

Faculty Senate Information Technology Committee Annual Report

August 2023-July 2024

Elected members:

- Brent Appling University Libraries, Collections (2026)
- Philip Busbee, **Co-Chair** School of Medicine Path-micro (2024)
- Sarah Carroll, **Co-Chair** Darla Moore School of Business, Economics (2025)
- Nikki Smith College of Nursing (August 2023-December 2024)
- Anfel Crews College of Nursing (January 2024-August 2026)
- Ashley Gess COE, Instruc & Techr Education (2026)
- Elizabeth Regan (2026) Arnold School of Public Health, Exercise Science
- Paula Vasquez CAS, Mathematics (2026)
- Nikolaos Vitzilaios, **Co-Chair** CEC, Mechanical Engineering (2024)

Appointed members:

- Elizabeth Shirkey Division of Information Technology (ex-officio)
- Heather Heckman University Libraries (ex-officio)
- Debbie Kassianos Vice President for Research Office (ex-officio)
- Aaron Marterer University Registrar Office (ex-officio)
- Paul Sagona Research Computing (ex-officio)
- Shannon Means Office of the Provost (ex-officio)
- Rajat Das Gupta Graduate Representative (2024)
- Bryan Scheffler Undergraduate Representative (2024)
- Beth Brigdon 2024 Interim VP IT\CIO (ex-officio), August 2023-February 2024
- Brice Bible VP IT\CIO (ex-officio), March 2024-July 2024

Committee Meetings and Guest Speakers

The committee had 12 meetings during the 2023-2024 AY, most of them had an invited speaker. A list of the meetings, speakers and guest topics is provided below:

8/23/2023	Guest: Scott Phinney, AY 2022-2023 IT committee co-Chair
	Scott went over major items in the recently submitted Faculty Senate IT report for the AY 2022-2023. Scott shared his experience and advice on the functionality and charge of this committee.
9/20/2023	Guest: Rhiannon Mayer, Director of eLearning Services
	Rhiannon provided an introduction and timeline on the Blackboard Ultra Course View transition. Discussion on the development of LMS Review Committee being set up to speak about transition to Blackboard and discuss alternatives (e.g. Canvas).
10/11/2023	Guests: Trena Houp, Director for Academic Programs Aisha Haynes, Assistant Director at USC Center for Teaching Excellence
	Transition to Blackboard (BB) Ultra Course View, Zoom integration, CTE commitment to working with faculty during transition, CTE will help with customization with departments if requested.
11/8/2023	Guests: Derrick Lesesne, Executive Director for Infrastructure Services and Roberto Santiago, Senior Director of Infrastructure Engineering
	Infrastructure Updates: Cloud Transformation Project (CTP), Network Modernization (NETMOD), network/fiber remediation upgrade ongoing; provided timeline for completion of other buildings; provided list of completed buildings/areas.
11/29/2023	Guest: Ronni Wilkinson, Director CEC ITS and unITe working group chair
	Ronni Wilkinson introduces history/purpose of unITE. In 2018/2019, IT Directors got together (unITe) to tackle major issues. Ronni discussed how membership in unITe has expanded from original charter, which consisted of distributed IT Directors and Chief Information Officer. unITe also tackled other projects, such as procedural modules, distribution, and cost-saving/efficiency recommendations (e.g. support Microsoft Office products, acquisition of Zoom site license).
12/13/2023	Guest: Tom Vrana, Executive Director of Enterprise Services
	Tom Vrana talked about registration system outage experienced in mid-November. Problem created from broken links in database entries. Well known problem, in discussion with the supplier to find a way to fix it and avoid similar events in the future.
1/17/2024	Guest: Kim Hodges, Director of Digital Accessibility
	Complete overhaul of DA website; with emphasis on including more detailed information and guides around DA topics. Starting Digital Accessibility Network – volunteer group that will discuss topics of interest related to DA around university.
2/14/2024	Guest: Jeff Stensland, Assistant Vice President of Institutional Relations and Public Affairs

	Jeff introduced information about the role and duties of communications and marketing, as well as services they can offer for both academic and administration.
3/20/2024	Guest: Rick Byers, Program Manager, Identity and Access Management
	Discussed access to Microsoft 365 A5 for faculty (USC license – 67 tools included), which has more features than most faculty are aware of.
4/10/2024	Guest: Brian Hull, Deputy Director, IT Services
	Discussion on USC Personal/Lab Website policies, University-wide problem complicated by several complex issues: branding guidelines, accessibility for individuals with vision impairment, website functionality, consistent look/format of sites, defining goals of website (e.g. tell story, promote research, attract faculty/students). Discusses experience with Engineering where Open Scholar was used. While worked with some percentage of faculty, limited functions to provide easy design/use underserved faculty.
5/1/2024	no Guest, report from the new VP IT\CIO was given
5/29/2024	no Guest

DoIT Strategic Priorities

The Division of Information Technology (DoIT) has set forth strategic priorities for the Academic year 2023/2024 to address the immediate and long-term needs of the university community. These priorities focus on maintaining current infrastructure, enhancing research management, and optimizing resource commitment. Additionally, infrastructure modernization projects are underway to support these strategic goals.

Maintaining Current Infrastructure ("Keeping the Lights On")

A significant portion of DoIT's efforts, approximately 70%, is dedicated to ensuring the reliability and functionality of the university's existing IT infrastructure. This priority encompasses:

- Addressing Power Outages and Equipment Failures: Continuous efforts are being made to mitigate power outages and reduce the rate of equipment failures.
- Blackboard Ultra: Support and facilitation of the transition to Ultra to improve the digital learning environment.

Research Management Support

DoIT is committed to enhancing the IT infrastructure to support the university's research initiatives, aligning with the President's vision. Key initiatives include expanding high-performance computing resources and integrating advanced data management tools to support research across various disciplines. Additionally, DoIT is collaborating with the VPR Office to migrate old RedCAP projects to a newer, HIPAA-compliant instance, ensuring secure and efficient research data management.

Resource Commitment and Optimization

For this year, DoIT focused on optimizing resource allocation and improving cost efficiency across the university by addressing fragmented IT spending, such as on ZOOM services, through better coordination and communication across departments. This consolidation aims to optimize resource use and streamline the acquisition and management of software licenses, ensuring cost-effective and equitable distribution of IT resources.

Cloud Transformation Project (CTP)

The Cloud Transformation Project is in its final phase, with all USC enterprise applications and servers now operating from DartPoints Software Defined Data Center. This project will conclude by March 31, 2024, decommissioning on-premises systems and modernizing the university's IT infrastructure.

Network Modernization (NETMOD)

Significant progress has been made in upgrading the network infrastructure:

Significant progress has been made in upgrading the network infrastructure, with 40 buildings upgraded as of November 7, 2023, and one building in post-upgrade validation. Early 2024 will see upgrades in five additional buildings, including Discovery Garage, Coker Life Sciences, Earth and Water Sciences, Koger Center, and Thomas Cooper Library. These upgrades are designed to meet the increasing demands of students and faculty. Upcoming upgrades are new 5G coverage expected to provide sufficient support for the foreseeable future.

Community Engagement and Communication

Effective communication and engagement with the university community are critical to the success of DoIT's initiatives. Key efforts include actively reaching out to various entities, such as student government and the Provost's office, to understand and address their IT needs and issues. To enhance communication, Jeff Hostilo has been included as an ex officio member of the IT committee. The Faculty IT survey provides valuable data for funding requests and annual planning, helping to identify IT support shortcomings and improve service desk operations. Additionally, regular discussions with the UNITE group, comprised of IT directors, help address resource and service needs across the university.

Future Directions

Looking ahead, DoIT will continue to focus on leadership transition, technological advancements, and continuous improvement. With the upcoming addition of John "Brice" Bible as the new VP starting in March, DoIT anticipates an infusion of energy and expertise, as Brice brings extensive experience from various institutions and is already engaging enthusiastically with the team. Key initiatives include exploring AI applications and other advanced technologies to support both sciences and humanities, enhancing large-scale computation and data analysis capabilities. DoIT will also implement post-upgrade validation procedures to ensure the efficacy of upgrades and maintain customer satisfaction. Recent updates discussed at the Provost retreat include classroom and building upgrades, integration with Blackboard, a new course evaluation method, wireless upgrades, and resolving registration issues with the Banner system developed by the Illusion group.

LITE Initiative

The LITE (Learning Innovation and Technology Enhancement) Initiative has continued to upgrade technologies in classrooms this year.

In addition to the core objectives of the LITE Initiative, the team highlighted the relevance of digital accessibility and ADA compliance. Although these areas do not fall directly under the committee's umbrella, there are significant connections that necessitate our attention.

Research Computing

Throughout the year, significant advancements in research computing were made, as reported by Executive Director of Research Computing, Paul Sagona. A primary focus has been on aligning with the President's vision and the Provost's governance to bolster research capabilities across the university.

A notable achievement includes the awarding of an NSF large equipment grant aimed at enhancing AI and scientific research, involving four principal investigators from different colleges. This grant will significantly boost the university's high-performance computing resources and support advanced data management tools critical for interdisciplinary research. Efforts to enhance data infrastructure on the USC campus are progressing well. These efforts involve exploring potential locations and collaborating with state entities to develop robust data centers. Additionally, Paul Sagona's involvement in the UNITE sub-committee on generative AI productivity tools, particularly Microsoft Copilot, underscores the focus on integrating cutting-edge technologies into research practices.

Paul has also actively engaged with the faculty through presentations, such as the one for the Epidemiology and Biostatistics department, and has sought continued support to connect with

more faculty members across different departments. This outreach aims to raise awareness of the available research computing services and gather feedback to improve these services. The MRI (Major Research Instrumentation) grant has been instrumental in acquiring new GPU technology, with hardware delivery expected soon. This new equipment will be operational by the summer, enhancing the computational capabilities available to researchers.

Blackboard Ultra Course View Transition

The transition to Blackboard Ultra Course View (BB UCV) has been a major initiative for our campuses this year, driven by the directive of Provost Arnett. This effort, spearheaded by Rhiannon Mayer from E-learning Services, aims to streamline and modernize our Learning Management System (LMS) across all campuses.

Background and Context

Blackboard has been the dominant LMS at USC since 2009. In 2019, the platform transitioned to a cloud-based system following its acquisition by Anthology. This shift has resolved numerous legacy issues, introducing new technologies and data features. Despite these advancements, the comprehensive transition to BB UCV has generated both excitement and challenges within the university community. Some external tools used in the original Blackboard will reach "end of life," necessitating updates or alternatives. Collaboration tools like Zoom are being integrated into BB UCV to enhance virtual teaching capabilities. The transition from Blackboard Collaborate to Zoom is a significant focus, with clear timelines and support for faculty to migrate their recordings.

Transition Plan and Implementation

The transition plan, as outlined by Rhiannon Mayer and supported by the Center for Teaching Excellence (CTE), involves several key steps:

1. Communication and Awareness:

Extensive communication efforts have been undertaken to inform faculty about the transition. This includes emails from the Provost, social media updates, and dedicated websites by the Office of the Provost and CTE. Regular updates and resources are available on the Provost's website and through CTE newsletters.

2. Testing and Training:

Faculty are encouraged to test BB UCV through sandbox environments and course shells available for Spring 2024 courses. Training sessions, including monthly in-person events and online webinars hosted by Anthology, have been scheduled to support faculty in the transition. Ongoing support is provided via open office hours and virtual consultations with CTE and E-learning Services staff.

Comprehensive guides, checklists, and a decision tree have been developed to assist faculty in converting their courses to BB UCV.

3. Handling Exceptions:

A process for requesting exceptions to the transition has been established, primarily for departments or schools rather than individual courses. These requests are vetted by the CTE team and require final approval from the Provost.

4. Faculty and Student Preparation:

Efforts have been made to ensure a smooth transition for students, with minimal impact expected on their experience aside from a new interface.

Training sessions and resources are focused on equipping faculty with the necessary skills to navigate BB UCV effectively.

5. Communication and Feedback:

Regular feedback from faculty and students is being sought through surveys and direct consultations to refine the transition process.

End of FY 2023/2024 status

As of Spring 2024, there are 15,418 total course shells created, with 91 courses in Ultra Preview and over 500 course sections already transitioned to UCV.

By Fall 2023, the number of course shells increased to 18,418, with approximately 925 sections in UCV.

Future Plans: The full transition to BB UCV is expected by Fall 2024, with continuous training sessions planned up to August 2024. Department outreach will continue, ensuring all faculty and departments are adequately supported through the transition.

2024 Faculty IT survey

The survey report is reproduced at the end of this annual report.

Major concerns:

- Persistent Wi-Fi connectivity problems
- Classroom technology outdated / not functioning
- Long response time of technology support after submitting a ticket
- Lack of centralized research computing environment and access to external research networks
- Training availability for university supplied software like Office 365 were requested

Efforts and updates during Summer 2024

- Incoming chairs if the faculty Senate IT committee met with the new VP for Information Technology and CIO Brice Bible in July to discuss the survey results. We received the following Information on current work of DOIT:
- DOIT worked on updating Wi-fi access points across the University by updating the cable leading to the access point and positioning the access point in the optimal position for maximum coverage
- DOIT will work with the Faculty Senate IT committee on scheduling training opportunities for faculty, preferably in the beginning of each semester and potentially mandatory for incoming faculty (to include department/school specific software available)

Recommendations:

The IT Committee should:

- Continue to survey faculty on an annual basis;
The chairs should consider meetings with and/or extend invitations to attend the faculty senate IT meetings whenever possible the incoming VP for Information Technology and CIO Brice Bible to receive updates on the points mentioned above during the 2023-2024 academic year

- Update faculty via mass e-mail (if possible) on current updates/work/developments of DOIT to ensure faculty becomes aware of the efforts

2024 FACULTY SENATE IT SURVEY RESULTS



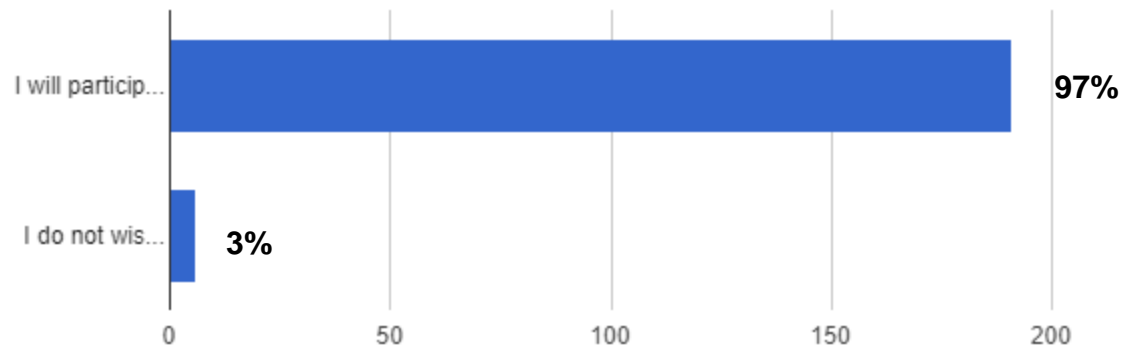
SURVEY PARTICIPANT DEMOGRAPHICS



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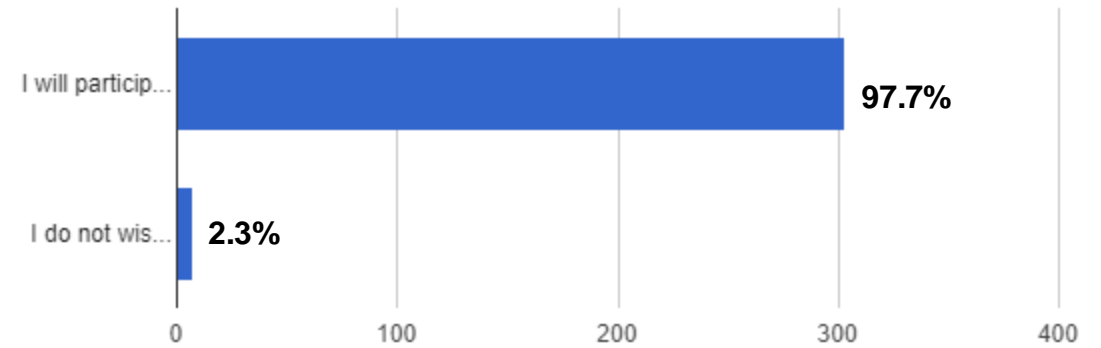
CONSENT TO PARTICIPATE IN THE SURVEY

2024



n=191

2023

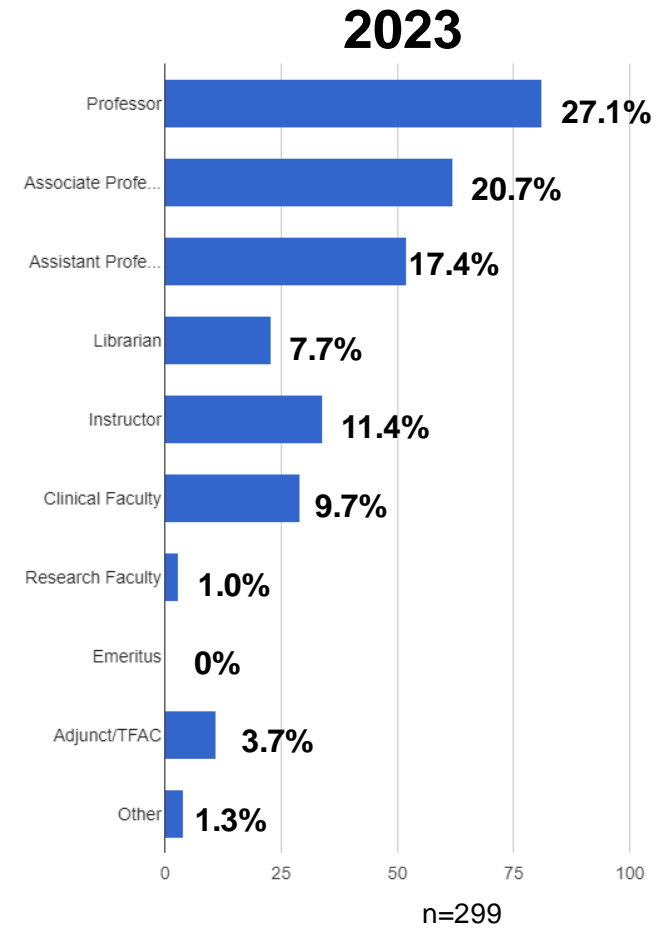
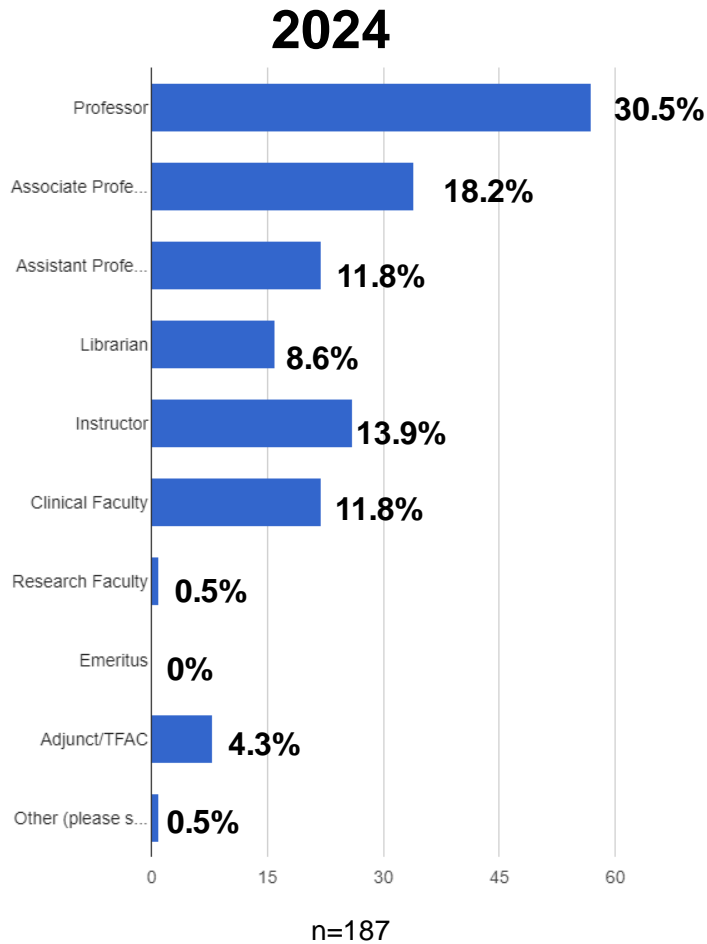


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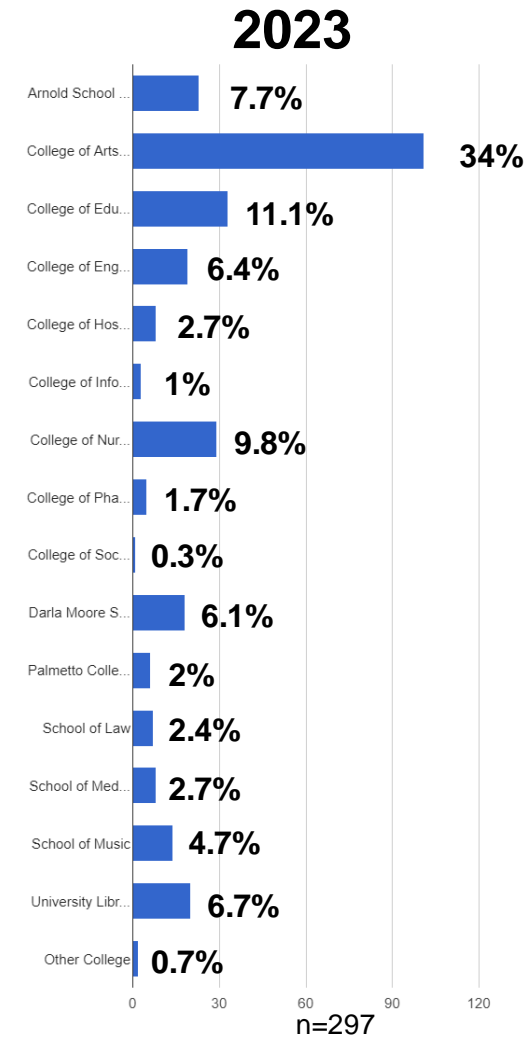
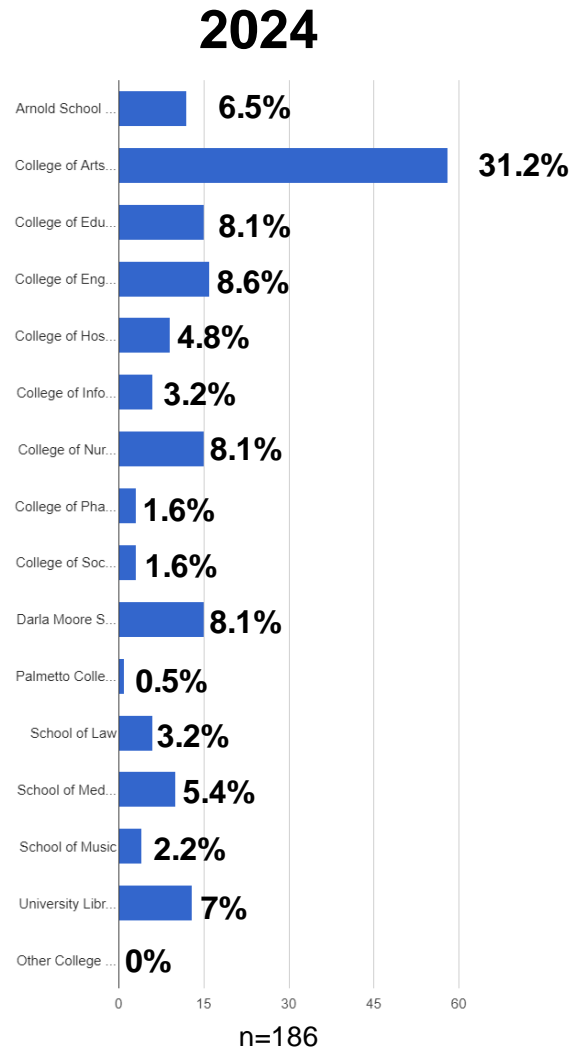
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POSITION OF SURVEY PARTICIPANTS

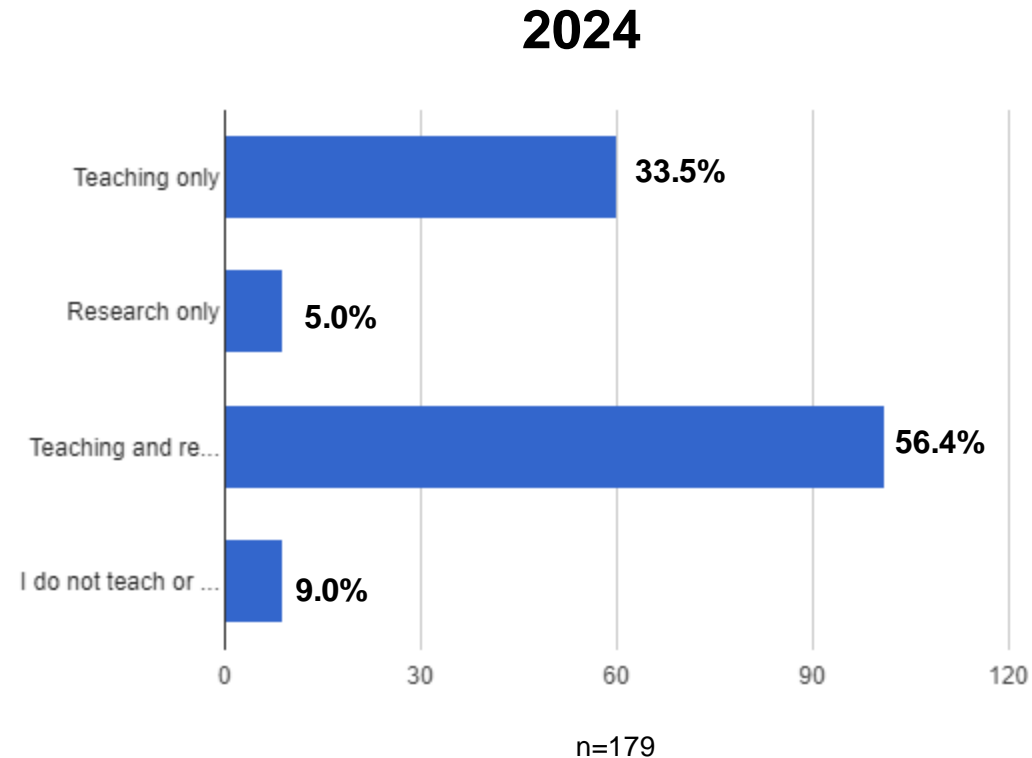


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COLLEGE OF SURVEY PARTICIPANTS



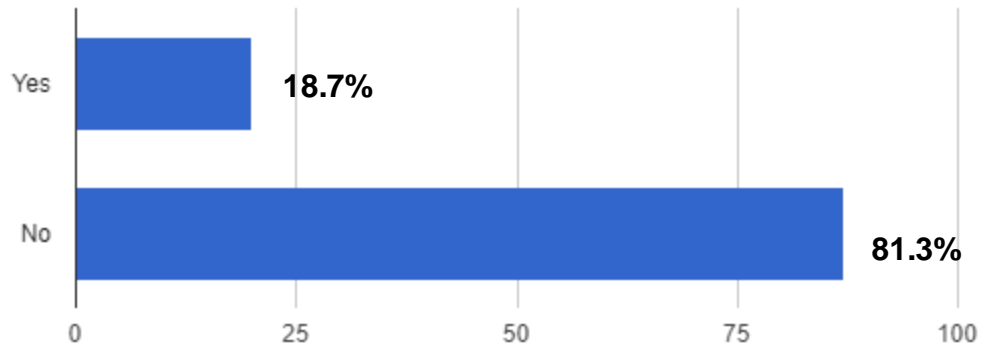
PLEASE CHOOSE ONE OF THE FOLLOWING RELATED TO YOUR WORK ACTIVITIES IN CALENDAR YEAR 2023
(JANUARY 2023 - DECEMBER 2023) TO ROUTE YOU THROUGH THE SURVEY APPROPRIATELY.



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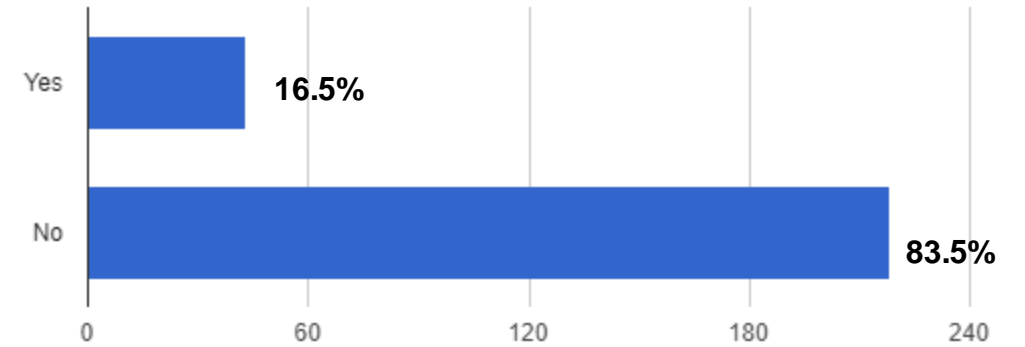
DOES YOUR RESEARCH INVOLVE ARTIFICIAL INTELLIGENCE?

