

Faculty Senate Information Technology Committee Annual Report

August 2022-July 2023

Elected members:

- Philip Busbee School of Medicine Path-micro (2024)
- Sarah Carroll Darla Moore School of Business (2025)
- Naomi Falk, **Co-Chair** School of Visual Art Design (2024)
- Scott Phinney, **Co-Chair** University Libraries (2023)
- Kristina Schwoebel University Libraries (2025)
- José Vidal Computer Science & Engineering (2023)
- Nikolaos Vitzilaios Mechanical Engineering (2024)
- Alexander Yankovsky School of Earth Ocean and Environment (2023)

Appointed members:

- Cheryl Addy, ex-officio, Provost's Office
- Rajat Das Gupta, Graduate Representative (2025)
- Doug Foster & Elizabeth Shirkey, ex-officio, Division of Information Technology
- Heather Heckman, ex-officio, University Libraries
- Debbie Kassianos, ex-officio, Vice President for Research Office
- Aaron Marterer, ex-officio, University Registrar Office
- Paul Sagona, ex-officio, Research Computing

DoIT Strategic Priorities

Liz Shirkey updated the committee on the [DoIT Governance groups](#) and Strategic initiatives progress for 2022-2023. DoIT continues to seek a representative view of priorities from the faculty to identify areas to invest in. Based on the 2022 survey results, the committee provided the DoIT with an Infographic representing faculty views on IT needs.

Faculty Communications

The committee worked during the early part of Fall 2022 to respond to a communications gap between DoIT and the faculty as identified by the faculty survey. The faculty indicated a general unawareness of IT resources like the Knowledge Base and new software offerings, specific initiatives like the LITE classroom upgrade program, and how to effectively ask for tech support. DoIT Communications Director Michelle Foster spoke with the committee to share the communications methods available to her.

Like most units on campus, DoIT is limited in its ability to send email to the entire faculty as it no longer controls the mass email system, so DoIT communicates via the IT

News section on its own website (<https://sc.edu/it>), the *USC Today* newsletter, and social media like [Facebook](#) and [Twitter](#). It also works with departmental IT directors through the unITe group with the expectation that information shared there is disseminated to the faculty. DoIT's web site also contains a [section specifically intended for faculty](#) and it provided a [handout aimed at new faculty](#) in 2022 listing a number of the services available to them.

She noted that while the university has the ability and does send out communications using multiple methods, it cannot force faculty to read, watch, or hear those communications, and understand the messages contained therein. To illustrate that point, she polled the committee on its own consumption of messages using two different methods: the *USC Today* newsletter and social media. Neither was consumed by everyone on the committee, though each was used by some. Responding to the comment about the LITE initiative knowledge gap, Director Foster reported that a video about the project was shared via social media. She also added that the communication campaign surrounding the adoption of DUO multifactor authentication in 2017 was remarkably effective and revisiting that communications plan for future major changes would be worthwhile.

The committee suggested that having an opt-in IT news and information email list would be a way to push messages to interested faculty without overwhelming those who are not interested. Director Foster also mentioned that DoIT sponsors the [IT Community](#), a meeting held monthly via Microsoft Teams in which IT topics are discussed and is open to any interested members of the university committee, *including faculty*.

Beyond the communications methods described above, the committee also consulted with the Center for Teaching Excellence about its widely distributed and read newsletter and perhaps being able to communicate with the faculty using that medium. It was ultimately determined that unless the information shared was specifically intended as teaching support, the CTE Newsletter would not be an appropriate venue for Faculty Senate IT Committee information sharing. Communications from the Faculty Senate IT Committee intended for the larger faculty will be sent through the DoIT Director of Communications using methods and media appropriate for the messages.

LITE Initiative

Jeff Hostilo updated the committee on the progress of the LITE (Learn, Innovate, Teach, Enhance) initiative (<https://go.sc.edu/lite>). Many types of equipment have been installed to upgrade the classrooms, which have received generally positive feedback. Following a funding gap for FY21-22 and a successful push from the Faculty Senate, FY22-23 continues as Year 2. Director Hostilo reported that as of September 1, 2022, 113 classrooms had been completed with a plan for an additional 65 to be upgraded during Year 2. He noted the challenges of supply chain delays of 18-24 months, as well as securing 5 consecutive days for each classroom to complete the upgrade work since classroom utilization on USC's campus is a very high 93%. Among the features, he mentioned that the classrooms are recording-capable and student response system-

ready, but they do not actually include Top Hat or iClicker since there is a cost to the student to use those products. A video providing a general overview of how to use the technology available in upgraded classrooms can be found at <https://ensemble.sc.edu/Watch/t9FNo7e8>.

Digital Accessibility and ADA Compliance

The committee invited Kim Hodges to give an update on DoIT's implementation of digital accessibility. Director Hodges was unable to meet with the committee this year but did report that his office is having a more active and involved role in the procurement of new software, platforms, and vendor relationships all the way to the RFP level. This helps make sure that anything new coming in meets ADA and University guidelines around digital accessibility. The Digital Accessibility department is also working to implement new guidelines and standards around digital accessibility to help with guidance and adherence to University Policy and compliance standards. They will be offering support concerning the new guidelines to make them easier to implement. The Digital Accessibility website is available at https://sc.edu/about/offices_and_divisions/digital-accessibility. The Faculty Senate IT Committee endorsed a [memo](#) put forth by the Faculty and Staff Advisory IT Committee on the importance of digital accessibility.

WiFi Status and Network Improvements

Executive Director of Infrastructure Services Dan Schumacher and Senior Director of Infrastructure Engineering Roberto Santiago provided monthly updates to the committee about the continuing [WiFi and network](#) improvements underway to 85 academic and administrative buildings on campus. As of the last committee meeting on June 8, 2023, 8 buildings had been completed with another 27 scheduled for completion before the start of the Fall 2023 semester. The network improvement plan will address 600 classrooms and add 4,000 new WiFi access points along with 1,200 network switches and is designed for a load of 3 devices per user.

ServiceNow and Technical Support

Director of Service Management Laurel Eddins provided an overview of IT support at USC. She explained the relationships between Departmental IT (unit), Central IT (DoIT), and the Enterprise Service Desk (ServiceNow). She also discussed the uniTe Working Group and provided some common themes found in customer support requests. Director Eddins's [presentation](#) included in this report with permission.

Research Computing

Executive Director of Research Computing Paul Sagona gave periodic reports to the committee as an ex-officio member. He was present at CTE's Oktoberfest and was available to answer questions from faculty there. He requested help from the Faculty Senate IT Committee by sharing needs from faculty about research computing needs to upper administration. Director Sagona reported that about 80 of Research Computing's 400 nodes were refreshed in May 2023 to get the university through until the next

funding cycle. Nodes are for parallel computation, and different types are maintained for research. CPUs and GPUs are used for large scale computations and AI. The oldest system was built in 2017. In the research computing world, most hardware is out of date in 2 months, and USC's cluster is 6 years old. He also reported that the Center for Digital Humanities is no longer a group but is now the Humanities Collaborative. He plans to investigate what Research Computing is doing well and what other institutions are providing that USC should be. They have done smaller cloud work but are now looking at AI and other secure research needs. The Research Computing web site is <https://www.sc.edu/rci>.

Other Topics

The following topics were also considered by our committee this year.

Dr. Aisha Haynes of CTE presented on services provided by the Center.

- Assist faculty with selecting technology for their courses
- Partner with other departments to host sessions, webinars, and seminars on technology that faculty can attend
- Newsletter sent out twice a week to the listserv (over 2900 individuals included)
- Social media platforms (Instagram, LinkedIn, Twitter, Facebook) used to communicate with faculty and teaching assistance
- Events calendar:
https://sc.edu/about/offices_and_divisions/cte/events_calendar/index.php
- Instructional designers that can work one-on-one to design a course and determine best technology for their needs
- Oktoberfest: symposium on Teaching:
https://sc.edu/about/offices_and_divisions/cte/oktoberbest/

The committee inquired about emergency weather guidance for technology, something that used to be on the USC Campus Police [website](#). Recommendations from unITe were sought with the intention of having the website updated with regard to technology emergency preparation guidelines.

An updated list of software available to the faculty, either freely or for purchase, was investigated. The challenge of compiling a list in such a way as was useful to identify solutions by discipline, matching these against individual subscriptions already held by faculty, and distributing the list to faculty was discussed.

Liz Shirkey reported on efforts develop a student app along the lines of the University of Illinois Urbana-Champaign's platform [Rokwire](#). Students indicated that they wanted an "all-in-one" app for USC that manages things like textbooks, parking tickets, medical appointments, and other student needs.

The failure of the VDI environment (Virtual Desktop Infrastructure) had major impacts on the university, including payroll, Banner, and other business office functions. Efforts to mitigate that by accelerating the move of the data center to the cloud environment shifted several of DoIT's priorities in Spring 2023. At the end of the semester, it was

reported that DoIT ended the deadline for moving to Dartpoints to March 2024, though work would continue over the summer starting in June 2023 to make progress towards that goal.

2023 Faculty IT survey

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

Recommendations:

- DoIT should continue to make efforts to meet faculty where they are at their point of need. Being able to speak directly with a knowledgeable technical support member whenever classes are in session (including early in the morning and in the evening) was a significant concern of many faculty.
- Major investment in network infrastructure over Summer 2023 may help to alleviate this, but frustration with networking problems was clearly evident in the survey results. The university needs to continue funding infrastructure modernization efforts.
- Zoom, Adobe Creative Cloud, and Matlab were mentioned by many faculty as software products they wished the university would provide at no additional cost to them or their departments. This is a recurring theme in survey results from year to year. The university would do well to find a way to honor some of these long-standing requests.

The IT Committee should:

- Continue to survey faculty on an annual basis;
- Consider exploration of the following topics during the 2023-2024 academic year (see the report below for further details):
 - Digital accessibility compliance
 - A closer look at the effectiveness of the Zoned Embedded Support Model, a component of the LITE Initiative
 - AI use in the university
 - Committee representation on the Learning Management System Advisory Council as concerns with Blackboard continue to appear in the survey results

IT Community (ITC)

The University of South Carolina has a community of interest for all IT professionals employed by the university. This group, previously called the Network Managers group, recently underwent a name change to be more inclusive of all aspects of IT at the university. A chair-elect is elected annually and acts as a backup and assistant to the current chair. After serving as chair-elect for one year they become the chair the following year and a new chair-elect is elected. This provides continuity in leadership. There are several ways to participate and reach out to peers for help within the ITC.

Microsoft TEAMS

The ITC maintains a Microsoft Teams team called “USC IT Community.” To get access, send an email to ITCMentors@sc.edu.

Listserv

There is an ITC listserv that you may join by emailing listserv@listserv.sc.edu from the address you wish to subscribe. In the body of the email, put:

sub ITC *YourFirstName YourLastName*

You can set preferences for your listserv subscriptions through the web interface at: <https://listserv.sc.edu/>.

Monthly meeting

Traditionally, the ITC held monthly meetings at 2 p.m. on the first Thursday of the month. Meeting details are sent through the listserv and the Teams channel. Speakers from within the community, vendors, or folks with updates on various campus projects and initiatives address the group. During the COVID-19 pandemic, meetings were transitioned to an online format through Teams or Blackboard Collaborate Ultra. The group may decide to meet in-person in the future.

Mentorship Program

One of the subcommittees of the ITC is the new Mentoring Committee. This committee is made up of a group of volunteers from within the community that have worked for the university for an extended period of time and know the ins and outs of the complex distributed IT management model in place at the USC. Our aim is to provide a safe mechanism for members of the ITC to ask questions and learn the ropes at the USC. We understand that not everyone is comfortable asking questions in a public forum such as the listserv or Teams. The volunteer mentors can be reached via email at ITCMentors@sc.edu. If you'd prefer to talk via phone or Teams, just reach out and we can arrange that as well.

Source: https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0012245

Memo of Support for Digital Accessibility Initiatives

The University of South Carolina's Faculty and Staff Committee on Information Technology respectfully requests that the institution further affirm its commitment to the Americans with Disabilities Act (ADA) by improving digital accessibility throughout the University system. The institution has a responsibility under the ADA to ensure that students with disabilities have equal opportunity to participate in and benefit from all University programs, services, and activities. The Committee suggests the following actions in order to enhance the experience of Deaf¹, deaf², and hard-of-hearing³ constituents:

1. Captioning and Transcription:
 - a. Online meetings, classes, and events should only be hosted through platforms that provide native captioning, such as Zoom or Teams. Blackboard Collaborate does not offer native captioning and is, therefore, inaccessible.
 - b. Recorded lectures or videos should require adequate captioning through a service such as Microsoft Stream; however, the captioning must be subsequently proofread and edited.
 - c. Captioning services should include both speech and non-speech sound elements.
 - d. Live events (including traditional, face-to-face classes, guest lectures, and performances) that are not recorded should provide live transcription or an American Sign Language (ASL) interpreter if requested by faculty, staff, or students.
 - e. Open captions are permanently visible within a video or stream and do not require action by the user to activate. Open captions should therefore be automatically included in all University-sponsored settings.

2. Enhanced/Assistive Listening:
 - a. All microphones utilized for classroom instruction, meetings, conferences, and tours should include an FM radio transmitter for hearing aid accessibility.
 - b. Audio induction loop systems should be utilized for all theater and music performances and would likewise enhance any major auditorium or sports facilities.
 - c. In case of emergency, each building on campus should be equipped with visual alert systems for Deaf, deaf, and hard-of-hearing students, faculty, administrators, staff, and visitors who cannot hear sonic alarm systems.

3. Modes of Communication:
 - a. Administrators, faculty, and staff should be trained in best practices for digitally-delivered lectures and events to allow for lip-reading accessibility.
 - b. Administrators, faculty, and staff should be trained to speak in the active (rather than the passive) voice when communicating with members of the Deaf community.

¹ A person who identifies as culturally Deaf and commonly communicates in sign language. The degree and nature of hearing loss are not key to this definition.

² A term for people who are deaf but are not actively engaged in Deaf culture and do not sign. The degree and nature of hearing loss are not key to this definition.

³ A person who has some hearing loss.

- c. Websites and printed materials should use the Plain Language Initiative Guidelines: <https://www.plainlanguage.gov/>.⁴

In closing, the Committee respectfully submits these suggestions for consideration to foster a more inclusive environment for the Carolina community. The Committee is profoundly grateful to Dr. Lauren Steimer, Associate Professor of Media Arts and Film and Media Studies and Director of Film and Media Studies within the College of Arts and Sciences, for sharing her experience, guidance, and expertise in formulating this memo.

Sincerely,

The Faculty Staff IT Advisory Committee

Emily Cato, Althea Counts, Jorge Crichigno Benitez, Erin Culp, Erin Daugherty, Lance Dupre, Karen Edwards, Csilla Farkas, Aisha Haynes, Ozgur Ince, Kourtney Love, Elizabeth Oswald-Sease, Lee Pearson, Beth Renninger, Justin Weinberg, and Patrick Wright

December 5, 2022

The Faculty Senate IT Committee

Brandon Busbee, Sarah Carroll, Naomi Falk, Scott Phinney, José Vidal, Nikolaos Vitzilaios, and Alexander Yankovsky

February 9, 2023

⁴ People who speak ASL as a first language may have difficulty reading text on a screen. This direct format makes communication easier for ASL speakers.

