT
Rob Knoeppel, Co-chair, USFT
Bill McCausland, USF
Christine Nicholas, USFT
Jenny Paulsen, USF
Shivendu Shivendu, USFT
Thom Vanderklipp, USF
James Welch, USFT

BUSINESS PROCESS SUBGROUP

Christine Brown, USFT
Swapna Chackravarthy, USF
Cindy DeLuca, USF
Sidney Fernandes, Co-chair
Adam Freeman, USF
Valeria Garcia, USFT
Mark Koulianos, USFT
Moez Limayem, Co-chair, USFT
Joel Londrigan, USF
Deanna Michael, USF Faculty Senate
Oma Singh, USFT
Laurel Thomas, USFT
Alice Wei, USF

FACULTY SUCCESS SUBGROUP

Adam Caskie, USFT
Chris Davis, USFSP
Cindy DeLuca, Co-chair, USFT
*Sidney Fernandes, USF
Patrick Gall, USF
Timi Hager, USFSM
Jacki Reyes Hull, USFH
Varol Kahn, USFSP
*Moez Limayem, USF
Deanna Michael, Co-chair, USF
Rebecca Puig, USF
*Thom VanderKlipp, USF
*Dennis Walpole, USFT

**Members of Faculty Success Initiative*

APPENDIX E – JUNE DELIVERABLE REPORT

DIGITAL ECOSYSTEM WORKGROUP

DELIVERABLE 1

Submitted by: **Cindy DeLuca** and **Sidney Fernandes**

June 27, 2019

USF Digital Ecosystem

Core team members convened in May to learn more about the Provost's charge, understand the digital ecosystem trends as reflected by national research, and brainstormed ideas to transform the USF digital ecosystem. After careful consideration and discussion of the broad scope of ideas identified, the team decided to focus on the digital learning environment for the near-term priorities. This led to 4 sub-groups being formed: Student Success; Faculty Success; Business Process; and Technology Enablement. Each sub-group was tasked with identifying a few high-risk areas and recommendations to improve the digital learning environment for their specific focus areas. The core team reconvened again in June to review the list of areas and recommendations identified by the sub-groups and they agreed on the following list of priorities to focus on over the near term.

BUILDING A DIGITAL ECOSYSTEM			
Digital Learning			
High Risk Items	***Prioritized Needs***	***Preliminary Recommendations***	***Timeline***
1. Lack of knowledge of tools available.	Complete inventory of available tools and technologies by classification (faculty/staff/students). A comprehensive description of best practices.	Conduct a system-wide inventory of current tools available.	Near
2. Ineffective use of currently available tools within the digital ecosystem.	Development of training plan to build awareness. Assess digital literacy across the campus community.	Conduct a survey for faculty and students. Faculty survey will be developed with the *Faculty Success Workgroup*. Student survey will be developed with the *Graduate Student Success Workgroup and Undergraduate Studies*. Two surveys: undergrad and grad	Near
3. Developing a strategic initiative around the digital ecosystem involves significant change in people, process as well as technology. A primary focus on just technology would lead to failure to achieve desired institutional outcomes.	Create and promote a culture of change around the value of a digital ecosystem including re-evaluating current practices.	Develop a change management and communications plan for digital ecosystem initiatives.	Near On-going

4. Inconsistent use of terms to identify and request digital resources.	Define academic vernacular around technology to assist in the university goal of student success. Including but not limited to: delivery mode, retention strategies, analytics, pedagogy to meet the needs of today's learners.	Create and disseminate a glossary of terms essential to the success of a digital ecosystem implementation.	Near
5. Academic representation not fully representative of digital learning initiatives on current governance bodies.	Ensure governing bodies accurately represent the academic colleges and key academic support units relevant to the digital ecosystem.	Review current structure and Membership of ITMC. Formation of Governance Sub-group focused on Digital Learning.	Near
6. Losing momentum on current digital initiatives that are not labeled high risk.	Ensure that current digitalization initiatives are given the support and resources needed.	Provide a comprehensive listing of current initiatives that will be integrated into digital ecosystem at a later date.	Near
7. Insufficient information regarding the current environment and future demand, post consolidation, for synchronous and active classrooms and administrative collaboration.	Monitor existing active classroom pilot with Engineering on Tampa campus and new MCOM building. Report on progress and lessons learned and make recommendation to scale including best practices and cost. Standardization of collaboration platforms for geographically distributed campuses.	Conduct an environmental scan across all campuses of existing classroom space for active/synchronous classrooms. Assess current pilots involving setup of active classrooms (ie MCOM and Engineering). Implement infrastructure for standardization of collaboration platforms.	Near

APPENDIX A

TECHNOLOGY ENABLEMENT WORKGROUP

MEMBERSHIP:

Christine Brown, Co-chair, USFT
Jared Brown, USFT
Carol Ann Davis, USFT
Christopher Davis, USFSP
Timi Hager, USFSM
Jason Hair, USF
Jenny Paulsen, Co-chair, USF
Sri Sundarum, USFSP
Dennis Walpole, USFT

DELIVERABLE 1 – INVENTORY TOOLS & PLATFORMS AND DEFINE TERMS
(Short term)

Conduct a system-wide inventory of technology and tools currently used in the classroom (online and f2f) and create a plan for standardization where possible. Including, but not limited to:

- Active classroom technology
- Collaboration tools
- Data warehouse tools for analytics
- Digital tools and platforms
- Video capture and delivery
- Email

DELIVERABLE 2 – EXPLORE COLLABORATION TOOLS & PLATFORMS
(Mid term)

Conduct a pilot study using Microsoft TEAMS for collaboration, LMS integration, synchronous class sessions, etc. Evaluate and make determination/recommendations to replace existing platform(s). Information gathered from Deliverable 1 will help to inform this initiative.

DELIVERABLE 3: ACTIVE LEARNING CLASSROOMS W/ SYNCHRONOUS CAPABILITIES
(Short term)

As of July 2020, USF will have to provide various delivery options to geographically distributed students in an equitable manner to maintain the integrity of the learning experience.

DELIVERABLE 4: CANVAS STANDARDIZATION & USAGE
(Short term)

Conduct a survey across system to determine how faculty and students are currently being trained and utilization of the platform.

- Identifying where faculty and students are currently finding training and support
- Understanding the needs of faculty and students

These results will provide the information needed to implement a cohesive strategy (mid term).

STUDENT SUCCESS WORKGROUP

MEMBERSHIP

Swapna Chackravarthy, USF
Bill Cummings, USFT
Carrie Garcia, USF
Valeria Garcia, Co-chair, USFT
Rob Knoeppel, Co-chair, USFT
Bill McCausland, USF
Christine Nicholas, USFT
Jenny Paulsen, USF
Shivendu Shivendu, USFT
Thom Vanderklipp, USF
James Welch, USFT

DELIVERABLE 1: SURVEY STUDENTS
(Short term)

Create a survey to understand students' need to utilize technology in the classroom.

- Digital experience (online and f2f)
- Expectations of coursework delivery (online and f2f)
- Expectations of digital content
- How and at what points in the student lifecycle are students exposed to tools, example: Canvas App vs web, communication tools, collaboration tools, etc.
- What do tools do and not do?