2024



n=107

2023



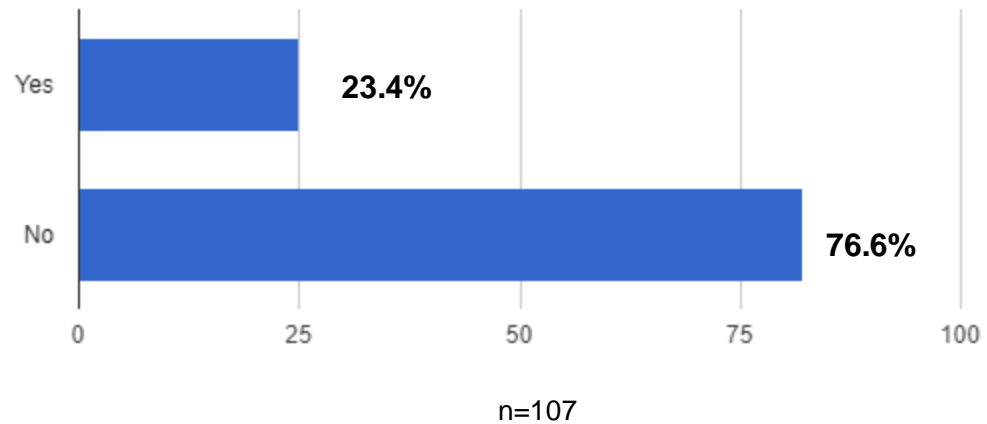
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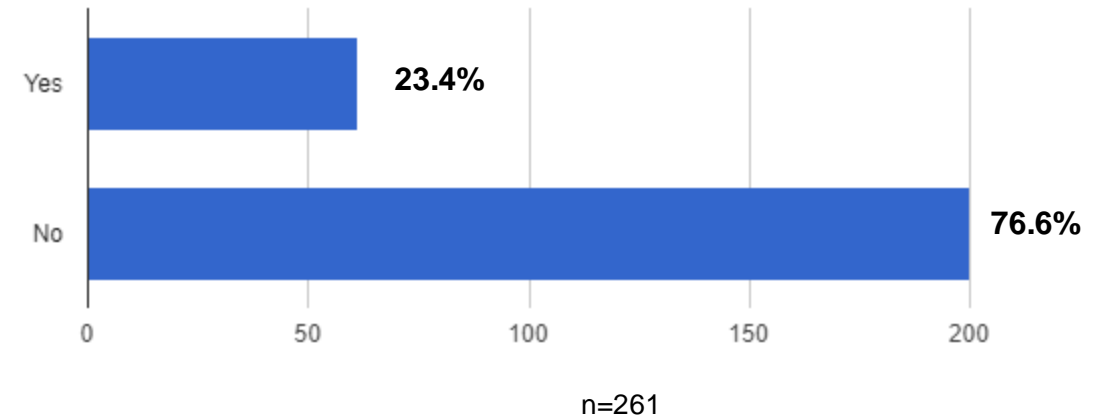
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DOES YOUR RESEARCH INCLUDE REGULATED RESEARCH DATA? (E.G. HIPAA, CUI, ITAR, ETC)?

2024



2023



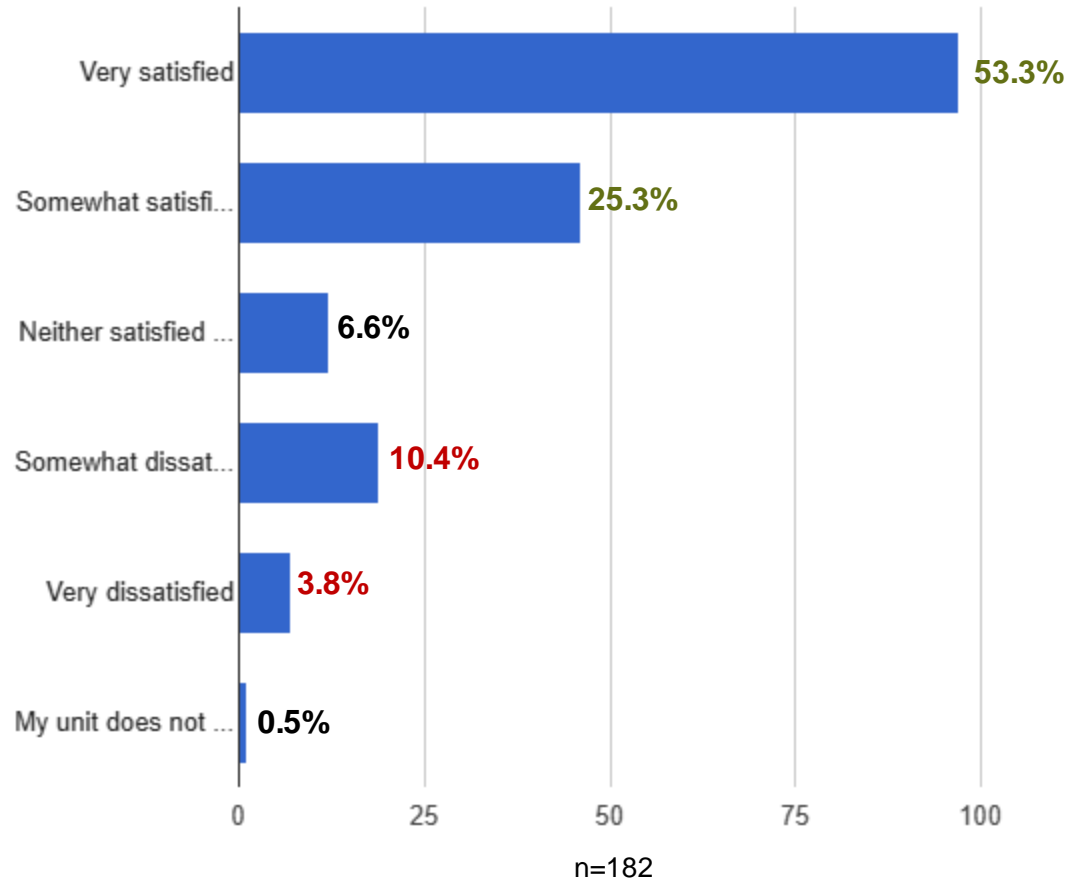
SURVEY PARTICIPANT SATISFACTION AND CURRENT VIEWS ON I.T. AT USC



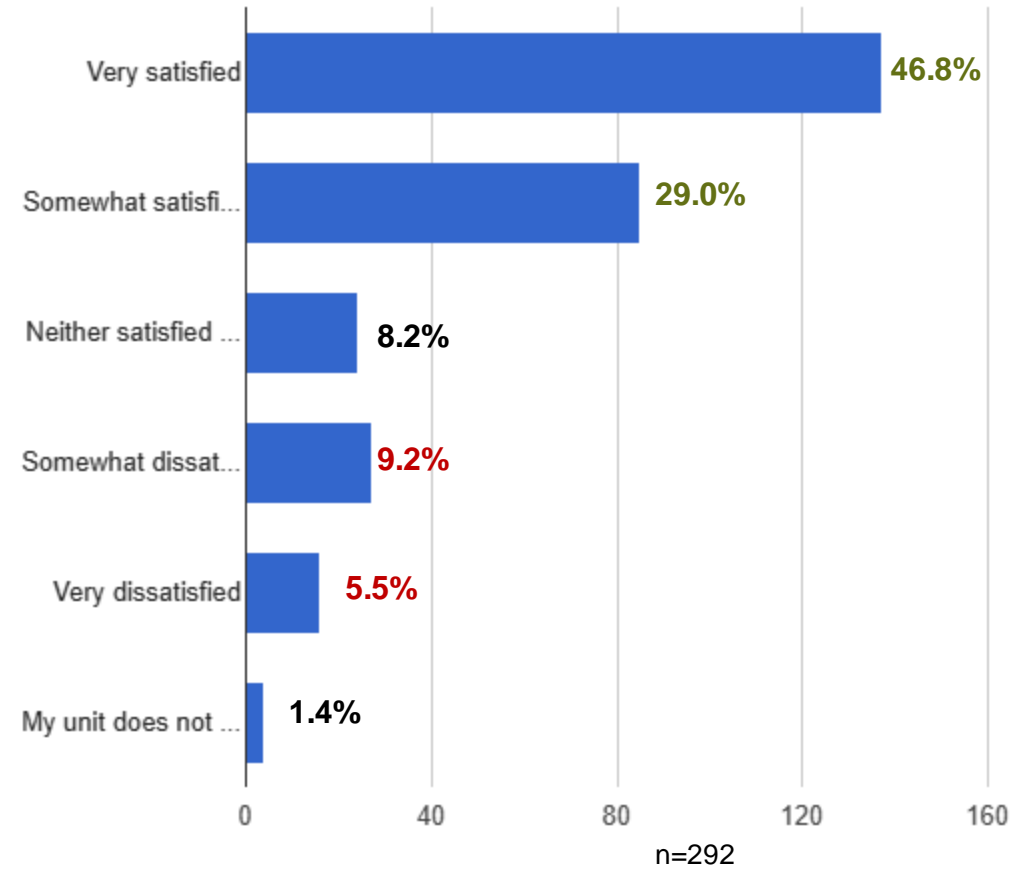
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OVERALL, HOW SATISFIED ARE YOU WITH THE IT SERVICES AND SUPPORT OFFERED BY YOUR ACADEMIC UNIT (COLLEGE/DEPARTMENT SPECIFIC)?

2024

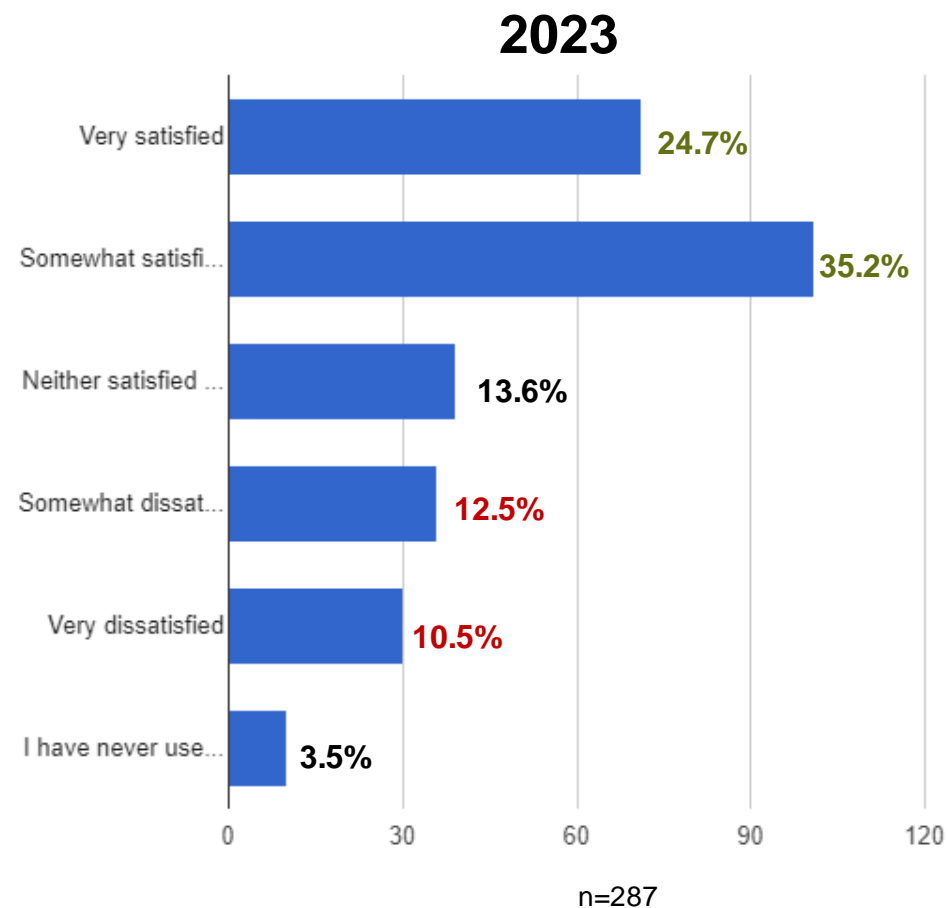
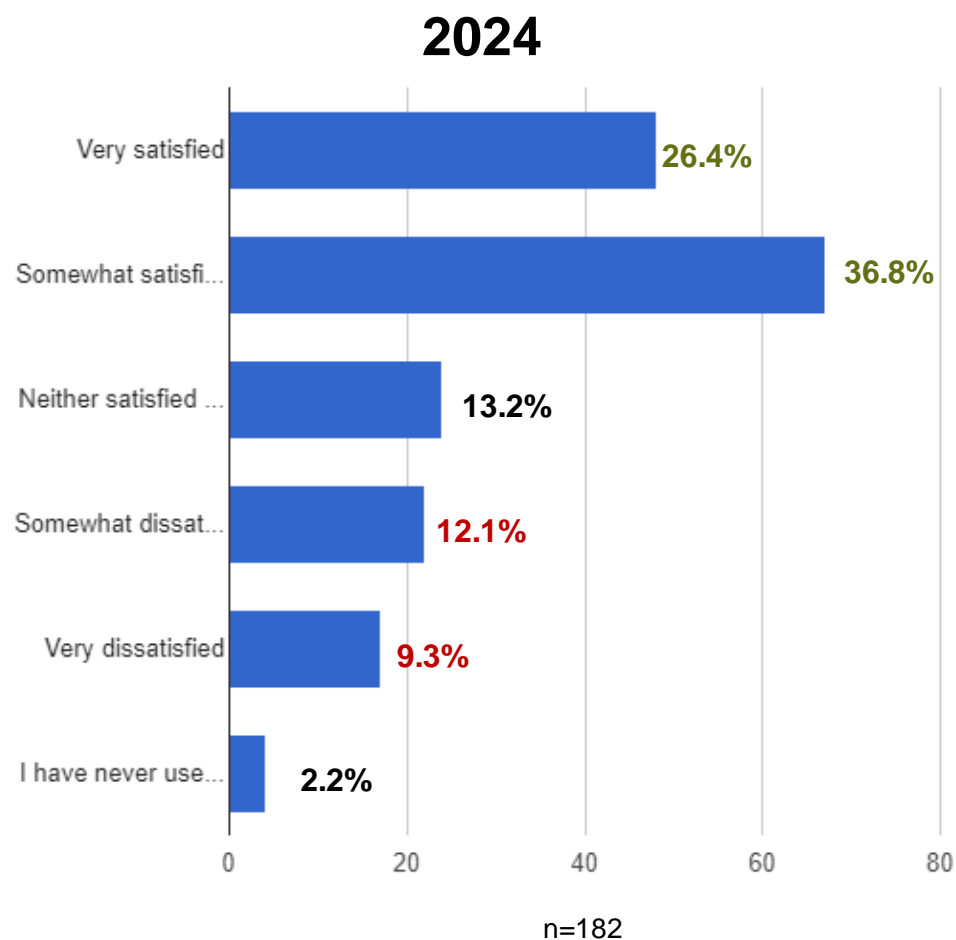


2023



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OVERALL, HOW SATISFIED ARE YOU WITH THE SERVICES AND SUPPORT OFFERED BY THE DIVISION OF IT (DOIT), (EXAMPLES: SOFTWARE AVAILABILITY, NETWORKING, RESEARCH CLUSTERS, SERVICE DESK)?



PLEASE EXPLAIN YOUR RESPONSE (38 RESPONSES)

1. Tickets submitted often do not receive a response or have a very long turnaround time
2. Nearly every process that gets converted from an email or phone request to an online form makes my job harder and more time consuming. One-line emails are now 15-minute forms that usually ask ridiculous questions (like a thorough rundown of all of my identifying information and contact points) multiple times in one form. The sole exception in 20 years has been payroll. That's the one thing that got easier after IT got ahold of it. IT should serve others, not itself. Reserving a room is now like buying a house. And don't get me started on travel. I could walk to DC faster than I could jump through all the IT hoops to fly there.
3. Have to jump through a lot of hoops to get to an answer. Sometimes the answer is generic and does not respond to my specific problem.
4. USC is the ONLY R1 University in the United States that has no Zoom Enterprise account! In my research field Zoom is the industry standard, so having no access to the university Zoom account makes us look inferior. We were promised Zoom last year, but nothing was delivered. We were promised Zoom on 15 March 2024, but nothing was delivered either.
5. For several tickets placed this AY, when the techs could not figure out what was wrong or did not respond they would email after a few weeks and ask if the problem still existed. I want to reply something to the effect of "you mean did the issue magically go away?" There could be better communication regarding the fix or not of a issue reported. Also, there were several times when SSC., EAB, DW or other systems were down or intermittently down and there was nothing posted on the systems website. As if everything was working fine.
6. The most obvious thing is the university's website, which looks about 20 years out-of-date. It is replete with outdated pages, the pages are rarely dynamic, and it is hard for folks who work here to navigate it well, let alone others. As the saying goes, you only get one chance to make a good first impression. Our website is the front door of the university and the most externally facing product aside from televised coverage of athletics. Unfortunately, the website is a complete embarrassment and there is no excuse for it. In its current state, it poses a challenge to effectively recruiting the best students, faculty, and staff from across the state, the region, the nation, and the globe. The entire thing needs to be overhauled and brought into the 2020s. The university also lacks a large centralized research computing environment for restricted use data that is accessible to the typical end-user faculty member without Linux / Unix expertise. This is standard issue at most R1 universities. Again, an area in which the university appears to be at least a decade out-of-date. The third area where I've noted a great need for improvement is the IT setup of our classroom spaces. In the age of distance education, hybrid meetings, etc., it is unacceptable for classrooms not to be outfitted with quality A/V equipment that is configured properly to enable folks to see and hear what happens in the room and online. The longer we wait to resolve these three critical issues, the further behind our peers we will fall, and the harder it will be to catch up.
7. Not enough software titles available
8. There is not nearly enough IT support within our unit. The quality of support is good but the capacity is extremely limited relative to the need. This directly results in delays in research progress. Regarding DoIT, I am dissatisfied with the selection of software available. There are many commonly used statistical softwares that are not available for free through the university but I believe should be (e.g., SPSS, Nvivo, MaxQDA, Mplus). I am also at times dissatisfied with the quality of network connection on campus as the WiFi is inconsistent.
9. Persistent wifi issues. Help can be difficult or slow. Lack of campus-level licenses for basic software (Adobe) offered at many other institutions.
10. A large lecture hall that I use in Sloan College has not had functioning WiFi all semester, despite many requests from several faculty members. We have been unable to proctor exams, run quizzes, show videos - the most basic things you would promise prospective students that a classroom can do. The issue has still not been resolved, 4 months later.
11. Most of the services are cumbersome and difficult to wade through. Other universities I have been to were more user friendly.
12. I have noticed changes. This is an improvement over Very Dissatisfied.
13. The internet connectivity strength in Wardlaw (specifically the 3rd floor) is very unreliable. I regularly lose connectivity when on virtual meetings. This poses challenges (and is quite embarrassing) when having guests join courses virtually as guest speakers or students joining virtually.
14. I've had to cancel classes multiple times this semester due to faulty projectors and broken computer issues
15. We have little to no free software for use by faculty and students when compared to other universities. We pale in comparison. Support is slow, not always friendly, and often not capable of helping.



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PLEASE EXPLAIN YOUR RESPONSE (38 RESPONSES)

16. We have been having trouble adapting the new Bb Ultra to some very specific placement test needs and we have not had a very responsive answer from DoIT
17. Blackboard unresponsive after 6 PM and on weekends. Blackboard Help desk a disaster during Covid .
18. Whenever I submit a ticket for service, even minor issues, it is sometimes two weeks before I get a response!! And when I do get a response, the Technician's answers with more questions that are unsatisfactory!
19. 1. At the college and department level, the IT staff is very unsatisfied with their employment (lack of raise, lack of promotion possibility). I do research in computing, and the staff flatly declined to provide the IT service needed so I could carry out sponsored research. Only if the sponsored project directly pays for staff service would they consider it. This project has full F&A (49.5%), so the college needs to find a way to support services for research and not ask for additional IT costs on projects that the sponsor may decline. 2. Central IT's service desk is "neither satisfied nor dissatisfied" (can stand improvement - response time is good but tickets get passed around with long resolution times), but the networking-both wired and wireless (quality/speed)-is pathetic ("very dissatisfied")-unbecoming of an R1 university. There has hardly been any improvement over the last five years. The DoIT claims (personally) that the university is not spending enough on upgrading networking equipment, but we don't know where the problem is. RCI service is somewhat in between "somewhat satisfied" and "very satisfied." Software availability is "somewhat dissatisfied" (poor support for installation, poor selection).
20. More resources for Microsoft Teams
21. No high speed internet to connect to national lab facilities. High performance research capabilities are pathetic. Not commensurate with R1 university. DOIT is too parochial and doesn't want change. DOIT employees are not at the university but in their home office- ridiculous
22. several veteran IT advisors have retired and the help services offered by the remaining staff are below the quality standards we used to receive from the those IT advisors that had retired.
23. When teaching in classrooms not serviced by our department, response to technical issues is slow or nonexistent.
24. Some questions need immediate assistance. This is rarely possible with the current requirement to submit everything as a "ticket". Too many decisions appear to be made for the convenience of the support group, not the users. Also, many times different users have different needs.
25. It has been difficult to gain access to software needed to conduct research.
26. Example: the directions for connecting an Android device to eduroam are lacking information and are therefore useless
27. Slow responses
28. Many commonly used software are not available.
29. Department: Refresh cycle on computers is too long. Only purchases very basic desktops, no laptop options. Overall just seem s cheap and not very useful. DoIT: The UCV transition is already not going well. DoIT is trying, but they often do not understand the product they are supporting, its functions, or its limits. They have provided incorrect information about UCV multiple times and not been able to resolve the majority of issues we have faced in converting to UCV. Part of the problem is that UCV is a terrible, buggy, incomplete, and poorly designed product. I feel for DoIT staff having to support such a problematic platform. But, it's also obvious they have no hands-on experience actually using it in any robust way.
30. The IT experts in the College of HRSM, Doug Cogdell and Chris Raines, are the absolute best people ever. they know me, they know about my disability, and they ALWAYS respond and respond in a timely manner to my needs. BTW- due to my disability, which is visual, I have a TON of needs. The USC-IT services are a bunch of over-staffed an over-paid bureaucrats, who don't really care about the individual. I've NEVER gotten help when I call 777-1800.
31. There are a lot of people that need to be in the loop for trivial things, and it's hard to know which one does what.
32. Our USC full time Blackboard Help team is great and the only bright spot in DoIT. They are rock stars with helping faculty overcome Blackboard hurdles. The Blackboard corporate after hours "Help" is terrible. Problem solving via a script. Senior leadership is aloof. Fire them all! VP Foster was a classic example of distancing the office from the faculty. His ethics was questionable. DoIT needs to help with IT teaching concerns. I know high speed computing is important but not to the vast majority of USC faculty. Create instructional hardware and software systems that makes our IT teaching stations work 100% of the time. One IT failure at the podium hits hundreds of students and their learning.



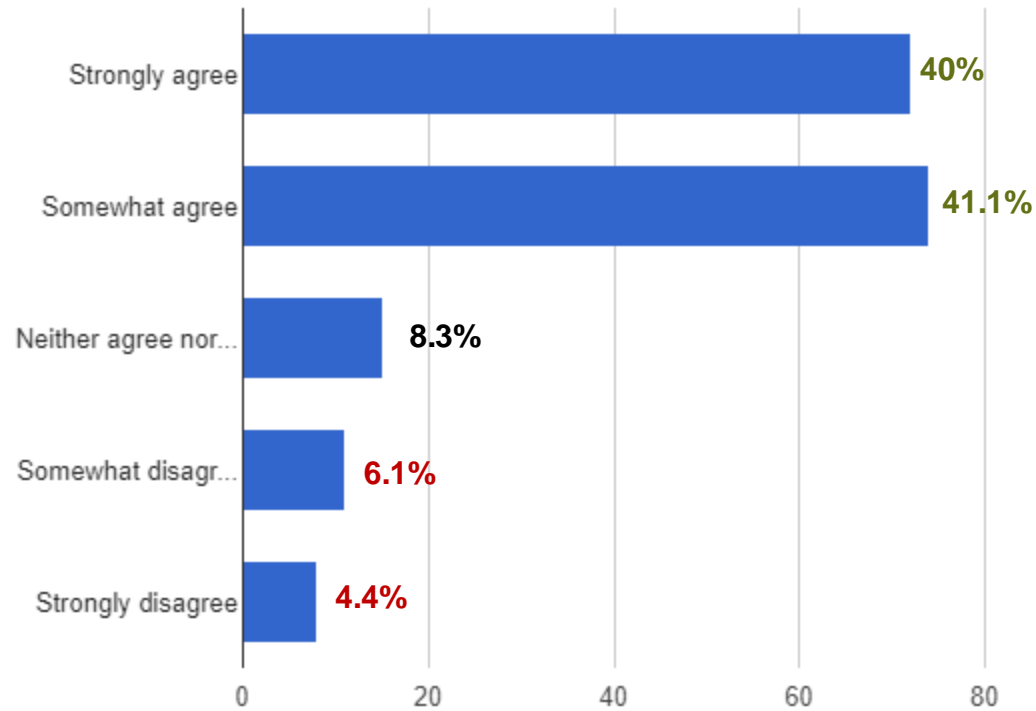
PLEASE EXPLAIN YOUR RESPONSE (38 RESPONSES)

33. Concerns range from infrastructure to research computing to incompatible software to choosing second-best software... many of these are not the fault of DOIT but this forms the basis for my answer.
34. The times I have gone to the service desk for help, it seems that there is an inexperienced undergraduate student manning the desk who does not take the time to understand the issues. Our in-house IT person is truly outstanding and prompt. The service desk....not so much
35. The DoIT has offers poor service, in my opinion. To take one example, there is currently an internet outage in my office building, during the final week of classes. We received no notification of the outage, or of how long it is expected to last. When I called the DoIT to report the outage, I asked whether it was possible for affected faculty to be notified, and I was told that we could check the Service Status page, which lists all outages. However, all that the page lists is the following: "Outage - Compute (virtual servers) (started 04/22/2024 10:56:07 AM) Multiple Enterprise Systems Reporting Outages, such as Data Warehouse, Phone systems, and others. Technician's are aware and are working to resolve the issue." No information about affected buildings is provided. The person on the phone told me that they have no mailing list with which to reach out to affected faculty. This is something that they should develop using their expertise in information technology. Beyond this issue, our @sc page is a clunky nightmare, Blackboard support is poor: e.g. having to merge the Blackboard pages of different sections of a course should be significantly more streamlined, photos got removed from Blackboard without anyone being notified in advance.
36. The software (e.g. Tableau) was installed on the computers for my class, but the permissions are so restricted that students were unable to access any document on the computer when trying to walk through example usages. I had to have them download on their own computers to use instead.
37. Minimal IT support in the college - 2 people doing all the work makes it slow. The person is great, but he is understaffed. Internet on campus is slow often. This institution doesn't provide a lot site licenses for things. I'd like to full functionality of Microsoft such as Bookings.



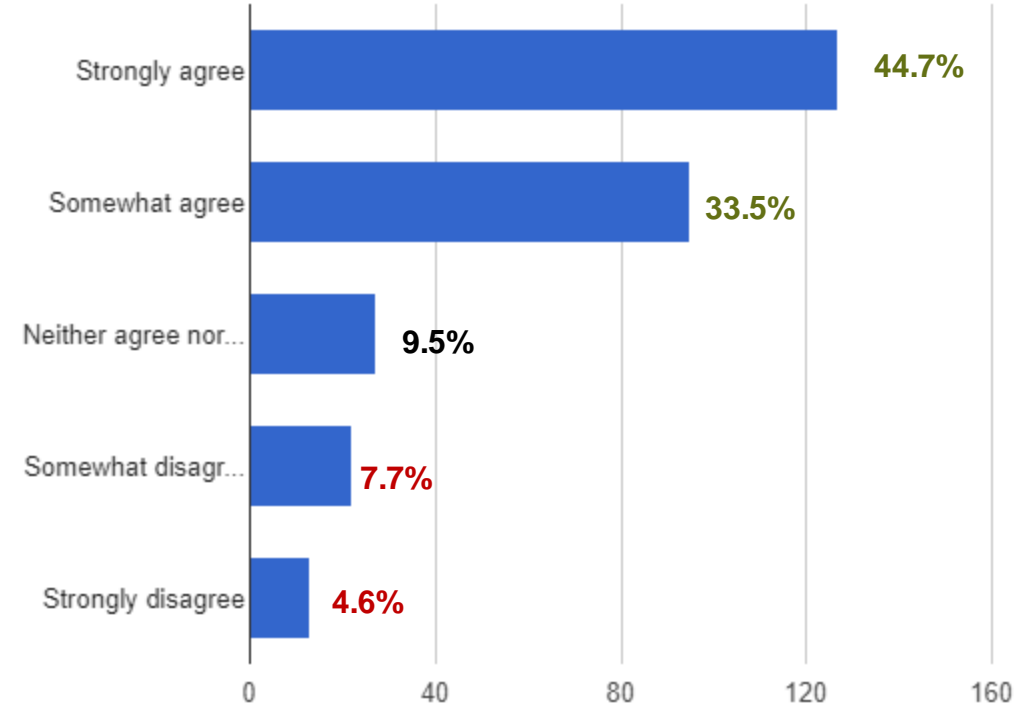
PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT: "WHEN I HAVE AN IT PROBLEM OR NEED, I KNOW WHERE TO GO FOR A SOLUTION."