DOIT TECHNOLOGY SUPPORT OVERVIEW

Understanding Central and Departmental IT Support

November 2022

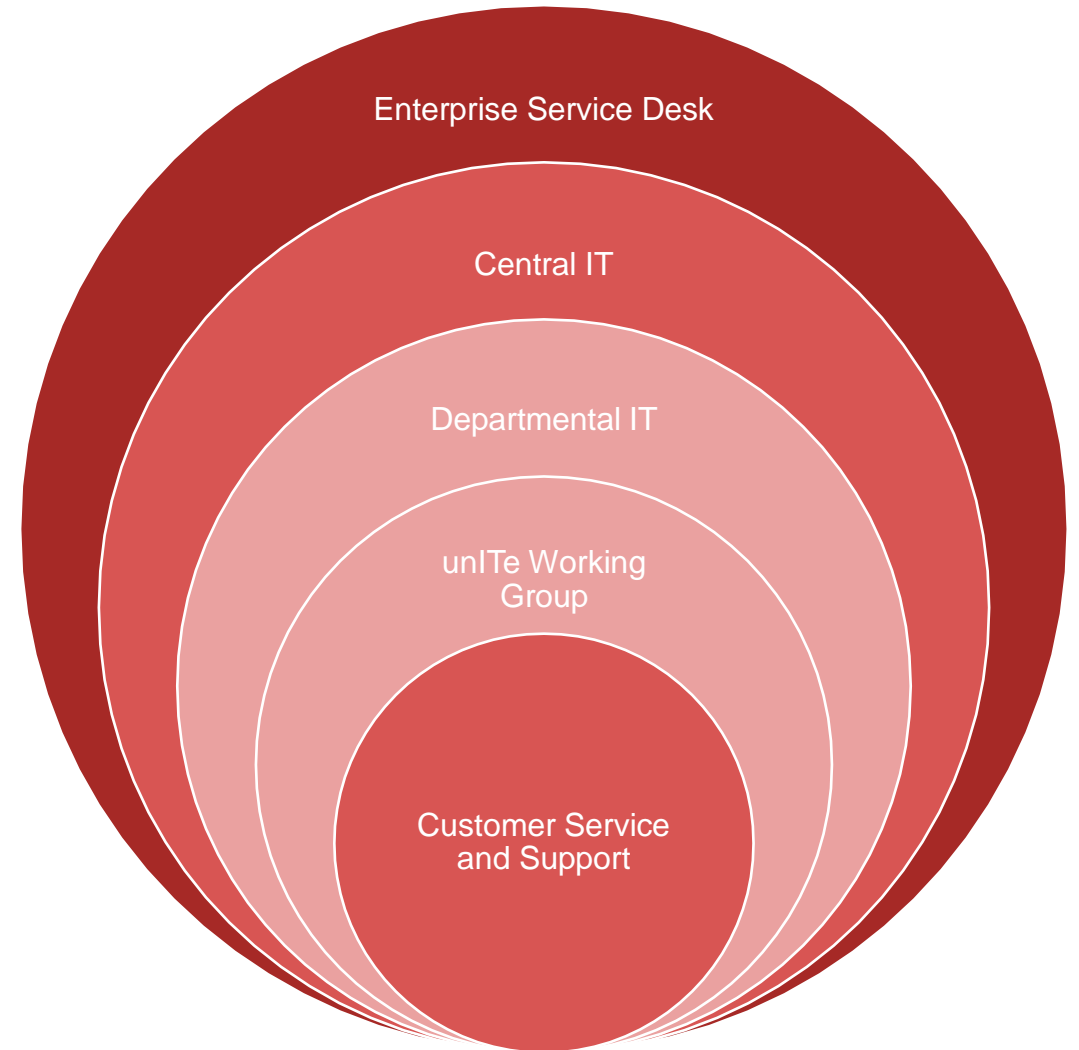


UNIVERSITY OF
South Carolina

Division of Information Technology

The Division of Information Technology (DoIT) provides strategic leadership for information technology, instructional services, e-learning, and research computing at the university.

Together with our distributed IT units, unTe working group, and advisory councils and committees, we focus on continual improvement of the technical support experiences of our students, faculty, and staff.



Who provides support today?

Enterprise Service Desk

DoIT provides staffing and support for the enterprise service desk (ESD). We intake customer phone calls, chats, and interactions generated from the self-service portal. Our goal is to ensure we are providing our customers with excellent customer service while we help resolve their needs or route them to the area that can resolve their needs. Customer support is often required to address an individual's specific technical needs. Other times, the ESD is the first point of contact and communications for systems outages. The ESD helps coordinate the restoration of systems to normal service operation as quickly as possible to minimize the effect of outages on USC's business operations.

Central IT

The Division of Information Technology (DoIT) provides support for most enterprise systems, applications, processes, and customers. DoIT also helps support some of the distributed or departmental IT teams, applications, and processes. DoIT also provides services that are consumed by customers, departments, and or administrative units across the university's multiple campuses.

Departmental IT

Individual academic or administrative units may provide technical support to their teams, customers, applications, systems, and process.

How does unTe fit into the equation?

The unTe working group was established as a collaborative effort comprised of a broad cross-section of senior academic and administrative IT Directors from across the institution.

Purpose

The purpose of unTe is to collectively define the desired future-state and prompt execution on a portfolio of projects designed to enhance the efficiency and effectiveness of the collective IT functions across the system. unTe provides input and direction to the CIO for investments in technology deployments and personnel, across the institution.

- https://sc.edu/about/offices_and_divisions/division_of_information_technology/about_us/projects/unite/index.php

unTe's First Initiative

The first project the group chose to investigate was an integrated Service Desk for students, faculty, and staff. Several IT units managed their own IT Service Desks, making it difficult for individuals to know if they should contact the Service Desk managed by the DoIT or the individual unit. In 2020, seven academic units transitioned into the DoIT Service Desk model. This transition provided a single point of contact for all service requests, improved the delivery of service and provided a unified experience for our faculty, staff, and students. We have over 17 units sharing this model today.

Sharing Technology, Processes, & Solutions

College/School/Dept IT Service Desk

Use this form to request help from your local IT Department from the Enterprise Service Desk (uniTe)

If your division or department is not listed below, please use the [Request Service Desk assistance item](#).

* Affected User

Affected User's Division

* From whom are you seeking assistance?

Building

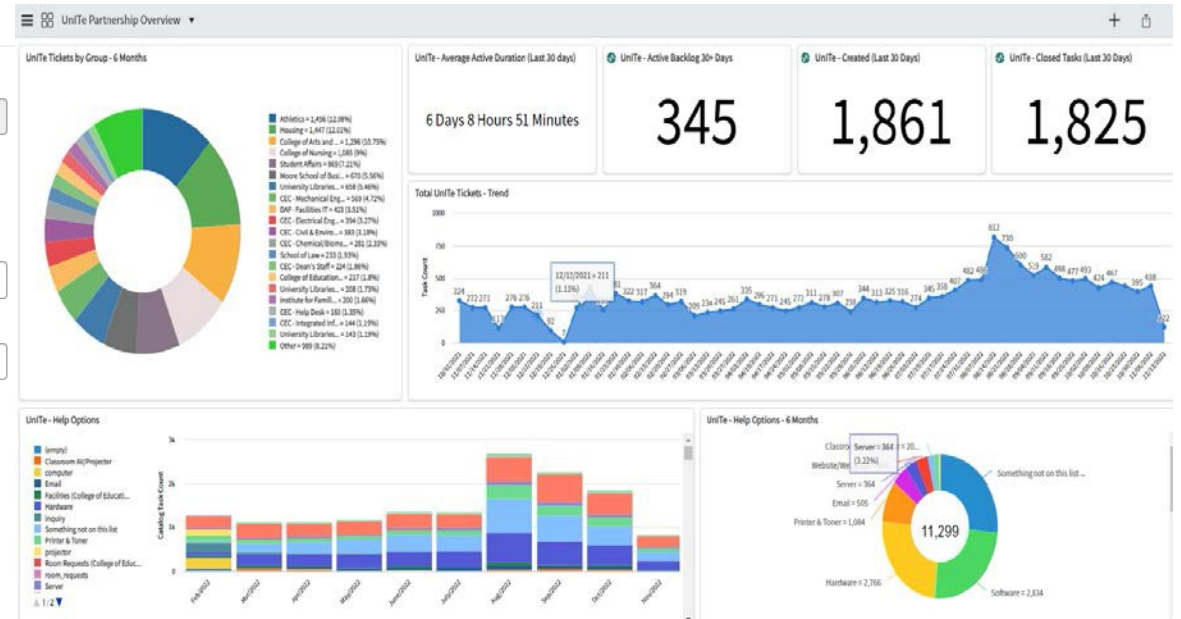
Room

Floor

Alternate Location

Is your division not listed? [Click Here](#)

- * I need help with...
- Classroom AV/Projector
 - Hardware
 - Software
 - Email
 - Printer & Toner
 - Server
 - Website/Web page
 - Room Requests (College of Education)
 - Facilities (College of Education, HRSM, & University Libraries)
 - Something not on this list



Why ServiceNow as the Work Management Solution?

History

DoIT began using ServiceNow in 2012 as a customer service ticketing system with the primary purpose of documenting phone calls and faxes. Our use of the solution has grown dramatically. It has transformed into a complete work management platform. We have deployed multiple work management modules that are aimed at different aspects of IT production, from intake at the service desk to complex projects and strategic initiatives. Although the modules are unique, they share a common platform that makes work integration seamless and transparent for our technicians.

The Self-Service Portal

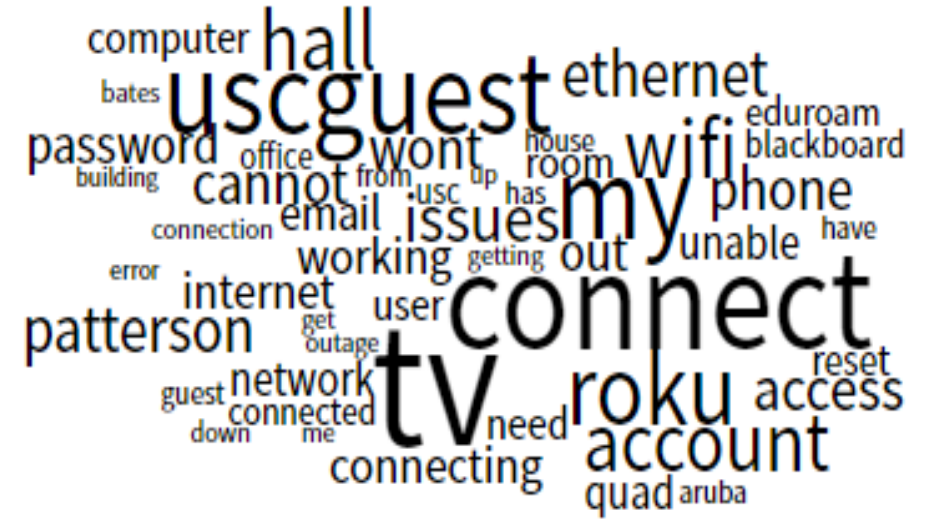
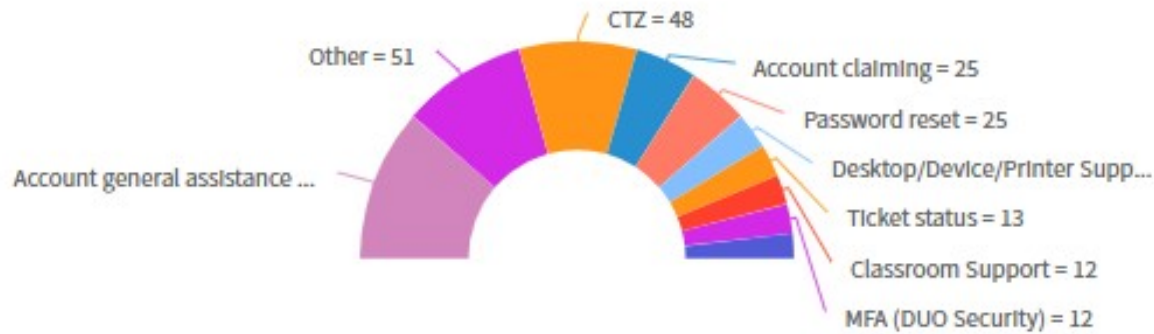
Our self-service portal is designed to be engaging with customers, increase accuracy and speed of ticket routing, and empower self-service and knowledge transfer where appropriate.

The Technician Portal

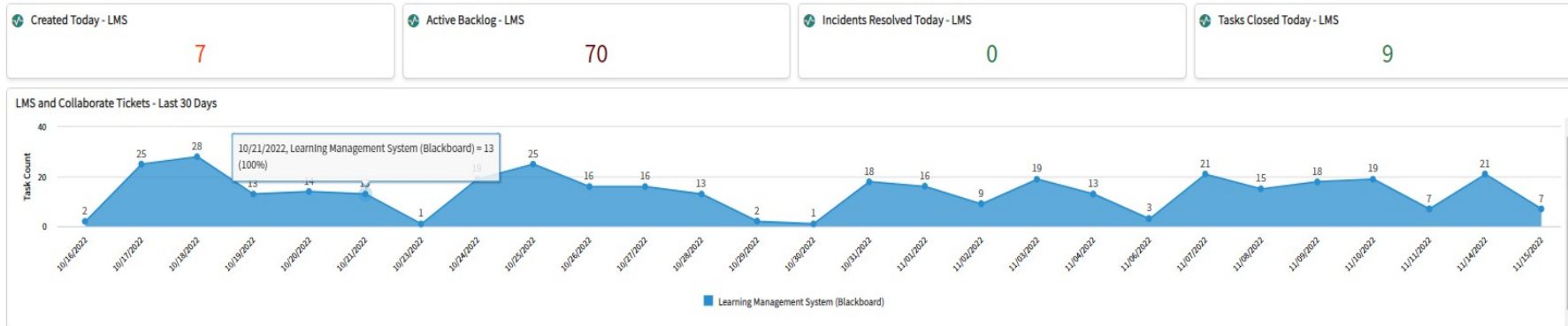
ServiceNow provides a work management system that technicians, or individuals licensed to a specific module. The solution allows us to take “tickets” and turn that into data into information that can be managed, analyzed, and prioritized. ServiceNow brings metrics and monitoring to each level of the system that leadership can utilize to help us make strategic decisions, visualize datapoints, and trends in our environment in real time.

Common Themes in Customer Support

Primary Contact Reasons - Top 10



Learning Management System



Additional points of interest

Support Top Flyers

- Login and Password Support - myaccount.sc.edu
- Learning Management System (Blackboard)
- Connecting to the Network
- Software Distribution
- Desktop Support

Please share your questions and points of confusion.

- Our Service Management team is happy to follow up with you to ensure we are meeting your expectations, understanding

THANK YOU

DoIT Listens

We want to hear from students, faculty, staff, and parents with suggestions on ways to improve or enhance our services. Please email Chief of Staff Tina J. Dennis at DoITListens@mailbox.sc.edu.



Faculty Senate IT Committee Members (Naomi Falk & Scott Phinney, Co-Chairs)
August 2023
Report on the 2023 Faculty Senate IT Survey

Summary

In the spring of 2023, the Faculty Senate IT Committee distributed a survey on satisfaction with USC's state of technology to faculty. The project had three goals:

- to continue to monitor trends in faculty assessment of IT
- to identify topics for investigation by the IT Committee during the 2023-2024 academic year
- to assess faculty satisfaction with the technology in classrooms upgraded during the LITE Initiative in 2021 and 2022

307 responses were received, an increase over the 279 faculty members who participated last year. Demographic information is included in [Appendix 4](#).

We have collected responses on satisfaction for 4 years. Interpretation of these results should be taken in that context.

- As in the past four years, in the aggregate, overall satisfaction with IT services and support offered by *units* appears to exceed satisfaction with those provided *centrally* by the Division of IT. Satisfaction with unit IT services and support increased slightly relative to 2022; satisfaction with central IT services and support remain about the same as 2022 (see [Appendix 2](#)).
- Satisfaction ratings for classroom technology and success meeting teaching needs with technology are lower relative to 2022; ratings indicating knowledge of where to go for an IT problem or need increased slightly relative to 2022. Comments concerning classroom technology and success meeting teaching needs appear to have been treated interchangeably. While dissatisfaction with physical classroom technology remains a primary criticism, difficulty in determining whether to report classroom technology issues to departmental IT support or to DoIT central support continues to be a source of frustration to some of the respondents, though this seems to be more concentrated in some colleges than others as measured by the knowledge of where to go question. Summaries of satisfaction comments may be found in [Appendix 5](#).
- Of some concern is that of 56 comments collected about overall satisfaction with DoIT, 33 were negative and the remaining 23 were at best neutral. None appeared unequivocally positive.

From the comments submitted, the following issues are highlighted for possible Committee exploration in Academic Year 2023-2024:

- Classroom technology & support: Concerns about equipment age and reliability, maintenance scheduling and support response times continue to be reported. Frustration with the inability to receive timely support with classroom technology issues during class time was evident in the survey comments. These topics have always been considered by the Committee, but with the Zoned Embedded Support Model in the LITE initiative, a closer review of classroom technology support is warranted.
- Learning management systems (LMS): Many respondents continued to express dissatisfaction with Blackboard and/or interest in Canvas. DoIT established the Learning Management System Advisory Council governance group, and information sharing between that group and the Faculty Senate IT Committee is recommended.
- Software licensing: While many fairly specialized software products were suggested by individuals, Adobe Creative Cloud Suite (along with some requests for component products like Acrobat, Photoshop, and Illustrator) and Zoom received the most numerous recommendations. Matlab was also specifically mentioned.