- How to navigate the tools
- Student perception of preparation for the workforce

DELIVERABLE 2: DESIGN AND CONDUCT A LEARNING ANALYTICS PILOT
(Mid term)

Work in collaboration with members of the digital ecosystem to design and conduct a learning analytics pilot.

- Identify courses
- Identify faculty
- Identify platform
- Identify assessment around success

DELIVERABLE 3: CANVAS FUNCTIONALITY
(Mid term)

Conduct a gap analysis of how faculty and students are using canvas to assist in student success. Deploy a communications campaign to increase awareness of underutilized functionality identified. Direct faculty and students to existing IT training assets.

- Knowledge of how the platform can assist in student success

BUSINESS PROCESS SUBCOMMITTEE

MEMBERSHIP:

Christine Brown, USFT
Swapna Chackravarthy, USF
Cindy DeLuca, USF
Sidney Fernandes, Co-chair
Adam Freeman, USF
Valeria Garcia, USFT
Mark Koulianos, USFT
Moez Limayem, Co-chair, USFT
Joel Londrigan, USF
Deanna Michael, USF Faculty Senate
Oma Singh, USFT
Laurel Thomas, USFT
Alice Wei, USF

DELIVERABLE 1: CREATE A COMMON GLOSSARY OF MAJOR TERMS
(Short term)

Conduct a system-wide inventory of major terms and create a digital glossary to develop a shared understanding and effective communication across campuses/colleges/divisions.

- Synchronous classrooms
- Hybrid/blended courses
- Active classrooms
- Adaptive learning
- Predictive analytics
- Learning Analytics
- Collaborative learning

DELIVERABLE 2: REVIEW THE STRUCTURE OF INFORMATION TECHNOLOGY MANAGEMENT COUNCIL (ITMC)
(Short term)

Review the current membership of ITMC and ensure that there is good representation as it pertains to the Digital Ecosystem.

- Deans
- Innovative Education
- Other

DELIVERABLE 3: CREATION OF A GOVERNANCE GROUP FOR THE DIGITAL ECOSYSTEM
(Short term)

Create a new group (or subgroup under ITMC) focused on the academic issues within the Digital Ecosystem (i.e. digital learning).

- Dean/AVP InEd/Vice Provost
- Members representing colleges and academic support units

DELIVERABLE 4: CREATION OF AN INVENTORY OF TOOLS AND TECHNOLOGY FOR TEACHING AND LEARNING
(Short term)

Conduct an environment scan of current digital technology, classroom technology and classrooms.

- Best use of available tools
- Environmental scan of classroom technology

- Environmental scan of legacy solutions
- Accessibility

DELIVERABLE 5: BUSINESS PROCESSES
(Mid term)

- Look at business processes across the university (i.e. hiring)

FACULTY SUCCESS WORKGROUP

MEMBERSHIP:
Adam Caskie, USFT
Chris Davis, USFSP
Cindy DeLuca, Co-chair, USFT
*Sidney Fernandes, USF
Patrick Gall, USF
Timi Hager, USFSM
Jacki Reyes Hull, USFH
Varol Kahn, USFSP
*Moez Limayem, USF
Deanna Michael, Co-chair, USF
Rebecca Puig, USF
*Thom VanderKlipp, USF
*Dennis Walpole, USFT

**Members of Faculty Success Initiative*

DELIVERABLE 1: DEVELOPMENT OF FACULTY SURVEY
(Short term)

Work with the Faculty Success Initiative Workgroup to develop a joint survey to be distributed in mid-August to identify high risk areas.

- What is a digital ecosystem
- What is faculty success in a digital ecosystem
- Do we understand the digital expectations of this new generation
- How would faculty use technology to monitor student progress and success metrics

DELIVERABLE 2: FACULTY TOOLKIT
(Short term)

Create a faculty toolkit that provides a comprehensive list of academic tools and technologies available for faculty.

- Canvas (discussion boards, collaborations)
- Kaltura
- Microsoft Teams

DELIVERABLE 3: PERSONA BASED FACULTY DEVELOPMENT
(Mid term)

Create a set of personas focusing on the needs and motivations of individual faculty around assessment and teaching.

- Identify users (faculty) experiences
- Faculty goals
- Tiered approach to training

APPENDIX F – SURVEYS

Section 1: Device Ownership, Access, and Use

1.1 How many Internet-capable devices (e.g., desktops, laptops, tablets, smartphones, wearables, gaming devices, streaming media devices) do you own?

Only include devices you actively use.

- ○ None
- ○ One
- ○ Two
- ○ Three
- ○ Four
- ○ Five
- ○ Six or more

1.2a Which of these devices do you have access to?

	Yes	No
Desktop	○	○
Laptop	○	○
Hybrid or 2-in-1 device (e.g., Lenovo Yoga, Microsoft Surface)	○	○
Tablet	○	○
Smartphone	○	○
Smartwatch (e.g., Apple Watch, Fitbit Ionic, LG Watch, Moto 360, Samsung Gear VR)	○	○

	Yes	No
Augmented/virtual reality headset (Google Cardboard/Daydream, Oculus Rift, Samsung Gear VR)	○	○
3D printer	○	○
Gaming device (e.g., PlayStation, Xbox)	○	○
Streaming media device (e.g., Amazon Fire TV Stick, Apple TV, Google Chromecast, Roku)	○	○
Voice-controlled speaker/assistant (e.g., Amazon Echo, Google Home)	○	○

1.2b For the devices to which you have access, please tell us how you have access to them?

Select all that apply.

	Personally own	Borrow from friends, family, etc.	Provided by or on loan from college/university	N/A
Desktop	☐	☐	☐	☐
Laptop	☐	☐	☐	☐
Hybrid or 2-in-1 device	☐	☐	☐	☐
Tablet	☐	☐	☐	☐
Smartphone	☐	☐	☐	☐
Smartwatch	☐	☐	☐	☐
Augmented/virtual reality headset	☐	☐	☐	☐
3D printer	☐	☐	☐	☐
Gaming device	☐	☐	☐	☐
Streaming media device	☐	☐	☐	☐

	Personally own	Borrow from friends, family, etc.	Provided by or on loan from college/university	N/A
Voice-controlled speaker/assistant	☐	☐	☐	☐

Section 1: Device Ownership, Access, and Use

1.3 In the past year, to what extent have you used each device for your academic work?

	Did not use at all	Used for at least one course	Used for about half of my courses	Used for most of my courses	Used for all my course
Desktop	○	○	○	○	○
Laptop	○	○	○	○	○
Hybrid or 2-in-1 device	○	○	○	○	○
Tablet	○	○	○	○	○
Smartphone	○	○	○	○	○
Smartwatch	○	○	○	○	○
Augmented /virtual reality headset	○	○	○	○	○
3D printer	○	○	○	○	○
Gaming device	○	○	○	○	○
Streaming media device	○	○	○	○	○
Voice-controlled speaker/assistant	○	○	○	○	○

1.4 How important is each device to your academic success?

	Not at all important	Not very important	Moderately important	Very important	Extremely important
Desktop	○	○	○	○	○
Laptop	○	○	○	○	○
Hybrid or 2-in-1 device	○	○	○	○	○
Tablet	○	○	○	○	○
Smartphone	○	○	○	○	○
Smartwatch	○	○	○	○	○

	Not at all important	Not very important	Moderately important	Very important	Extremely important
Augmented /virtual reality headset	○	○	○	○	○
3D printer	○	○	○	○	○
Gaming device	○	○	○	○	○
Streaming media device	○	○	○	○	○
Voice-controlled speaker/assistant	○	○	○	○	○

Section 2: Campus Technology Experiences

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

- ○ Poor
- ○ Fair
- ○ Neutral
- ○ Good
- ○ Excellent
- ○ Don’t know

2.2 In the past 12 months, have you taken any course (or participated in a competency-based program) that was completely online?