2024



n=180

2023



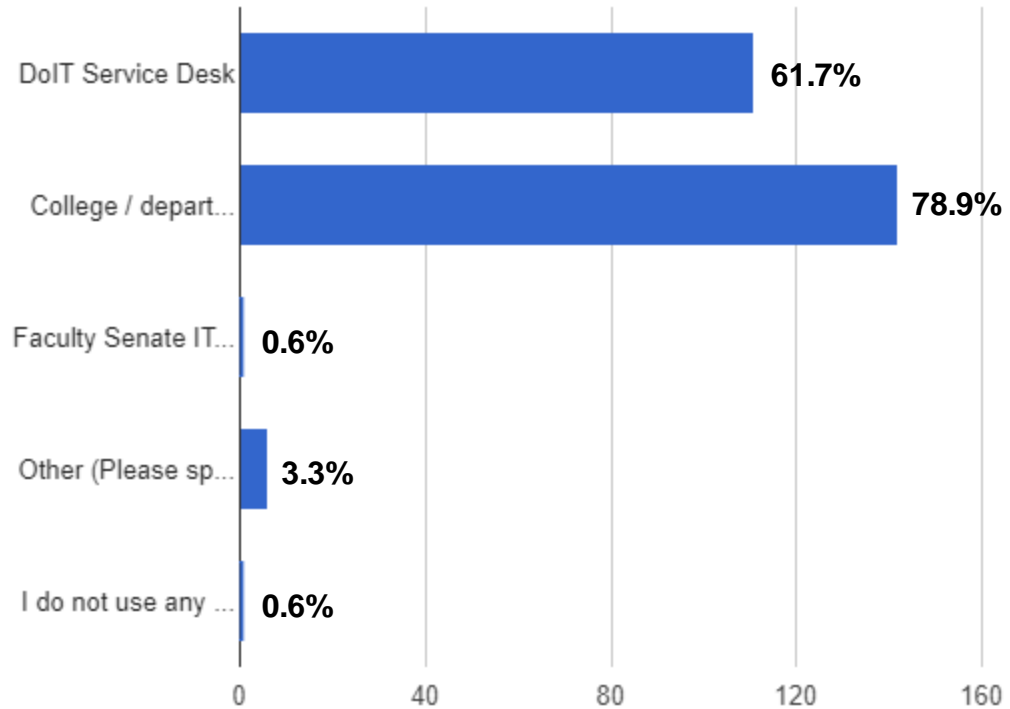
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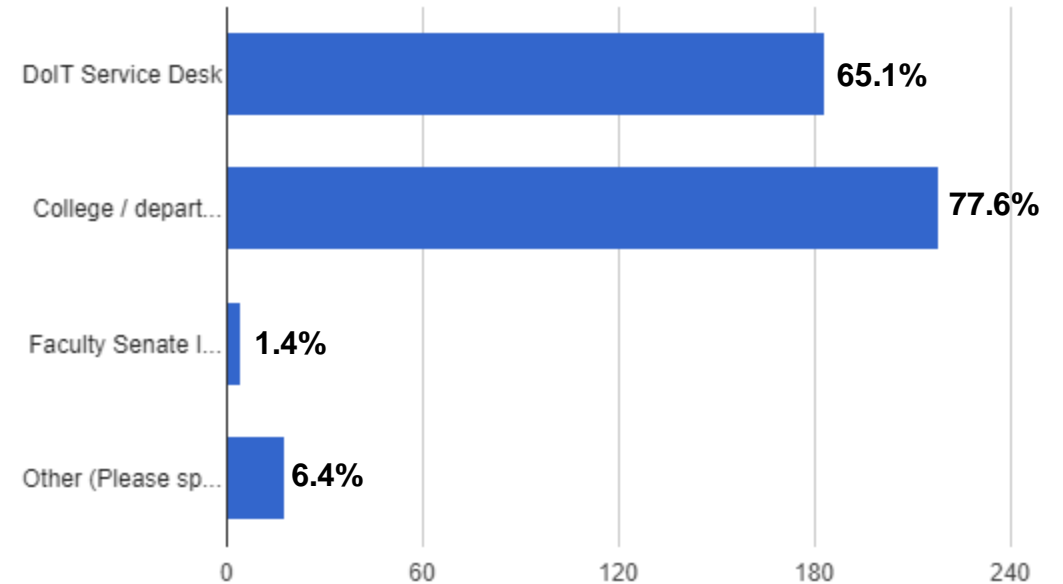
WHERE DO YOU GO FOR IT SOLUTIONS? CHECK ALL THAT APPLY.

2024



n=180

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n=281



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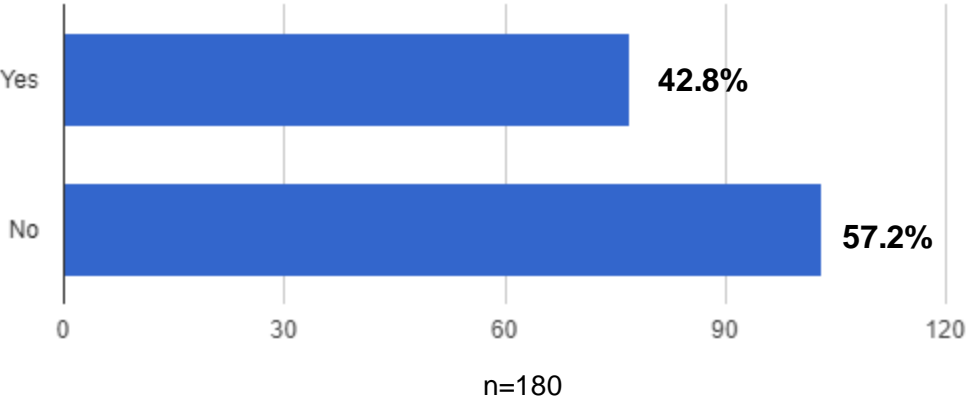
IT SOLUTION, OTHER - PLEASE DESCRIBE. (6 RESPONSES)

1. I sometimes service my own needs in order to stay productive. Search online for assistance.
2. Sometimes I just google the problem and fix it myself.
3. I do a lot of online searches and reading of the Blackboard forums at Anthology.
4. Google; People outside the university
5. Administrative assistant for my department.
6. I call Paul directly. He is a life saver!

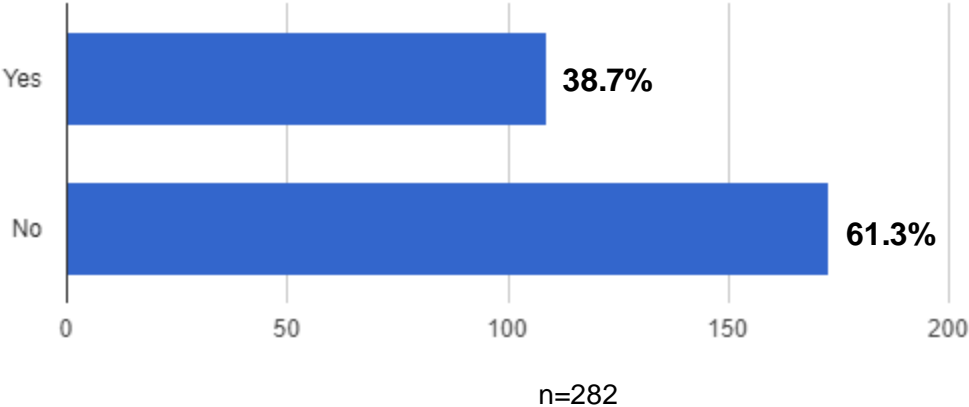


HAVE YOU EVER USED DOIT'S "KNOWLEDGE BASE"?

2024

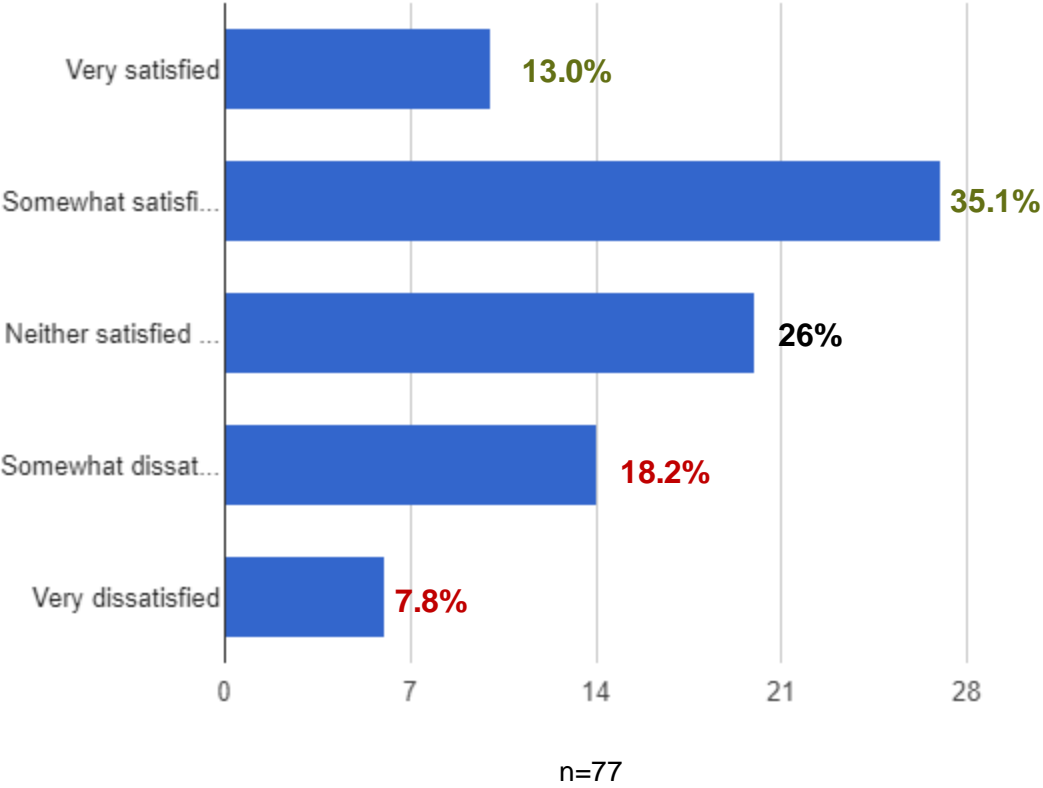


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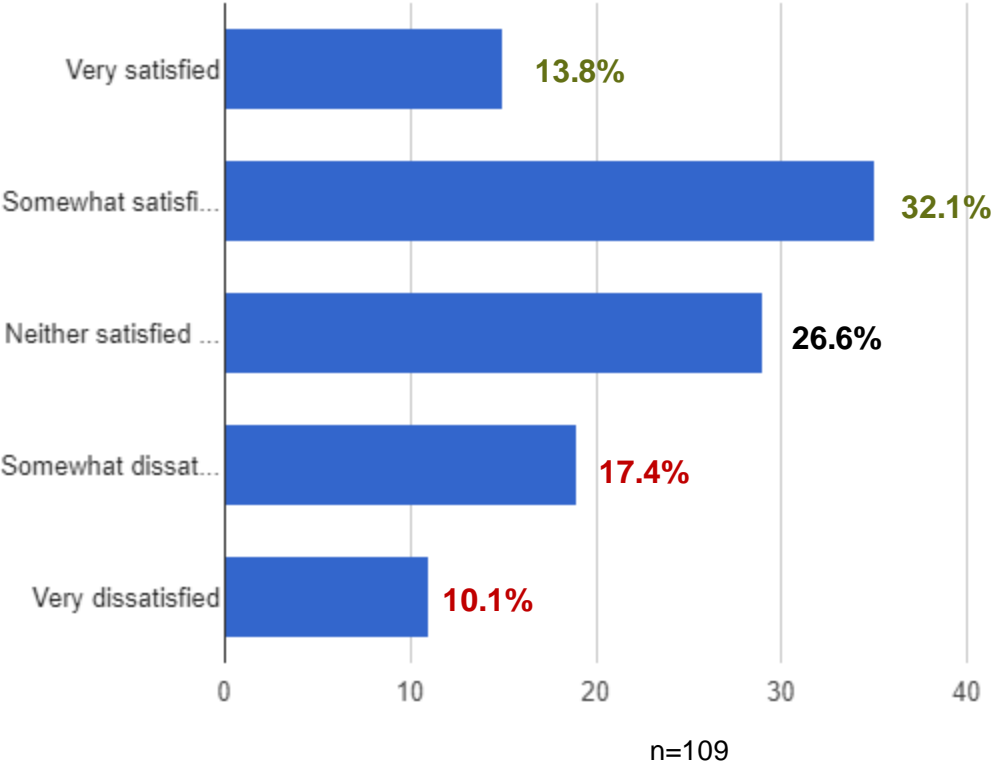


HOW SATISFIED ARE YOU WITH DOIT'S KNOWLEDGE BASE?

2024

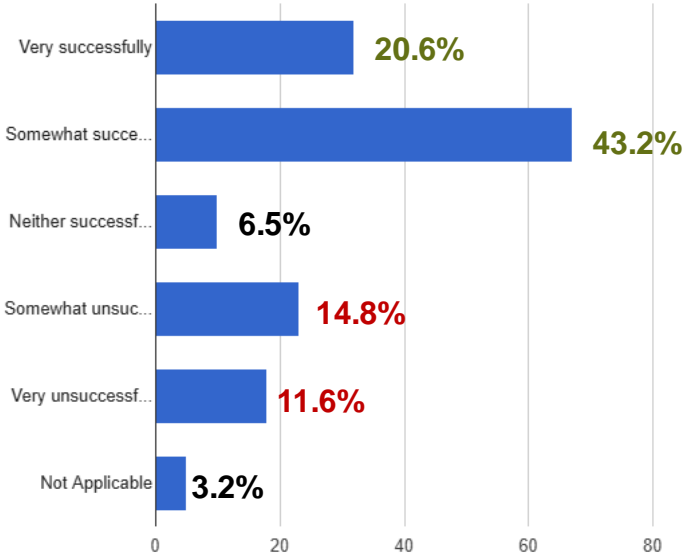


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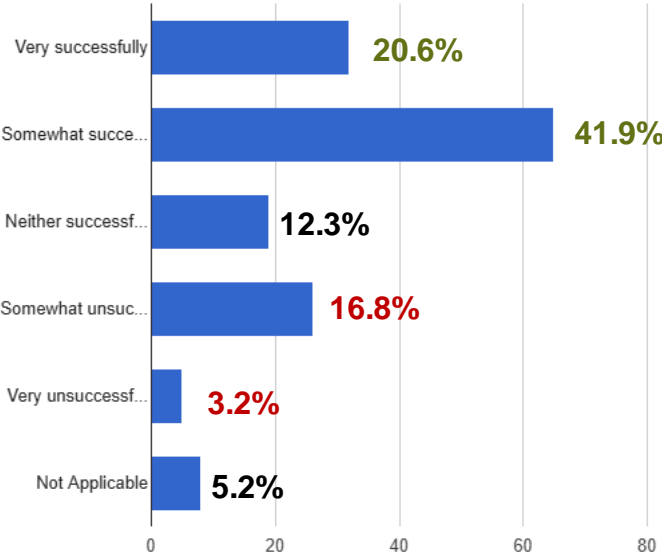


HOW SUCCESSFULLY HAS THE IT ENVIRONMENT ON YOUR CAMPUS MET YOUR TEACHING NEEDS IN THE FOLLOWING AREAS? (QUESTION ONLY IN 2024 SURVEY)

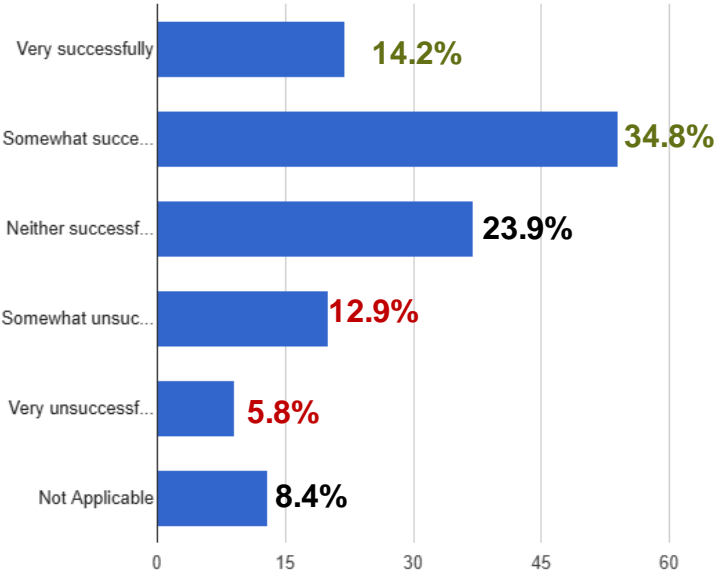
Wi-Fi/Internet Access



Classroom Audio/Visual



Infrastructure



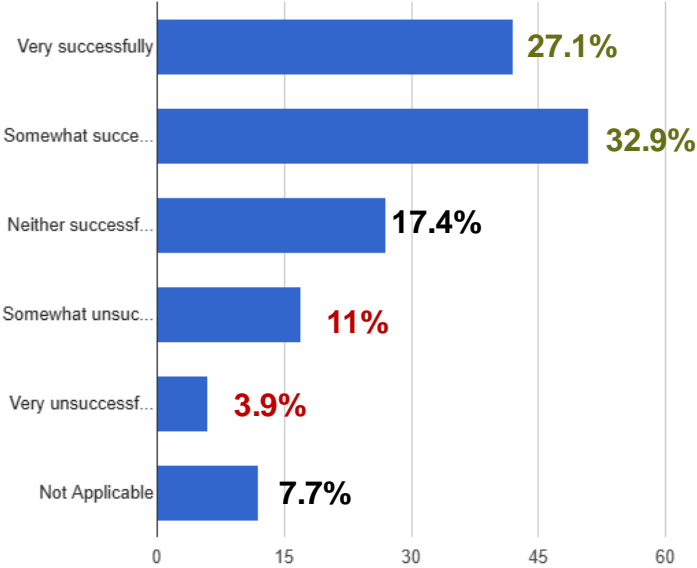
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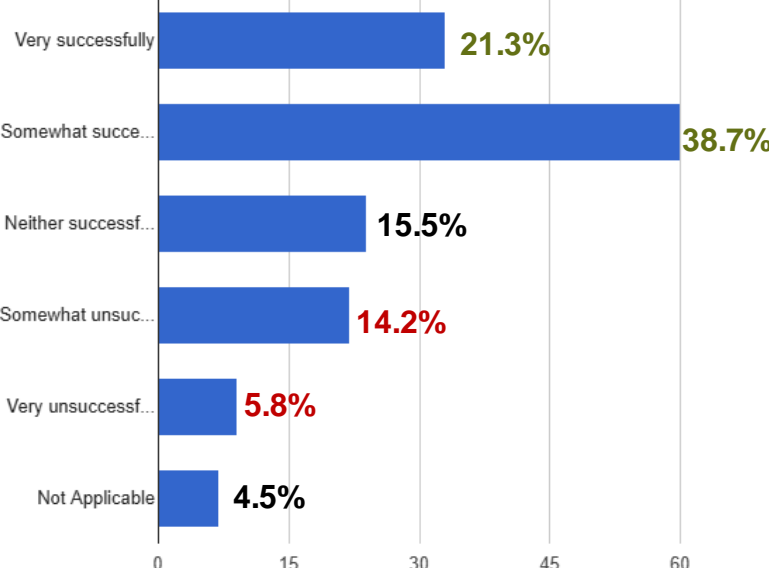
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HOW SUCCESSFULLY HAS THE IT ENVIRONMENT ON YOUR CAMPUS MET YOUR TEACHING NEEDS IN THE FOLLOWING AREAS? (QUESTION ONLY IN 2024)

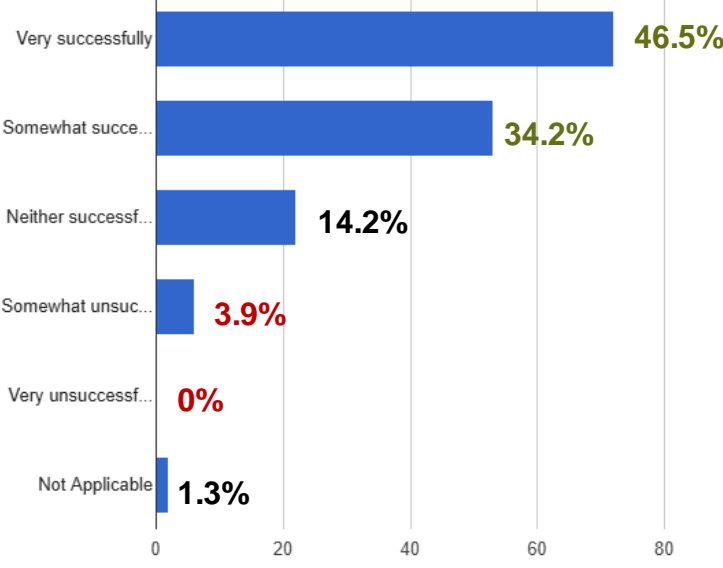
Computer Hardware



Software



Email



n=155



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PLEASE PROVIDE ANY ADDITIONAL DETAILS ON YOUR ANSWERS ABOVE: (45 RESPONSES)

1. My only comment is two questions back, where I ranked improving online forms as the highest priority, I was disappointed to see that it presumed the IT department would be the ones doing it. They've almost always made those processes worse instead of better.
2. Zoom, please!
3. I have the most difficulty with Blackboard and support from blackboard. They make changes during the semester that effects assignments and grading. When there is a time sensitive issue it is very difficult to get a resolution.
4. Classrooms lack up to date equipment which often leads to problems and delays in trying to troubleshoot. Of course some classrooms are better than others.
5. The main issue is the WiFi is terrible. We are teaching at the flagship university yet students have to use their hotspots to get on the internet. I have many guests from K-12 institutions and it is embarrassing when superintendents and principals can't get on our WiFi. This consistently happens. I have put in a ticket regarding this in January and I received a response late March from IT that they can hardwire my computer. The Wifi is poor for me to conduct Zoom meetings, but I am also concerned about the image that the College of Education has when superintendents and principals can't get online. (IT can't hard wire our guests.) Having functional WiFi is a basic expectation in the field of education when conducting business or teaching.
6. We are expected to use Adobe products to complete paperwork but USC does not pay for us to have access to the software we need. I'm paying something like \$500 out of pocket per year for a personal Adobe account so that I can complete University assigned paperwork. This is totally unacceptable. We need better software support. We're way behind other R1s. To an embarrassing level. On a positive note, IT support has improved a HUGE amount in Biological Sciences over the last five years or so. And WiFi access has gotten a lot better too. Our classrooms are shabby, but the IT support has definitely improved.
7. Availability of Microsoft Copilot for Office 365 (Outlook, Word, Excel) will increase productivity at all levels (faculty, staff, students). I find that the university is usually slow to respond to opportunities like this and having a faster response would be ideal. Some of the projectors in the classes I teach are difficult to see. I do not sure what is the definition of infrastructure
8. Internet simply does not work in my classroom. So neither does related AV/infrastructure (thus "very unsuccessful"). Email does what it's supposed to. We don't have licenses for cheap/free software that comes standard at most R1 universities (e.g., Zoom; Adobe products).
9. the spam filter is too aggressive. onedrive storage needs to allow collaboration with other institutions.
10. The Wi-Fi in GAMB 151 and 152 is so bad that I have had to switch to using my tablet with the document camera several times this semester. The document camera in GAMB 152 is so bad that one day I had to resort to using the white board. In order of preference, I teach using my tablet; my tablet with the document camera; white paper with the document camera; and lastly, the board in the room. If I have to resort to the white board in the room, it is a very bad day. Not having reliable Wi-Fi will trash any attempt I bring in to use technology for classroom engagement, and the assistance that I got correcting the issue was pitiful. I felt ignored.
11. I am totally reliant on wifi being available for all my students to be on their laptops at the same time in the classroom. If wi-fi / internet goes out, it's a disaster. Also, the change of IP to one block without considering how some library electronic resources are differently distributed via IP access highlighted an infrastructure / communication issue. It would be great to have a liaison from DoIT in the libraries and vice versa.
12. Sometimes internet is available, sometimes not. It is spotty. I understand that students have a lot of demand and even use multiple devices, but it is a problem. Classroom equipment varies by classroom. It is crazy that I have to have workarounds for certain classrooms to get equipment to work. I will say that the Darla Moore support team is amazing and helps me as they can, but they can only do so much with glitchy equipment. I would like to see tools that we are forced to use (i.e. Blackboard) be up with a higher reliability, and when it does go down, let us know when it is down (instead of having to hear from students), and let us know when it is back up so I don't have to constantly check it.
13. The internet connectivity strength in Wardlaw (specifically the 3rd floor) is very unreliable. I regularly loose connectivity when on virtual meetings. This poses challenges (and is quite embarrassing) when, for example, I have guests join courses virtually as guest speakers or for students attempting to join classes or meeting virtually.



PLEASE PROVIDE ANY ADDITIONAL DETAILS ON YOUR ANSWERS ABOVE: (45 RESPONSES)

14. Often I troubleshoot myself before calling DoIT, then when I call, they want to walk me back through the same steps that I have already unsuccessfully tried and we end up with, "Well, I don't know what else to do". Even if the solution is "We need to schedule someone to come take a look" that would be better than just leaving it with "well you've done everything you can".
15. Wi-Fi/internet access is generally awful, and incredibly unpredictable in all spaces I work and teach in on campus.
16. Please change the requirement of creating a completely new password for the USC system every six months. we know that that is not necessary. Much more sensitive systems in my life dont do such things. Cost is worse than benefit. Put Photo roster back on Blackboard. Microsoft TEams creates several regular problems in my computer system.
17. Our dedicated IT personnel at the College of Information and Communications are incredible. They are responsive. My issue is with Facilities and their lack of response which is impacting our IT. I teach in Room 310 at 800 Sumter Street. When it rains, the roof leaks on the podium. The current solution to the problem is a smelly trash can with a tube that is hanging from ceiling next the podium. That isn't a solution. Also, the connections on the podium no longer work. Our IT folks have reported it numerous times. The entire podium and all the components need to be replaced. Regarding Wi-Fi - It doesn't work in all of the classrooms in the School of Journalism and Mass Communications. For example, it works in Room 310 and does not work in Room 321. Why?
18. Matthew Warthen (spelling?) is phenomenal. He helps Faculty Senate and is SO helpful. Blackboard help via the phone is OUTSTANDING!!!! antiquated audio/visual equipment dropping Wi-Fi while broadcasting through blackboard collaborate a tangle of cables and wires at the lectern in SWGN 1A20 that the technicians should clean up but the supervisors fail to instruct them to do so
19. The classroom computer hardware is a waste. I bring my own when it's needed. WiFi access can be temperamental at times. I can live with the currently provided software. Email works well.
20. For the most part USC IT and ASPH IT have been very helpful in support of Black Board and other IT issues in classrooms and email.
21. email has been glitching a LOT lately - messages aren't sending Bb Ultra MUST HAVE a shortcut key to insert special characters for language classes. Right now it is too many steps and a menu, within a menu, within a menu that makes it impossible to see the character options and, once they are inserted, it throws off the formatting of the font. Put the omega symbol back on the main toolbar just as it was in Bb original.
22. The email migration at the B-school was quite messy. I do not think it was lack of will from the IT staff (some of them worked very hard to make it happen and it feel it may even have taken a toll on them). Instead, I feel some of them did not have sufficient training and some mistakes were made as a result. I also want to acknowledge Charles Kerns and his team for providing great support for my research. Charles really goes out of his way to address my requests, which often are not very typical.
23. Wifi reliability continues to be a consistent issue with video conferencing.
24. The Wi-Fi is inconsistent in the classroom and throughout the Darla Moore building, and now, it won't work at all. The desktop computers in the Darla Moore are also problematic. For example, PowerPoint wouldn't open on the desk top in room 120 at all last fall. Fortunately, I was able to hook up my computer. That solution wouldn't work now because the Wi-Fi isn't working properly. Consistency would be nice.
25. Sometimes there are maintenance issues with audiovisual hardware in the classrooms.
26. The wifi in several of the classrooms in Williams-Brice is terrible
27. Classroom A/V: needs to always allow Instructor to see a computer screen without projecting it to the students (while projection system is on); shutting down the projection system should not shut down the computer. Infrastructure: Projection screens should not block view of whiteboards (this may be more of a classroom design issue) Software: I perennially have problems with .pdf forms. Can't we get a site license for the full Adobe Acrobat? Email: I've come to tolerate Outlook, but I'd still prefer to use Thunderbird, so it would be nice to have that back. Outlook creates too many problems with its non-email components.
28. My biggest problem is that so many students say the WiFi in close-Hipp is poor, they get kicked out of Internet sometimes (it should never happen). Also, some of the classromms in close-Hipp are not consistent in their quality of qudio-visual, online Zoom capabilities. Thanks God Doug an dChris are available to help; otherwise, USC-IT take way too long toi respond.
29. I never know how to answer these types of questions. The things I'd like to strengthen are not things that my unit's IT Department can control - they are things that need main campus and legal counsel input to happen. Like getting a calendaring solution that interfaces with Outlook.