The Committee also notes:

- Poor usability for some enterprise-level products (like Blackboard and PeopleSoft) was cited as a concern by several respondents.
- Reports of poor WiFi coverage continued in the April 2023 survey period. The Committee endorses efforts to improve WiFi coverage and internet access more broadly on campus and will be looking at this question closely following completion of the network and WiFi modernization project.
- Regarding concerns about the network and the continued lack of familiarity with the LITE initiative, it should be noted that brief articles have appeared in *USC Today* providing updates about the upgrade projects in the August 7, 2023 and August 9, 2023 issues respectively.
- This Committee believes we still under-invest in IT infrastructure. Though the Committee is aware of the challenges related to funding in the current budget environment, DoIT must be supported to the fullest level possible to meet the needs of the University.

See [Appendix 3](#) for aggregated responses.

The Faculty Senate IT Committee wishes to thank Dr. Heather Heckman for her excellent analysis and data visualization work for this report.

Appendix 1: Comparison of satisfaction ratings

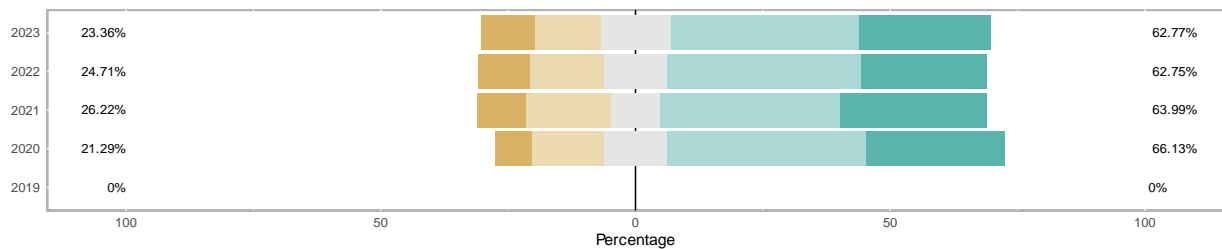
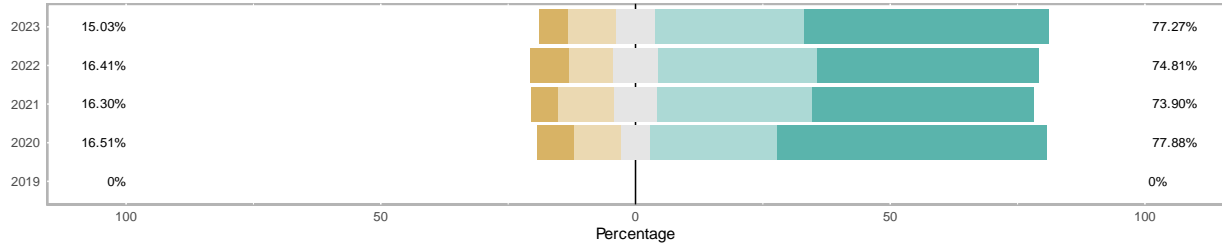
Survey Questions Regarding Satisfaction

- Overall, how satisfied are you with the IT services and support offered by your academic unit (college/department specific)?
- 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)?
- Considering my experiences from January 2022-January 2023, I am satisfied with the technology in the classroom(s) I have been assigned.
- How satisfied are you with DoIT's Knowledge Base?
- How satisfied are you with the following aspects of classroom technology support?
 - Process for reporting troubles
 - Availability of training materials
 - Scheduling training
- DoIT implemented a new zoned classroom technology support model as part of the LITE Initiative. What has been your classroom support experience over the past year?

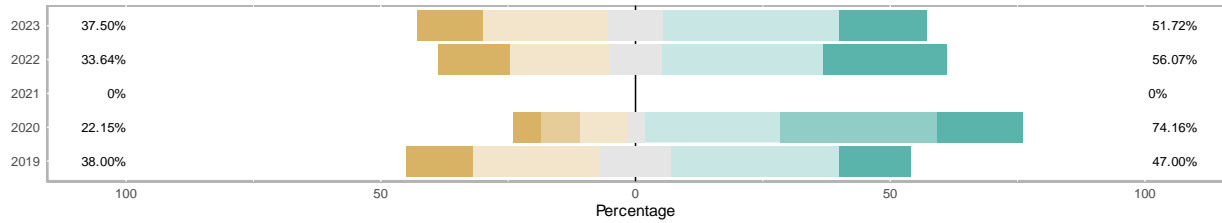
Appendix 2: 2023 vs 2019-2022 comparison

Some of the satisfaction questions have changed over the years. Below are the questions for which there is comparison data over the last 4-5 years.

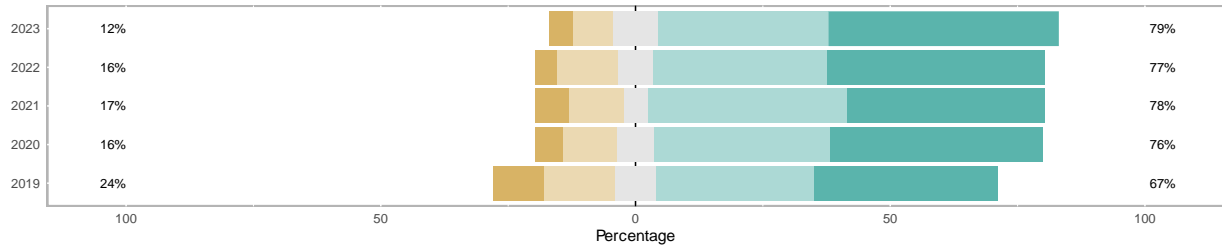
Overall Satisfaction with Academic Unit IT Services and Division of IT (DoIT)



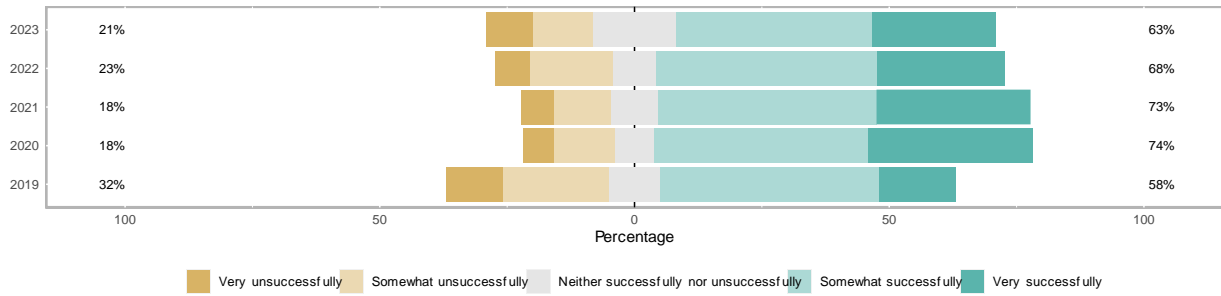
Satisfaction with Classroom Technology



Knowledge of Where to Go for a Solution to an IT Problem or Need



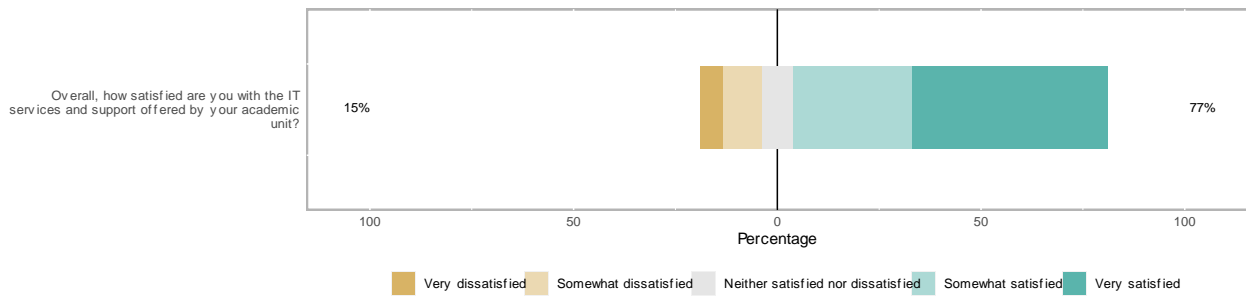
Success Meeting Teaching Needs



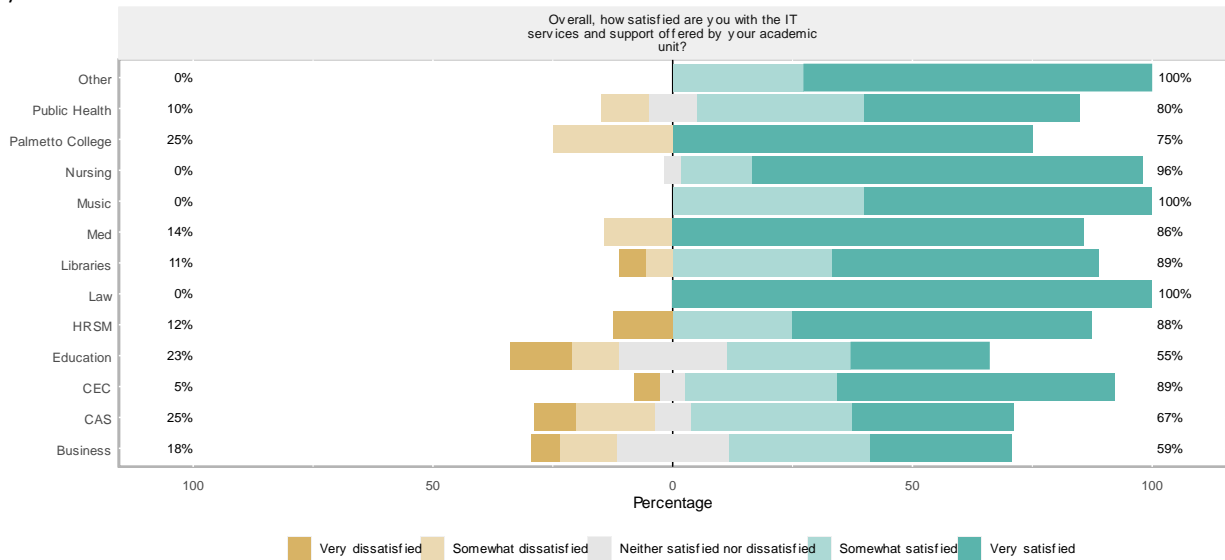
Appendix 3: Results

Overall, how satisfied are you with the IT services and support offered by your academic unit (college/department specific)?

Aggregate

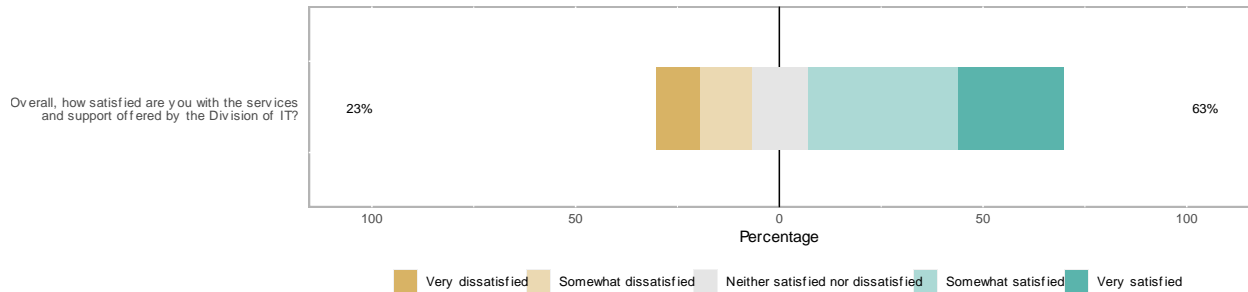


By Unit

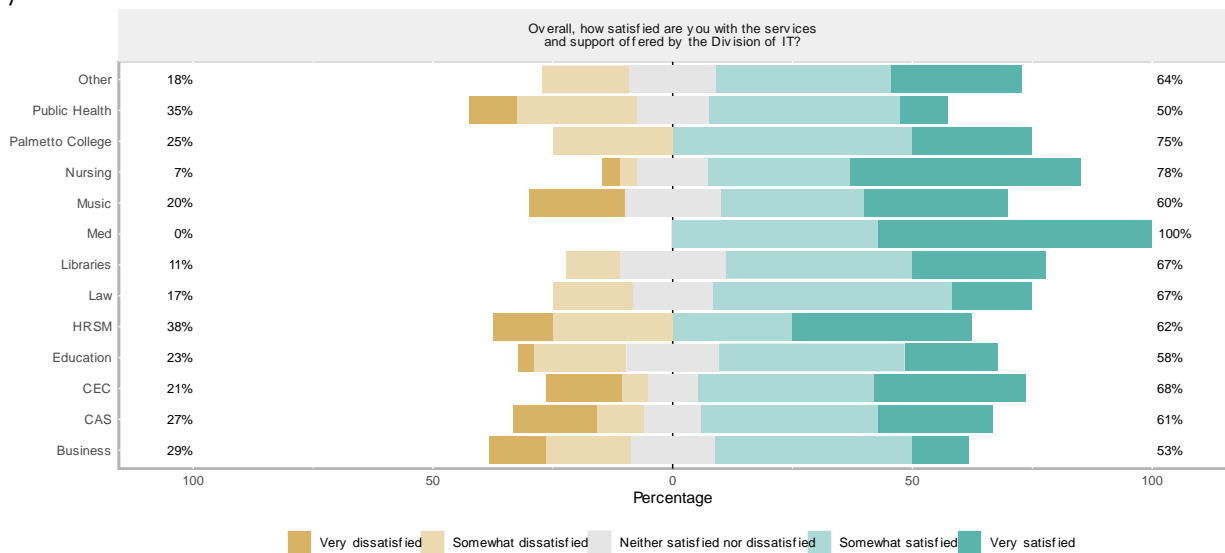


Overall, how satisfied are you with the services and support offered by the Division of IT (DoIT), (examples: software availability, networking, research clusters, Service Desk)? Please explain your response [for dissatisfied response].

Aggregate



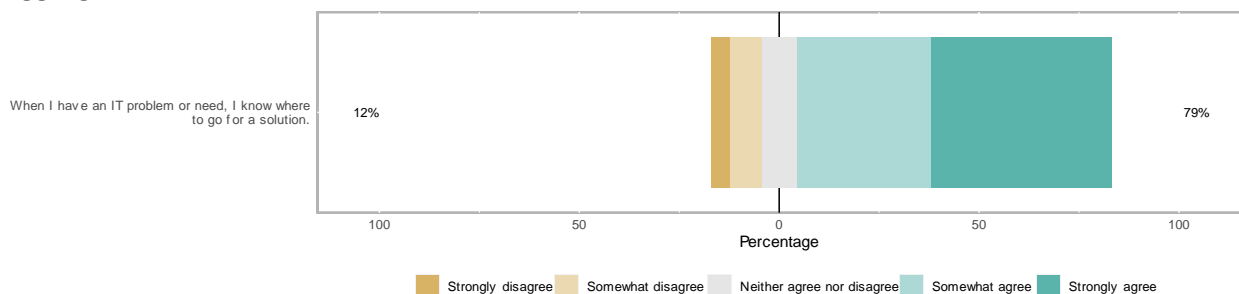
By Unit



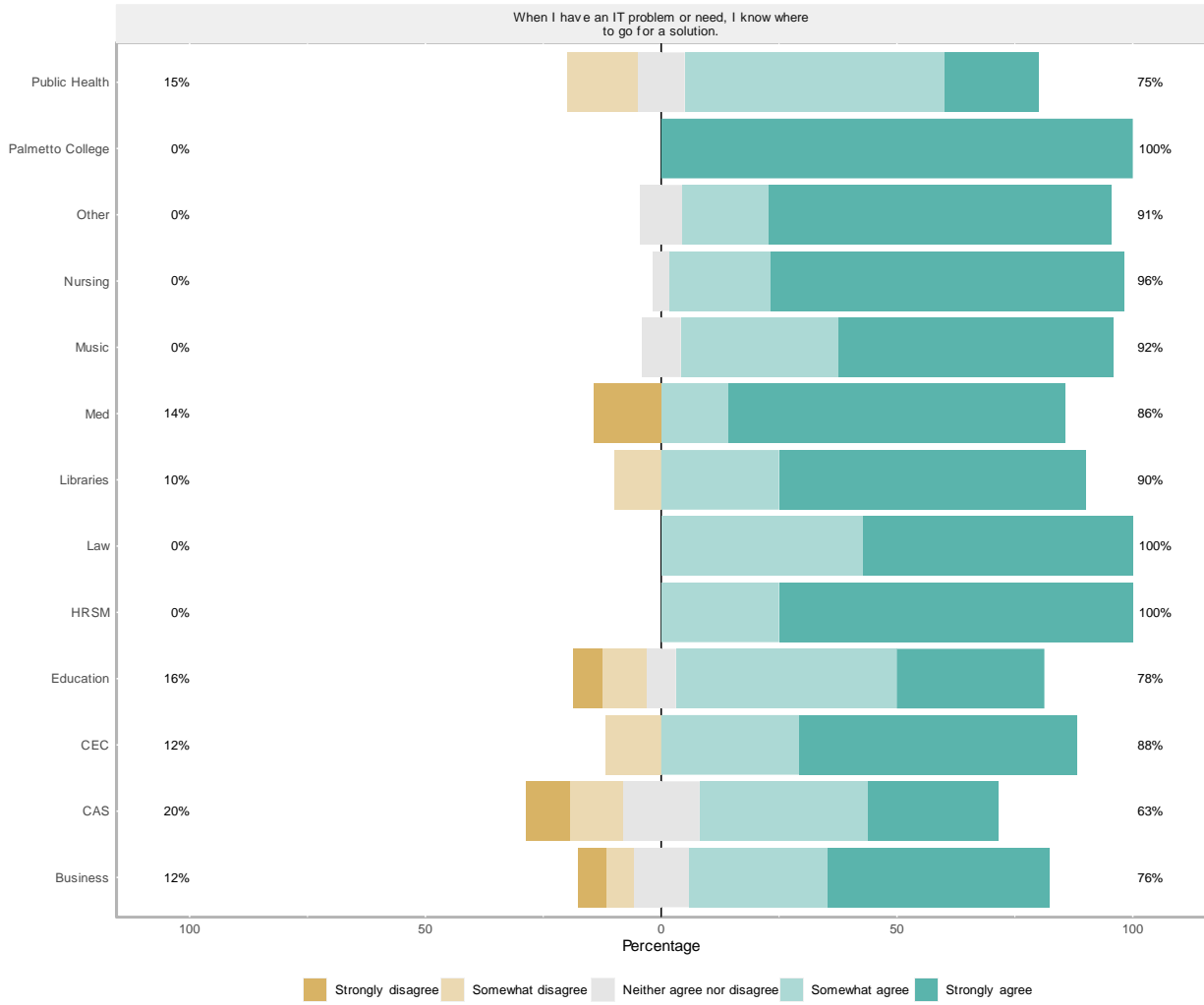
Descriptions of [dissatisfied response] may be available upon request.