- ○ None of my courses have been completely online.
- ○ Some but not all of my courses have been completely online.
- ○ All of my courses have been completely online.

Section 2: Campus Technology Experiences

2.3 Thinking about the past year, please rate your experiences with Wi-Fi networks on campus

	Poor	Fair	Neutral	Good	Excellent	N/A
Reliability of access to Wi-Fi in student housing/dormitories	○	○	○	○	○	○

	Poor	Fair	Neutral	Good	Excellent	N/A
Reliability of access to Wi-Fi in campus libraries	○	○	○	○	○	○
Reliability of access to Wi-Fi in classroom/instructional spaces	○	○	○	○	○	○
Reliability of access to Wi-Fi in outdoor spaces	○	○	○	○	○	○
Ease of login to Wi-Fi network(s) provided by the institution	○	○	○	○	○	○

2.4 Do you live…?

- ○ On campus
- ○ Off campus

Section 2: Campus Technology Experiences - Student success

2.5a To the best of your knowledge, which of the following online student success tools are provided by your institution?

	Yes	No
Guidance about courses you might consider taking in the future (e.g., “other courses you might like” or “we recommend” suggestions)	○	○
Early-alert systems designed to catch potential academic trouble as soon as possible	○	○
Tools that suggest how to improve performance in a course	○	○

	Yes	No
Tools that suggest new or different academic resources (e.g., tutoring, skills-building opportunities)	○	○
Degree planning or mapping tools that identify courses needed to complete your degree	○	○
Degree audit tools that show the degree requirements completed	○	○
Self-service tools for conducting student-related business (e.g., registration, finances, grades and transcripts)	○	○
Self-service systems for tracking credits, credit transfers, and dual enrollment	○	○
Self-service referral systems to social or community resources (e.g., volunteer opportunities, community events, crisis counseling)	○	○

Section 2: Campus Technology Experiences - Student success

2.5b How frequently do you use the following online student success tools provided by your institution?

	Haven't used service	Less than one per year	At least once per year	At least once per semester	At least once per month	At least once per week
Guidance about courses you might consider taking in the future (e.g., “other courses you might like” or “we recommend” suggestions)	○	○	○	○	○	○

	Haven't used service	Less than one per year	At least once per year	At least once per semester	At least once per month	At least once per week
Early-alert systems designed to catch potential academic trouble as soon as possible	○	○	○	○	○	○
Tools that suggest how to improve performance in a course	○	○	○	○	○	○
Tools that suggest new or different academic resources (e.g., tutoring, skills-building opportunities)	○	○	○	○	○	○
Degree planning or mapping tools that identify courses needed to complete your degree	○	○	○	○	○	○
Degree audit tools that show degree requirements completed	○	○	○	○	○	○
Self-service tools for conducting student-related business (e.g., registration, finances, grades and transcripts)	○	○	○	○	○	○
Self-service systems for tracking credits, credit transfers, and dual enrollment	○	○	○	○	○	○
Self-service referral systems to social or community resources (e.g., volunteer opportunities, community events, crisis counseling)	○	○	○	○	○	○

Section 2: Campus Technology Experiences - Student success

2.5c How useful do you find the following online student success tools provided by your institution?

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

	Not at all useful	Not very useful	Moderately useful	Very useful	Extremely useful
Self-service systems for tracking credits, credit transfers, and dual enrollment	O	O	O	O	O
Degree planning or mapping tools that identify courses needed to complete your degree	O	O	O	O	O
Degree audit tools that show the degree requirements completed	O	O	O	O	O
Self-service tools for conducting student-related business (e.g., registration, finances, grades and transcripts)	O	O	O	O	O
Tools that suggest how to improve performance in a course	O	O	O	O	O
Self-service referral systems to social or community resources (e.g., volunteer opportunities, community events, crisis counseling)	O	O	O	O	O
Guidance about courses you might consider taking in the future (e.g., “other courses you might like” or “we recommend” suggestions)	O	O	O	O	O
Early-alert systems designed to catch potential academic trouble as soon as possible	O	O	O	O	O

	Not at all useful	Not very useful	Moderately useful	Very useful	Extremely useful
Tools that suggest new or different academic resources (e.g., tutoring, skills-building opportunities)	○	○	○	○	○

Section 2: Campus Technology Experiences - Learning Management Systems

2.6a In the past 12 months, how much did you use your institution's learning management system (e.g., Blackboard, Moodle, Sakai, D2L Brightspace, Canvas)?

- ○ Did not use at all
- ○ Used for at least one course
- ○ Used for about half of my courses
- ○ Used for most of my courses
- ○ Used for all my courses

2.6b Please indicate your overall satisfaction with the learning management system:

- ○ Very dissatisfied
- ○ Dissatisfied
- ○ Neutral
- ○ Satisfied
- ○ Very satisfied

2.6c Where do you go for technical support related to using your institution's learning management system?

	Yes	No
My instructor(s)	○	○
My institution's help desk	○	○
The help function within the learning management system	○	○
Google or other internet search	○	○

	Yes	No
YouTube search	○	○
My classmates	○	○
My friends	○	○
My family	○	○
Other	○	○

Other, please specify:

Section 2: Campus Technology Experiences - Learning Management Systems

2.6d How would you rate the technical support provided for the learning management system?

	Poor	Fair	Neutral	Good	Excellent	Don't know
My instructor(s)	○	○	○	○	○	○
My institution's help desk	○	○	○	○	○	○
The help function within the learning management system	○	○	○	○	○	○
Google or other internet search	○	○	○	○	○	○
YouTube search	○	○	○	○	○	○
My classmates	○	○	○	○	○	○
My friends	○	○	○	○	○	○
My family	○	○	○	○	○	○
Other	○	○	○	○	○	○

2.7a. Did your institution provide mandatory or optional learning management system training?

- ○ No
- ○ Yes, mandatory training
- ○ Yes, optional training

- Don't know

2.7b In the past 12 months, have you participated in your institution's learning management system training?

- No
- Yes
- Don't know

2.7c How useful was your institution's learning management system training?

- Not at all useful
- Not very useful
- Moderately useful
- Very useful
- Extremely useful
- Don't know

Section 2: Campus Technology Experiences - Accessible and adaptive technologies

2.8 Do you have physical or learning disabilities that require accessible technologies or accommodations for your coursework?