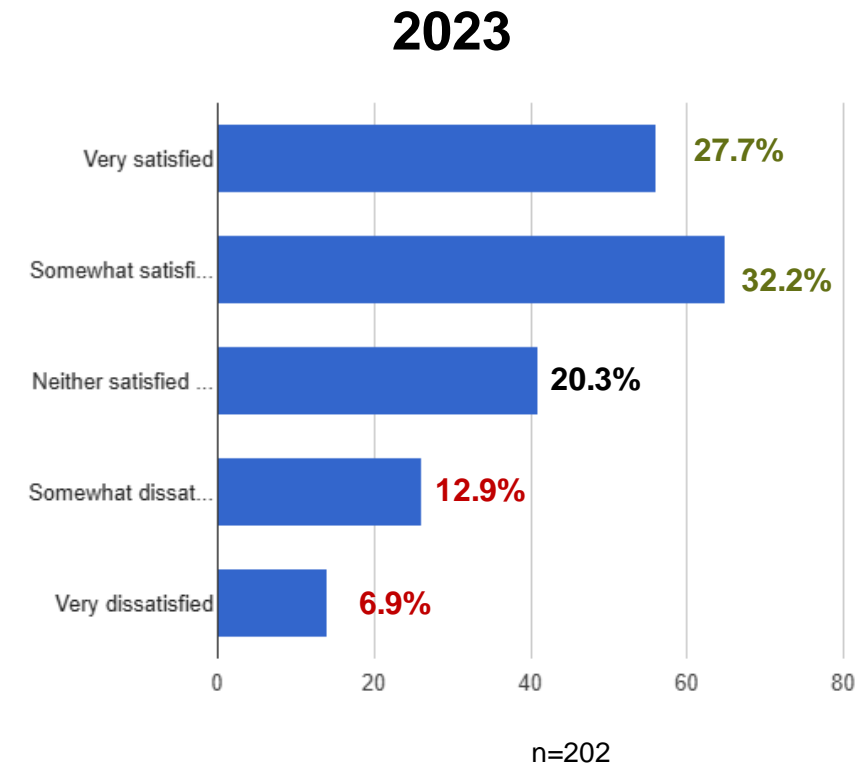
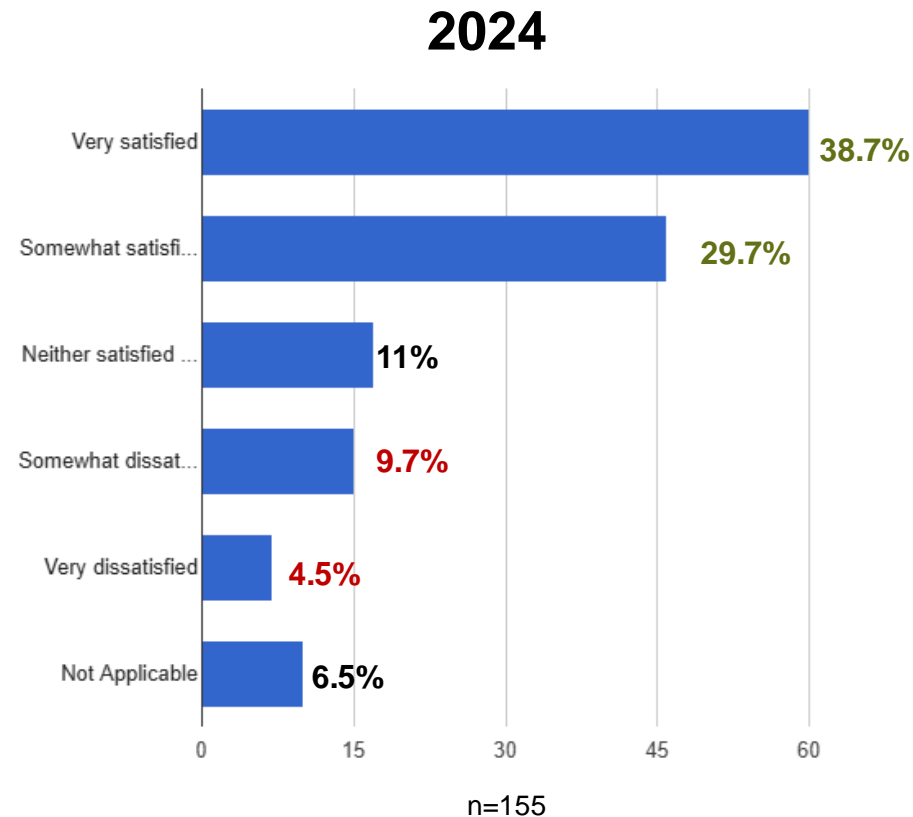
PLEASE PROVIDE ANY ADDITIONAL DETAILS ON YOUR ANSWERS ABOVE: (44 RESPONSES)

30. No issues with any of the above
31. I have spent a lot of time dealing with classroom WiFi issues
32. email transfer last summer was a nightmare
33. Classroom AV works, but is not optimized for each space.
34. Need H5P and ExamView software
35. We need Adobe Creative Suite for all students
36. One of my classrooms, Petigru 112, had continual problems and on two occasions it was impossible for me to teach the lessons I had planned using the projector/desktop.
37. My unit's failure to provide me with a laptop - the basic piece of hardware I need to do my job - is a huge problem.
38. I use the LockDown Browser Respondus Monitor function in Blackboard to proctor exams for my courses. Students take their exam during their normal class period but in a location of their choice since I do not have confidence that my classroom (PHRC 114) could support the wifi needs of 150+ students in the program at the same time. It would be wonderful if improvements to the internet capabilities would allow for the exams to be proctored in one location. This semester some students have attempted to take their exams in Thomas Cooper Library. During each of the four exams, at least a small group of students had difficulties maintaining internet/wifi access during their exams and ultimately had to change locations to complete the exam outside of the library. I no longer recommend that students consider taking their exams in the Thomas Cooper Library until wifi access/stability has been improved.
39. I write lecture notes by hand in one of the SWGN AV rooms. The software uses a pen with several buttons on it, which I keep pressing inadvertently, causing unwanted pop-up menus that just get in the way. There doesn't seem to be any way of turning the "feature" off. Other than that, things work ok.
40. I cannot teach using great tools such as TopHat without WiFi.
41. I would like to have a personal license for data analysis programs be covered by a university site license (e.g., Stata).
42. The cloud is nice to have; however, it is not dependable. I have updated and saved lectures the morning of class. However, my updated document did not come through in the cloud until the next day. So, I always use backup methods (i.e. flash drive). The internet is not reliable or dependable. It makes the cloud nonfunctional.
43. See previous answer regarding Tableau
44. I am not able to install anything on my computer without contacting our campus IT and having them to it which is a real pain. They insist on configuring all computers and completely set up the last one I ordered incorrectly and wouldn't configure it the way I wanted. Wi-Fi access in classrooms is hit or miss and many times during exam uploads students get kicked off the WiFi and have to hotspot on someone's phone to submit their exam.



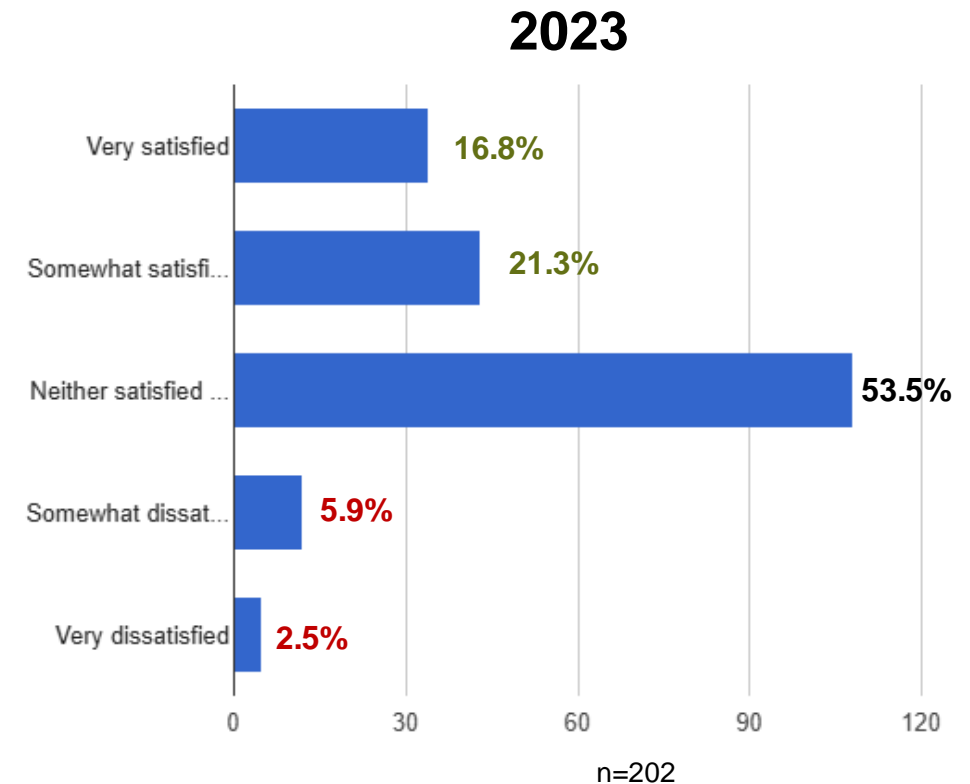
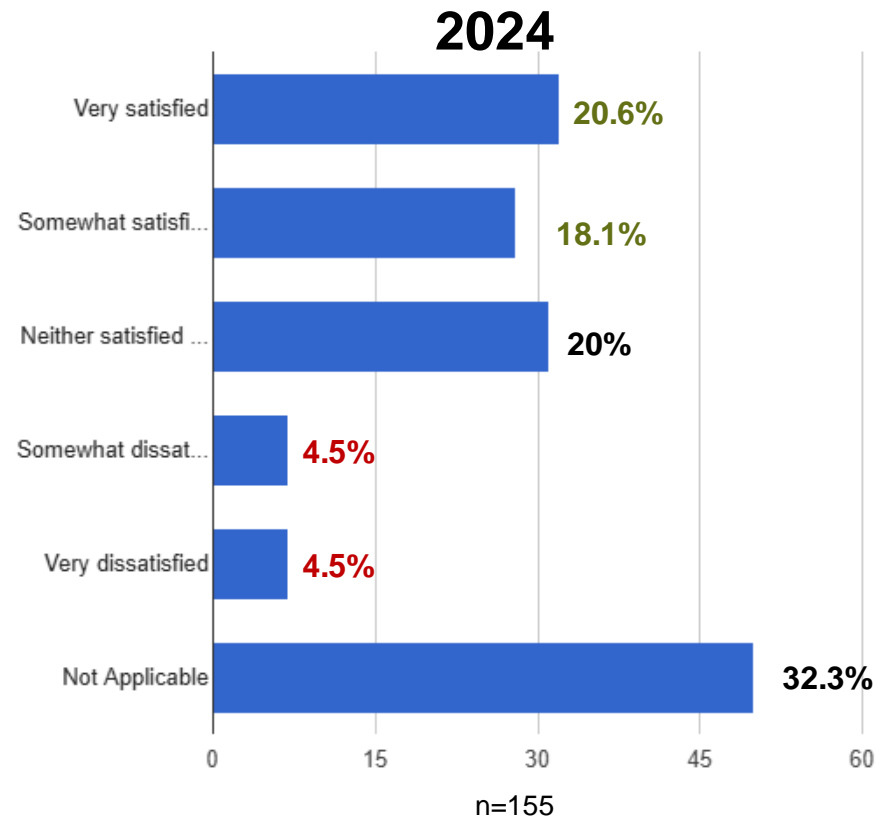
COLLEGE LEVEL TECHNOLOGY SUPPORT IS PROVIDED BY THE COLLEGE YOU RESIDE IN AND IS DIFFERENT THAN THE CENTRAL, ZONED SUPPORT PROVIDED IN LITE INITIATIVE CLASSROOMS. HOW SATISFIED ARE YOU WITH THE FOLLOWING ASPECTS OF COLLEGE LEVEL CLASSROOM TECHNOLOGY SUPPORT?

Process for reporting troubles



COLLEGE LEVEL TECHNOLOGY SUPPORT IS PROVIDED BY THE COLLEGE YOU RESIDE IN AND IS DIFFERENT THAN THE CENTRAL, ZONED SUPPORT PROVIDED IN LITE INITIATIVE CLASSROOMS. HOW SATISFIED ARE YOU WITH THE FOLLOWING ASPECTS OF COLLEGE LEVEL CLASSROOM TECHNOLOGY SUPPORT?

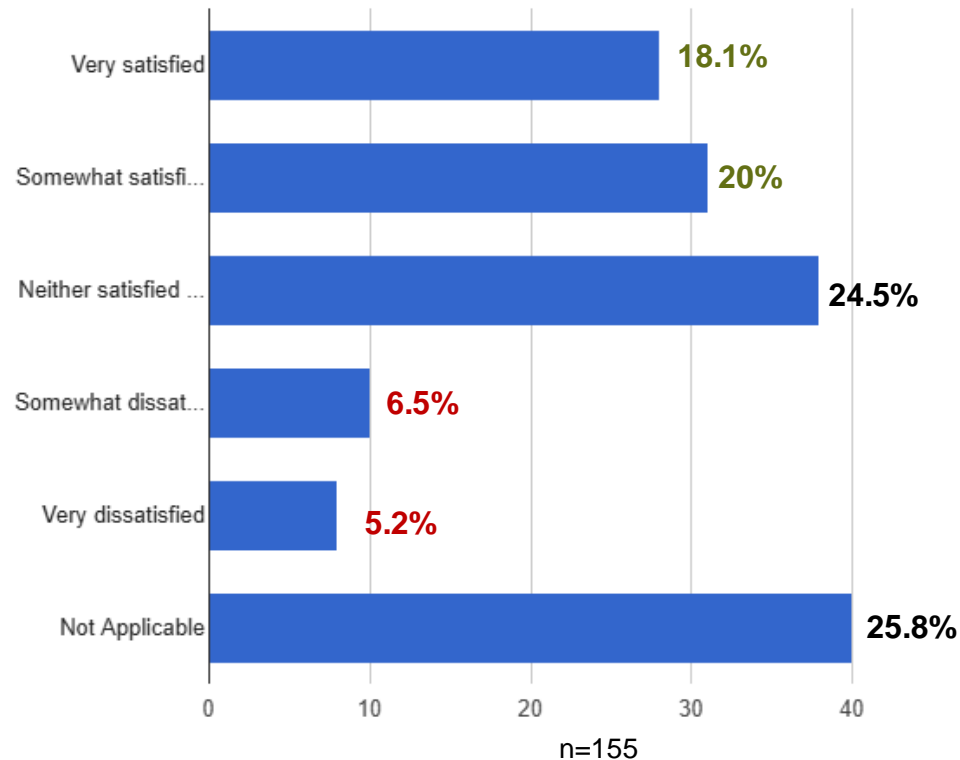
Scheduling training



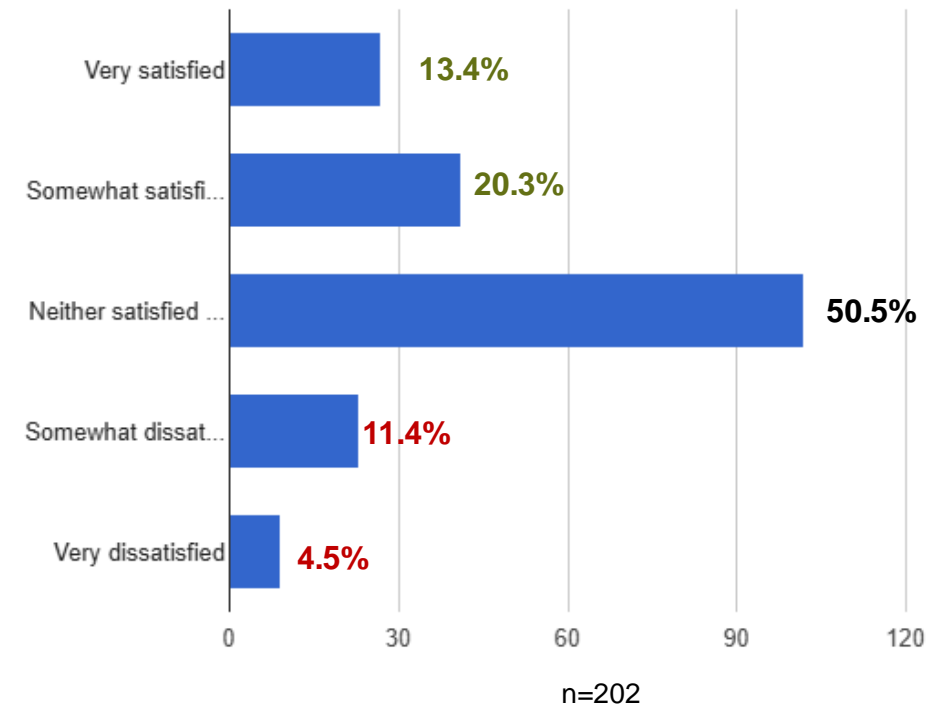
COLLEGE LEVEL TECHNOLOGY SUPPORT IS PROVIDED BY THE COLLEGE YOU RESIDE IN AND IS DIFFERENT THAN THE CENTRAL, ZONED SUPPORT PROVIDED IN LITE INITIATIVE CLASSROOMS. HOW SATISFIED ARE YOU WITH THE FOLLOWING ASPECTS OF COLLEGE LEVEL CLASSROOM TECHNOLOGY SUPPORT?

Availability of training materials

2024



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PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR COLLEGE LEVEL TECHNOLOGY CLASSROOM SUPPORT EXPERIENCES OVER THE PAST YEAR: (43 RESPONSES)

1. When I press the help button (which I've only rarely needed to do), they arrive immediately and always have a quick solution.
2. It is very difficult to have timely responses to issues arising on blackboard that are time sensitive. I also run into situations where students contact blackboard support to be let back into exams, against classroom policy, and are allowed back in without notifying the instructor.
3. I am very delighted that CTE individuals are willing to train the faculty in my program on the new platform so that we can be before the curve this fall.
4. College level IT is outstanding. CEC is lucky to have such fantastic team. I do not believe CEC IT does training - but they are always available to help and train users as needed. For this reason I am marking training as very satisfied. I consider this just in time training.
5. See prior responses. Broken WiFi in my large lecture. Students cannot do their basic assignments and I cannot show important content because of it.
6. Wonderful support and upgraded tools.
7. The only training I have ever had on classroom technology was on using the document camera with Blackboard Collaborate or Zoom before the pandemic. If training is offered, it is not well advertised.
8. The ease of contacting them and their speed of response and overall effectiveness in resolving issues is unparalleled! However, I am totally on my own to get up to speed on new technology. I'm OK with that personally, but had to say "very dissatisfied" because there has been no training and no materials that I am aware of, when it comes to updates to the Office suite for example, such as using the meeting scheduler function, something that many colleagues have requested training on.
9. I go to training multiple times a year, but training tends to get at surface level problems. It's when I really get into details that I need help. The University wide IT support used to be amazing, and particularly amazing for Blackboard. However, the support has been outsourced, and the quality has gone down remarkably. It seems when I call in now, I typically get someone who cannot help me, or has even told me a flat out wrong answer.
10. I connect to screens in Wardlaw's 3 floor via bluetooth/AppleTV. I use Blackboard to organize my courses.
11. The college of information and communication is severely understaffed in their tech services. The dean is aware and has shown no interest in remedies. I consistently have long wait times and end up trying things myself. This is not the fault of current staff, but rather the fault of the dean.
12. it was responsive except for major equipment failure that took until the next lecture a few days later to get fixed
13. It was amazing at SJMC when we could get immediate help from IT. Our staff is wonderful!! Having to go through the centralized online request form is cumbersome and confusing.
14. I am an adjunct instructor and have not participated in any training.
15. Staff skill is very mixed. I have not heard of college-level training sessions and frankly don't think that CAS has the personnel or numbers to do this.
16. see above comments
17. My class began before the hours for classroom support began. That doesn't make sense
18. students lack basic knowledge in the MS Office components (Word, Excel) and in MATLAB calculation software. This situation should be greatly improve if the college of engineering and computing provides specialized training focused on engineering usage of these software components (NOT the generic training offered by outside contractors...)
19. When a projector does not work properly, it is basically unusable for that day, and there's no telling when it will be fixed (or if I will be notified). I wish there was a way for all instructors to receive updates about the status of any issues with the technology in the rooms where they teach.
20. I do not like it when I call 7-1800 and I am directed to a Web site. It is much more helpful and efficient for some one in IT do IT work and not general faculty as a lot of compounded time is lost each time a faculty member is directed to have to spend an hour reading IT jargon which they do not understand.



PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR COLLEGE LEVEL TECHNOLOGY CLASSROOM SUPPORT EXPERIENCES OVER THE PAST YEAR: (43 RESPONSES)

21. Some of our faculty need basic technology training. I coordinate a multi-section course and I don't feel like I should have to teach everyone how to use the technology required to teach the course.
22. I teach at the PMBA and there are often problems that I am told require the involvement of central's IT. Some problems tend to persist for weeks. Some get solved and some do not.
23. I have never seen our college provide any training.
24. Not sure about availability of training material focused on my needs.
25. Excellent technology support services in the Darla Moore School of Business. Efficient, effective and timely.
26. The UCV support is still thin and super basic. For people teaching asynch online it's hardly sufficient.
27. Using the ticketing system is weird; it asks some strange questions, like I'm ordering a product to be sent to me. This makes it unclear what I'm really doing when I try to get help with a problem.
28. Generally, Bb collaborate Ultra works pretty good. WiFi is "iffy" at times, but works most of the time. Audio/visual for Bb Collaborate Ultra is pretty reliable. When things don't work, Doug and Chris are right there and they fix the problem. For me, it is all about personal service and rapid response. USC-IT just doesn't get it, and they never will. They don't care. Why do we pay for this at USC?
29. I do now mostly assume that the classroom technology will work, which I didn't a few years ago (I always had back-up plan for non functioning tech).
30. I am very satisfied with the college-level IT support to my unit. Shout out to Gary Moore, Randall Wilcox, Kendall Harkless, and Whit Ashley. The classroom tech is more than adequate and Randall is amazing in bailing us out if we have trouble with the tech while class is in progress.
31. I cannot interrupt my teaching schedule for training - students first.
32. Our College IT team is super but understaffed. They need at least one more team member. Our College IT team, even though understaffed, is so much better than DOIT overall. We fear DoIT will try to forcefully take our College IT team into DoIT to help cover up DoIT's weaknesses. Keep IT diversified across College's as we get immediate IT help in our College. Just one reminder again, the DoIT On site USC Blackboard Help team is great and is the best part of DoIT.
33. I could use lots of training. I didn't know any was available. Training sessions on navigating the software: PPT, Panopto, Excel etc. would be very useful
34. Classroom support is excellent within the college. Software support is marginal.
35. We are told not to contact our in-house IT staff directly, but to go through the Help desk. This feels much like commuting home to Irmo by way of Atlanta. It takes more time and causes obstacles that are not necessary.
36. Highly satisfactory
37. I called in twice about technology problems in Petigru 112. Both times, the people I spoke to were helpful and the problem was rectified quickly. However, the setup in the classroom wasn't reliable and problems would happen again.
38. I appreciate that when I report a problem it's usually addressed before my next class session.
39. WiFi is not consistent in the classroom, which makes it very difficult for in class activities. We could not complete planned assignments. Other times, we could not play videos to support the content.
40. Classroom AV support for my APOGEE sections is very good. They are also very accommodating for taking make-up lectures. I hope this continues.
41. I am aware of any training materials. The process for reporting troubles is simple via the IT ticket; however, sometimes the problem is immediate such as during a live class. Unfortunately, there is not much support when you need it immediately. Faculty are just left on our own trying to trouble shoot an issue. There is no guarantee that an IT member is hanging around their office.
42. I'm not sure our campus IT offers training and I've never been asked about/informed of training materials.
43. I'm not aware of any training



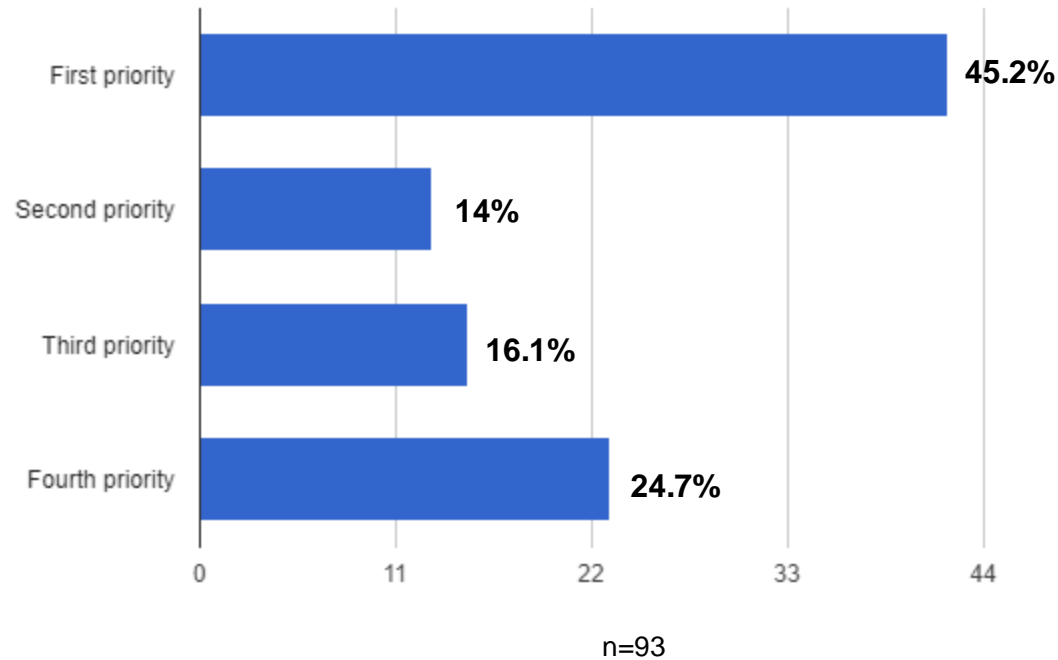
FUNDING PRIORITY RANKING



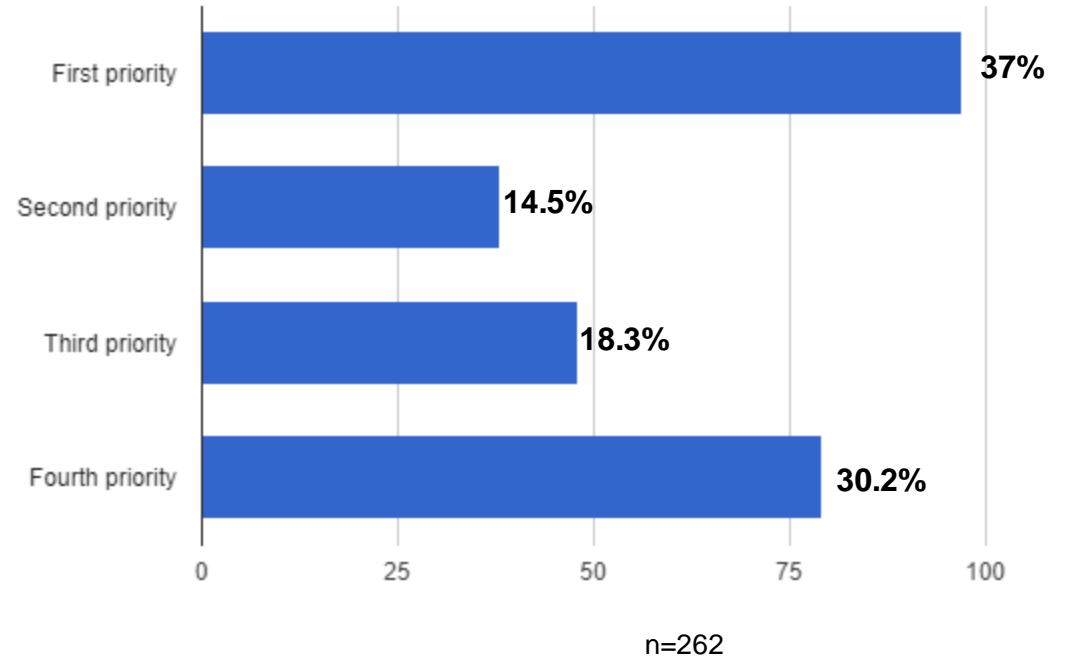
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NEW GRANTS MANAGEMENT PROCESSES AND SYSTEM - PRE AND POST AWARD MANAGEMENT

2024



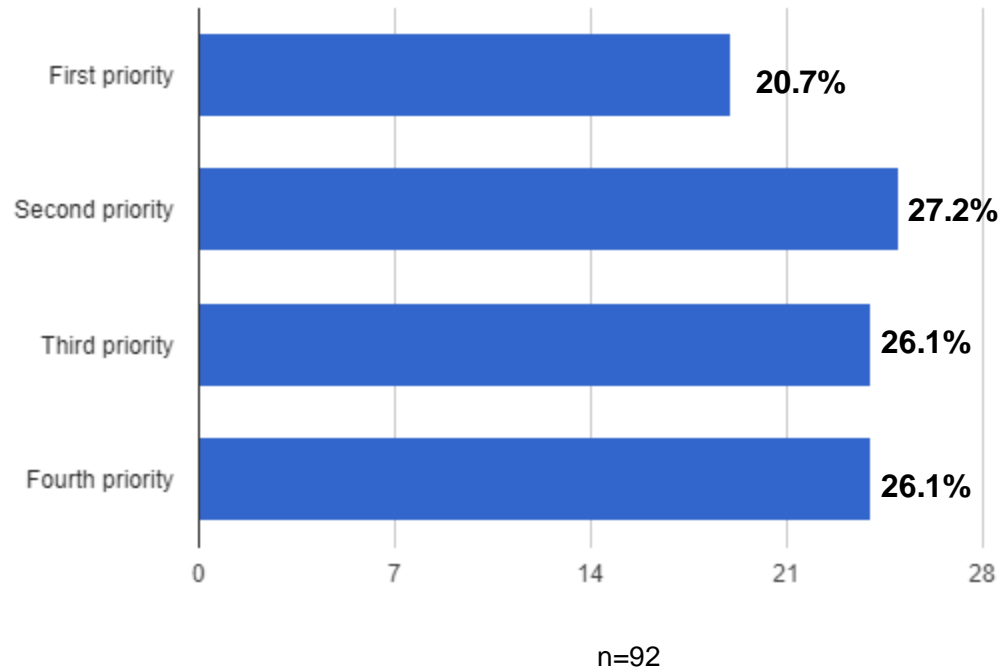
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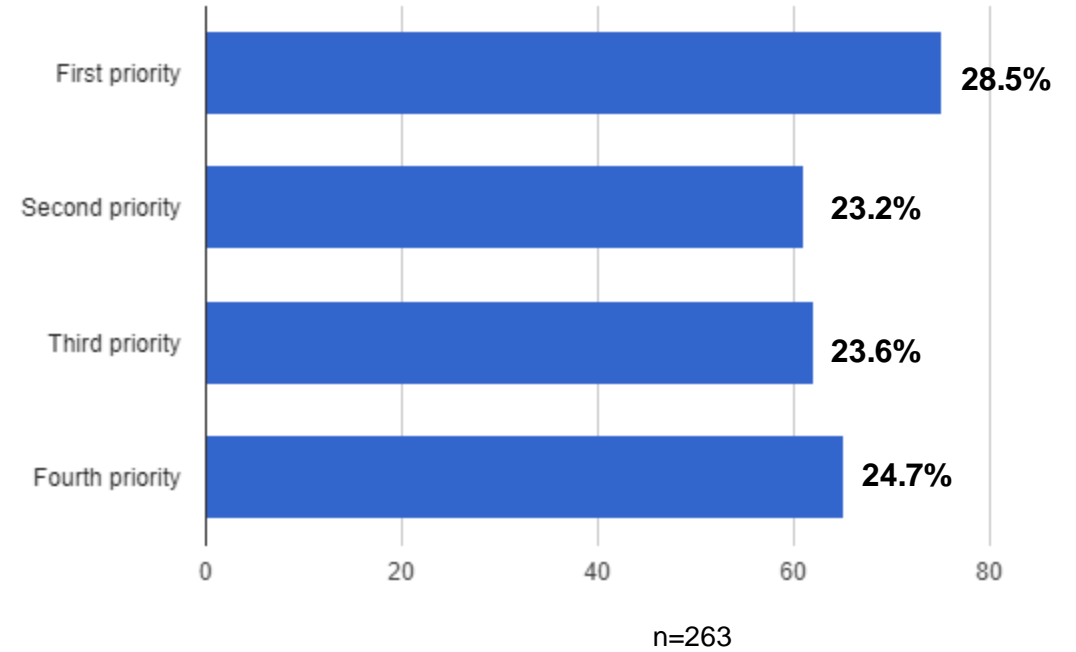
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HIGH PERFORMANCE COMPUTING RESOURCES - E.G. ANOTHER CLUSTER