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.'

Aggregate

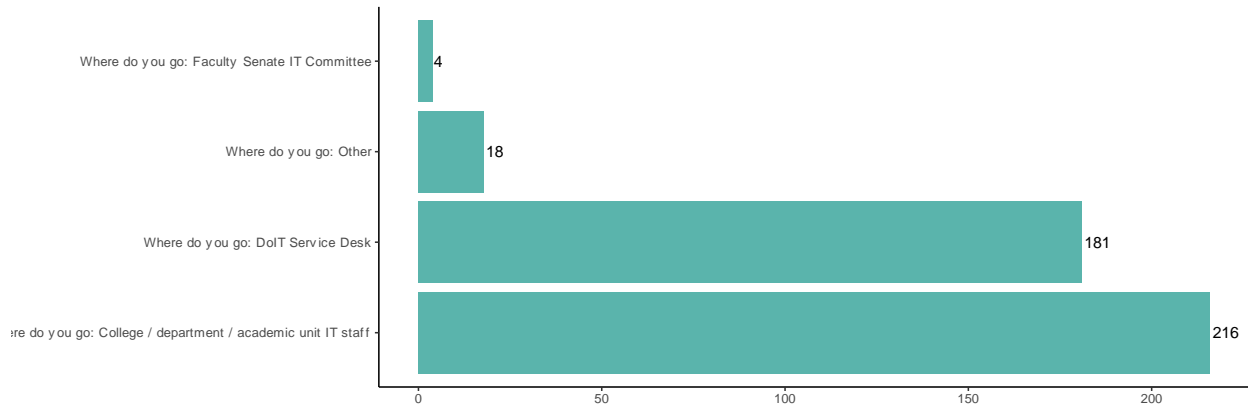


By Unit



Where do you go for IT solutions? Check all that apply. IT Solution, Other – Please describe.

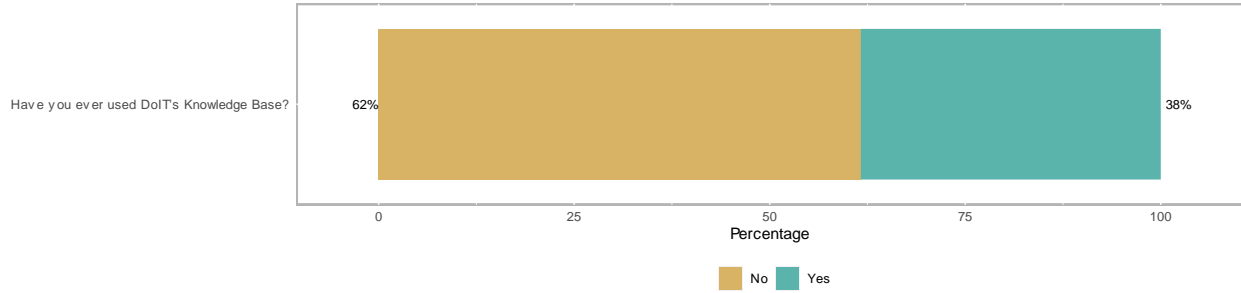
Aggregate



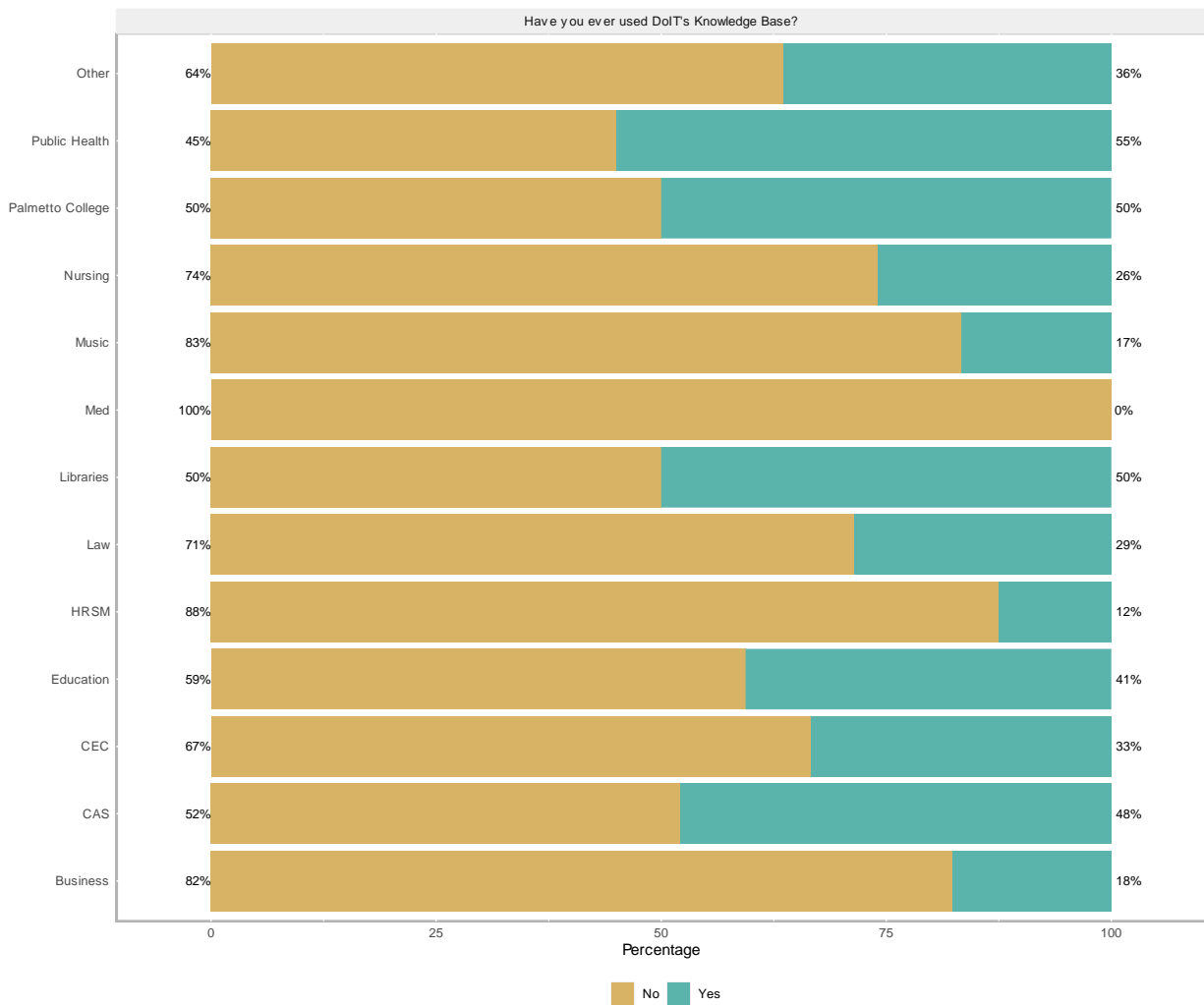
Descriptions of "Other" may be available upon request.

Have you ever used DoIT's 'Knowledge Base'?

Aggregate

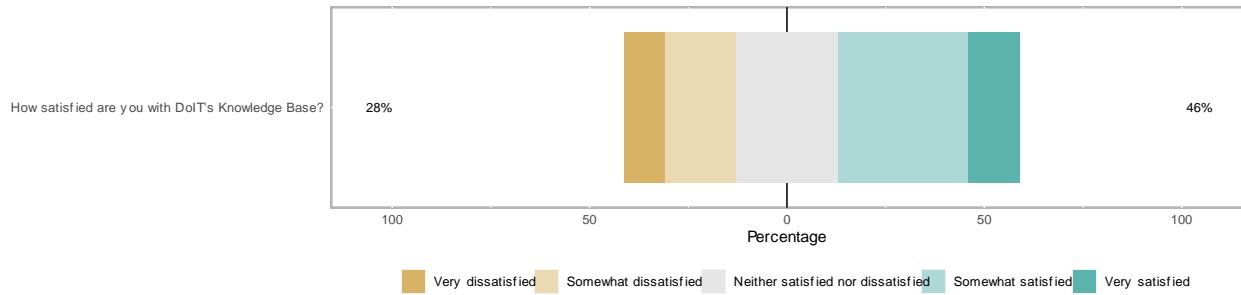


By Unit

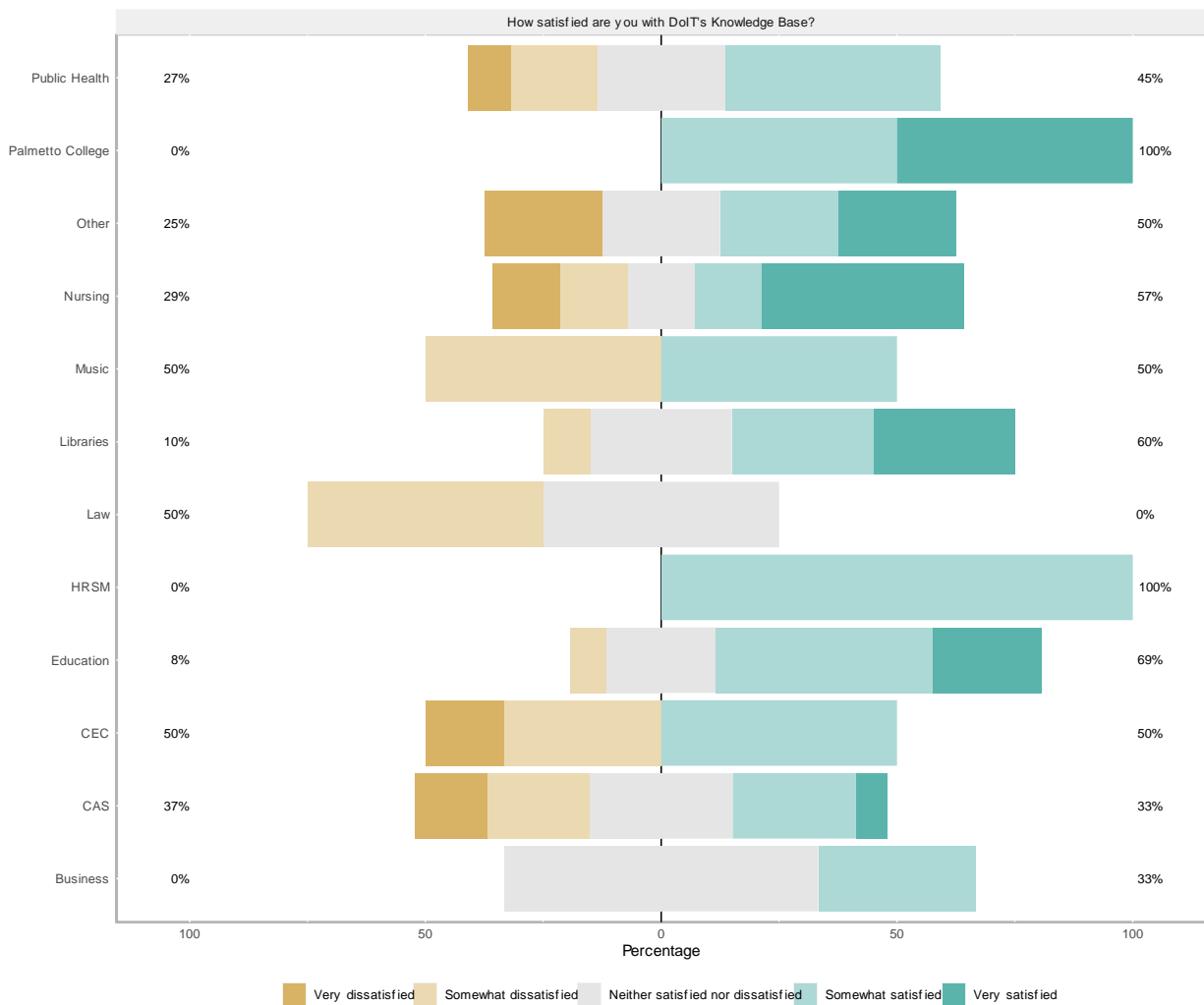


How satisfied are you with DoIT's Knowledge Base?