- No
- Yes, I have one or more physical disabilities
- Yes, I have one or more learning disabilities
- Yes, I have both physical and learning disabilities
- Prefer not to answer

2.9a How would you rate your institution's *awareness of student needs* for accessible technologies or accommodations needed for your coursework?

- My institution is not aware of my needs for accessible or adaptive technologies.
- Poor
- Fair

- Neutral
- Good
- Excellent
- Don't know

2.9b How would you rate your institution's *support* for the accessible technologies or accommodations needed for your coursework?

- I am not provided with the accessible or adaptive technologies I need.
- Poor
- Fair
- Neutral
- Good
- Excellent
- Don't know

Section 3: Academic Technology Preferences, Experiences, and Learning

3.1 In what type of learning environment do you prefer to learn?

- 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

3.2 For each of the following activities or assignments, please indicate your preferred learning 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	N/A

	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	N/A
Homework / assignment submission	○	○	○	○	○	○
Collaborations or projects with peers	○	○	○	○	○	○
Peer-reviewing / peer-grading activities	○	○	○	○	○	○
Faculty / student conferences	○	○	○	○	○	○
Student presentations	○	○	○	○	○	○
Course-related discussions	○	○	○	○	○	○
Lectures	○	○	○	○	○	○
Labs / demonstrations	○	○	○	○	○	○
Exams, quizzes, or tests	○	○	○	○	○	○
Asking questions	○	○	○	○	○	○

Section 3: Academic Technology Preferences, Experiences, and Learning

3.3 What are the most important things for you to have when you are studying?

	Yes	No
Quiet places	○	○
Physical access to reference materials	○	○
Rooms or spaces for collaboration (e.g., rooms with movable furniture and/or software to work collaboratively)	○	○
Access to specialized software	○	○
Access to Wi-Fi	○	○

	Yes	No
Mobile phone reception	○	○
Access to snacks and coffee/soda	○	○
Access to power outlets	○	○
Room to spread out (e.g., laptop, books, papers)	○	○
A secure place where you can leave your belongings for a short time	○	○
Access to printers	○	○
Other	○	○

Other, please specify:

Section 3: Academic Technology Preferences, Experiences, and Learning

3.4 Thinking about your college/university experiences within the past 12 months, rate your level of agreement with the following statements:

My instructors typically...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
…use technology to engage me in the learning process	○	○	○	○	○
…use technology during class to enhance learning with additional materials (e.g., by providing audio or video examples/demonstrations/simulations of learning concepts)	○	○	○	○	○
…encourage me to use my own technology devices during class to deepen learning (e.g., by searching online for related concepts, examples, or demonstrations)	○	○	○	○	○

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
…encourage me to use online collaboration tools to communicate/collaborate with the instructor or other students in or outside class	○	○	○	○	○
…encourage me to use technology for creative or critical-thinking tasks	○	○	○	○	○
…have me use my laptop as a learning tool in class	○	○	○	○	○
…have me use my hybrid/2-in-1 as a learning tool in class	○	○	○	○	○
…have me use my tablet as a learning tool in class	○	○	○	○	○
…have me use my smartphone as a learning tool in class	○	○	○	○	○

Section 3: Academic Technology Preferences, Experiences, and Learning

3.5a What is ONE thing you would like *your instructors* to do with technology to enhance your academic success?

3.5b What is ONE thing you would like *your institution* to do with technology to enhance your academic success?

3.6 What technologies have the greatest positive impact on your academic work?

Section 4: Data and Information Security Questions - Behaviors and training

4.1 Please tell us about your personal devices and online account security practices.

	Yes	No	Don't know
I sometimes let other people use my mobile devices unsupervised.	○	○	○
In general, I secure access to my computer, tablet, and smartphone with a password, PIN, or biometric security feature.	○	○	○
In general, I use a combination of alpha, numeric, and symbol character passwords for my online accounts.	○	○	○
I use a password vault or manager to generate and store my passwords.	○	○	○
I have given the password or PIN for my *computer, tablet, or smartphone* to another person in the past 12 months.	○	○	○
I have let someone log in as me to a college or university service, system, application, or website in the past 12 months.	○	○	○
I have had a computer, tablet, or smartphone stolen in the past 12 months.	○	○	○
I have had an online account hacked in the past 12 months.	○	○	○
I use encrypted apps to message with my friends and/or family.	○	○	○

	Yes	No	Don't know
I have given my password or PIN for an *online account* to another person in the past 12 months.	○	○	○

Section 4: Data and Information Security Questions - Behaviors and training

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

	Yes	No	Don't know
Mandatory training	○	○	○
Optional training	○	○	○

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

- ○ No
- ○ Yes
- ○ Don’t know

4.4 How useful was the information security training?

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

4.5 What could your institution do to make the information security training more useful?

Section 4: Data and Information Security Questions - Preferences and opinions

4.6 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 have confidence in my institution's information security practices.	○	○	○	○	○	○
I understand relevant college/university policies about data use, storage, and protection.	○	○	○	○	○	○
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 my personal digital information (e.g., logins; swipe card data; accessing the library, health center, or fitness center; event center, or fitness center; event attendance).	○	○	○	○	○	○

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
I have confidence in my institution's ability to safeguard my personal data (e.g., financial information, transcripts, test scores)	○	○	○	○	○	○
I understand how my institution uses the personal data they collect about me (e.g., personal digital data, financial data, academic data).	○	○	○	○	○	○
I benefit from my institution's collection and use of my personal data (e.g., improved services, advising).	○	○	○	○	○	○

Section 4: Data and Information Security Questions - Preferences and opinions

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

	Security is most important	Both, but security is more important than convenience	Security and convenience are equally important	Both, but conveniences is more important than security	Convenience is more important
User account / password policies (e.g. single sign-on, multi-factor authentication)	○	○	○	○	○
Connecting my personal devices to institutional networks (e.g., Wi-Fi, printing stations)	○	○	○	○	○

	Security is most important	Both, but security is more important than convenience	Security and convenience are equally important	Both, but conveniences is more important than security	Convenience is more important
Accessing shared institutional resources while working on campus (e.g., shared computers, shared software, research data, financial data, transcripts, health-center appointments).	O	O	O	O	O
Accessing shared institutional resources while working off campus (e.g., shared software, research data, financial data, transcripts, health center appointments).	O	O	O	O	O

Section 5: Demographic Questions

5.1 What is your age?

5.2 Which of the following best describes your class standing during the current academic year?

	Yes	No
Freshman or first-year student	O	O
Sophomore or second-year student	O	O
Junior or third-year student	O	O
Senior or fourth-year student	O	O
Fifth-year student or beyond	O	O

	Yes	No
Other type of undergraduate student	○	○
Not an undergraduate student	○	○

5.3 Are you taking courses at more than one college/university?

- ○ No
- ○ Yes

5.4 Are you currently considered a full-time or part-time student at the institution that asked you to complete this survey?

- ○ Part time
- ○ Full time

5.5 Are you currently seeking a degree, diploma, or certification from the college/university that asked you to participate in this survey?