2024



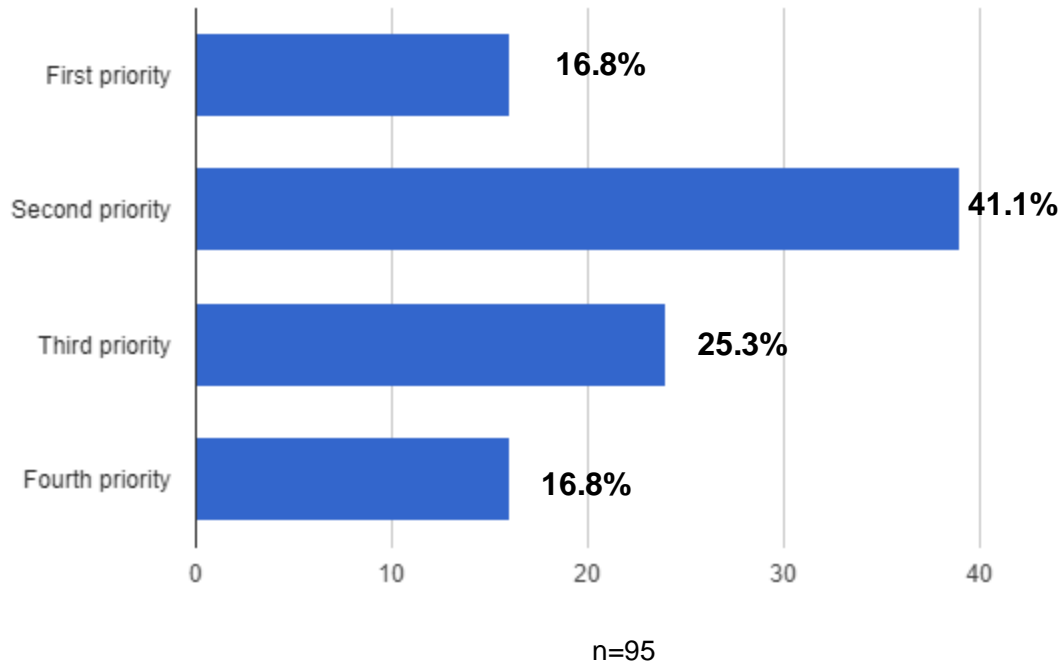
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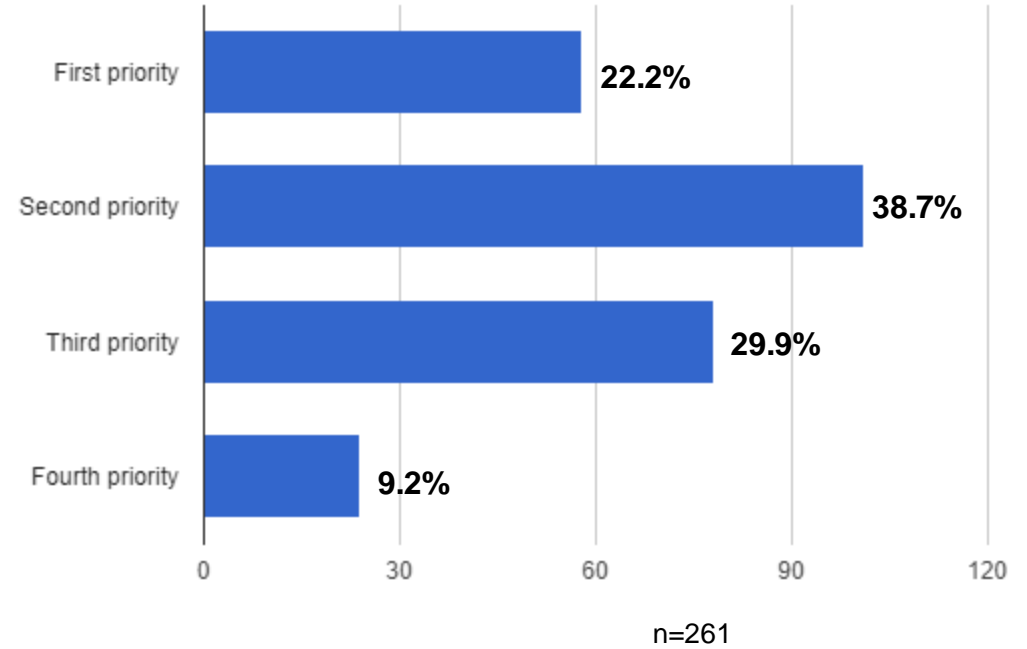
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RESEARCH DATA STORAGE RESOURCES - E.G. SECURE DATA STORAGE, FLEXIBLE GROWTH

2024



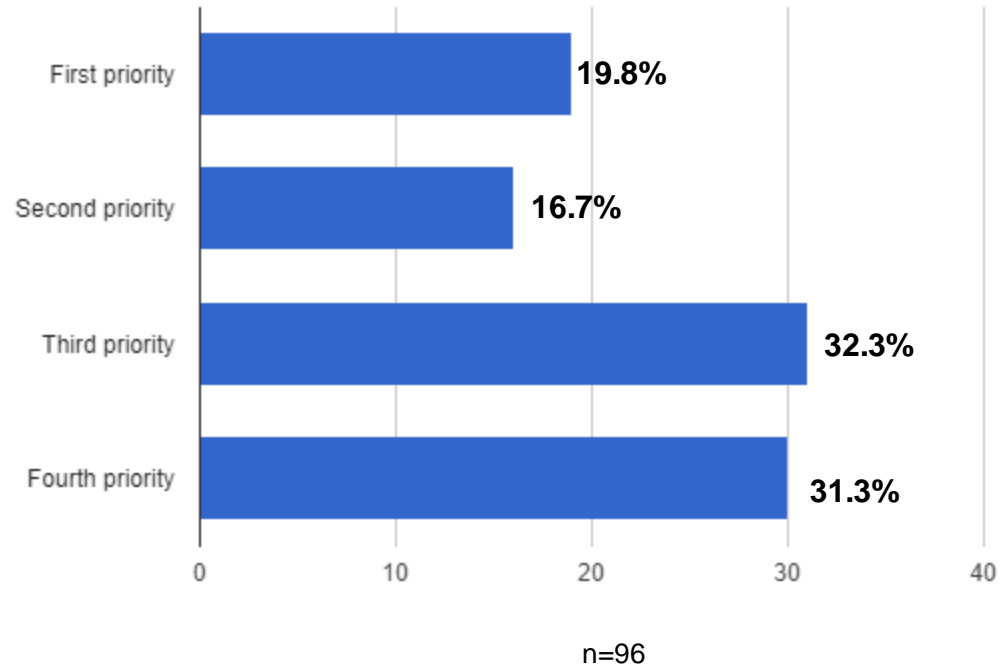
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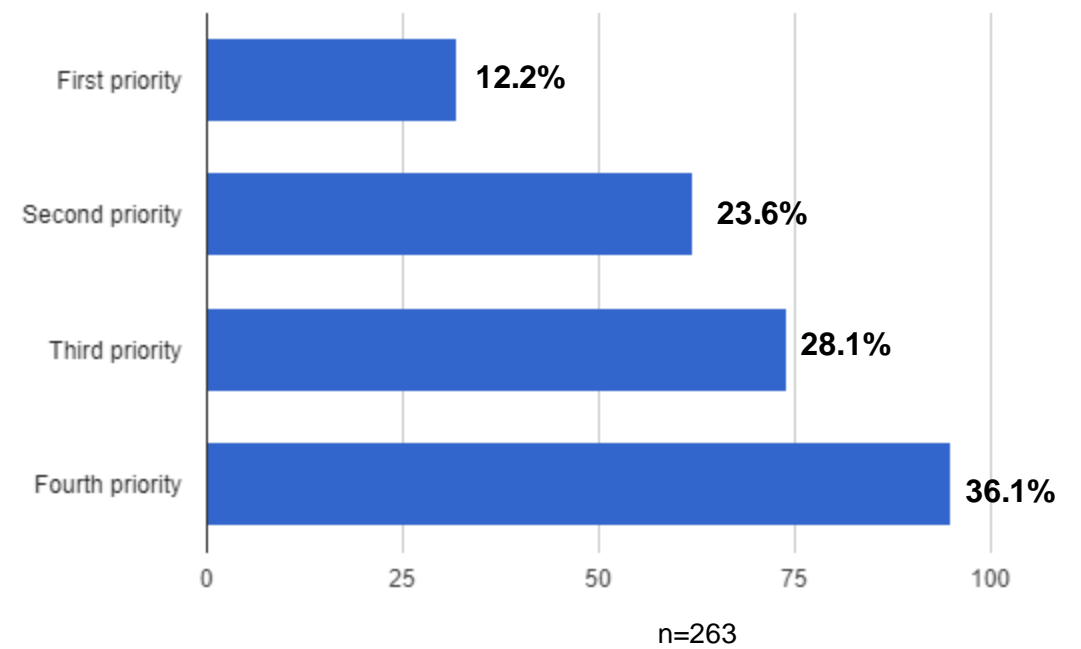
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RESEARCH IT SUPPORT PERSONNEL - WRITE CODE, UTILIZE HPC, KNOWLEDGE OF DATA WAREHOUSING

2024



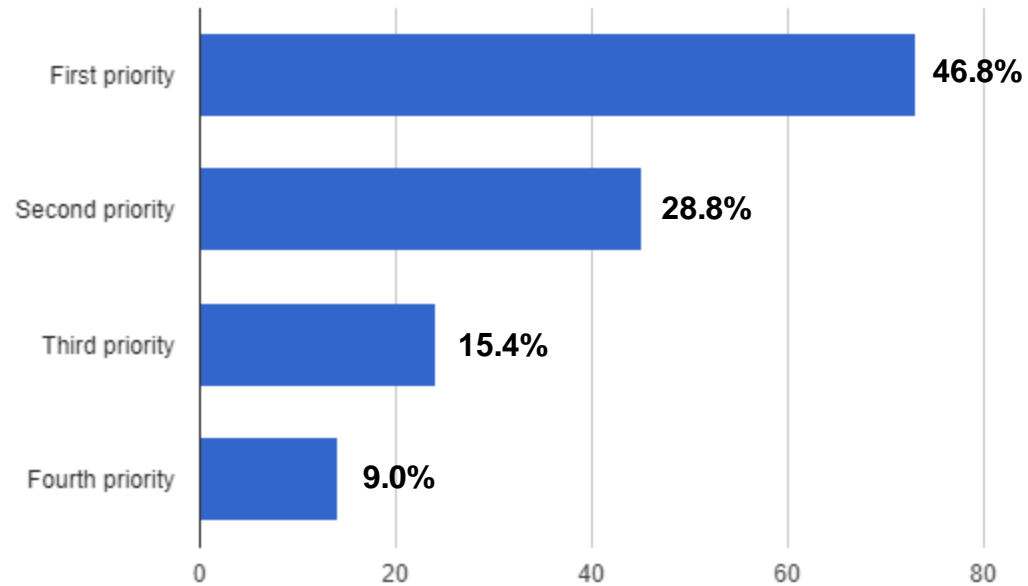
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South Carolina

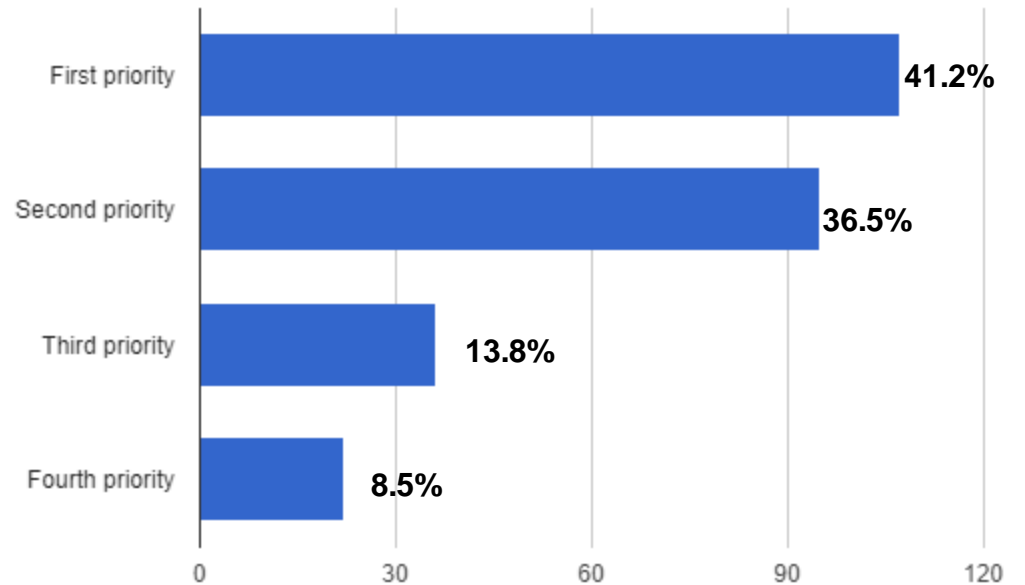
UPGRADE CLASSROOM EQUIPMENT (E.G. PROJECTORS, MICS, CAMERAS)

2024



n=156

2023



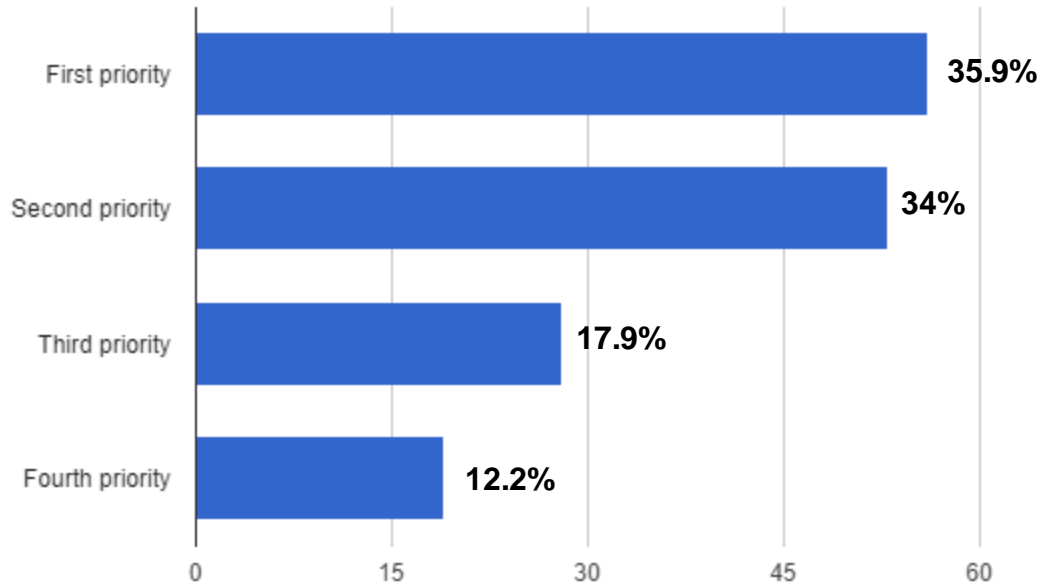
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UNIVERSITY OF
South Carolina

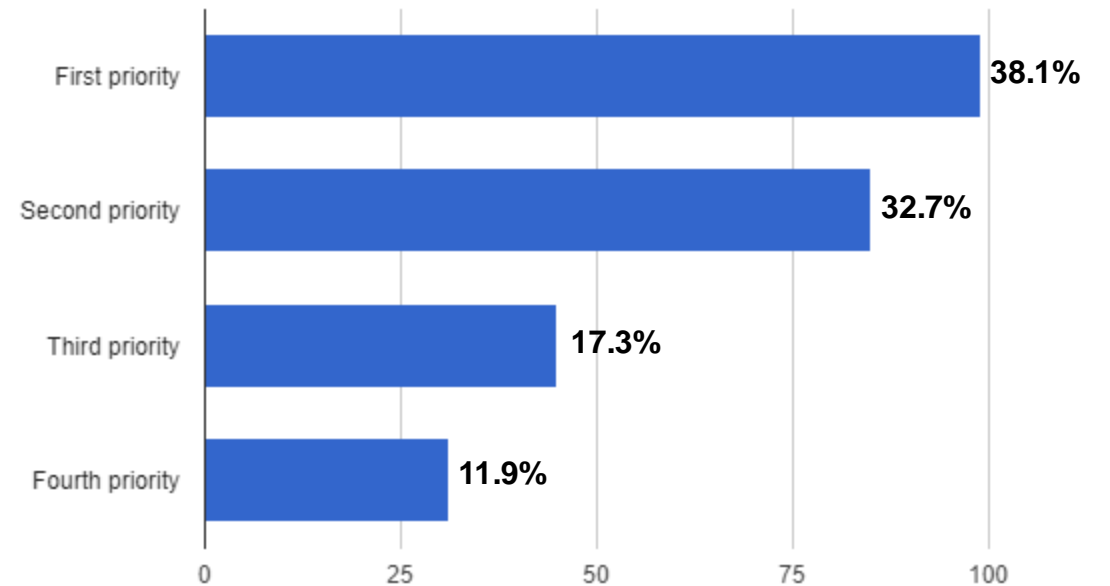
IMPROVE WIFI IN CLASSROOMS

2024



n=156

2023



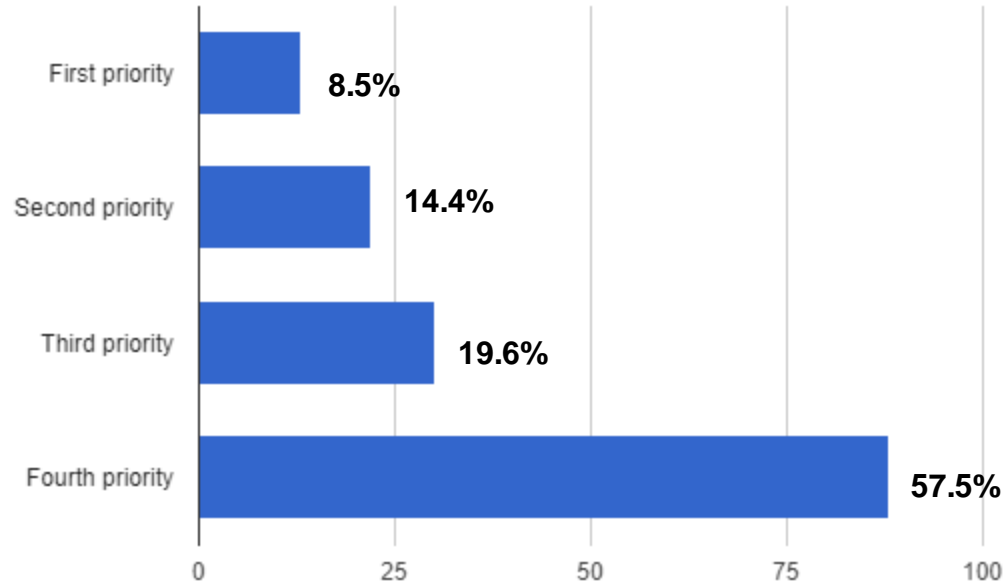
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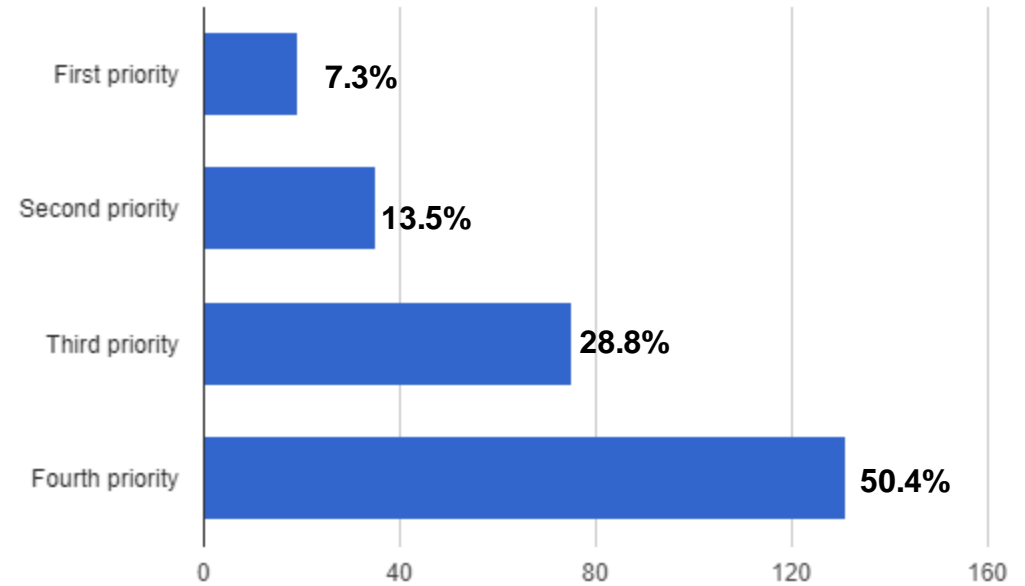
ADDITIONAL TEACHING TOOLS (E.G. TESTING, PROCTORING, ETEXT)

2024



n=153

2023



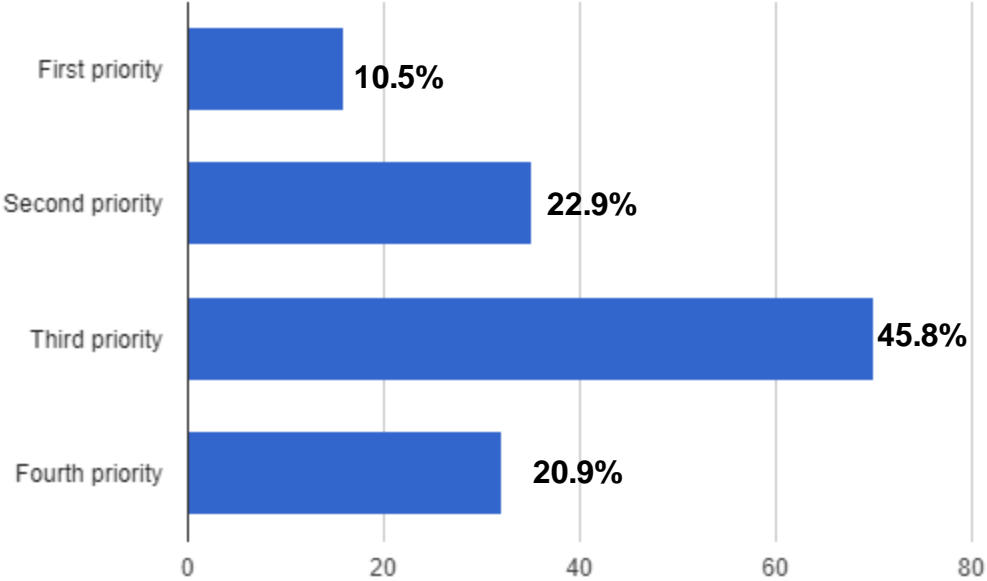
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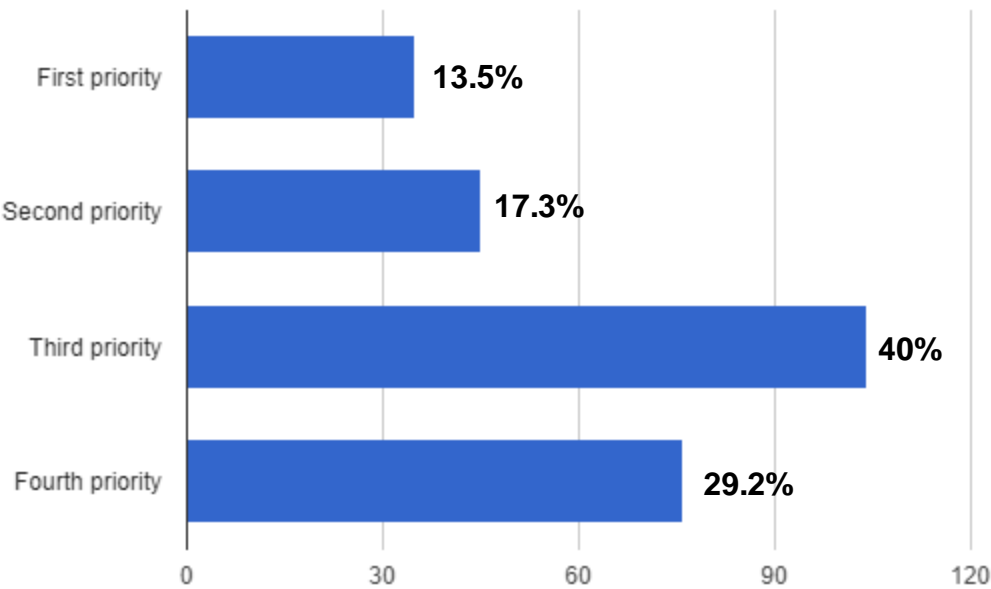
CLASSROOM TECHNICAL SUPPORT IMPROVEMENTS

2024



n=153

2023



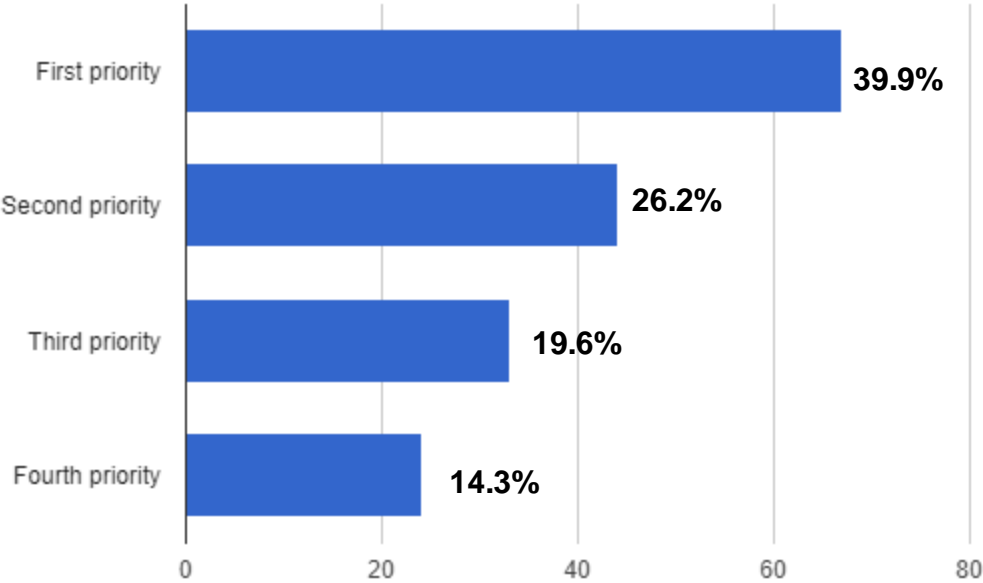
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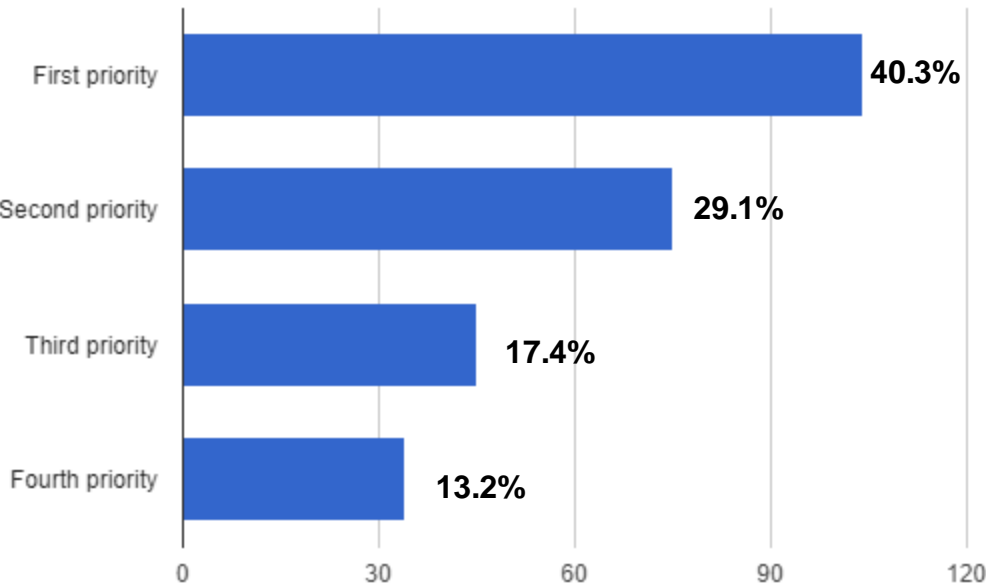
UNIVERSITY PROVIDED LAPTOP/DESKTOP ON REGULAR REPLACE CYCLE