Aggregate

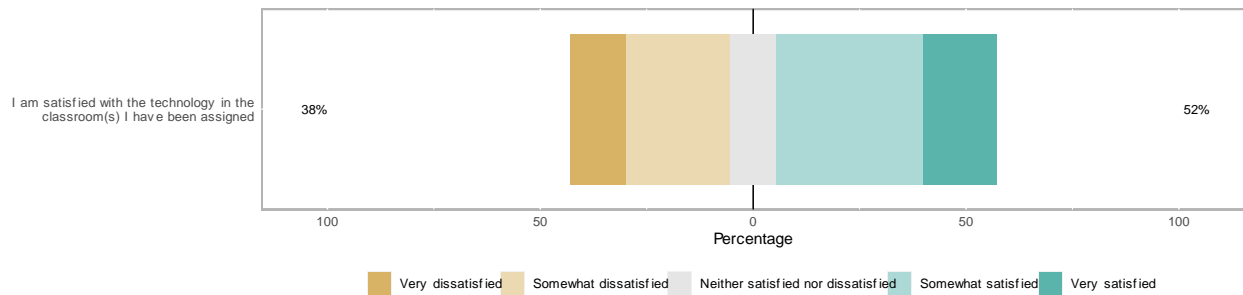


By Unit

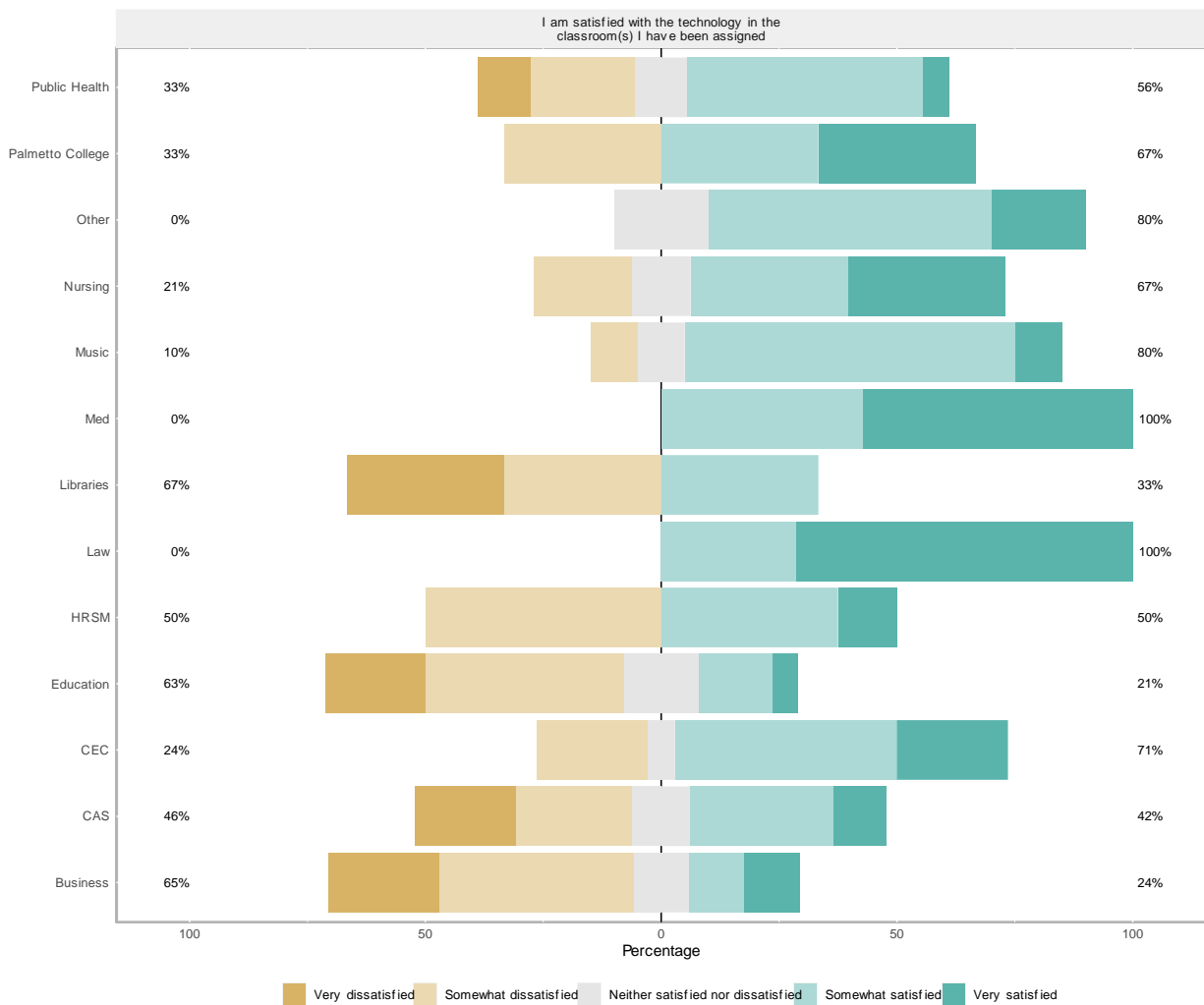


Considering my experiences from January 2022-January 2023, I am satisfied with the technology in the classroom(s) I have been assigned.

Aggregate

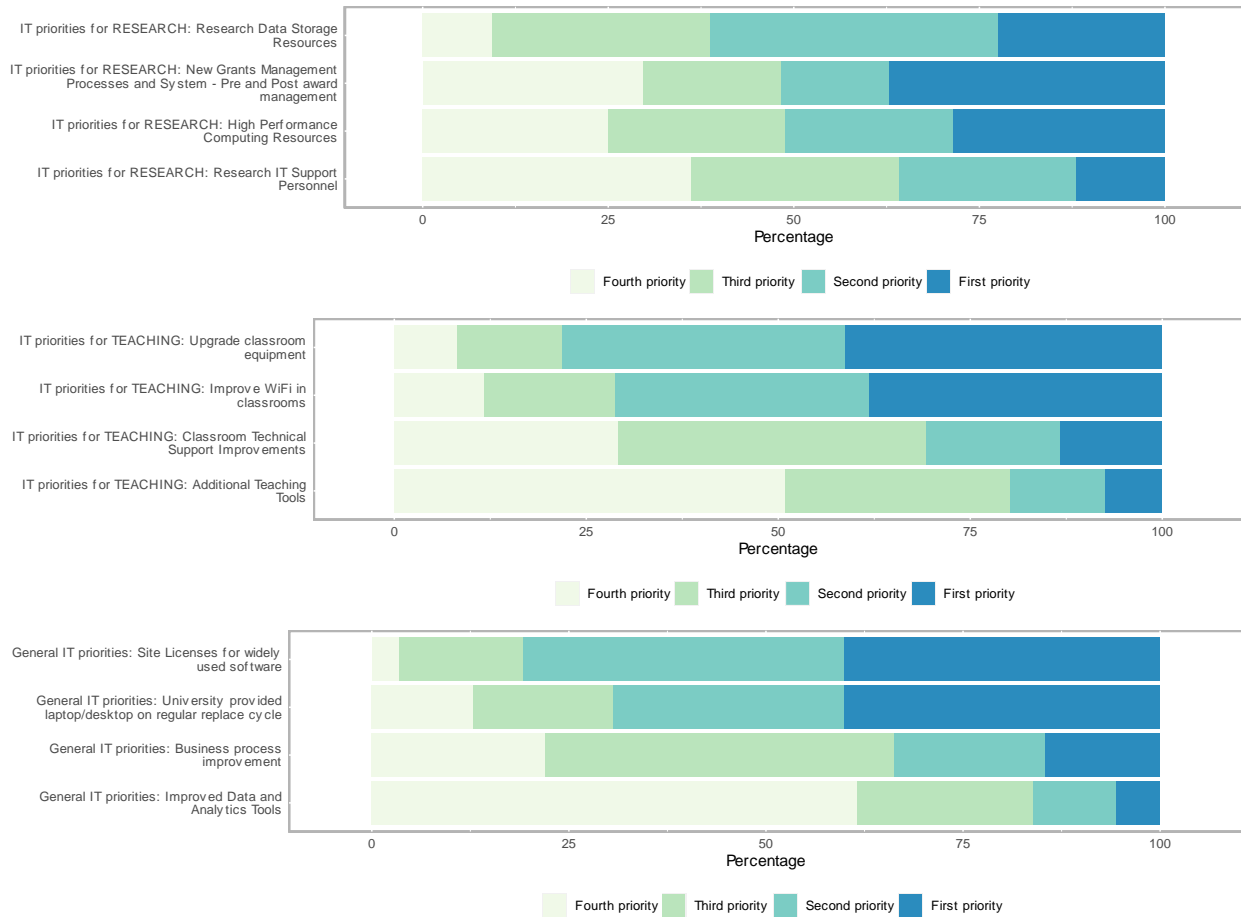


By Unit



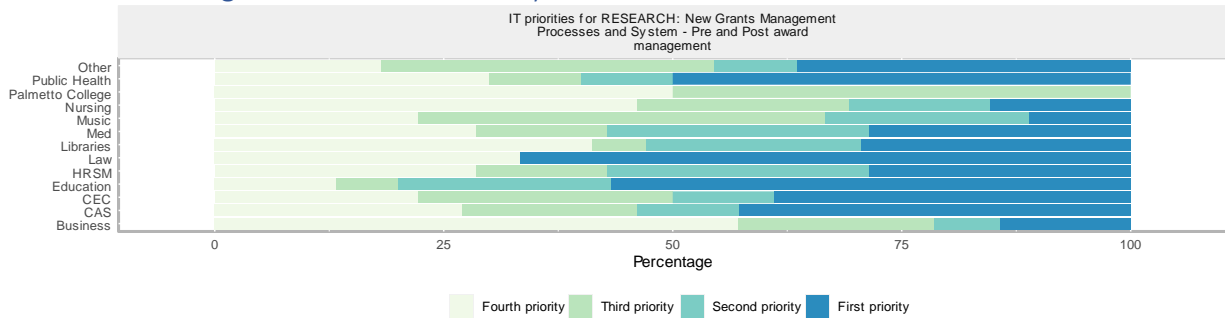
DoIT is seeking input on funding priorities for technology initiatives. Provided that funds become available, please rank the following choices in each category.

Aggregate

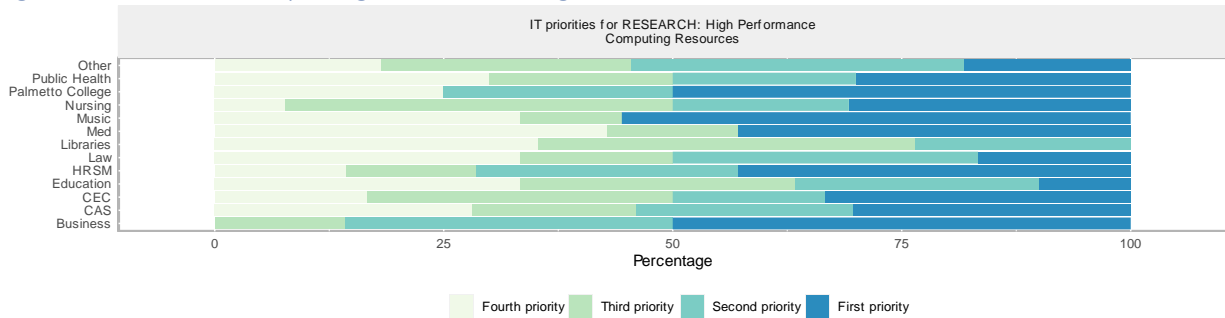


By Unit

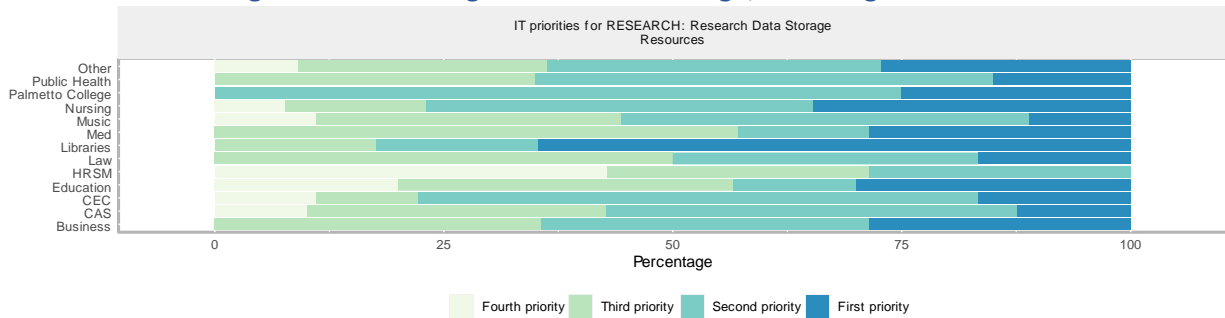
New Grants Management Processes and System - Pre and Post award



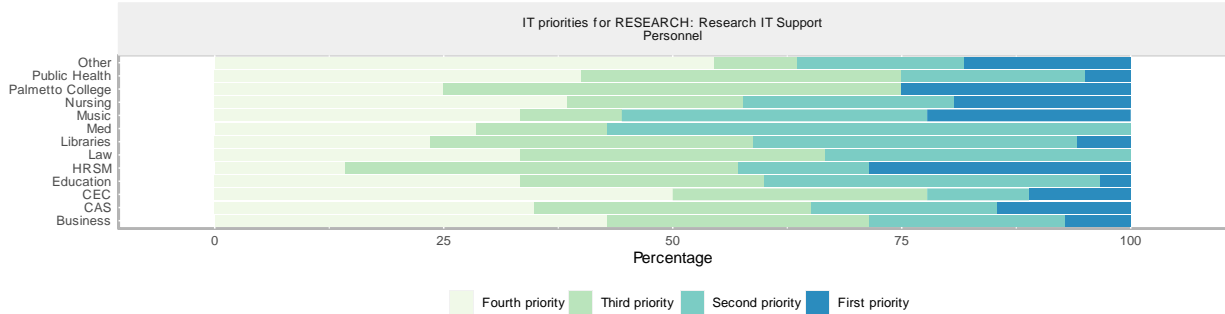
High Performance Computing Resources - e.g. another cluster



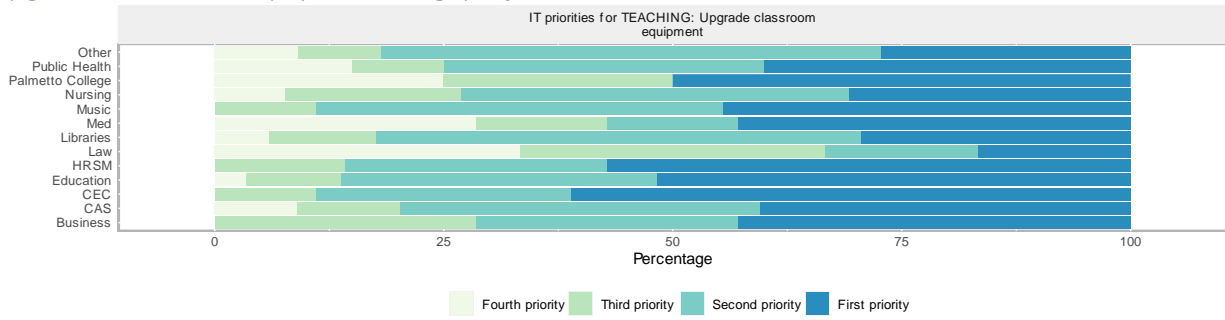
Research Data Storage Resources - e.g. secure data storage, flexible growth



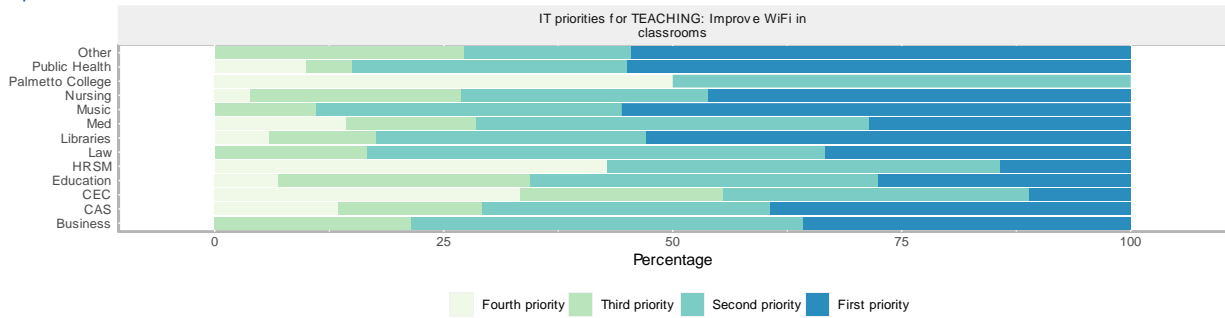
Research IT Support Personnel - write code, utilize HPC, knowledge of data warehousing



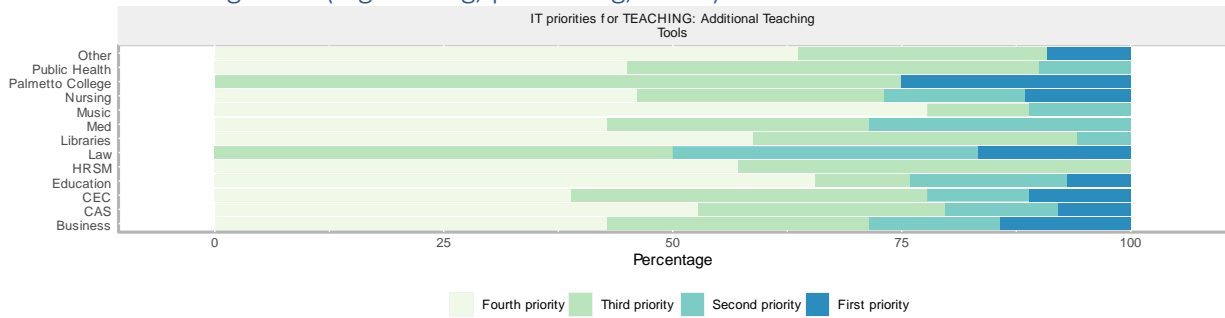
Upgrade classroom equipment - e.g. projectors, mics, cameras