- ○ No
- ○ Yes
- ○ Don’t know

5.6 I am currently enrolled to earn…

- ○ One or more digital badges that certify my skills
- ○ A vocational/occupational certificate
- ○ A college diploma
- ○ An associate’s degree or equivalent
- ○ An advanced diploma
- ○ A bachelor’s degree or equivalent
- ○ An honor’s degree
- ○ Other

Other, please specify:

Section 5: Demographic Questions

5.7 In what area is your major?

Select the one that is the closest match to your primary major.

- 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 major not described above
- Undecided

5.8 Are you the first person in your immediate family to attend college?

Immediate family refers to the family in which you grew up.

- No
- Yes
- Prefer not to answer

5.9 Are you eligible for Pell Grants?

- ○ No
- ○ Yes
- ○ Don’t know
- ○ Prefer not to answer

5.10 Are you a dependent, or do you have any dependents?

- ○ Dependent
- ○ Independent, no dependents
- ○ Independent, with dependents
- ○ Prefer not to answer

5.11 Are you married or in a domestic partnership?

- ○ No
- ○ Yes
- ○ Prefer not to answer

5.12 Did you hold a job while taking classes during the past 12 months?

- ○ No
- ○ Yes, salaried employment
- ○ Yes, hourly employment (not work study or assistantship)
- ○ Yes, hourly employment (work study or assistantship)
- ○ Yes, other
- ○ Prefer not to answer

5.13 How many hours a week on average do you work?

- ○ Fewer than 10
- ○ At least 10 but fewer than 20
- ○ At least 20 but fewer than 30

- At least 30 but fewer than 40
- 40 or more
- N/A

Section 5: Demographic Questions

5.14 Which of the following best describes your technology use in high school?

- One-to-one device usage (i.e., every student has a school-issued computing device)
- Bring your own device (BYOD)
- A set of classroom devices that students share
- Devices are available in a centralized laboratory/space
- None of the above

5.15 How do you identify?

- Male
- Female
- Other
- Prefer not to answer

5.16 What is your ethnic background?

	Yes	No
American Indian/Native American/Alaskan native	○	○
Asian/Pacific Islander	○	○
Black/African American	○	○
Hispanic/Latino	○	○
White	○	○
Other	○	○
Prefer not to answer	○	○

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?

	Yes	No
Teaching and learning	○	○
Research	○	○

Please select the option that best reflects your status at USF:

	Select
Full-time faculty member	○
Part-time faculty member	○
Emeritus faculty member	○
Other	○

Section 1: About You

1.1 How many years of experience do you have in the position that best reflects your status at USF?

Years of experience ▾

1.2 Do you work with…

	Yes	No
Undergraduate students	○	○
Graduate students	○	○

	Yes	No
Professional students	○	○
I don't typically work directly with students.	○	○

1.3 I am currently:

	Yes	No
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?

	Yes	No
Emeritus faculty	○	○
Professor	○	○
Associate professor	○	○
Assistant professor	○	○
Clinical professor	○	○
Research professor	○	○
Instructor	○	○
Lecturer/senior lecturer	○	○
Fixed-term adjunct	○	○
Adjunct with continuing appointment	○	○
Research associate	○	○
No academic rank	○	○
Other academic rank	○	○

Other academic rank; please specify

Section 2: Technology Ownership, Adoption, Attitudes, and Use

2.1a Do you personally own any of these devices?

	Yes	No
Desktop	○	○
Laptop	○	○
Tablet	○	○
Smartphone	○	○

2.1b Does your institution provide you with any of these devices?

	Yes	No
Desktop	○	○
Laptop	○	○
Tablet	○	○
Smartphone	○	○

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
- ○ Not applicable

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
- ○ Not applicable

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
- ○ Not applicable

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

○ Not applicable

Section 2: Technology Ownership, Adoption, Attitudes, and Use

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	○	○	○	○	○	○	○

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
Communication technologies (e.g., e-mail, instant messaging, social media, etc.)	O	O	O	O	O	O	O
Web conferencing technologies (e.g., Teams, Skype, Google Hangouts, Adobe Connect)	O	O	O	O	O	O	O
Online or virtual technologies (e.g., Box, network or cloud-based file storage system, web portals)	O	O	O	O	O	O	O
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)	O	O	O	O	O	O	O
Multi-factor authentication (e.g., Duo software, a physical token, an app on your smartphone, biometric scans)	O	O	O	O	O	O	O
Support for getting work done while working offcampus/remotely (domestic)	O	O	O	O	O	O	O
Support for getting work done while working off campus/remotely (outside of the country)	O	O	O	O	O	O	O

Section 2: Technology Ownership, Adoption, Attitudes, and Use

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)	○	○	○	○	○	○	○

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
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

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	○	○	○	○	○	○	○

	Service not offered	Haven't used in the past year	Poor	Fair	Neutral	Good	Excellent
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	○	○	○	○	○	○	○

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

- ○ Poor
- ○ Fair
- ○ Neutral
- ○ Good
- ○ Excellent

Section 2: Technology Ownership, Adoption, Attitudes, and Use

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

	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).	O	O	O	O	O	O
I understand how my institution uses the personal data they collect about me.	O	O	O	O	O	O
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)	O	O	O	O	O	O
I have confidence in my institution's ability to safeguard my personnel data (e.g., course evaluations, HR data).	O	O	O	O	O	O
I benefit from my institution's collection and use of my personal data (e.g., improved or targeted services, teaching advice or peer matching)	O	O	O	O	O	O
I have confidence in my institution’s information security practices.	O	O	O	O	O	O
I have confidence in my ability to follow my institution's information security policies and procedures.	O	O	O	O	O	O

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know
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.	○	○	○	○	○	○

Section 2: Technology Ownership, Adoption, Attitudes, and Use

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)	○	○	○	○	○

	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
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?

	Yes	No	Don't Know
Mandatory training	○	○	○
Optional training	○	○	○

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

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 nontraditional students.						

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

	Yes	No
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	○	○

Other, please specify

Section 3: Teaching and Learning

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

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	○	○	○	○	○	○

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
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' laptops as a learning tool for course-related activities	○	○	○	○	○	○
Students' tablets as a learning tool for course-related activities	○	○	○	○	○	○
Students' smartphones 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)	○	○	○	○	○	○

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
In-class polling tools (e.g., clickers, Poll Everywhere, SMS-based tools)	○	○	○	○	○	○

Section 3: Teaching and Learning

3.5 Select the factors that would motivate you to integrate more or better technology into your teaching practices or curriculum:

	Yes	No
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	○	○

	Yes	No
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	○	○

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

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?