2024



n=168

2023



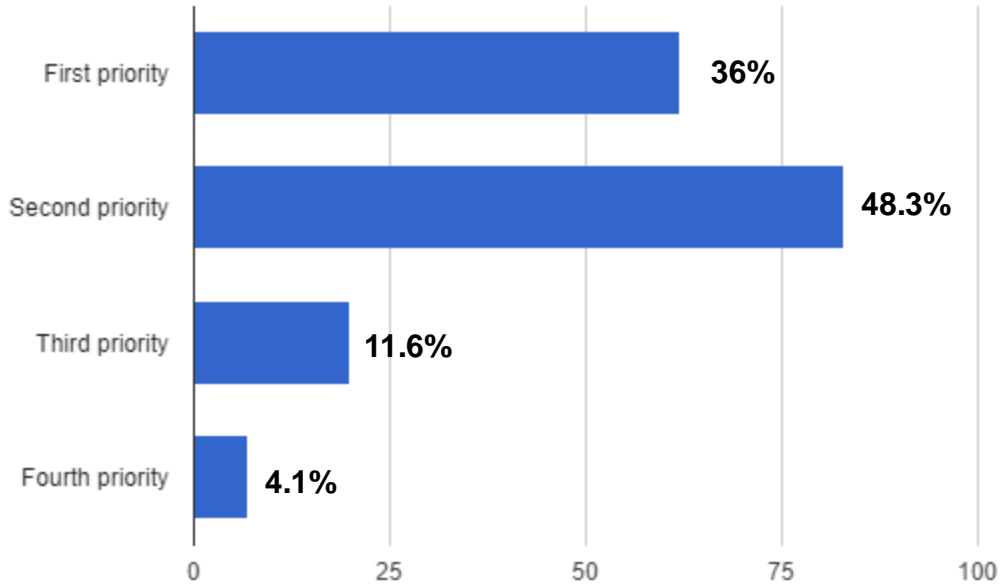
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South Carolina

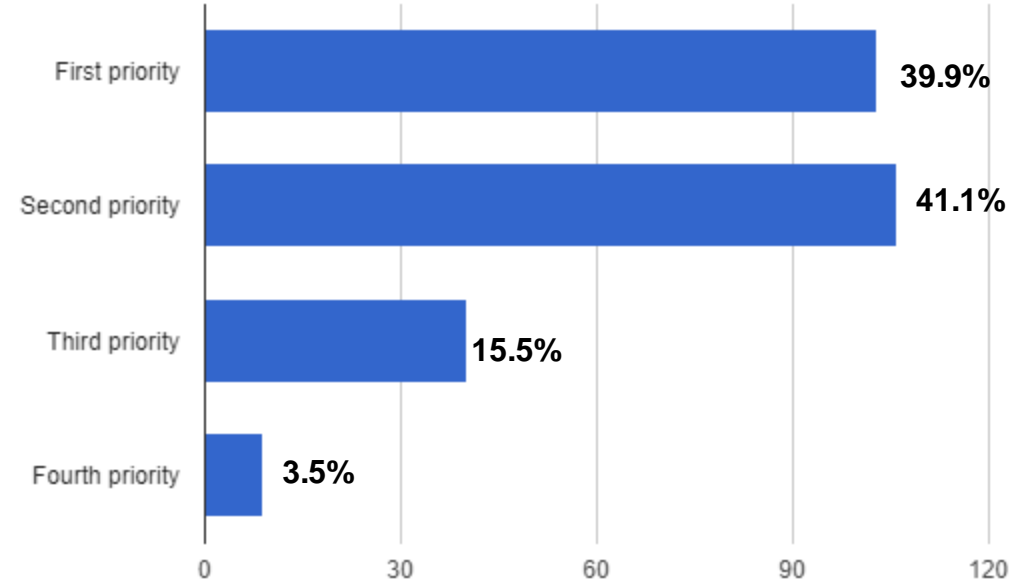
SITE LICENSES FOR WIDELY USED SOFTWARE

2024



n=172

2023



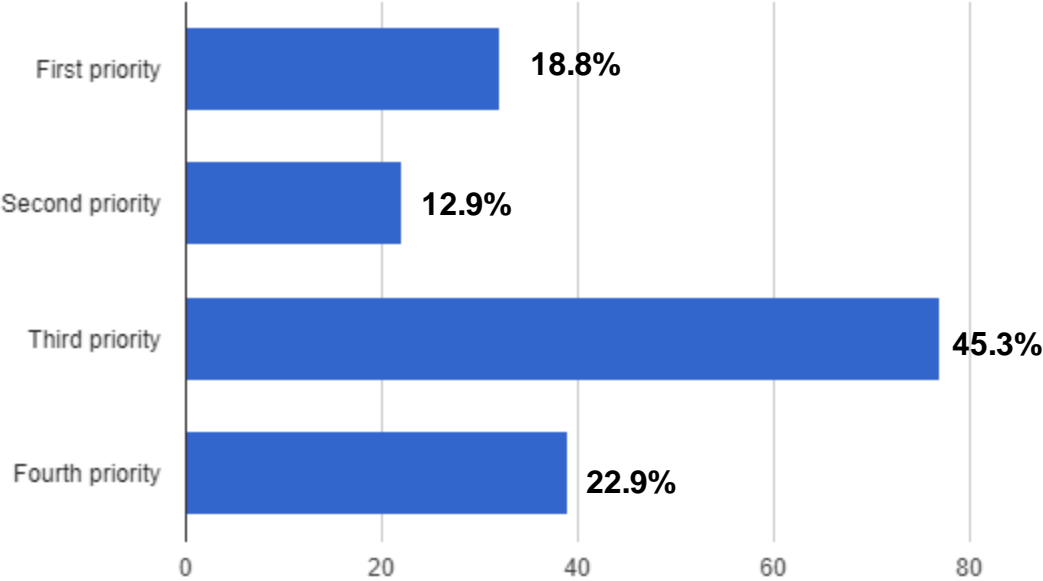
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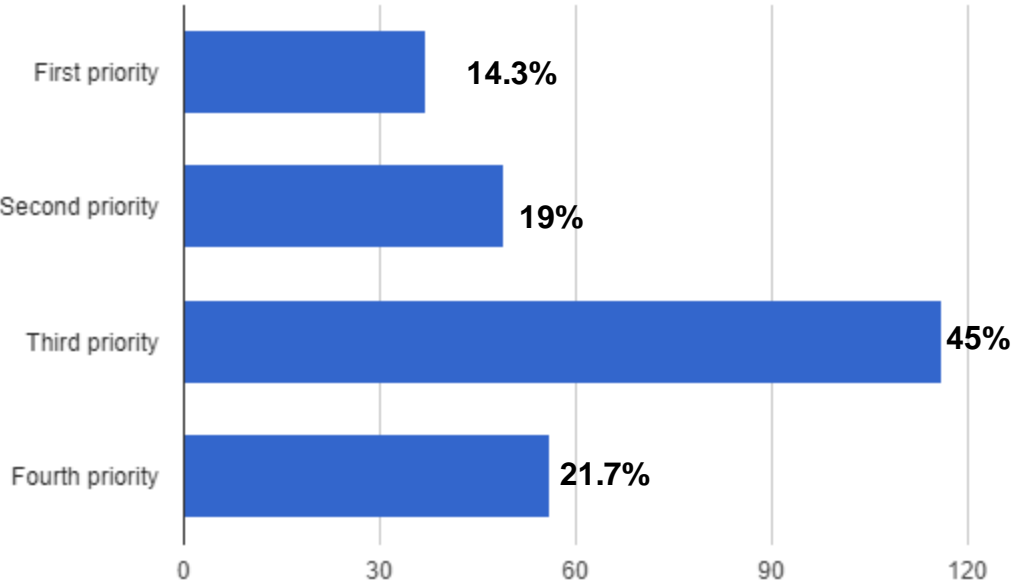
BUSINESS PROCESS IMPROVEMENT (E.G. HUMAN RESOURCES, PROCUREMENT, IT SERVICES)

2024



n=170

2023



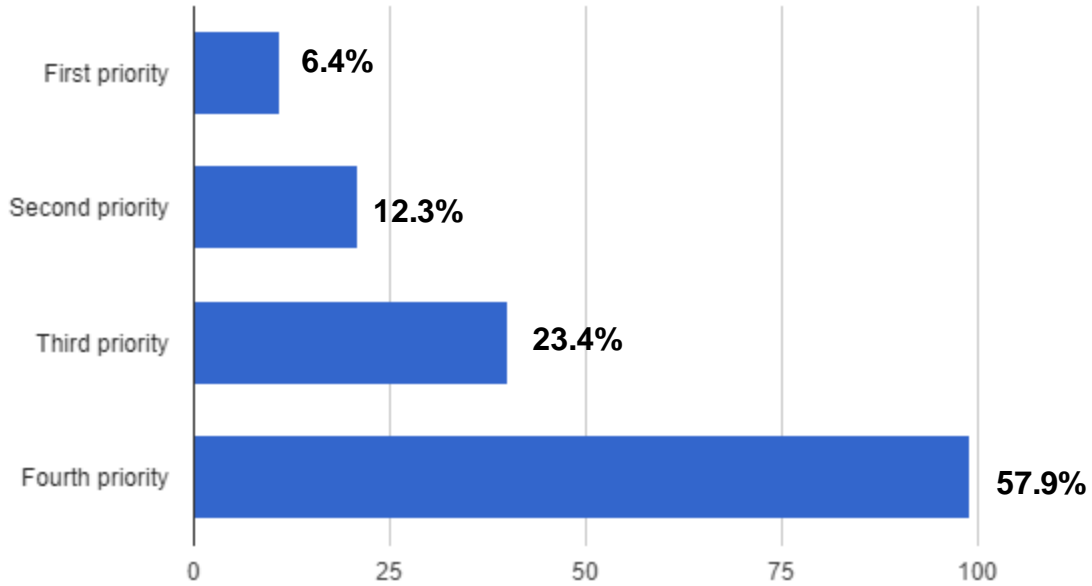
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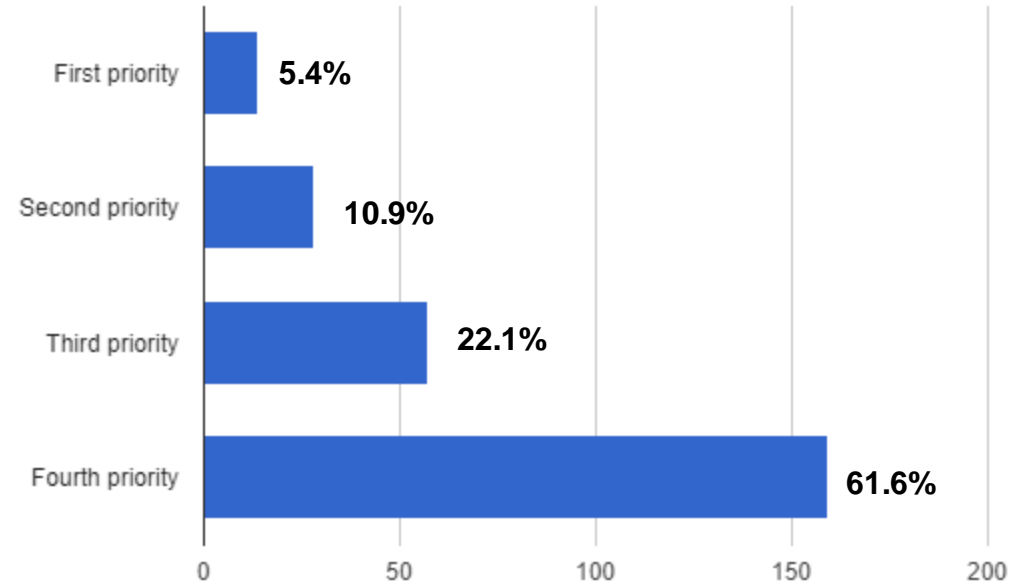
IMPROVED DATA AND ANALYTICS TOOLS (E.G. TABLEAU, POWER BI, BIGQUERY)

2024



n=171

2023



n=258



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South Carolina

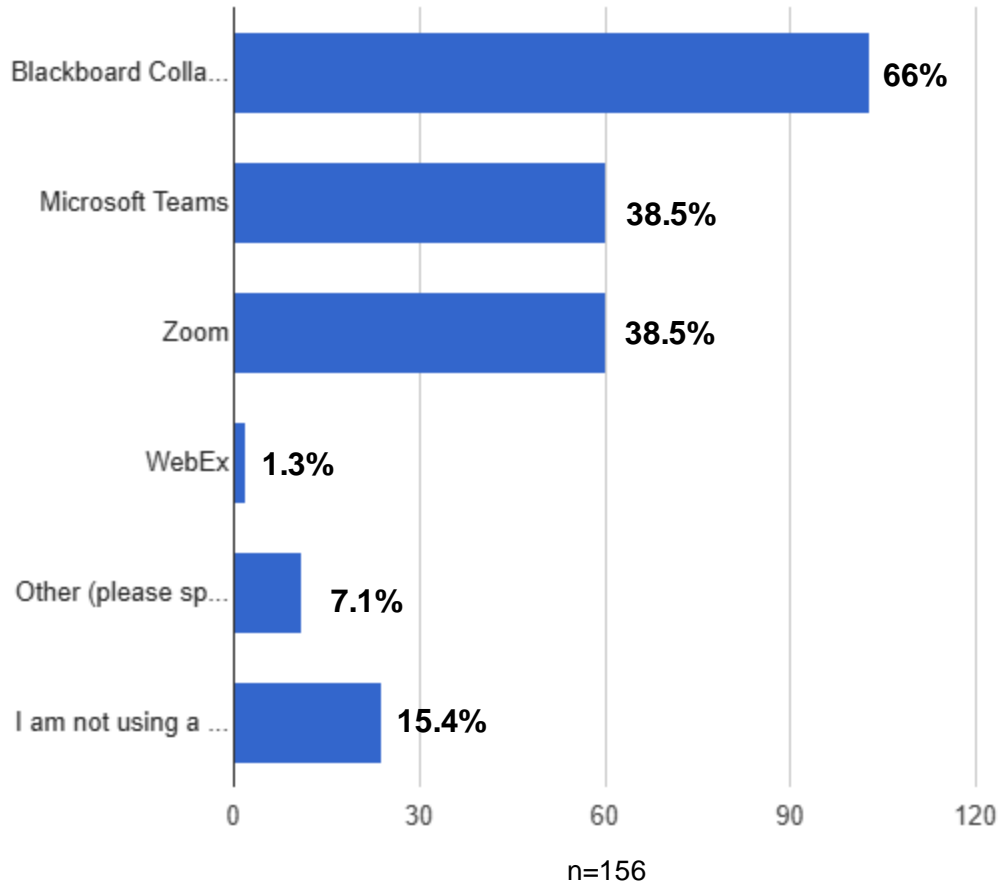
LMS PLATFORMS AND IN-CLASS TOOLS



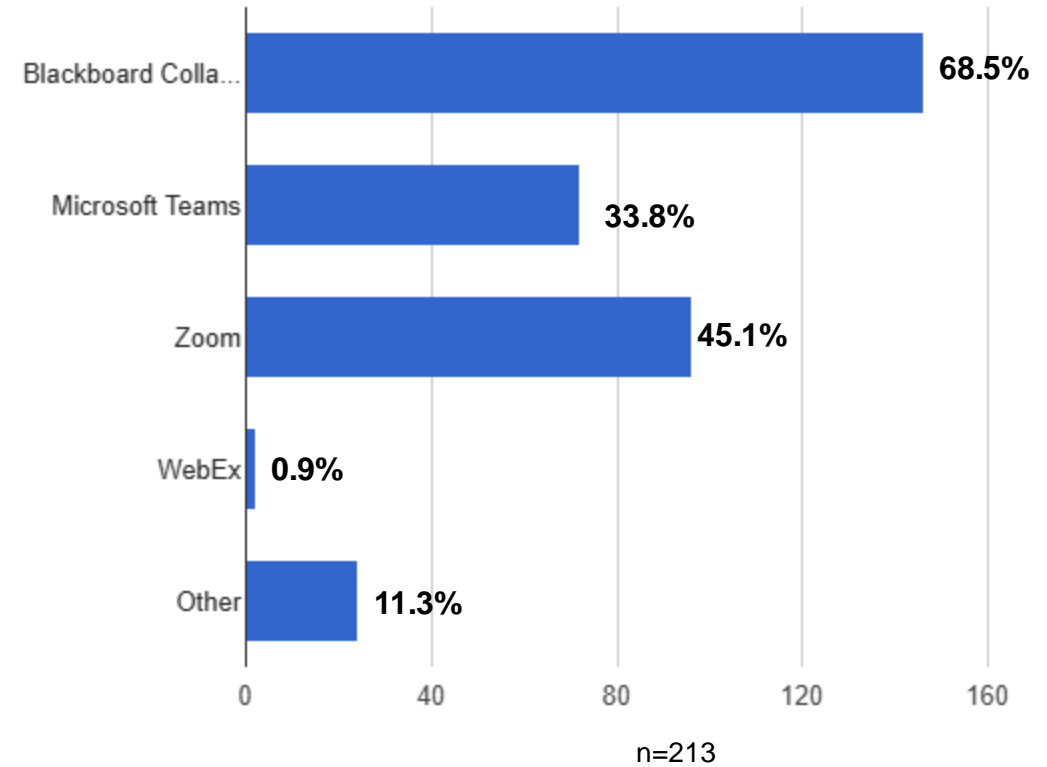
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WHAT SOFTWARE-BASED ONLINE COLLABORATIVE TECHNOLOGY PLATFORMS ARE YOU USING FOR IN-CLASSROOM INSTRUCTION? (SELECT ALL THAT APPLY).

2024



2023



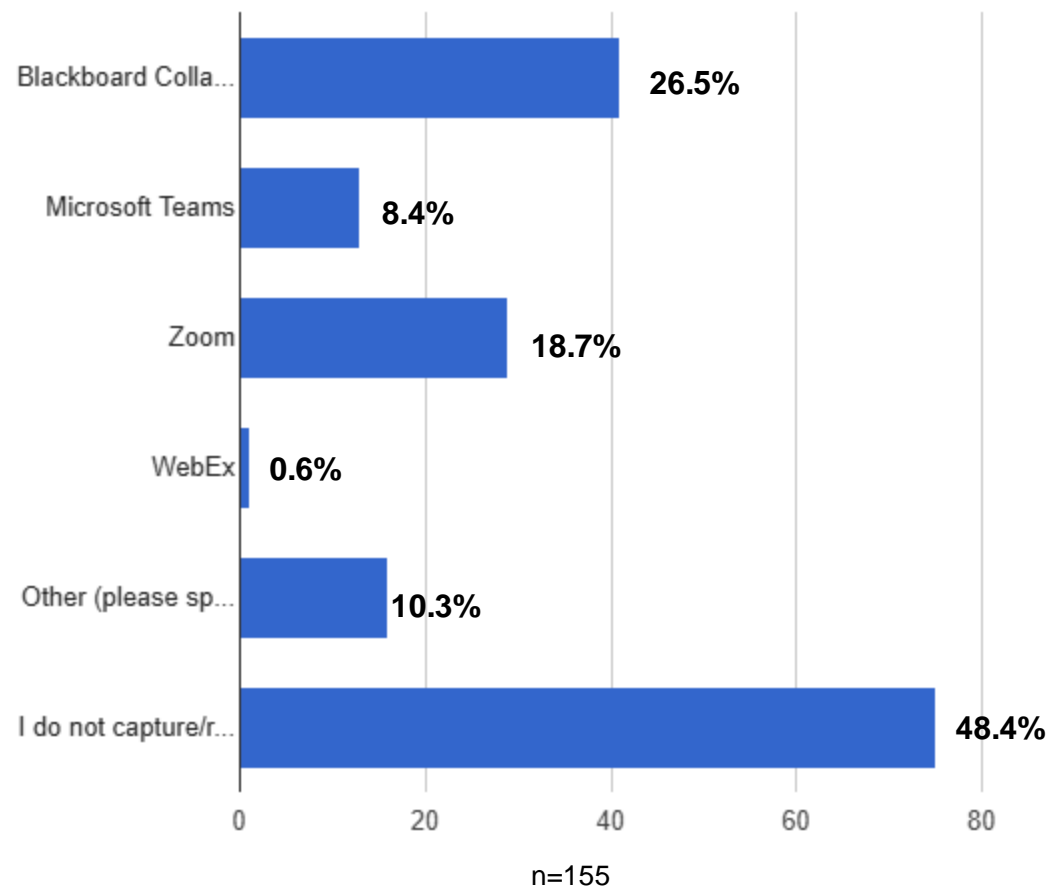
PLEASE INDICATE THE PLATFORM YOU ARE USING IF SELECTED “OTHER”: (11 RESPONSES)

1. TopHat
2. Discord
3. Wordpress, google drive, library databases
4. Google Documents
5. Google MEET
6. Outlook and PowerPoint (while not a platform it is a relevant program)
7. SimNet
8. Google Drive
9. Mentimeter, H5P
10. Basecamp
11. iClicker

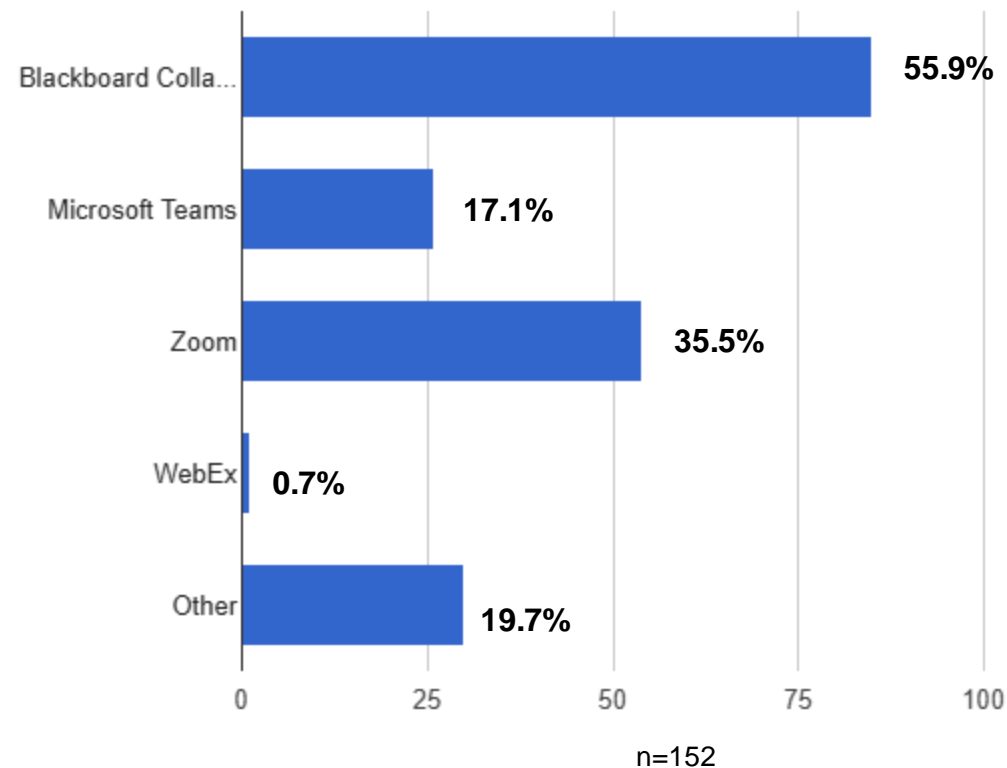


IF YOU ARE CAPTURING/RECORDING YOUR IN-CLASSROOM INSTRUCTION, WHICH PLATFORMS ARE YOU USING? (SELECT ALL THAT APPLY).

2024



2023



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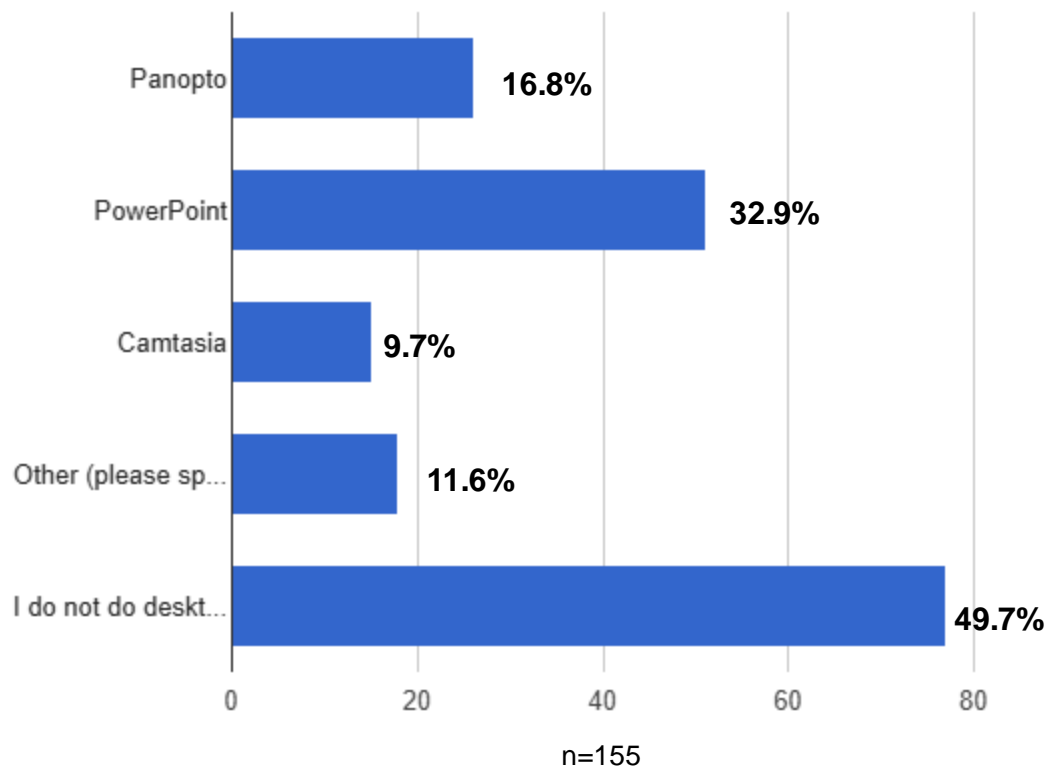
PLEASE INDICATE THE PLATFORM YOU ARE USING IF SELECTED "OTHER": (16 RESPONSES)

1. panopto
2. Panopto
3. Panopto
4. Panopto
5. I record the lectures on my computer and load them to YouTube. I provide the link via Blackboard.
6. Panopto and Youtube
7. Panopto
8. Panopto
9. Screenpal
- 10.OBS
- 11.Panopto
- 12.Panopto
- 13.Provided by USC studio classroom support
- 14.Panopto
- 15.Quick Time
- 16.Panopto

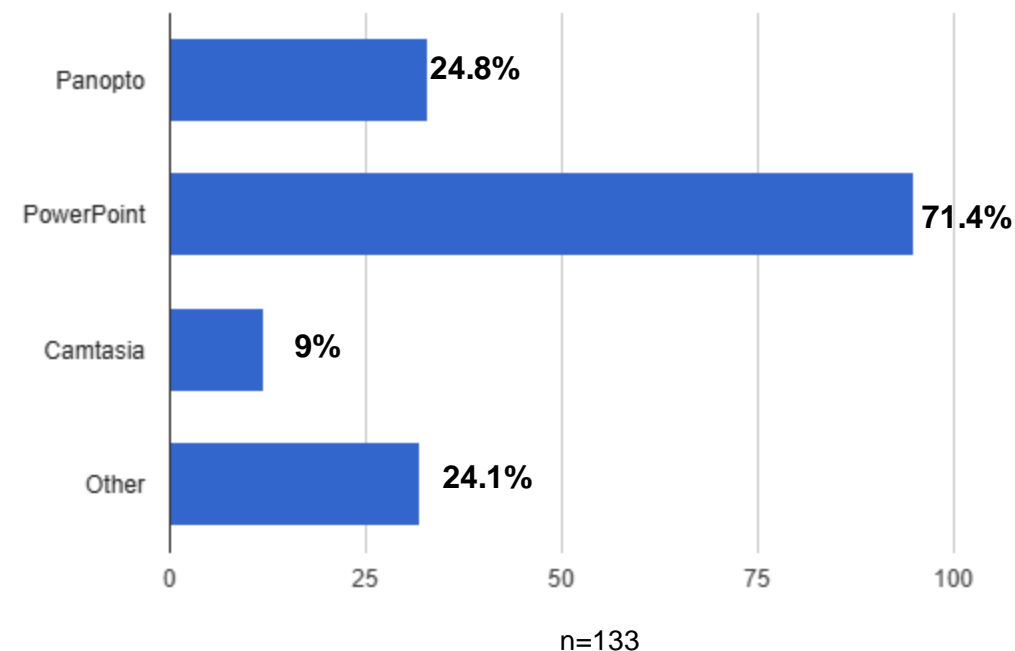


IF YOU ARE DOING ANY DESKTOP CAPTURE FROM YOUR OFFICE/HOME FOR ASYNCHRONOUS INSTRUCTION, WHICH PLATFORMS ARE YOU USING? (SELECT ALL THAT APPLY).