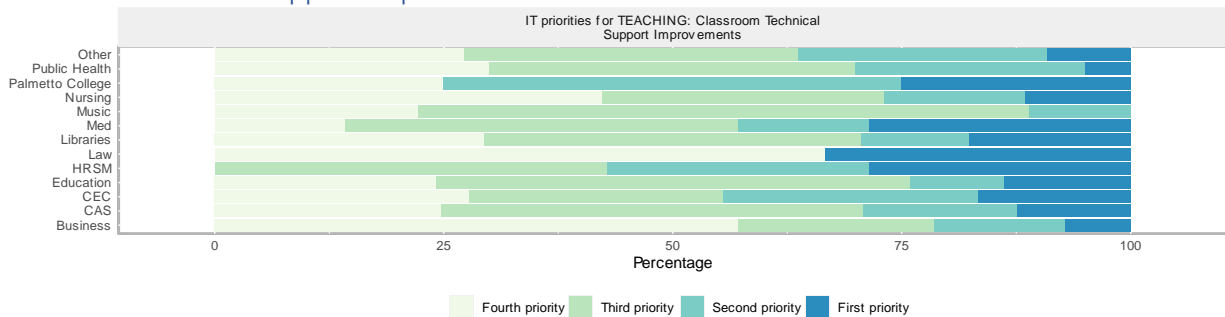
Improve WiFi in classrooms



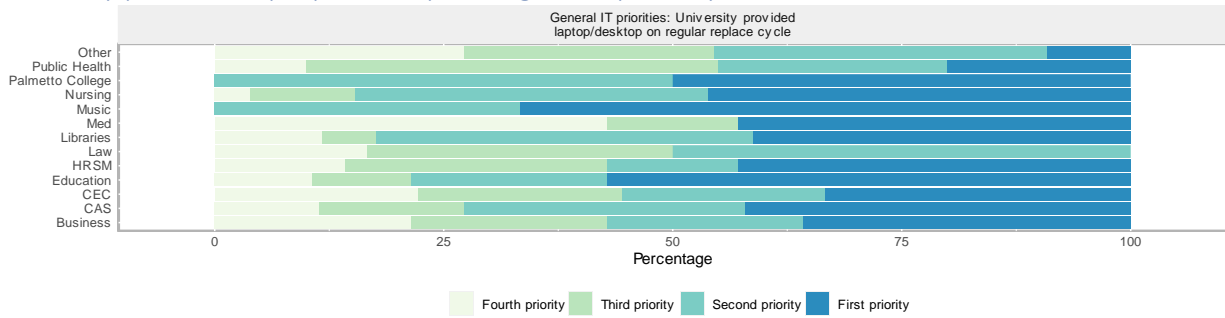
Additional Teaching Tools (e.g. testing, proctoring, eText)



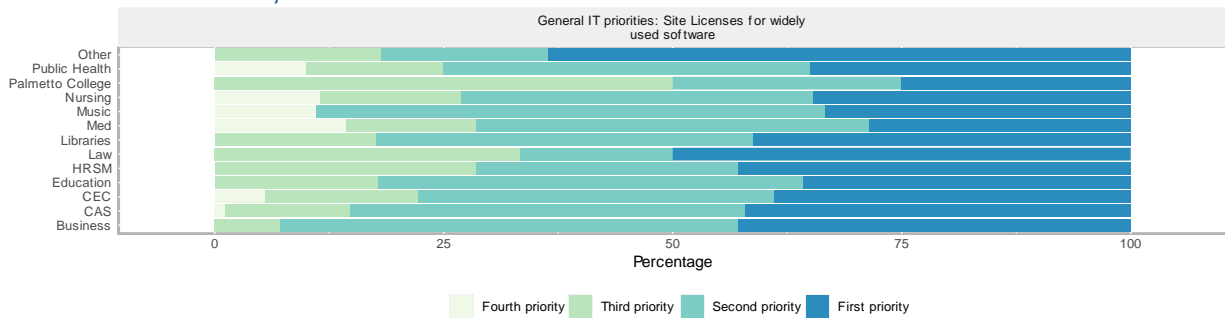
Classroom Technical Support Improvements



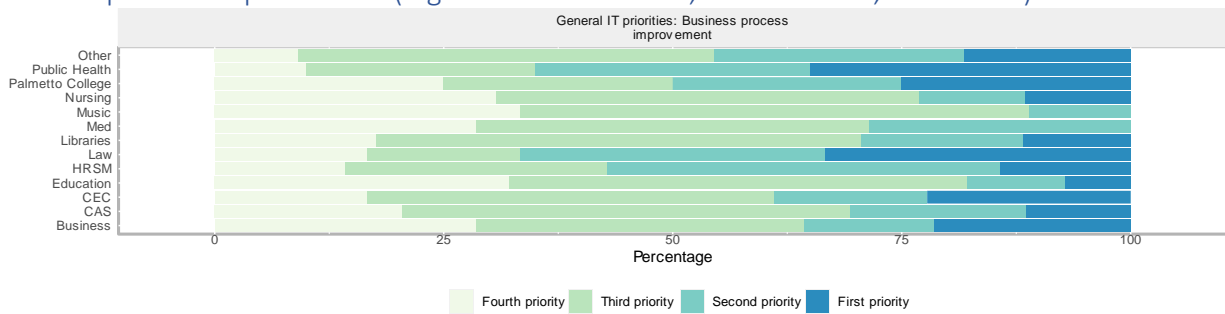
University provided laptop/desktop on regular replace cycle



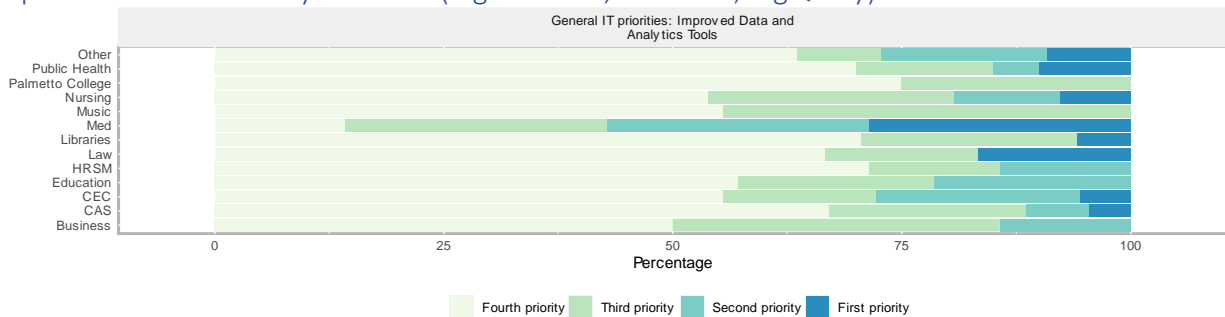
Site Licenses for widely used software



Business process improvement (e.g. Human Resources, Procurement, IT Services)

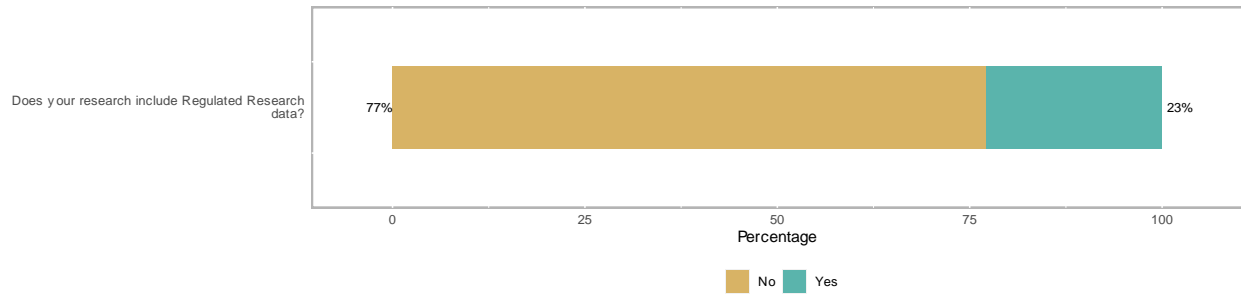


Improved Data and Analytics Tools (e.g. Tableau, Power BI, BigQuery)

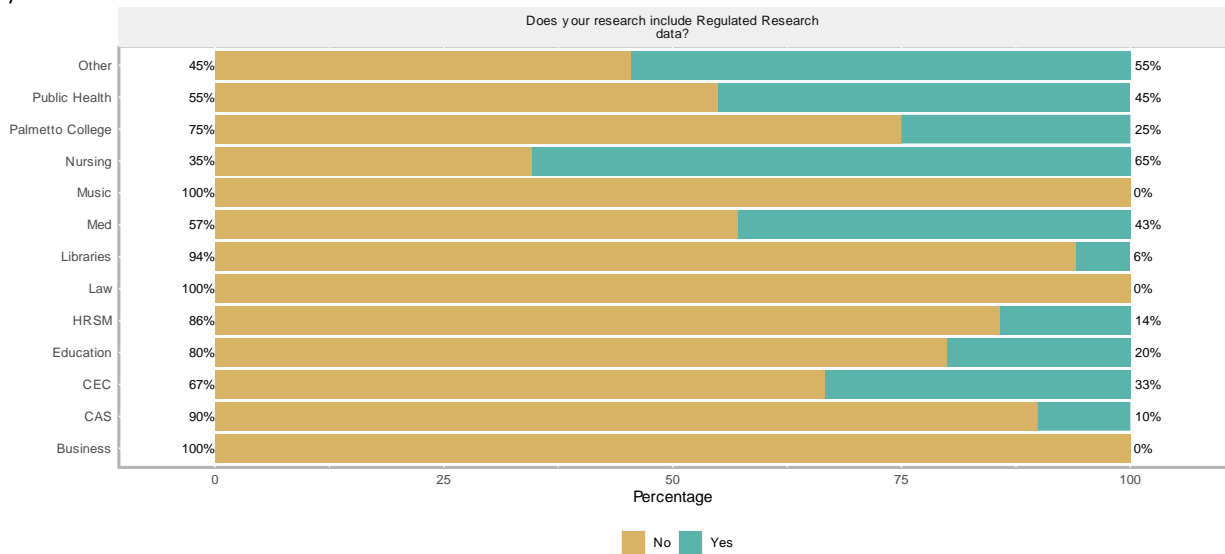


Does your Research include Regulated Research (e.g. HIPAA, CUI, ITAR, etc.)?

Aggregate

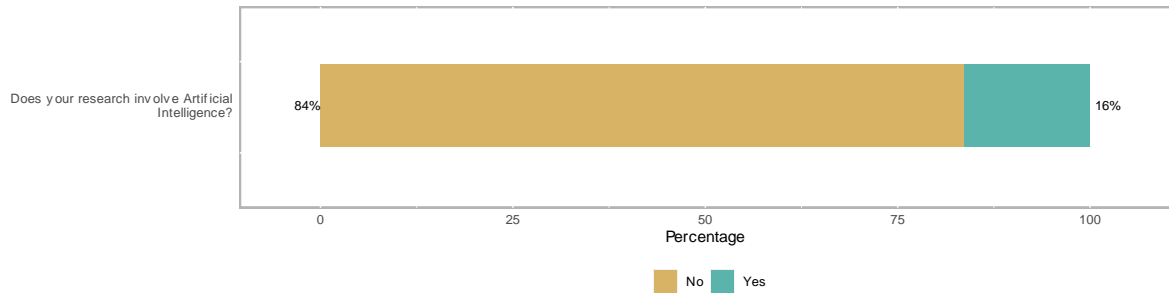


By Unit

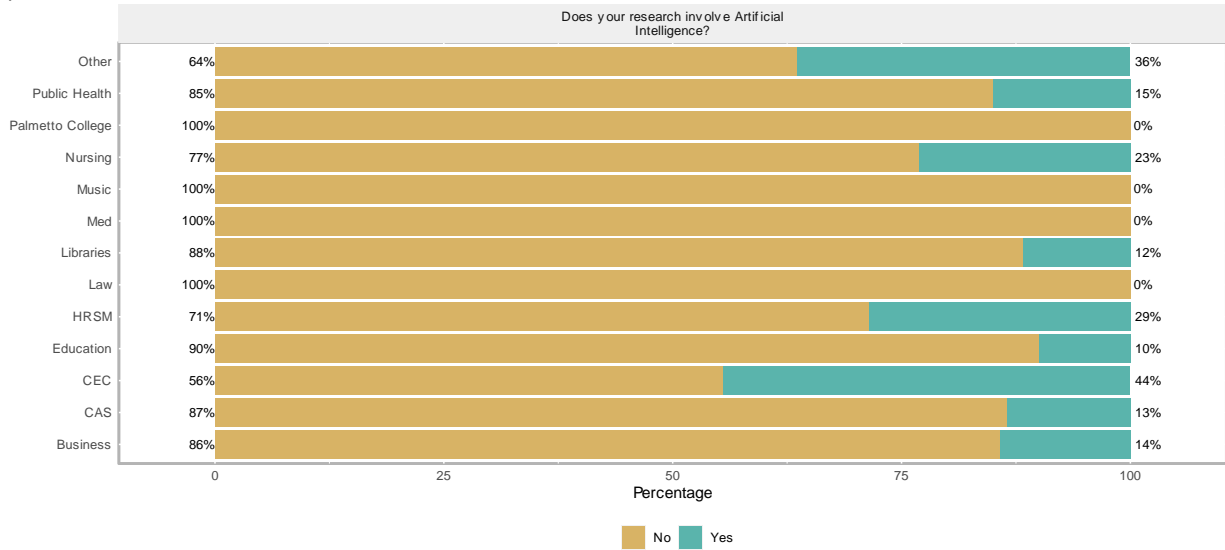


Does your Research involve Artificial Intelligence?

Aggregate

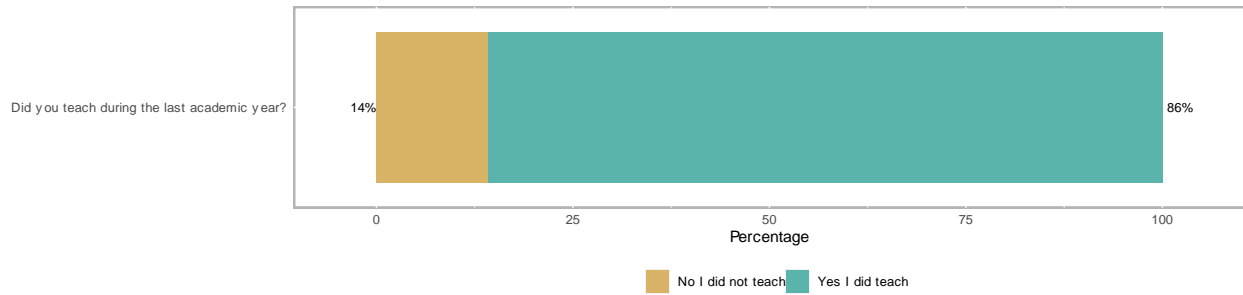


By Unit

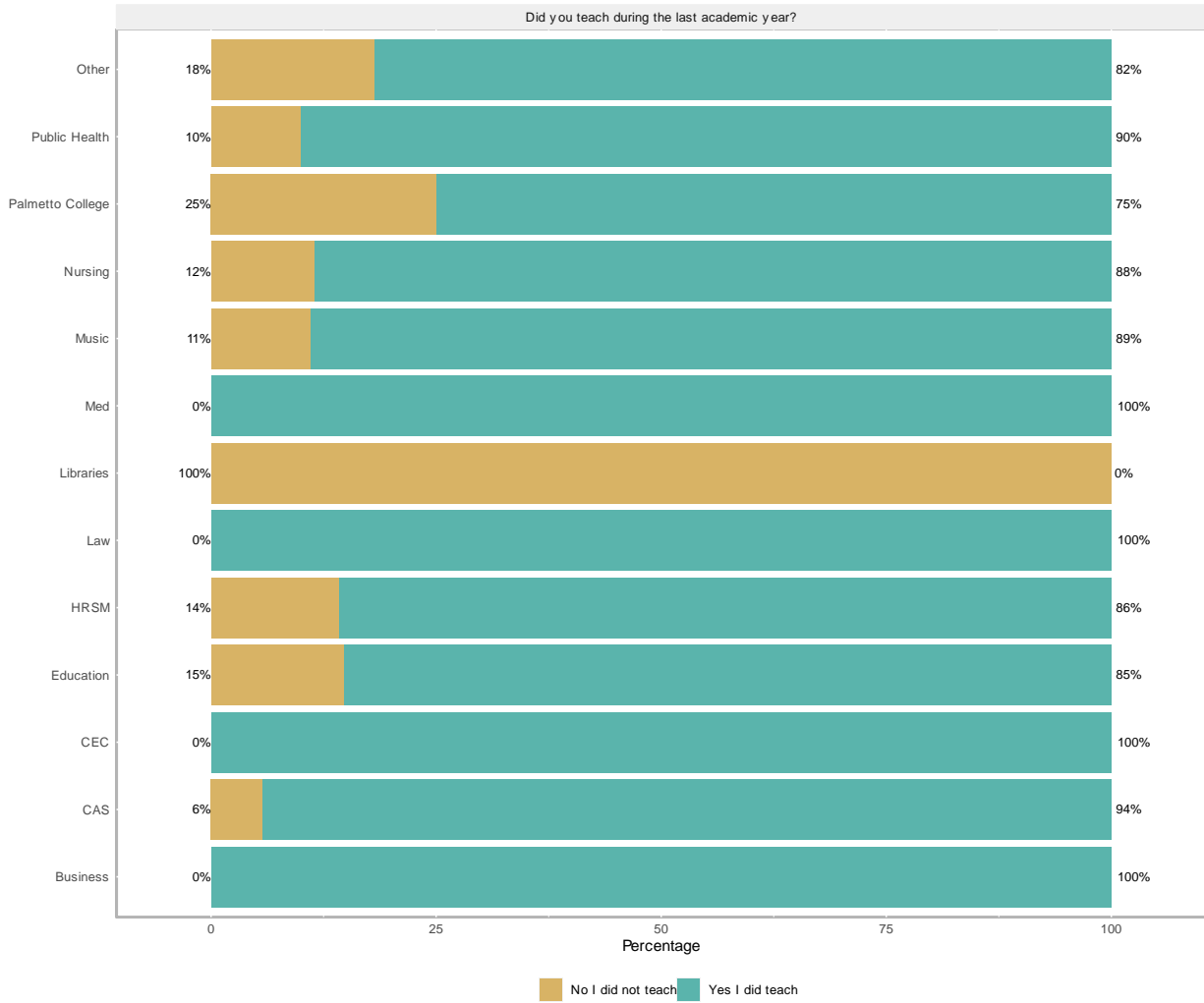


DoIT is seeking input on the use of specific technology in teaching and on the new technologically enhanced classrooms provided by the LITE (Learn, Innovate, Teach and Enhance) Initiative. Did you teach during the last academic year?