Number of for-credit course sections ▾

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

	Number of for-credit course sections
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

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	O	O	O	O	O
Exams, quizzes, or tests	O	O	O	O	O
Lecture	O	O	O	O	O
Assignments	O	O	O	O	O
Student presentations	O	O	O	O	O
Labs/demonstrations	O	O	O	O	O
Collaboration	O	O	O	O	O
Peer-review/peer grading activities	O	O	O	O	O
Faculty/student conferences	O	O	O	O	O
Distributing course materials/syllabus	O	O	O	O	O

Section 4: Learning Environments - Classroom Technologies

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	O	O	O	O	O	O
Reliability of equipment available	O	O	O	O	O	O
General ease of use of instructor stations	O	O	O	O	O	O
Instructor docking station/connections for laptop computer	O	O	O	O	O	O
Computers in the instructor stations	O	O	O	O	O	O
Software on the instructor-station computers	O	O	O	O	O	O

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
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	○	○	○	○	○	○
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	○	○	○	○	○	○

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
Collaborative, informal learning spaces	○	○	○	○	○	○
Faculty/instructor experimental space for a model class	○	○	○	○	○	○

Section 4: Learning Environments - Classroom Technologies

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

4.6a What learning management system (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
- Don't know
- Other product

Other product; please specify:

4.6b Please indicate how you use the LMS.

	Yes	No
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		

Section 4: Learning Environments - LMS

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						

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
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)	○	○	○	○	○	○

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	N/A
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

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	○	○	○	○	○

	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
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?

	Yes	No
Agriculture and natural resources	○	○
Biological/life sciences	○	○
Business, management, marketing	○	○
Communications/journalism	○	○
Computer and information sciences	○	○
Education, including physical education	○	○
Engineering and architecture	○	○

	Yes	No
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	○	○

Other, please specify:

Block 20

5.4 What is your ethnic background?

	Yes	No
White	○	○
Black/African American	○	○
Hispanic/Latino	○	○
American Indian/Native American/Alaskan native	○	○
Asian/Pacific Islander	○	○
Other	○	○
Prefer not to answer	○	○

APPENDIX G – ITMC CHARTER

Information Technology Management Council (ITMC)

GOVERNANCE CHARTER

Revision	Date	Changes	Author/editor
0.1	2/23/16		C Akin
0.2	7/25/17	Added ex-officio from Health/Medical Affairs	MS Chang
0.3	8/27/19	Updated ex-officio membership and decision matrix	MS Chang
0.4	11/13/19	Updated ex-officio membership and Senior VP title	MS Chang

The purpose of the ITMC is to facilitate the effective and efficient use of technology in enabling the institution to achieve its strategy and goals. The Council is tasked with and accountable for promoting technology services to deliver optimal value to the institution and to verify that expected benefits from new investments are fully realized.

The primary role of the Council is to advise the USF System President on technology decisions, including:

- IT Guiding Principles, the behavior framing statements about high level IT decision making that the Council agrees to abide by
- Business Technology Needs, including reviewing and prioritizing business needs for the USF System*, where technology is the recommended solution
- IT Investments, including reviewing and recommending for approval technology investments for the USF System*
- IT Strategy and Policy, including reviewing policies related to technology and aligning IT strategies with the institution's strategy.

This is a standing governance structure. It may be supported by other governance structures - both permanent and temporary – as required to effectively achieve its purpose.

Whenever possible, the Council should seek consensus on issues. Decisions are made by discussing items or issues and coming to agreement on what is the best recommendation for the institution. This agreement does not necessarily mean that each member concurs with the decision itself, but rather, supports the decision and will visibly demonstrate that support in the public arena within the institution.

A. <u>Roles and Responsibilities</u>

The Council makes recommendations to align IT investments with the USF System guiding principles and the Strategic Plans of the member institutions, within acceptable levels of risk. All members and ex-officio attendees are encouraged to proactively and equally share in discussions and offer their unique perspectives on the decisions at hand.

- Business Technology Needs:
    - Review system-wide institutional needs where technology is a solution for the need, e.g. Next Generation ERP, Faculty Information System, Process Automation, Budget and Planning, Human Resources, Finance, improved Research infrastructure and core

*For the purposes of ITMC Governance, decision making will be conducted at the USF System level for any solution including 2 or more budget entities, including USF Tampa, USF St Petersburg, USF Sarasota-Manatee, and USF Health.

network. Using appropriate evaluation criteria, the Council recommends prioritization of the needs.
    - Advise the USF System President on approving major system-wide business needs for further discovery, including identifying alternative solutions and developing a business case.
- Technology Investments:
    - Recommend prioritized investment requests by reviewing business cases and investment proposals for major system-wide technology projects and initiatives, using appropriate evaluation criteria.
    - Advise the USF System President on allocating and releasing funds in support of system-wide technology.
- USF System Technology Fee:
    - Develop guiding principles and areas of focus for the USF System technology fee.
    - Council members solicit constituent groups to submit technology fee proposals and they may serve as sponsors for proposals.
    - Review technology fee requests and advises the Senior VPs on approval of technology fee requests.
- IT Strategy and Policy:
    - Review technology strategies and policies, and aligns with relevant USF System priorities, needs and strategies.
- IT Guiding Principles:
    - Provide input to the creation of the IT guiding principles and uses the principles to guide investment decision recommendations.
- Delivering Results:
    - Monitor the progress of technology projects at the strategic level.
    - Facilitate the resolution of issues that impede the effectiveness of IT investments.
    - Monitor the alignment of institutional and technology strategies and the management of deviations.
- Communications:
    - Communicate technology strategy and investment decisions to stakeholders to facilitate an understanding at all levels of the institution about technology, including providing tools that can be used by the Council members to communicate with their constituents.

Governance Structure:

An overview of the governance structure is included below and shows those involved in decision making and their roles and responsibilities in each of the decision categories (domains). The roles include:

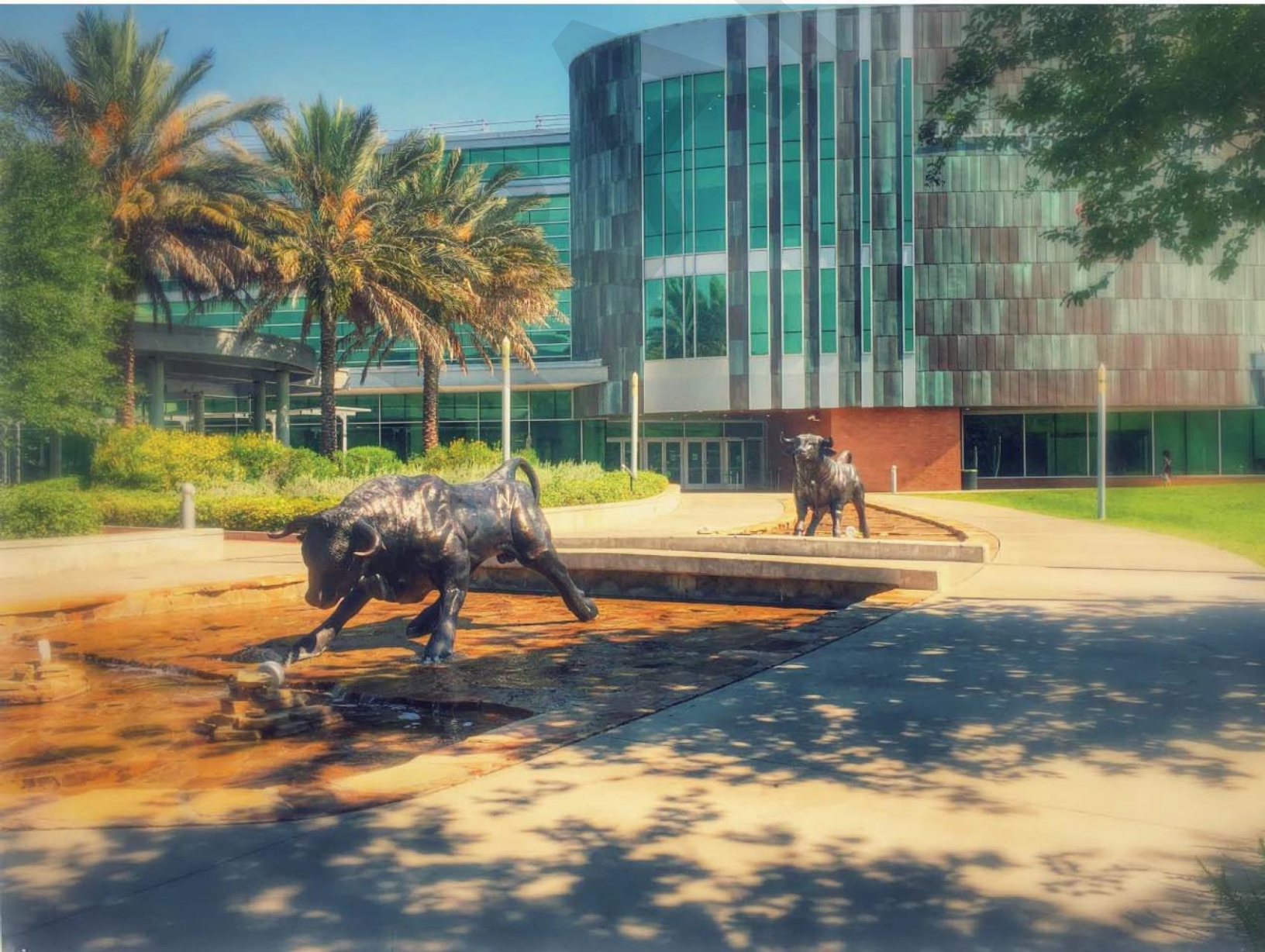
- Input Required (blue) – required to provide input into the decision by sharing their thoughts and ideas and may be required to provide a recommendation to the decision maker
- Decision maker (red) – makes the final decision, taking into account any recommendations shared by those providing input
- Synthesizer (purple) – responsible for collating and sharing information relevant for the decision maker to make the final decision

- Override (*) – reviews the decision made by the decision maker and has the authority to override the final decision

APPENDIX H – INFORMATION TECHNOLOGY STRATEGIC PLAN

USF UNIVERSITY OF™ SOUTH FLORIDA SYSTEM

INFORMATION TECHNOLOGY STRATEGIC PLAN 2018 - 2022



Information Technology Strategic Plan 2018 - 2022

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Introduction

USF Information Technology (USF IT) provides technology services and support for the USF System including the USF institutions in Tampa (including USF Health), St. Petersburg and Sarasota-Manatee. The IT team, led by Sidney Fernandes, System Vice President and CIO, provides the following services.

Administrative Systems: IT enables efficient administrative functions by providing systems that support the achievement of institutional goals. Services include access and management of student, clinical, business, and public safety systems as well as facilitating integration between these systems.

Client Support: IT provides clients with a digital workplace that enables effective performance. Services include desktop and software management, printers, storage solutions, research computing, and much more.

Communication Services: IT promotes information sharing through communication and collaboration, enabling the USF community to work together effectively. Services include online collaboration, video conferencing, messaging, email, event services, and digital signage.

Teaching and Learning: IT supports achievement of student success by fostering a 21st century teaching and learning environment. Services include academic support resources such as Canvas, technology in classrooms and smart computing labs, lecture capture, and more.

Analytics and Reporting: IT enables decision makers by providing a full range of reporting and business intelligence tools. Services include data analysis and mining, predictive analytics, creation of interactive dashboards, data visualization, and ad hoc reports.

Mobile and Web Services: IT empowers the USF community to engage their clients using dynamic, secure and recognizable web and mobile solutions. Services include custom application development, business process automation solutions, website hosting and management, web content management, user experience analysis, MyUSF enhancements, and mobile app development.

Consulting Services: IT assists clients in optimizing use of technology to solve challenging institutional needs. Services include research consulting, visualization, 3D modeling, project management, process improvement, new technology solution evaluations, and more.

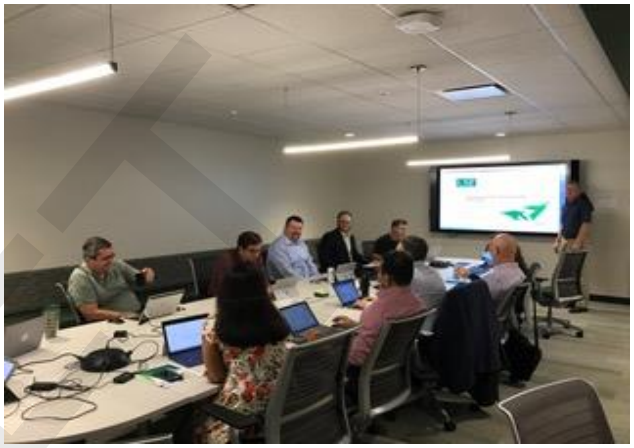
Cybersecurity Services: IT reduces risk of cybersecurity threats by protecting USF's technology assets. Services include secure computing such as data protection and encryption, and vulnerability scans.

Judy Genshaft
President

Sidney Fernandes
System Vice President/CIO

Developing the plan

The USF System Board of Trustees requested a 5 year technology strategy in support of the USF System institutions' strategic plans. The IT leadership team, together with input and feedback from the Information Technology Management Council, developed the technology strategy for 2018 – 2022. In addition to reviewing missions and goals of all institutions within the USF System, input was gathered from students, faculty and staff to determine the technology needs of the institutions over the next 5 years. Research was performed to understand the trends in technology in Higher Education through expert organizations such as Gartner and Educause. Analysis was also conducted to evaluate the strengths, weaknesses, opportunities and threats facing USF IT today and into the future.



Next Steps

Following the review of the Technology Strategy Plan by the USF System Board of Trustees, operational plans will be developed each year within the IT organization to align resources and funds with strategic goals and initiatives. The USF IT governance process will require relevant governance work groups to review and approve or reject new initiatives as appropriate. USF IT will monitor metrics by establishing benchmarks and targets to demonstrate the progress and achievement of the strategic plan; review and update the strategy on an annual basis to ensure that it aligns with the mission and strategic goals of the USF System and its member institutions.