2024



2023



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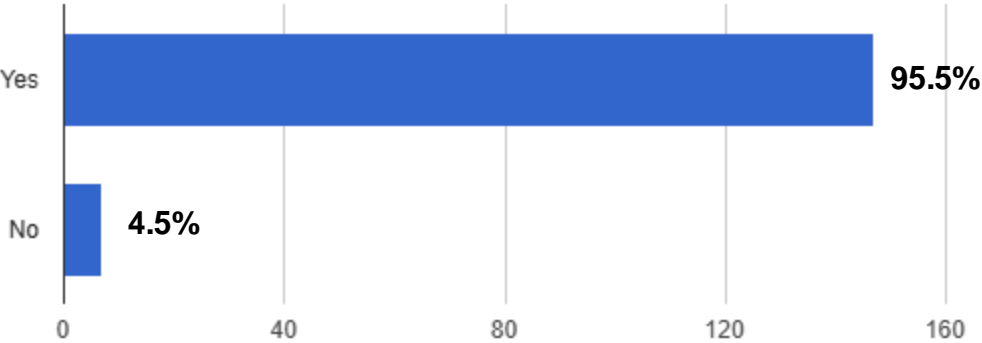
PLEASE INDICATE THE PLATFORM YOU ARE USING IF SELECTED "OTHER": (18 RESPONSES)

1. Zoom
2. Zoom to Panopto. There are too many issues with Panopto when i try to directly record for the platform.
3. I record the lectures on my computer and load them to YouTube. I provide the link via Blackboard.
4. ScreenPal
5. blackboard
6. chatGPT
7. OBS
8. Zoom
9. teams
- 10.Loom, Screencastify
- 11.SnagIT and Screencast-O-Matic
- 12.Logi Capture
- 13.Blackboard Collaborate Ultra
- 14.Flashback Pro and OBS. Editing in DaVinci Resolve Studio.
- 15.BBCU & Zoom
- 16.Screenpal
- 17.Quicktime
- 18.Zoom , Vidgrid



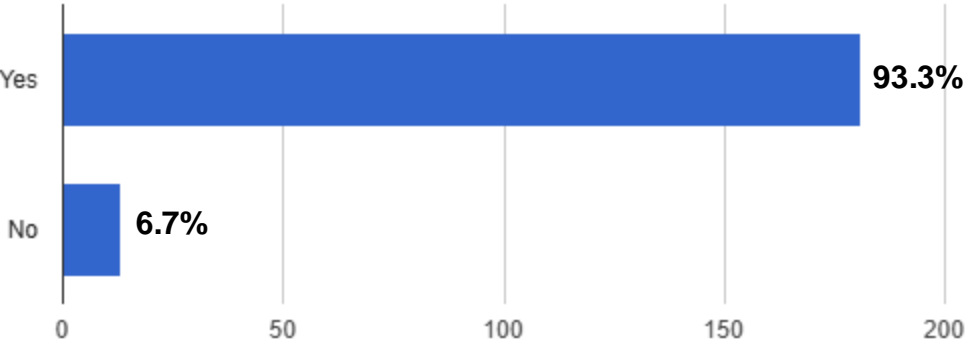
DO YOU USE BLACKBOARD?

2024



n=154

2023



n=194

PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR COLLEGE LEVEL TECHNOLOGY CLASSROOM SUPPORT EXPERIENCES OVER THE PAST YEAR: (72 RESPONSES)

1. I have not gotten any feedback about that.
2. sometime difficult to navigate
3. Collaborate is clunky and not user friendly.
4. No one has complained to me
5. The feedback is usually good.
6. Seems to be working well. I have not received negative feedback about Blackboard
7. Most times everything works. I do have some students who have issues that BB will not load a submission from a student such as a video. My students have to video themselves and upload it to BB and it sometimes takes numerous tries or does not work.
8. I don't think our students care about Blackboard features. We basically just post lecture materials, and they download them. I tried to use more Blackboard functions in a seminar (due dates, templates, etc), but most students ignored them and submitted assignments late.
9. It is OKAY.
10. n/a
11. it's pretty meh. it works but is quirky and not always intuitive
12. People complain about Blackboard, but some people complain about everything. I think most students are ambivalent about it. It's what we have so it's what we use seems to be the sentiment.
13. Not intuitive to use for new students. Isn't compatible with certain cellular devices.
14. My end of course survey says that my use of Blackboard does not enhance their experience.
15. Students seem to think Blackboard is "fine" but not impressive or overly helpful as an LMS.
16. No feedback about it.
17. none
18. They find the features work well enough.
19. I have not received any negative feedback regarding any issues with Blackboard.
20. Too many clicks for everything
21. Not much. If they are regular users they have no problem. If they are new to Blackboard they get by but I can tell it distracts from their engagement.
22. The major concern I've heard is that Blackboard assessments (tests) cannot be resumed if students encounter WiFi issues. I have to reset exams for students when this happens. It is very frustrating for them as they have to start completely over and a test security/cheating concern for me.
23. mixed as the rollout to the new blackboard is incomplete compared to the features I. the old system. I was a test subject for the new version
24. They aren't crazy about the new Blackboard Ultra (I've been using it early). They say it's hard to follow and not as user -friendly as the original. Also, they (and I) hate the auto-generated 0s for late submissions, and other ways that it automatically incorporates some grades.
25. I'm sometimes assigned to teach poorly designed graduate courses which are problematic for beginners me and my students.
26. The switch to Ultra has not been as smooth as they'd like. Several think that things have gotten worse (particularly with respect to the grade book).
27. They hate it. Terrible app for phone. They can't see my comments (very often). And it's worth noting again they hate having to use it, and it's BARELY responsive for mobile, they hate the app and the website.
28. good
29. They are frustrated by Ultra. Not all instructors or professors have switched to Ultra, so students are having to us both systems.
30. Students do not like the new ultra. They find it confusing.



PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR COLLEGE LEVEL TECHNOLOGY CLASSROOM SUPPORT EXPERIENCES OVER THE PAST YEAR: (72 RESPONSES)

31. They are indifferent to it
32. none
33. No comments from students.
34. All good! Can't say that I'm happy about switch to Ultra - if it ain't broke, don't fix it - and the old BB was friendlier to foreign language instruction, but we'll manage.
35. No real feedback from students. They know it's pointless to complain, and have just learned how to get things done.
36. Positive Generally
37. Aside from the lack of the symbol/special character button on the tool bar, my students and I LOVE Bb Ultra. It's a major improvement over Bb original.
38. In the old version, Blackboard doesn't calculate grades correctly when the students miss assignments. In the new version, I can enable a setting to "assign automatic zeroes", but there's a different problem. When I "hide" assignments to keep students from submitting late, they can't see their grades at all for that assignment.
39. No feedback.
40. Students would like to see a stronger integration with tools used to produce assignments, such as Microsoft Office and Google Apps.
41. They say that it is not intuitive and that they have trouble locating components that I am not able to adjust how they appear such as rubrics for assignments.
42. Students so far are not a big fan of Ultra version. All course taught this semester are using Ultra.
43. The biggest complaint from students is that Blackboard can potentially mess up their document formatting.
44. It is OK.
45. Blackboard is user friendly.
46. They hate the layout of UCV. The scroll-heavy UCV format with no customizable course menu is just bad UX.
47. I get zero feedback from students about blackboard features.
48. They all HATE Bb ultra View, which we are forced to use in Fall 2024. I took surveys from all of myh classes on this. Those who don't have experience with the old Bb thinks Bb Ultra is good. Those with experience of the old Bb just can't accpet the new Bb. But, they have no choice, do they? People, all people, hate to be forced to accept something new without proper tiem, training, incentives, whatever, to make it acceptable. Bb screwed up on this change- that's the sudents talking, not me.
49. I haven't heard much feedback, but I certainly dislike it.
50. Generally positive
51. Haven't received any negative feedback
52. There doesn't seem to be a problem.
53. no student training. Some of my students clearly do not understand how to use Blackboard and it is not my job to train hundreds of undergrads on its use.
54. N/A
55. boo
56. I never get feedback from students on Blackboard.
57. They have positive things to say regarding Blackboard and its organization.
58. Generally positive.
59. None given.
60. I use it in non-teaching situations



PLEASE PROVIDE A BRIEF DESCRIPTION OF YOUR COLLEGE LEVEL TECHNOLOGY CLASSROOM SUPPORT EXPERIENCES OVER THE PAST YEAR: (72 RESPONSES)

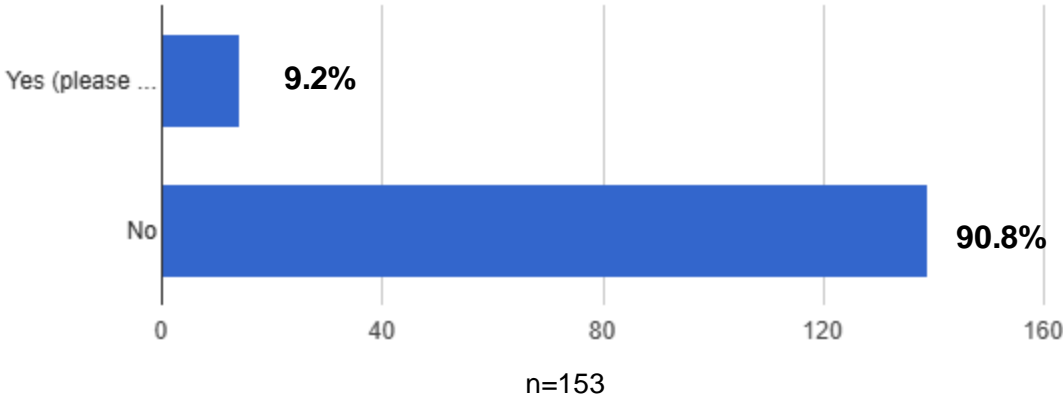
- 61. I have not really received feedback from students.
- 62. most participate
- 63. none
- 64. works well
- 65. things are hard to find too complicated
- 66. They are used to it and don't tend to complain about it.
- 67. Students do not know how to properly upload assignments.
- 68. I have not gotten any feedback
- 69. Students do not comment on BB.
- 70. Blackboard is a wonderful platform with wonderful features. I dislike the idea of switching to Ultra. It's very sterile and bland. It takes the character out of the course. And it also subtracts from the content organizational features that are available in Blackboard.
- 71. I only use it because I'm required to in order to communicate with all of my students. Outside of that, I don't use it.
- 72. Satisfactory.



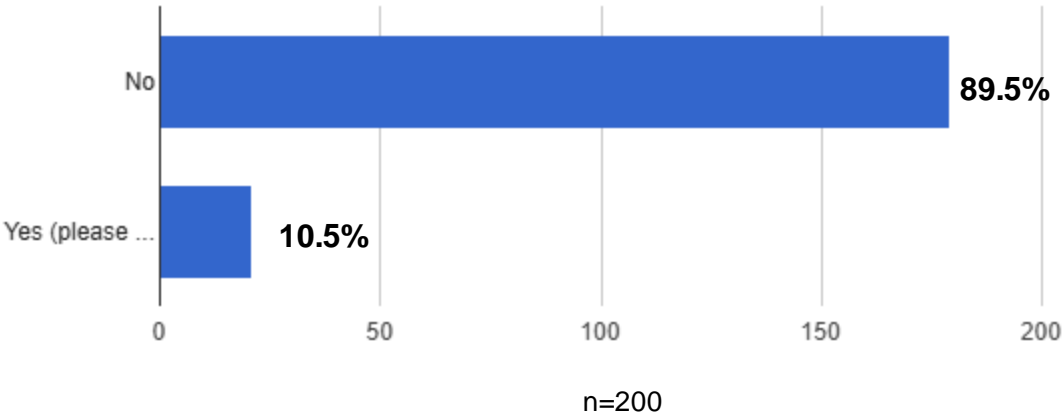
UNIVERSITY OF
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LEARNING MANAGEMENT SYSTEM (LMS) DO YOU USE AN LMS OR SIMILAR APPLICATION, OTHER THAN BLACKBOARD, TO DELIVER COURSE CONTENT?

2024



2023

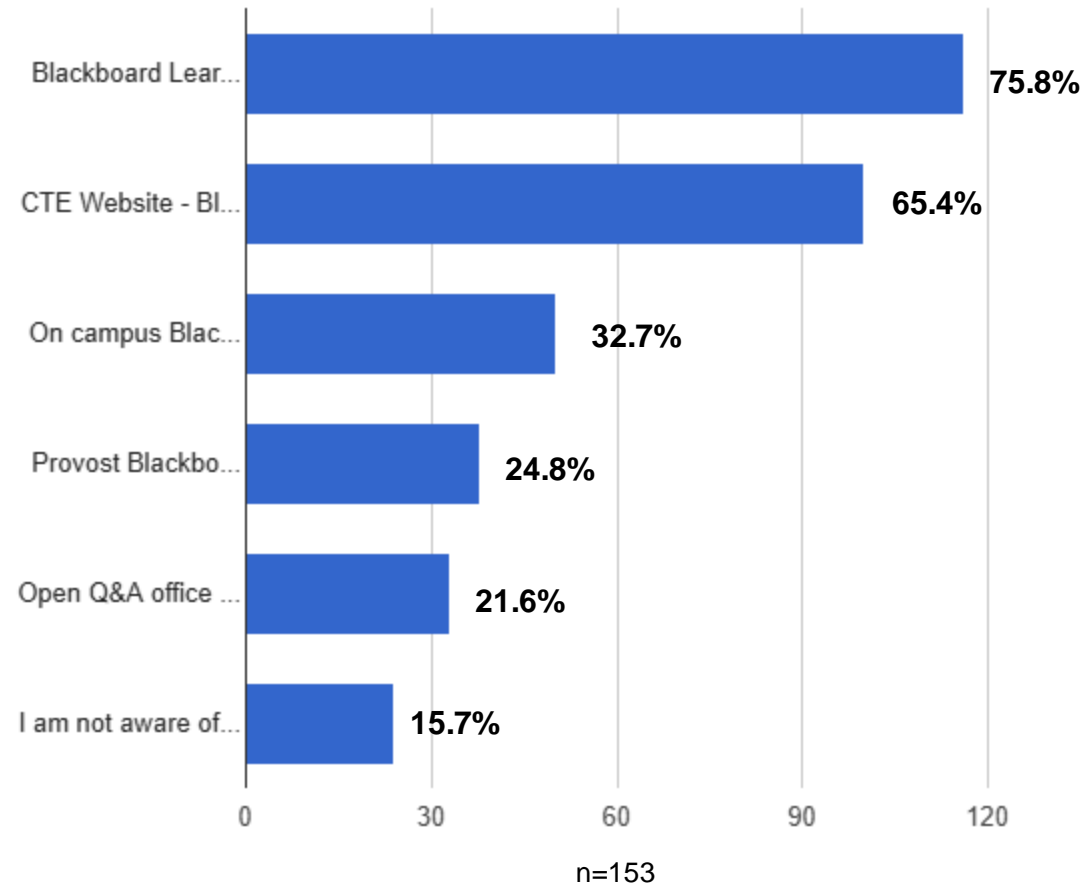


WHICH LMS ARE YOU USING?: (14 RESPONSES)

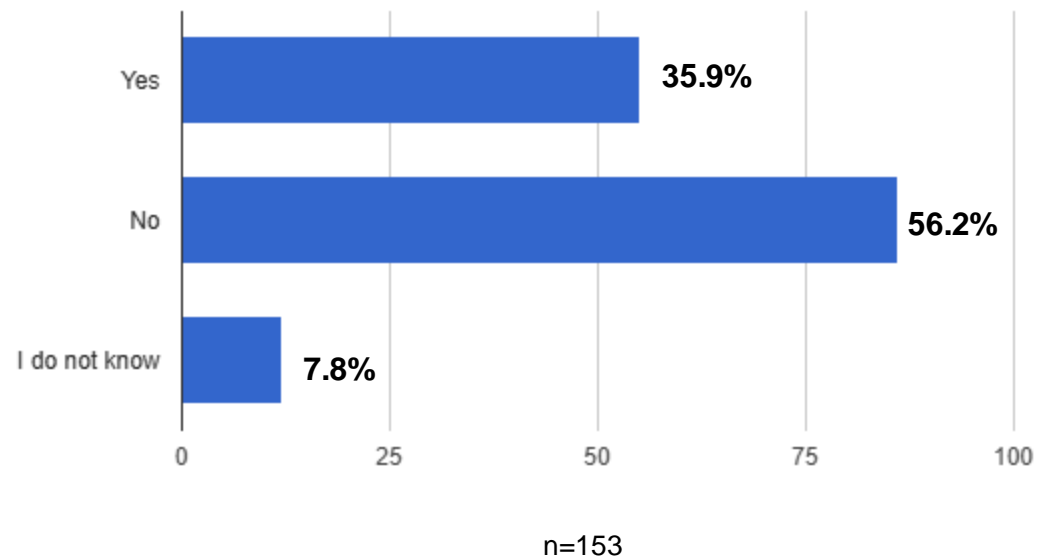
1. TWEN (The West Education Network) - law school only
2. Zoom, OneDrive, Google Folders (depending on the class activity)
3. Top Hat
4. TWEN (Westlaw)
5. WileyPlus
6. Canvas
7. SimNet
8. Top Hat
9. bb
- 10.SIMnet
- 11.Basecamp
- 12.I use Google Sites and Google Docs to develop my syllabus and other materials. I did use Slack before the company changed its terms of use.
- 13.CSE Dropbox (Moodle)
- 14.McGraw Hill Connect



ARE YOU AWARE OF THE RESOURCES AVAILABLE FOR THE BLACKBOARD ULTRA COURSE VIEW TRANSITION? (SELECT ALL THAT APPLY) (ONLY IN 2024 SURVEY)



DID YOU USE BLACKBOARD ULTRA COURSE VIEW IN CALENDAR YEAR 2023 (JANUARY 2023 - DECEMBER 2023) ? (ONLY IN 2024 SURVEY)



HOW CAN IT IMPROVE TEACHING AND LEARNING ENVIRONMENTS TO BETTER SERVE STUDENTS, FACULTY, AND STAFF?: (70 RESPONSES)

1. Have someone on call during all times when courses are taught to quickly address issues with classroom A/V encountered during lecture.
2. N/A
3. stick to classroom technology and get out of the online forms business.
4. have someone come to our offices for small group utilization or one on one
5. Be visible and accessible. Get away from the desk and help us in the classroom
6. We make extensive use of Microsoft Teams for video conferencing but often have poor video and/or audio connections (e.g., pixelated video, freezing, occasional dropped calls). I suspect this has more to do with the network than Teams itself.
7. provide faculty training on use of tech
8. Time sensitive issues need to be a priority. If the semester is closing and there is an IT issue on an exam there needs to be a priority. Also, changes that affect assignments and grading should not be completed during active semesters. This really affects not only the student grades, but in some cases alternate assignments had to be developed.
9. Zoom will be helpful
10. In classrooms and rooms where students who are conducting dissertation defenses it would be good that students are able to connect to the WiFi. I have had students use my computer when they are doing a defense as they can't connect their computer to show their google slides.
11. Reduce the number of log-ins. If I'm in a classroom and want to download a file that I've not put on a drive, I have to log-in to OneDrive, authenticate on my phone, and if I open the file in the desktop app, I'm asked to repeat the log-in for the app. There also needs to be better hardware to support hybrid sessions. Some podiums have two screens, but others only one. Presenters frequently fumble to optimize views for notes, presentation, and other apps/online audience and generally it is too taxing to ask someone to juggle all of those windows while also leading a presentation. There should be very clear, intuitive hardware/touchscreens to help people toggle among screens/apps, especially if we want to create more interactive teaching sessions, otherwise giving a PowerPoint slideshow is the best we can do.
12. ?????????????????????????????????
13. There really needs to be more staff to assist when needed. There are not enough staff for the issues that we try to help with.
14. Fix the WiFi in our classrooms please
15. collocation off campus. research is not done in a vacuum and we need to use tools with non usc people!
16. Doing a wonderful job. Perhaps consider afterhours support. Sometimes when working late in the day, it would be helpful to get trouble ticket responses sooner.
17. Provide notification and in-class training when new technology is available in the classroom.
18. Please help with the wifi in Wardlaw. It has inhibited several of us from having successful meetings. Several of my colleagues have to connect to their personal hotspot in order to have reliable connections. Further, hard wiring in should not be necessary at a university. I have more reliable internet at my home and I would really like to be able to work in the office without concern about the internet.
19. Having the projectors working would go a long way.
20. Improve wifi on campus
21. More immediate support for in class tech problems.
22. Better WiFi, especially in the basement of CLS
23. do not update LMS until features such as rubrics are completed
24. not all of the USC faculty need high speed computing. How about high speed service? Fire/demote some upper level DoIT managers ASAP!



HOW CAN IT IMPROVE TEACHING AND LEARNING ENVIRONMENTS TO BETTER SERVE STUDENTS, FACULTY, AND STAFF?: (70 RESPONSES)

25. First, improve networking. Our Wi-Fi has extremely poor quality-Zoom calls get dropped off (we have to tell our partners about our "wonderful" communication infrastructure), and internet access gets temporarily cut off. Those of us who do research requiring constant online access suffer. Provide in-person access to IT, where the IT staff stops by labs and offices to take care of problems or install new equipment. Important: Department/College IT staff must support computing equipment (e.g., services) used for computing, and if needed, F&A should pay for these services. A simple request to open a port for outward-facing software on my own server takes 5-6 weeks of exchanges between college/department IT staff and DoIT!!!
26. University-wide... all asynchronous online courses should be reviewed, evaluated, and updated on a regular basis. Many courses are well designed but employ outdated resources such as web tools and books.
27. Offer technical assistance and more training for coding (e.g., R, Python) as well as how to integrate AI tools into these platforms..
28. I believe IT does an amazing job overall. The School of Journalism and Mass Communications needs to invest in updating equipment. Some of the computer are too old to handle the software we need to use to teach our students. The biggest issue - the leaking roof is a maintenance issue that has been around for over two years. I don't understand why the University has not resolved it.
29. Need to update instructional technology and more reliable internet in classroom spaces
30. Get out of their offices and talk to researchers
31. The use of Ultra should not have been made mandatory.
32. BB Ultra is a learning curve (gulp)
33. All good - They've always been there when I needed them, and we are very well served in languages by Lab staff Bill Fairchild & Henning Liese.
34. More personal support when an issue arises and not being sent to a web site to read jargon I do not understand nor have been trained to understand.
35. Again, some of our faculty need help learning the most basic aspects of the technology.
36. Training and communication
37. Students tend to get distracted in class browsing and doing other things on their computers. Some instructors need them to have access to their computers and the internet. Perhaps, the classroom's wifi should be filtered to exclude certain domains such as facebook, instagram, etc. Blackboard has a lot of bugs that create burden on faculty and support staff (e.g. uploading files with student groups). I have not tried ultra, but I hope some of those problems will be resolved. If not, some budget could be allocated to fixing such problems.
38. WE need a campus site license for access to GIS and more campus wide support for GIS trainings
39. Technology in the classrooms is often not functional and cannot be relied on to provide the needed supports in class.
40. Upgraded equipment, classrooms, and wi-fi.
41. Better communications when changes/updates occur. For example today students had to accept a new WiFi certificate in order to join the eduroam WiFi network. I had to check with college IT liaison to see if there was indeed a new certificate. Announcement did not go out past the DoIT. Hard to be cybersecurity aware and things like this happen without checking on them.
42. Better support for document cameras. Focused training on available software on classroom computers. Stylo pen to write would be desirable.
43. No suggestions at this time.
44. Ditch Bb UCV. It is a disaster top to bottom, inside and out, and DoIT is woefully unprepared to support its use. I have a long document filled with bugs, errors, and reduced functionality I found teaching with UCV. Even the core text editor they implemented in UCV is bad -- much worse than Original view -- and that is a very basic, ubiquitous function in the LMS.
45. It's very old-school technology, but I would like a wall clock in every classroom. It helps to pace lectures and class activities. We used to have clocks in the classrooms, and I don't know why they were taken out. Now, I buy a \$5 clock at walmart for every room I teach in and nail it up to the back wall. Eventually, someone takes it away. I replace it.c



HOW CAN IT IMPROVE TEACHING AND LEARNING ENVIRONMENTS TO BETTER SERVE STUDENTS, FACULTY, AND STAFF?: (70 RESPONSES)

46. First, IT needed to get out in front of this sooner. There is an urgency to make this change (by fall 2024) but not enough notice was given. Second, each college should have developed a cadre of faculty and staff who use the new Bb and can provide support and direct help (USC-IT is useless). A vision for the benefit of the new Bb should have been communicated, and communication should have been better. Next, this should have been pushed down to the College level, as nobody is going to contact USC-IT. For example, the School of HTMT has nearly one-half of its faculty already using this, but the rest do not know about it. Are there successes? Problems that have been overcome? Support for colleagues who have fears and doubts? Who knows, because USC-IT decided to look at this problem, not from a College/Dept. level, but from a USC-wide level. that doesn't work.
47. Have an online chat option for those who can't stop class to make a phone call, and may not have the time to wait for an email response.
48. Wifi connection has been my biggest issue. Every time I try to join a virtual meeting while sitting in my office in Wardlaw, I constantly get error messages about having poor connection.
49. Quicker action on WiFi complaints
50. It is rarely the case that I walk into a classroom and the technology I need just works - there are consistently issues with equipment, internet, or both and it cuts into class time unless I arrive very early. I realize that there are always going to be occasional glitches, but I think it is a reasonable expectation that most days our classroom technology should work so that I can focus on teaching.
51. Change senior level leadership!
52. It is disappointing that we made the shift to Blackboard Collaborate Ultra rather than to Canvas which multiple knowledgeable campus leaders recommended as the market leader. Generally, that speaks to a large point, which is a sense of the absence of strategic decision making across the IT space... where I know that resources are short to be able to meet all of the campus technology needs.
53. video editing help of classes
54. Just make sure the IT works in the classroom.
55. Hold sessions on software usage such as PPT, Excel, OneNote, Panopto etc. Maybe have in person classes to assist with new Blackboard. Vary class times and days. Many of us have clinical duties making us not available at 10:00 or 12:00 when they usually host sessions. More advanced notice of sessions so we can block our schedules.
56. Obtain an enterprise license for software that allows for increased active learning opportunities (such as H5P)!
57. Be available for weekend classes.
58. Be consistent
59. I want the computer in the classroom to be easy to use and reliable.
60. Units need more funds for faculty computers. I have a feeling that if I mentioned this to anyone I'd be told this isn't IT's problem, but I think it becomes IT's problem when issues come up because faculty don't have what they need. For instance, when my current grant-provided laptop stops working, I will purchase a new one on my own (because my unit won't do that for me) and the university will therefore have zero control over the computer I'm using for work purposes. The other issue, of course, is wifi in classrooms. It's very uneven and very frustrating when we can't count on it.
61. Please see my earlier comments regarding internet/wifi access and stability in classrooms and Thomas Cooper Library.
62. Provided better instructions on how to perform tasks in BB. I end up using instructions from other Universities to provide to our students. This is rather embarrassing.
63. Support remote teaching via Zoom. It is much quicker and more intuitive than Blackboard Collaborate Ultra.
64. Please be more accessible for faculty. I'd like a dedicated number I can call when I'm having issues with BB. I want to reach someone who knows something about BB. I've called after 5pm, and the person who answers knows less about BB than I do. Not helpful.
65. Improve the internet infrastructure and communication with faculty and students.
66. Clear list of who to contact depending on the type of issue.
67. Better wifi in the classrooms to facilitate group activities in real-time.
68. Increase availability for technology emergencies.
69. Have professors validate in-class software/materials are in working order 1 week before classes. Provide better internet in general.
70. Get Canvas. It's superior. Upgrade outdated classroom spaces.



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ARE THERE ANY SOFTWARE TOOLS THAT YOU WOULD RECOMMEND TO DOIT TO EXPLORE ACQUIRING FOR THE UNIVERSITY AS A SITE LICENSE (UP TO FIVE RECOMMENDED TOOLS)? (61 RESPONSES)

1. None
2. N/A
3. no
4. Zoom license. Panopto.
5. Power Suite - PowerBI
6. SAS, Stata, Atlas.TI, ARC GIS -- there are also datasets that can be licensed (e.g., Marketscan)
7. SPSS, Nvivo, Mplus, Adobe Pro, MaxQDA
8. Adobe (or Docu-Sign; see below) - it's ridiculous how much I use these for University business but I have to pay for it. SPSS Qualtrics
9. Adobe. So I don't have to pay hundreds of dollars out of pocket every year to fill out paperwork I am obligated to complete for my job.
10. Adobe Creative Suite; ChatGPT or other AI tools.
11. - Matlab (which is already provided - keep supporting) - National Instruments software - Microsoft CoPilot for Office 365
12. Adobe Acrobat DC (creative suite would be great but the industry standard PDF reader would be fine if not); Zoom.
13. Dropbox or box slack
14. N/a
15. Geometry Expressions.
16. Calendly
17. Zoom, spss, qualtrics, google drive storage
18. Camtasia, vidgrid, Monday.com,
19. Dedoose, NVivo, SPSS, Qualtrics
20. ArcGIS Photoshop Adobe Pro
21. ChatGPT. CANVA. Article 360.
22. Gemini pro
23. ChatGPT; Midjourney; We need AI licenses to train our students. We are being told by employers that they will not hire our students if they do not know how to use AI.
24. Zoom
25. Adobe PDF reader (I'm always having to do stuff with pdfs for student recommendations)
26. MATLAB license is essential for my students. It should NOT be dropped again like it happened at the beginning of this academic year before being reinstated. This kind of unthoughtful administrative actions are VERY CONFUSING TO THE STUDENTS and produce DISRUPTION of the teaching and learning process
27. Adobe Creative Cloud
28. If MATLAB is provided campus-wide, I would like to have Maple (or Mathematica - or both?) available to everyone.
29. None at this time.
30. Screenpal / GoReact (currently an option in Bb Ultra, but for a price)



ARE THERE ANY SOFTWARE TOOLS THAT YOU WOULD RECOMMEND TO DOIT TO EXPLORE ACQUIRING FOR THE UNIVERSITY AS A SITE LICENSE (UP TO FIVE RECOMMENDED TOOLS)? (61 RESPONSES)

31. 1. I would like to see students have an in-house web development space, such as to build websites, portfolios of work, blogs, etc. beyond the usccreate.org provided through the libraries. Our students need to build websites and portfolios and we have to go outside of USC resources to make this happen, which causes some issues with identity security, sharing settings, collection of assignments for the requisite 5 years of archiving, etc. 2. Faculty and students need a way to make Microsoft Office/365 documents public 3. Faculty (and students) need a way to schedule meetings other than through email and Doodle/Calendly. I have noticed some administrators seem to have access to Microsoft Bookings. 4. Faculty need a public web space (e.g., website, sharepoint site) to provide program information and resources to students outside of a course and Blackboard course/organization course and possibly connect to social media
32. ESRI
33. Zoom, Camtasia
34. Zoom
35. Adobe Acrobat Pro (Not a fan of Foxit)
36. Matlab (it may have it now, but future site license is uncertain)
37. Prism (graphpad), endnotes, acrobat, biorender, Microsoft office
38. None that I can think of.
39. A better LMS. Honestly, Bb original view is better than UCV.
40. Adobe Acrobat (the whole thing, not just reader) Adobe Illustrator/Photoshop Zoom (microsoft teams is terrible.)
41. Nope.
42. none at this time
43. ArcGIS
44. SAS SPSS MatLab
45. NVivo - I'd love to see us make this broadly available to faculty and at least to doctoral students, and I recommend we explore their new "cloud" feature for collaborative work. Stata
46. Adobe Creative Canvas
47. spss for free
48. Just keep MATLAB.
49. H5P, Articulate Storyline 360, ExamView, Adobe Captivate, Trello
50. list of foreign libraries you can use for your subject.
51. An industry-relevant statistics software such as Minitab, SAS etc.
52. Adobe. Scrivener. For tablets: Notability.
53. I teach 700-800 students a year so the photoroster in Blackboard was helpful to learn names of my students. If possible, please bring this function back to Blackboard.
54. Maximo from IBM
55. Zoom
56. Yes! You are working now with BB. Arc-GIS should be accessible to all Tools such as TopHat and IClicker should be free for students. I teach a class that's routinely over 100 students. It's best practices to engage with your students this way, but I am not comfortable telling them they need to pay an additional fee to get the most out of my class. It should be free. Students should not have that expense.
57. Zoom adobe acrobat
58. Stata, Qualtrics
59. GraphPad Prism



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ARE THERE ANY SOFTWARE TOOLS THAT YOU WOULD RECOMMEND TO DOIT TO EXPLORE ACQUIRING FOR THE UNIVERSITY AS A SITE LICENSE (UP TO FIVE RECOMMENDED TOOLS)? (61 RESPONSES)

60. No

61. 1. Tableau Online/Server - space for students to publish their projects/workbooks rather than needing to just screenshot and add to presentation. Could also be a space for professors to share research/data with more accessibility. 2. RStudio - more advanced data/analytics, potentially Rshiny for web application hosting 3. Research Tools & News - in general, there are more research needs and subscriptions we should have (e.g. social monitoring, media monitoring, sponsorship valuation, etc.) 4. AI (ChatGPT, possibly Copilot) - Probably the biggest impact in the coming years. It's going to be a tool students use regardless, so you might as well make it collaborative and enhance their work. Site-wide, inputs/outputs could be monitored and referenced for plagiarism.