Aggregate

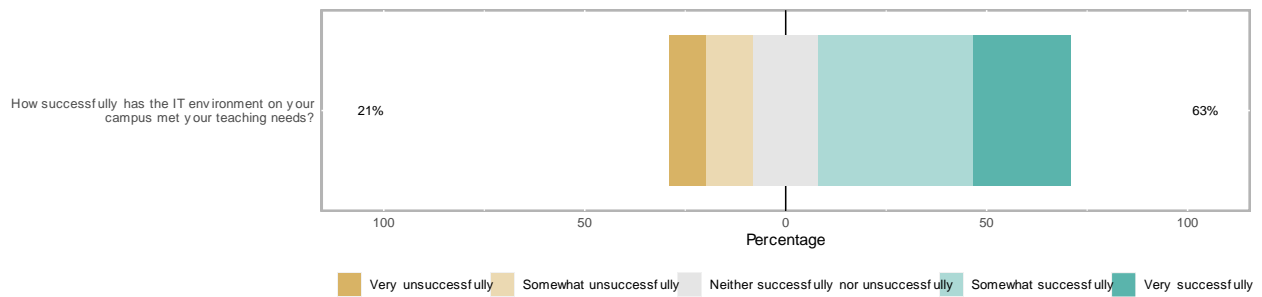


By Unit

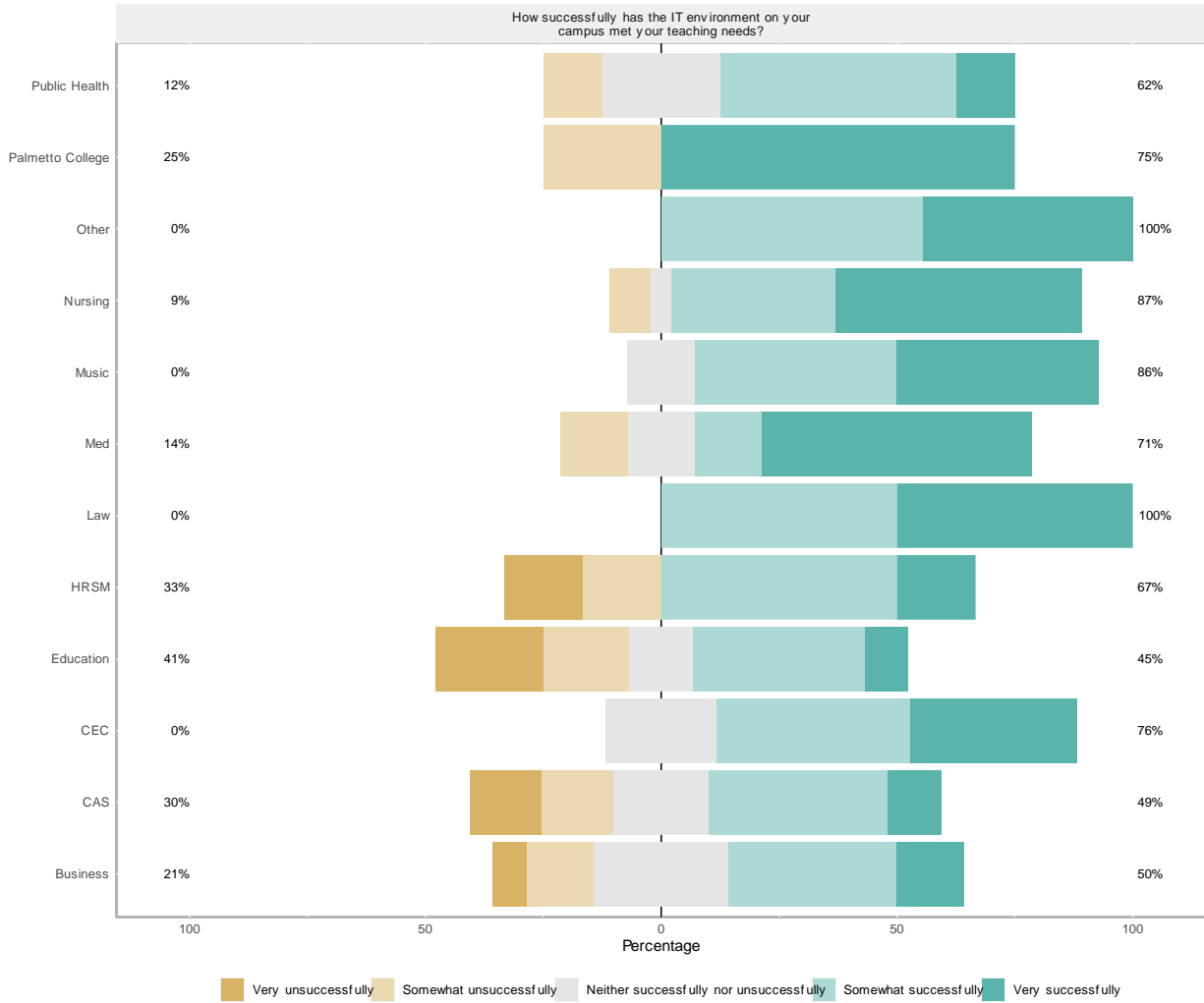


**How successfully has the IT environment on your campus met your teaching needs?
Please explain your answer.**

Aggregate



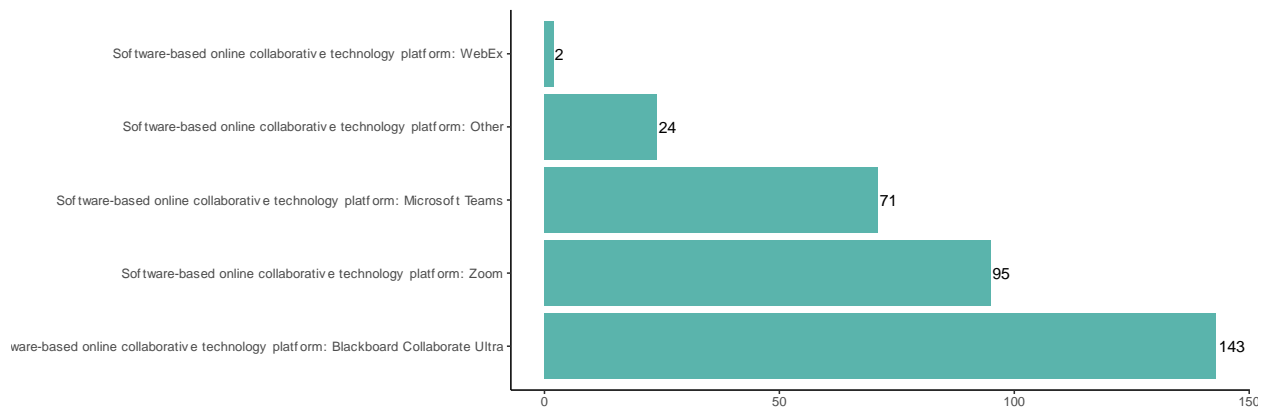
By Unit



Descriptions of answer explanation may be available upon request.

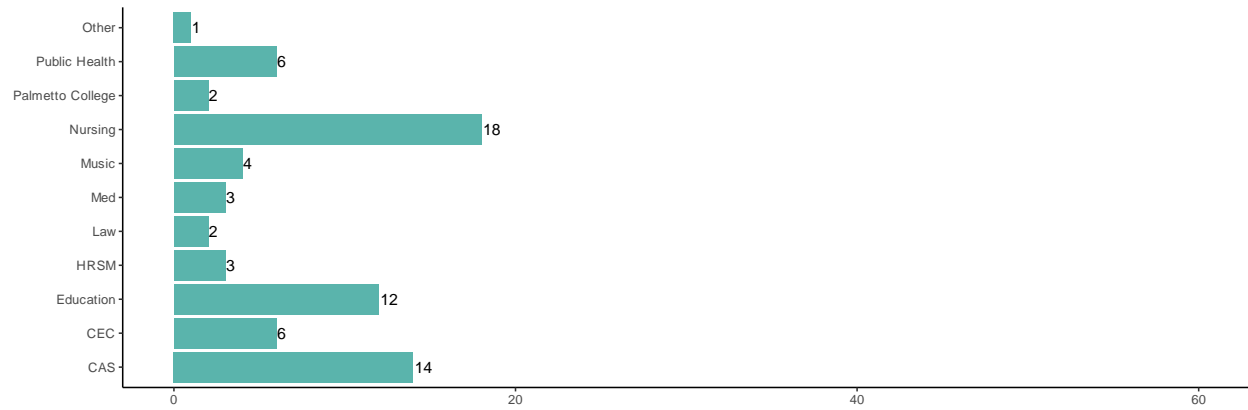
What software-based online collaborative technology platforms are you using for in-classroom instruction? Please indicate the platform you are using.

Aggregate

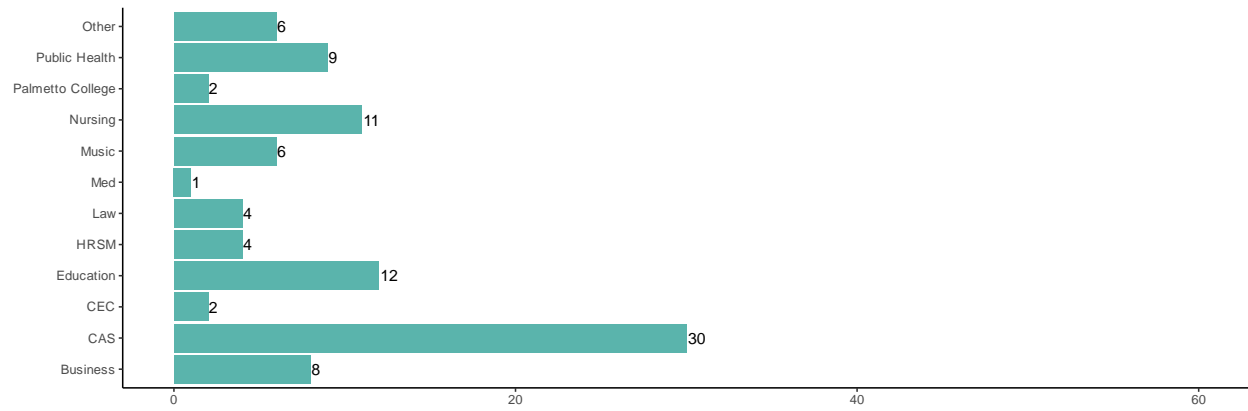


By Unit

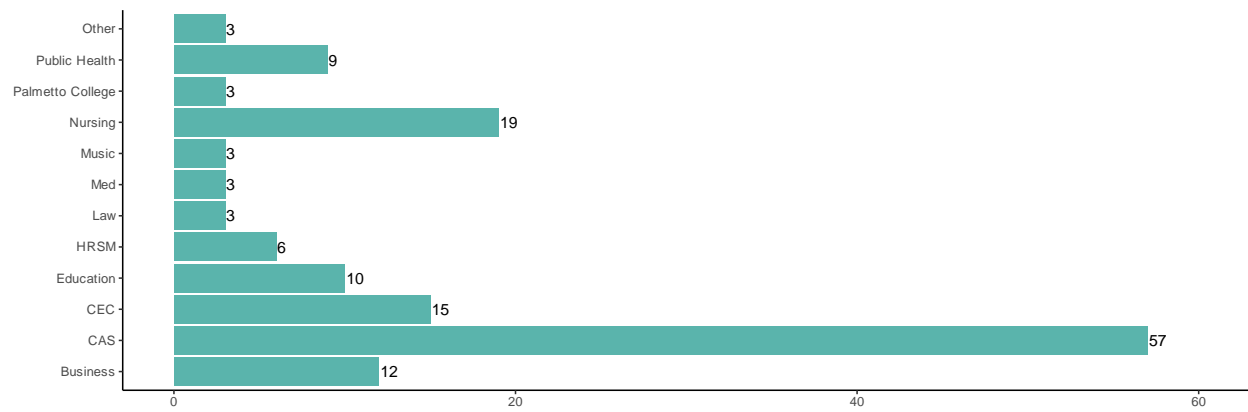
Teams



Zoom



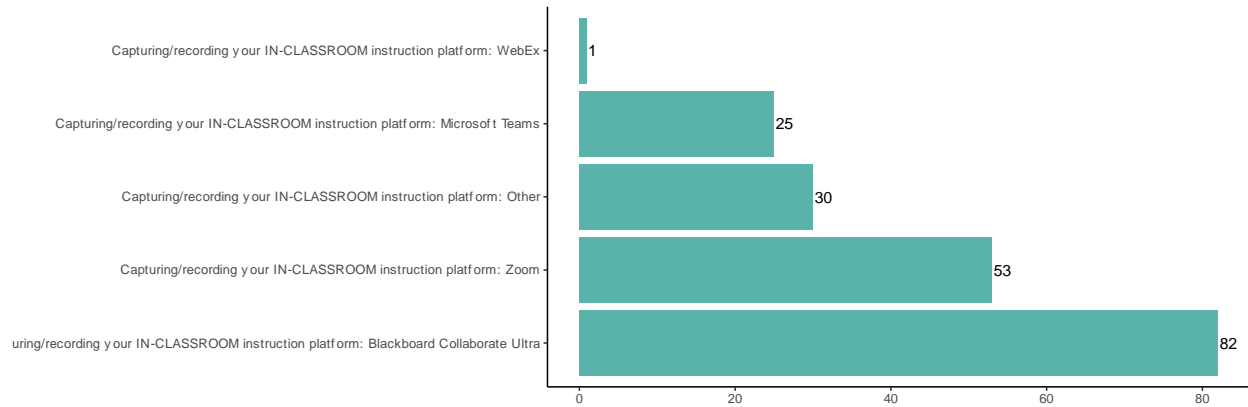
Blackboard Collaborate Ultra



Descriptions of "Other" may be available upon request.