SWOT Analysis

Strengths

- Energetic, passionate employees who are experts in USF's institutional practices and committed to the System's success
- Developing a culture of openness and respect, inspiring a focus on client communication and transparency
- Transformation to agile processes enabling improved client engagement and responsiveness to their needs
- Improved governance processes enabling effective decision making on technology investments
- New technology infrastructure suites, including an integration platform and an intelligent business process management platform, modernizing the client experience through innovative solutions

Weaknesses

- Recruitment, talent management, and retention is hindered by outdated classification and compensation practices
- Limitations of financial resources impacts the ability to replace aging infrastructure and to invest in new systems
- Limited IT marketing and communication channels across a large, complex, client base, contribute to slow client adoption of new technology
- Limited resource capacity and multiple competing demands impede our ability to deliver timely solutions
- Multiple login credentials and authentication pathways increase the complexity for users and decrease the visibility of the systems for security purposes
- Inconsistent alignment of technology solution purchases leading to multiple solutions for the same business problem
- Data Center limitations and deficiencies jeopardize availability and reliability of core computing infrastructure

Opportunities

- Leadership focus and support to fix disjointed and siloed systems and processes needing disruptive technologies to achieve efficiencies
- Institutional costs may be reduced by emerging commodity technology services
- A digitally native student body expecting an academic experience utilizing modern technology
- Consumerization of healthcare creates opportunities to improve patient experience and outcomes
- Innovative technology tools and platforms will contribute to the success of the USF System in surpassing performance goals
- Integrating IT initiatives into the training and development of USF students, enabling them to build skills required to successfully find employment upon graduation
- Engaging with local and national industry and community partners to promote USF's brand and identify solutions for the USF community

Threats

- Constant cyber threats put University and client data, as well as the reputation of the institution, at risk
- Competition for technology talent within the SUS and market
- Evolving state funding models increases internal competition for limited resources
- State and USF procurement policies limits agility in acquisition of products and services
- Resistance to change limits the effectiveness of new technology solutions
- New regulatory mandates create additional risks and require complex controls necessary for compliance

Vision

USF IT will lead the use of disruptive technology to achieve USF System goals.

Mission

Through a culture of excellence, we partner with our clients to implement innovative and impactful technology across the USF System.

Guiding Principles

Focus on the success of our clients.

Manage institutional risk.

Advance the institutional vision utilizing disruptive technologies strategically.

Ensure complete funding of initiatives and services.

Our Values*

Focus

Because we focus on only a few things at a time, we work well together and produce excellent work. We deliver valuable items sooner.

Courage

Because we work as a team, we feel supported and have more resources at our disposal. This gives us the courage to undertake greater challenges.

Openness

As we work together, we express how we're doing, what's in our way, and our concerns so they can be addressed.

Commitment

Since we are empowered, we are more committed to success.

Respect

As we work together, sharing successes and failures, we come to respect each other and to help each other become worthy of respect.

IT Strategic Goals

The following are the strategic goals that IT will focus on to support the USF System and its member institutions in achieving their missions and strategic goals.

Student Success

Create a globally accessible, digital ecosystem that transforms the student experience and supports student retention, timely graduation and cost-effectiveness of education. This will be accomplished through:

- Modernization of our student information system
- Creation of internships and certificate programs
- Use of predictive analytics and other strategic technologies to enhance student outcomes

Research and Innovation

Provide the research community with technology solutions for world-class research in support of preeminence. Accomplish this through:

- Implementation of efficient grant management solutions
- Expansion of innovative infrastructure
- Research and education facilitator programs
- Focus on pioneering emerging technologies

Strategic Partnerships

Pursue local, national and global entrepreneurial partnerships with technology leaders to:

- Promote USF's brand
- Create academic and research technology job opportunities for students
- Establish new collaboration opportunities for the USF community

IT Strategic Goals (continued)

Provider/Patient Engagement

Create a superior patient and provider experience by:

- Leveraging cutting-edge technologies, including virtualized treatment, self-service and self-help to improve satisfaction and quality outcomes

Digital Foundation Transformation

Transform the underlying technology architecture to accommodate a digital ecosystem required by a world-class institution.

- Continue to improve the cybersecurity posture of the institution by using analytics, threat intelligence, and other innovative approaches
- Prepare for a world of expanded digitization including electronic devices of all forms (Internet of Things) using new ways of IT operations to increase productivity
- Adopt innovative talent management approaches to recruit and retain top-notch talent
- Leverage IT employees' passion and expertise in process improvement frameworks as well as the platform of technology tools that enable efficiencies, such as intelligent business process management
- Increase use and awareness of technology tools to improve the digital experience, increase self-service and reduce work effort where possible
- Seek opportunities to use digital assistance, robotic process automation, and machine learning, to scale services for a growing client base
- Embrace a "cloud first" and "mobile first" strategy
- Continually analyze existing technologies and retire those that are no longer viable

Strategic Metrics

The following metrics will be used to measure achievement of the IT strategic plan. Benchmarks will be established in year 1 and targets will be established annually.

Security Posture Index

Industry recognized security index, measured quarterly against peer universities

Client Satisfaction

Percent of clients satisfied with technology services

Calls resolved on first contact

Percent of support incidents resolved on the first contact with the service desk

Unplanned Effort

Percent of technology resource time spent on unplanned work in each quarter

ROI on Digital Foundation Ecosystem

Number of technology projects that yield a positive return on investment

Strategic Alignment Index

Measurement of the contribution of technology projects to the achievement of USF System institutions goals, determined in collaboration with the client

Planning Committee

The IT strategic plan was created by the IT leadership team in partnership with the Information Technology Management Council (ITMC) which has representation from USF Tampa, USF St Petersburg, USF Sarasota Manatee and all Senior Vice President areas.

IT Leadership Team included:

Sidney Fernandes (USF System VP and CIO)

Jenny Paulsen (Associate VP and Deputy CIO)

Patrick Gall (Associate VP and CTO)

Swapna Chackravarthy (Assistant VP – BI and Analytics)

Dan Majchrzak (Assistant VP – Research Technologies)

Alex Campoe (Assistant VP and CISO)

Jay Evans (Director - Financial Strategy)

Carrie Garcia (Director – Application Services)

Jason Hair (Senior Director – Infrastructure and Operations)

Alice Wei (Director – Digital Innovations)

Chase Holland (Associate Director – Service Management)

Brian Ippolito (Director – Infrastructure Services)

Jay Unnikrishnan (Director – BI and Analytics)

Adam Tobias (Director – BI and Analytics)

Beth Reid (Director – Business Operations)

Mary Chang (Director – Business Analysis)

Andy Wineinger (Director – Clinical Systems)

Information Technology Management Council included the following members:

Academic Affairs - Theresa Chisolm; Paul Dosal

Athletics - Yulander Wells

Business and Finance - Nick Trivunovich

Communications and Marketing - Steve Dapcic

USF System Faculty Council - Timothy Boaz; Gregory Teague

Research and Innovation - Rebecca Puig

University Advancement - Noreen Segrest; Susan Vandermast

Student Government - Alec Waid; Shaquille Kent

Information Technology - Sidney Fernandes

Library - Todd Chavez

USF Health - Rich Sobieray; Joann Stobbe

USF Sarasota-Manatee - Ben Ellinor

USF St Petersburg - Joe Trubacz

Administrative Services - Calvin Williams

*Our Values – adopted from The Scrum Guide, Ken Schwaber and Jeff Sutherland, 2017@