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PLEASE OFFER ANY ADDITIONAL COMMENTS OR SUGGESTIONS. (41 RESPONSES)

1. N/a
2. We need more CPU power for research
3. There needs to be better communication regarding upcoming changes. I had a situation where I spoke with a Blackboard representative about including graded embedded quizzes into recordings and several months later, they eliminated the ability to grade the embedded quizzes without notifying anyone. Their response was they were not aware the change would affect grading. I had to make significant changes to the quizzes and to the grading, mid semester. In my opinion, we should be made aware of the changes being made, no changes should be put into effect during a semester, except in rare circumstances, and Blackboard representatives responsible for the changes should always be aware of the effects of that change.
4. I do appreciate those who are willing to train and work with us as we transition to BB Ultra.
5. I hate that the USCMED network is separate from USC. It offers fewer resources and poses more hurdles to use ... and switching back-and-forth between networks complicates collaborations on both sides. I don't fault USCMED people for not using collaborative features or flows because it is frustrating to toggle back-and-forth, but I also don't see faculty using basic tools effectively. We are always being asked to coordinate schedules with Doodle Polls, which is irritating since we should be able to auto-schedule with Outlook. Also, admins send emails that should be calendar events ... and then send multiple reminder emails when there is a fear that an event will be overlooked or forgotten (or buried under a pile of irrelevant emails). There needs to be a seamless integration of USCMED and USC (or just bring it all under one umbrella and let PRISMA be it's own network separate from the University), there needs to be more training, tips to improve collaboration/productivity, and generally a culture of using the platforms that the University pays for and provides to faculty and students. I'm also exhausted of receiving so many forms as fillable PDFs or cobbled-together DOC files. Why don't we have fillable, smart forms and electronic signatures? I'm forever opening, typing, pasting, saving, reattaching, and re-emailing "paperwork". What a waste of time. If you can buy a house by point and click with Docu-Sign (and then it saves the final/executed copy), why can't I sign off on student forms the same way?
6. IT support has gotten a lot better! Thanks for the work that you're doing. Please make available the software we are expected to use for day-to-day paperwork. Or switch everything to e-forms that don't require expensive software.
7. Be more proactive than reactive. Much of what this survey asks about is trying to catch up to performance norms. DoIT needs to be ahead of the need curve, testing, evaluating, recommending software solutions to make the campus more efficient and effective.
8. I did attempt to use the long-awaited university license for Zoom but was unable to successfully convert the Basic account tied to my email address. Since this is a university credentials/licensing/authentication issue, it is at the DoIT level, but when I created the ticket, it was sent back down to my College IT department, who then had to resubmit it as a DoIT-level ticket. This bouncing of DoIT-level tickets seems to occur whenever I place one: it seems as if my College is cross-referenced to see if it has an IT department of its own, and since it does, gets routed there regardless of appropriateness. Comment: I DO hold IT professionals on this campus in very high regard, and once the right person gets my ticket through ServiceNow, it is usually resolved quickly.
9. Faculty and students needs to have the ability to try new things without significant cost. This is especially true as AI technologies move out of CS and into Humanities and Social Sciences. This is why more resources (cluster and RC personnel to provide real-world support for projects) are essential. It might be useful to tier out older GPU nodes to create a sandbox cluster for small proto-type/classroom/thesis work that does not need the heaviest lift of big data research projects. My own experience recently was that graduate students in CS were struggling at times to get projects through compute in a timely manner... imagine how hard this would be for a MA student in English with an interesting concept!
10. More Staff



PLEASE OFFER ANY ADDITIONAL COMMENTS OR SUGGESTIONS. (41 RESPONSES)

11. Specific for Blackboard Ultra After having the Blackboard Ultra training and using it for Spring 2024, I think the layout and functionality are poorly designed. The platform is not intuitive and needs improvement from the circa 1990s layout style - for example, making a new folder and placing material into the folder by a drag-and-drop approach is nearly impossible to navigate. The settings are limited; for example, there does not appear to be an option to permit anonymous posts in the discussion forum. Finally, the feature of hiding from the students, visible to students, is poorly arranged, having to select nearly every layer in a folder. I would not necessarily recommend the adoption of the ultra format across the university. List of Likes: Ability to place links, Display of videos, Ease of reordering items, Ease of setting up the overall weighted grade, Being able to schedule the appearance date/time of content Dislikes: The scrolling is slow and clunky, particularly in Gradebook. The transition from one field to another is not smooth. The folder depth limit is nearly impossible to work with and creates barriers to organization. The drag-and-drop feature is not smooth and usually takes at least a few attempts to place in the proper position. Folders and documents appear the same, making visually organizing material difficult. When scrolling through PDFs within Blackboard, the file will not scroll to or hold at the bottom page and flips back to the next to the last page (using the Safari browser) Hope this helps!
12. Thank you for allowing me to provide feedback and for making these concerns a priority.
13. Thank you for the opportunity to provide feedback.
14. The help desk does not get back with problem solutions very fast. I have had to call back the next day because they did not respond in normal amount of time. I used to have someone who would help every time and I could email Michael Brown but he retired
15. Need USC on-site support help with Premier Pro software especially since we have a USC site license. Right now, support is directed to somewhere in India staffed by staff that does not speak passable English.
16. The department/college-level IT service in the CEC department gets failing grades. The dean or assoc. The dean has chosen not to address the problem even after the representation. If they simply cannot provide service to a full F&A research project, come up with a price list we can use to put the cost on the proposal and see how a sponsor feels about that! DoIT is run a bit better but they seem to have underfunding for communication infrastructure. RCI is better, but some things take a very long time (e.g., to get a new cluster I purchased took over 6 months - one of those months was waiting for the staff who would simply lift the structure into the rack!
17. All courses, especially online ones, should be reviewed and updated on a regular basis. All programs across SC should be subject to external program reviews on a time certain and regular basis. Thanks for the opportunity to provide my \$.02's worth. Be well!
18. see above
19. Keep up the good work. You need to give Pierre and Jill bonuses for everything they do for CIC. They are rock stars!
20. Make Blackboard great again. Ultra should be a choice, not a dictate from the provost.
21. Faculty need to be patient in learning BB Ultra.
22. nurture the IT personnel that show professionalism and good skills fire (get rid of) the useless IT personnel that was hired only for satisfying the socio-political statistics
23. Keep up the great support and provide us more!
24. One minor thing: I hope the ticket submission system could be streamlined. One action generates a number of emails.
25. GIS mapping and apatial analysis tools are being used all over campus (facilities, research and teaching) with just one person to support the endeavor. Most flagship universities have major GIS centers to support research and training. We are way behind.
26. This is is IT adjacent issue. In Swearingen Computer Labs - There should be an instructor station in any computer lab. Current 1D29 has a PC dedicated to instruction - but no podium or separate table.



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PLEASE OFFER ANY ADDITIONAL COMMENTS OR SUGGESTIONS. (41 RESPONSES)

27. The IT people I have encountered have been very helpful. It's the Wi-Fi and the technology itself that's the bigger issue.
28. The changes made to SSC (Self-Service Carolina) have adversely affected my ability to do my job as a scheduler for an academic unit that teaches a large volume of students. In particular, I am no longer able to go into SSC and view my unit's entire schedule at once. Instead, I am only able to look at it in increments of at most 50 classes at a time. This makes it impossible for me to easily copy the schedule in SSC to a spreadsheet. In the old format, I was able to do copy the entirety of our schedule from SSC to an excel spreadsheet on my desktop quickly and easily. I'm pretty unhappy about this, as it makes my job harder.
29. This survey had nothing on research support. Was that intentional? I am not too satisfied with research support, especially for CUI projects and the associated cost on projects that IT plans to impose. Mandated software on servers impairs performance and causes compatibility issues.
30. None
31. Overall, IT does an excellent job across the school and campus.
32. Thanks for routinely asking for our views!
33. I have received the very best help and support from James Campbell with Bb support. He understands my disability. I can call him on his cell, any day of the week, and he helps me. I never go through the laborious process of filling out an online form (what a freaking waste of time). James represents the very best of Bb support at USC, and he deserves to be recognized for it.
34. none
35. Need DoIT full-time on-site help with experts who understand all software packages for which USC has a site license. Do not send us to India to get Help for a software issue on software that DoIT owns a site license. Invest in USC on site help support!!! Ex: Adobe products: Our DoIT contact help desk staffer stated they have no expertise in solving my problem and sent me to the Adobe Help desk in India for help. It has now been two weeks and while sharing emails and trying to understand poorly spoken English from our sub-continent Indian Help Desk, our problem has not been corrected!
36. Hire competent staff for the Help desk, or better yet, streamline the process to allow for more direct (i.e. speedy) solutions to issues as they arise.
37. Please bring back the Student Photo Roster in Blackboard! It is such a useful tool at the beginning of the semester when we are trying to learn everyone's name. I know there is access in Self-Service, but it is not quite as convenient as having everything in Blackboard.
38. WiFi is not consistent. This is a problem for students when completing assignments. This creates significant issues. Further, it is frustrating to arrive on campus to have no Internet access.
39. Blackboard is functionally limited and it is difficult to find support.
40. Please improve the internet so that the cloud can be fully functional, reliable, and dependable. I would like to rely on the cloud more than a flash drive.



PLEASE OFFER ANY ADDITIONAL COMMENTS OR SUGGESTIONS. (41 RESPONSES)

41. This survey has essentially ZERO questions that get at issues faced by those of us who teaching online, especially asynch online. I noticed that essentially all of the funding priorities were about support classroom instruction. The lack of support and attention to online learning is problematic. For the many faculty who do teach asynch online (as I do) and the faculty who support professional track faculty that teach online (which I also do), the UCV transition is a horrendous experience that dramatically diminishes the student experience, makes good teaching harder, and generally damages our ability to do our jobs. The UCV transition rushed and announced without sufficient lead time (2 years would have been acceptable. 18 months minimum!). Let me show you all the problems we are facing with UCV: 1. Text editor lacks basic functions and is not Word-compatible (this is the #1 problem by far) The text editor is ubiquitous on the site, used for instructor content creation, grading, student submissions, discussion forums, etc., so problems with the text editor impact everyone and nearly every aspect of the site. UCV switched from one of the best website text editors available to a badly outdated and insufficient text editor. It has a number of significant drawbacks: A. Copying and pasting Word documents into the text editor loses some formatting, randomly deletes spaces between words in bullet or number lists, sometimes rennumbers numbered lists, and generally messes up anything beyond the most basic format. Original view Bb is dramatically better at handling pasted Word documents than UCV. B. Text editor cannot wrap text around images or have text appear next to images or media -- only above or below. Original view offered both. C. Text editor no longer allows you to add HTML or edit in HTML mode. You can add code blocks, but they appear as code, not processed at HTML. This means you cannot use a custom embed code inside the text editor or create HTML docs and add them to the text editor. Original view allowed HTML in the text editor. D. Text editor has extremely limited formatting options. For example, it can only handle one level of organization in a numbered list. It cannot do, for example, I. A. 1. format for an outline. You cannot freely control indenting, no second level outlining or lists, etc. Copying and pasting material from Word with this kind of formatting reverts everything to a top-level item with a single indent. I have talked through some of these with our IT support people, who have been very nice and try to help but cannot solve these problems because they are endemic to Bb UCV itself and its reliance on Quill for text editing. If Bb switched back to its previous text editor (I think it was TinyMCE), it would be a dramatic improvement in its functionality. 2. Email display missing in roster You no longer can see students' email addresses inside of the Bb roster as you could with Bb Original view. The only way now to get a list of your students that includes names and email addresses is to submit an IT support ticket and request the list. Or to ask your students to fill out a survey or form to generate the list. There are ways to extract the list of email addresses from the my.sc.edu portal, but not as a list that contains both student name and email. Bb original view was the only way to do that. IT is also aware of this problem but did not indicate they had a solution planned (they do seem to be working on a solution to the student photo roster, for those who need that, as it is also missing from UCV). 3. "HTML" option for content insertion does not display HTML properly There is an "HTML" option for content but it is not available in some areas where you can only use the text editor, such as exams, and often displays HTML improperly. It seems to be using some restricted or incomplete way to process HTML. It also cannot be used in conjunction with the text editor. It have tried Word docs converted to HTML by Word and by paid HTML conversion software. Neither works. 4. Discussion forums are substantially degraded from original view. A. You cannot link to a discussion forum in more than one unit or folder. So, for example, if you want students to post to a discussion in unit 1 and reply to their peers' posts in unit 2, you can only put a link to that discussion in one of the two units (module or folder). B. You also cannot subscribe to notifications for a single discussion. You either subscribe to all the discussions or none of them. 5. Peer review has potential but some major drawbacks. A. Using peer review means you cannot have any questions in the assignment. Peer review only works if the assignment just has one general submission box, not any individual questions. Enabling one disables the other. B. Peer review workflow is a confusing nightmare for students. So many emails about this and so much explaining to do. Students only access peer reviews by going through the original assignment submission page. That means peer review instructions have to appear on the same page as the original assignment instructions and some students get confused by this double function of a single submission page. C. This also causes problems with how due dates and grading flow work for peer reviewed assignments. Bb seems to assume that you only grade student work after peers have complete peer review (not true in Speech) and that you would only grade peer review as part of the larger assignment grade (also not true). It's a cool function with a lot of potential but badly implemented. D. Turning on peer reviews for an assignment breaks all the sort and filter options when viewing the assignment in the gradebook. Just spent a couple hours back and forth with IT before we figured out this is the cause. Also breaks accurate reporting of individual students' submission status on the student activity tab. 6. The display of Word docs in the gradebook is less accurate than original view. Particularly if you want to copy/paste something out of a student submission, it's always wrong, offset by a substantial margin. Original view was not perfect at this but it was better. This increases my workload when grading. 7. The overall UI design requires way too much scrolling. The loss of the customizable left-hand menu (or any customizable course menu at all) means the design is now super scroll-heavy, which is exacerbated by the way folders and modules open out onto the same window. It's bad design and reduces accessibility, especially for people on touch devices. Original view was much better in this regard. Students had easy access to the full course menu in the left-hand frame. 8. You can no longer set announcements as the landing page. Yes, students get a new short popup when they log in if there is a new announcement, but they have to click through to see the announcement and they will only see it once. Setting announcements as the landing page in Original view ensured students always had the most recent announcement displayed in full when they logged in, rather than having to click through to read it. That also ensured most students saw announcements more than once. 9. Cannot schedule announcements and have them sent by email. This was a problem in original view as well and is absolutely baffling to me. I need an announcement to go out to students tomorrow morning but will be on a flight. In any modern email system I can just set that as send later, but in Bb I can either set the announcement to post later but not be sent as an email or I can send it as an email but only have it post immediately. This is an absolutely wacko restriction for anyone who teaches online, but especially asynch online. It also makes it essential that I have a roster with email addresses so that I can make a mailing list to use for such announcements. 10. Blackboard appears to violate the GDPR & exposes user data. Now, I also want to mention that I have some privacy and security concerns about the way Blackboard integrates Google Fonts and passes user data to data collection services run by third parties. The specific way Bb integrates Google Fonts is by having the user's browser connect to Google's fonts API. That passes a large amount of user data directly to Google, including identifying information like IP address and browser/OS fingerprinting data, as well as information about what site the user is visiting (in this case the blackboard.sc.edu site). German courts ruled in 2022 this practice violates the EU's General Data Protection Regulation (GDPR). They could solve this by hosting Google Fonts on their own services and avoiding the API call. In addition, Bb is passing some user data along to New Relic and Aprinsic (Gainsight). Those companies are less transparent than Google about what information they collect and how they use it, but both are built to do targeted user engagement. At minimum, they will have enough information to personally identify most users and to know that a user is logged in to the SC Blackboard system. They may have substantially more than that. The EU-US data privacy framework website says this about Aprinsic: "Aprinsic collects information on its customers and its customers' customer that includes data such as name, email, company data, product usage data, web visits and web activities performed in conjunction with using our customer's website and software products." And they say this about New Relic: "New Relic customers can configure their software to send New Relic personal data beyond simple timing or analytics information, most typically including information like IP address or other user information, such as other code and software collaborators." I have no idea if this has FERPA implications, but it definitely caught my eye when my browser flagged these as privacy concerns. This is generic to all of Bb, not UCV.



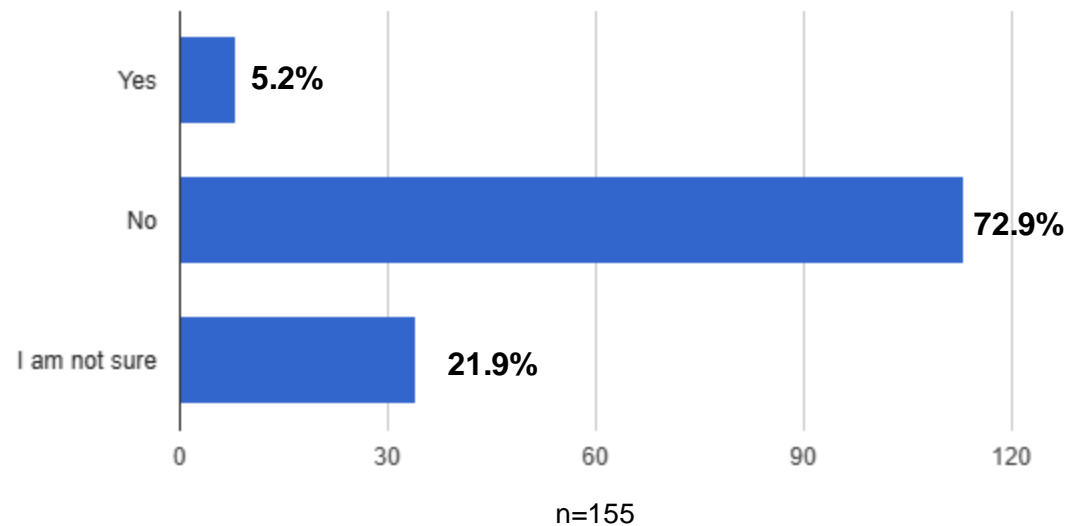
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LITE CLASSROOM

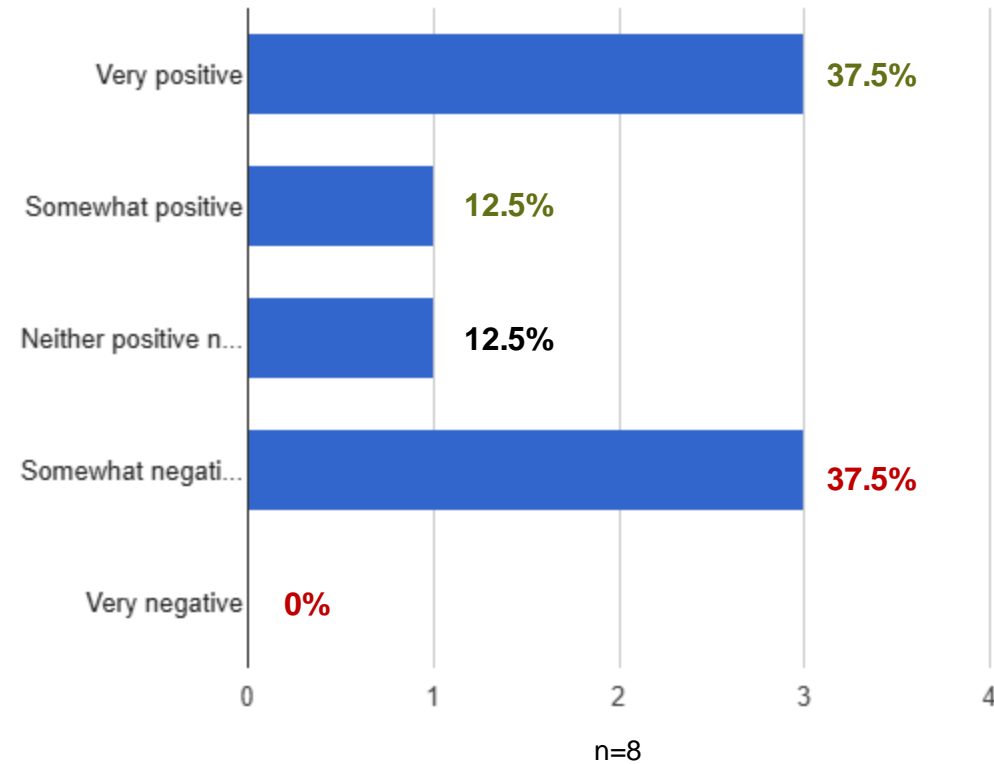


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DID YOU TEACH IN A LITE CLASSROOM IN CALENDAR YEAR 2023 (JANUARY 2023 - DECEMBER 2023)? (ONLY APPLIES TO 2024 SURVEY)



WHAT WAS YOUR OVERALL EXPERIENCE TEACHING IN THE LITE CLASSROOM(S)? **(ONLY APPLIES TO 2024 SURVEY)**



PLEASE EXPLAIN YOUR RESPONSE. (5 RESPONSES)

1. I have been teaching in HUMCB 404, which was updated in 2021. The system worked whenever I needed it. My class is an in-person one, so I did not need to use the webcam (and in fact I was not aware the room was equipped with one. I will make a point to check it out this week). I also am not sure that it has a USB-C interface, as the classroom specs claim it has. The room allegedly has: Data Projector (Laser), Projection Screen, Online Delivery Capabilities, PTZ Web Camera (pan, tilt, zoom camera with standard presets), Integrated Microphone System, Distributed Audio System & Voice Reinforcement, Assistive Listening, Document Camera, Instructor Computer, Computer Monitor with Touch Annotation, Laptop HDMI & USB-C Interface, Network Connection - Wired, Network Connection - Wireless, Touch Screen Controller, Podium / Lectern
2. A/V system did not work consistently, I was unable to get the camera to work so could not do hybrid/zoom sessions, audio did not work when connecting laptop (the capabilities may have been there but I was not able to make them work). The physical classroom space was also not very good (temperature, lighting, air quality) which was not related to the tech issues.
3. I am now wondering if the enhancements are what trashed the Wi-Fi signal in these rooms. We got new cameras and equipment, but absolutely no training on how to use it. I noticed no benefit from the upgrade.
4. Teaching podium blocks a number of students' view. Projection screens limit usable space on the chalkboard/whiteboard. I would like to be able to use both projector and the chalkboard/whiteboard.
5. I have not had any classroom issues that I was not able to resolve on my own.

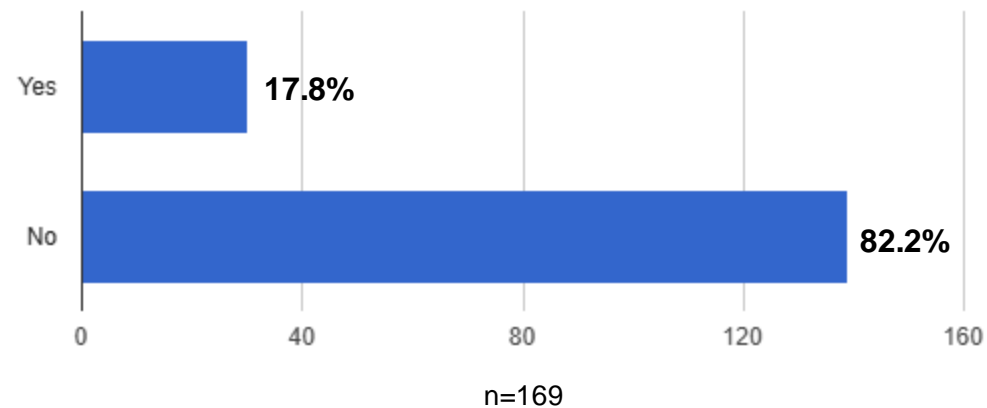


VOLUNTEER PARTICIPATION



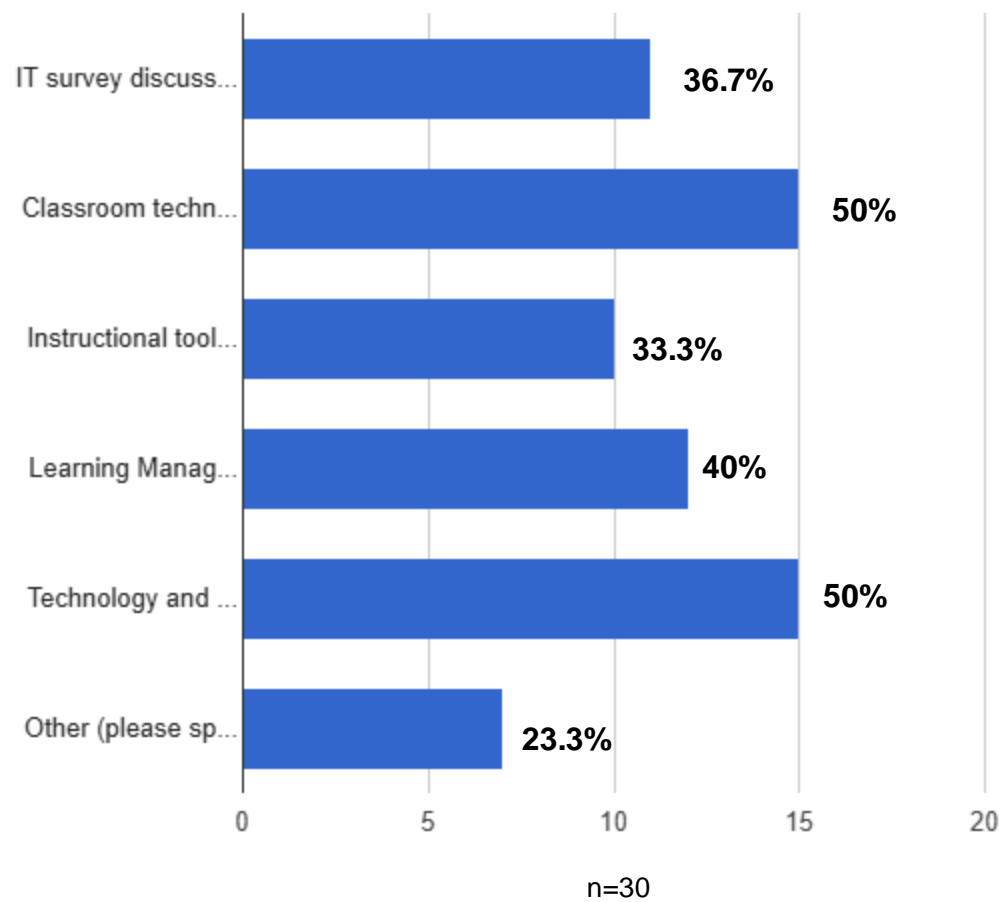
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TO HAVE A BETTER UNDERSTANDING OF FACULTY IT NEEDS/CONCERNS WE ARE SEEKING VOLUNTEERS WILLING TO PARTICIPATE IN DISCUSSION OF THE SURVEY FINDINGS AND PROVIDE FEEDBACK OTHER FEEDBACK. ARE YOU WILLING TO PARTICIPATE FURTHER?



30 emails were provided

WHAT AREAS WOULD YOU LIKE TO BE INVOLVED IN? (SELECT ALL THAT APPLY)



WHAT OTHER AREA WOULD YOU LIKE TO BE INVOLVED IN? (7 RESPONSES)

1. End-User Friendly Research Computing for Restricted Data
2. Support for research data management.
3. Budget for more staffing or more automation of services
4. IT support for funded research projects
5. Course and program reviews. Maybe tech too. Thanks.
6. I am retiring in May...
7. Self Service Carolina