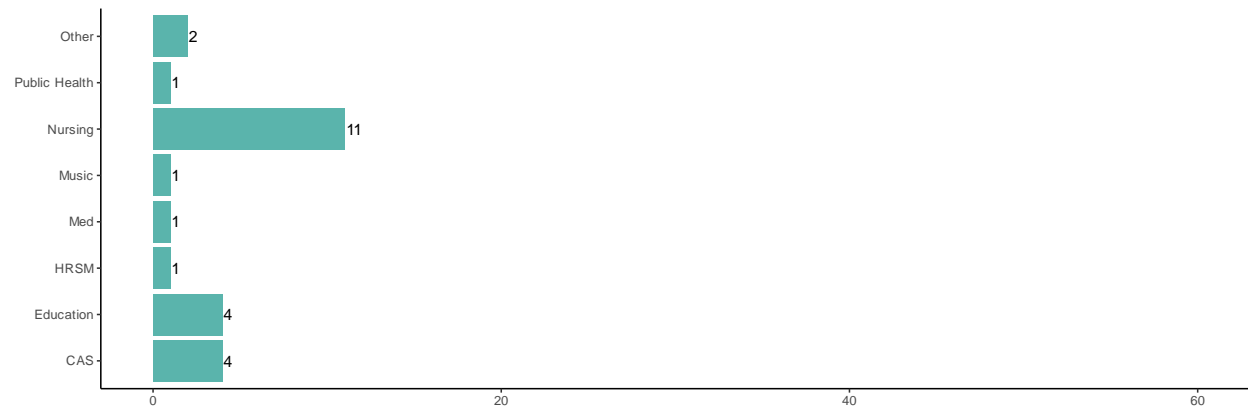
If you are capturing/recording your in-classroom instruction, which platforms are you using? Please indicate the platform you are using.

Aggregate

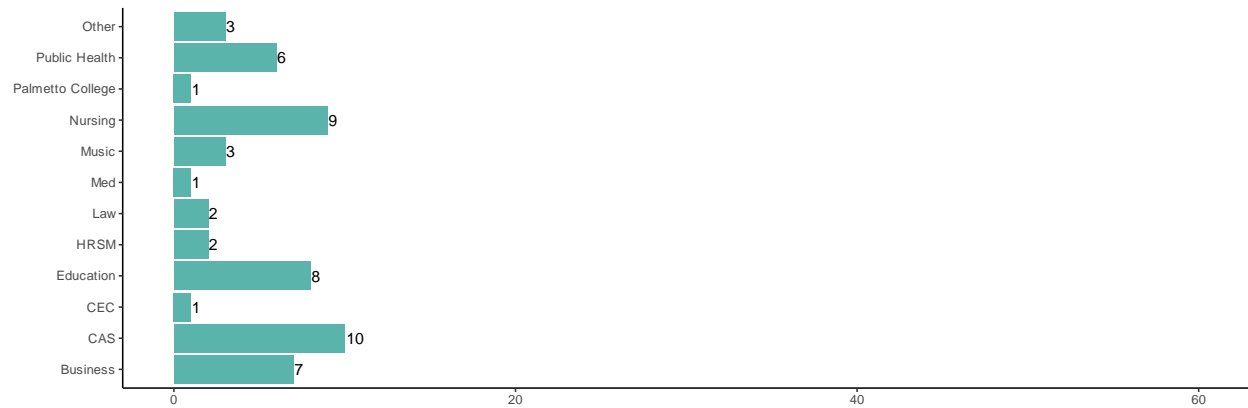


By Unit

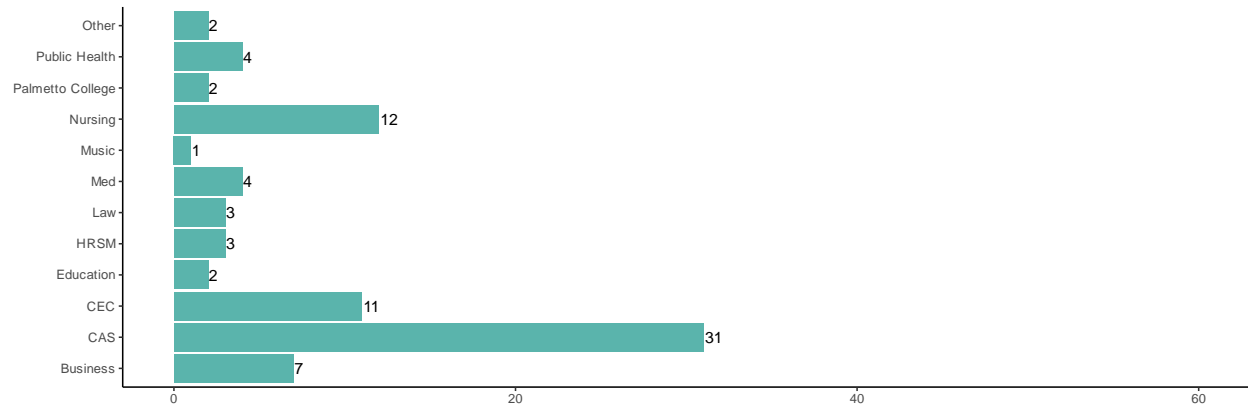
Teams



Zoom



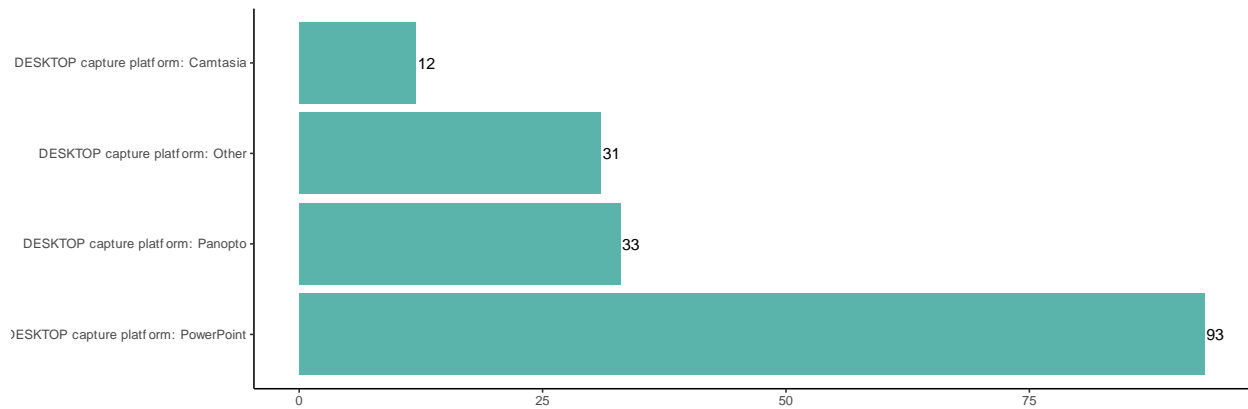
Blackboard Collaborate Ultra



Descriptions of “Other” may be available upon request.

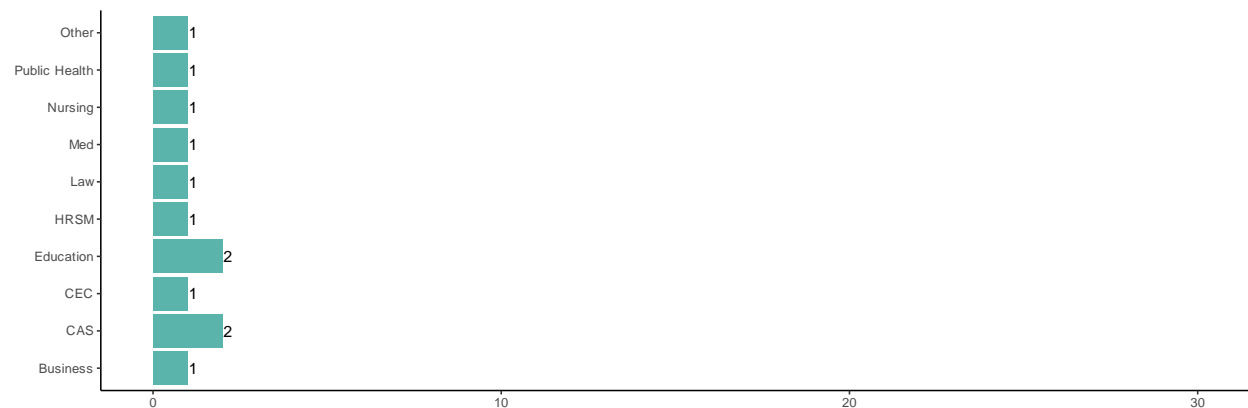
If you are doing any desktop capture from your office/home for asynchronous instruction, which platforms are you using? Please indicate the platform you are using.

Aggregate

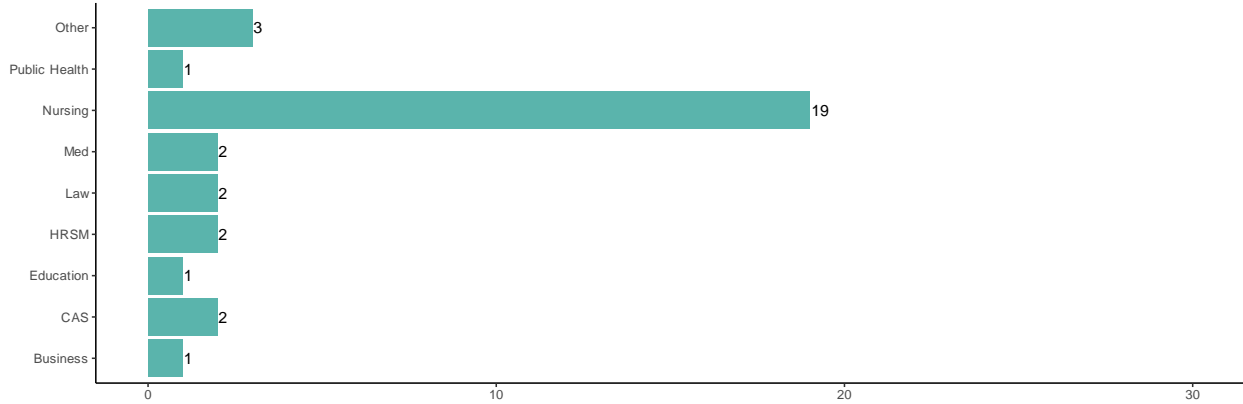


By Unit

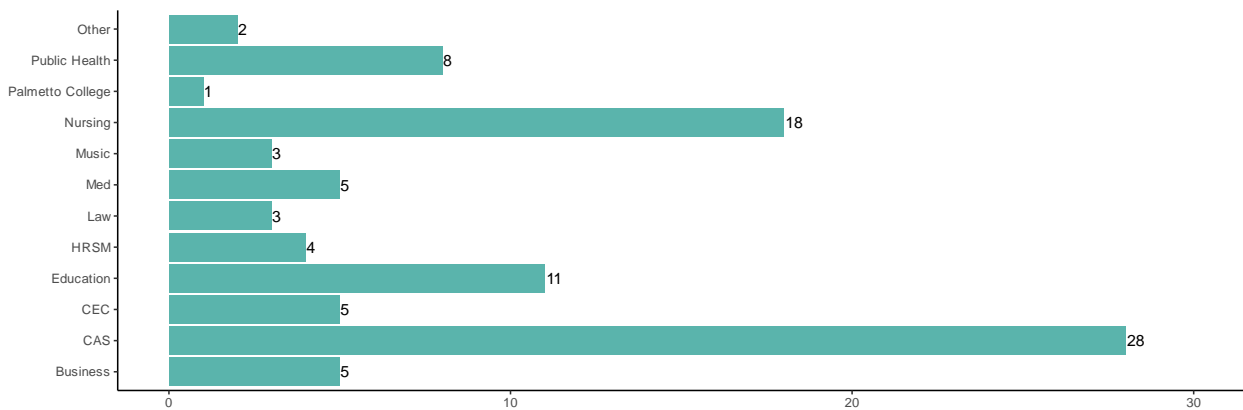
Camtasia



Panopto



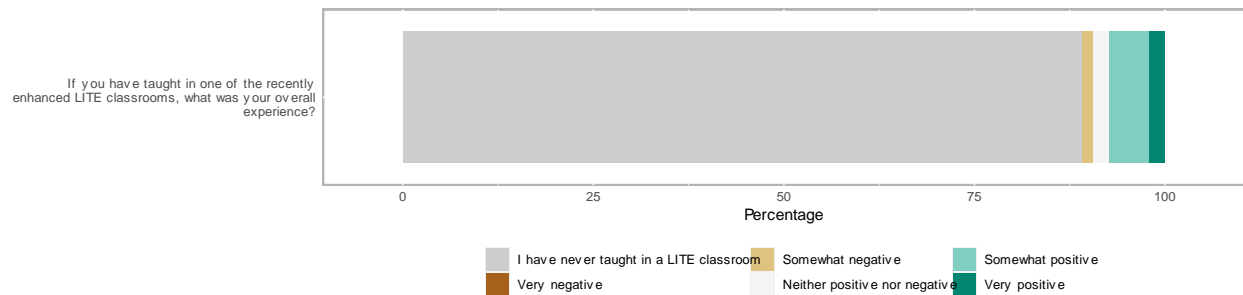
PowerPoint



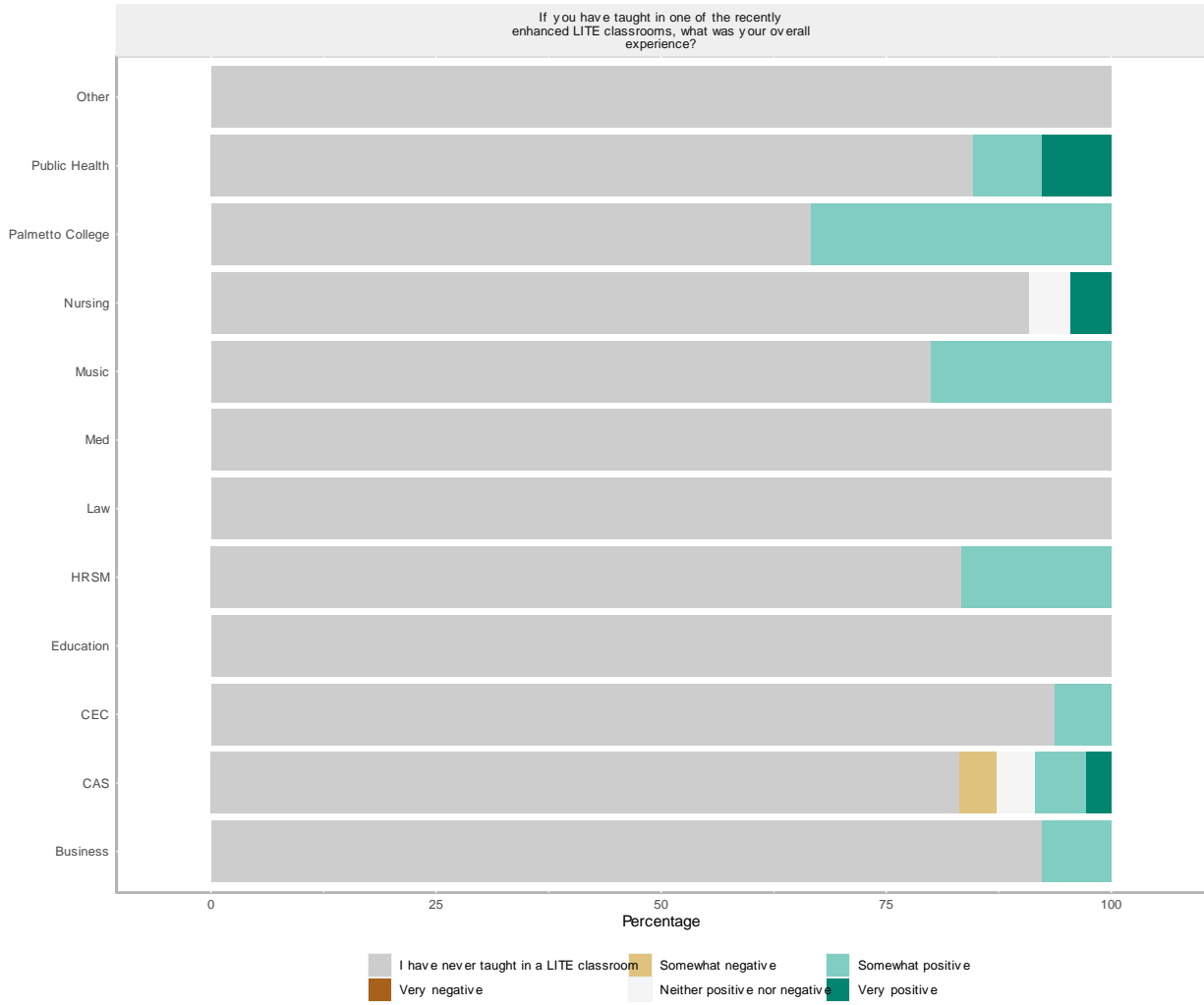
Descriptions of "Other" may be available upon request.

LITE Strategic Initiative: If you have taught in one of the recently enhanced LITE classrooms, what was your overall experience? Please explain your response.

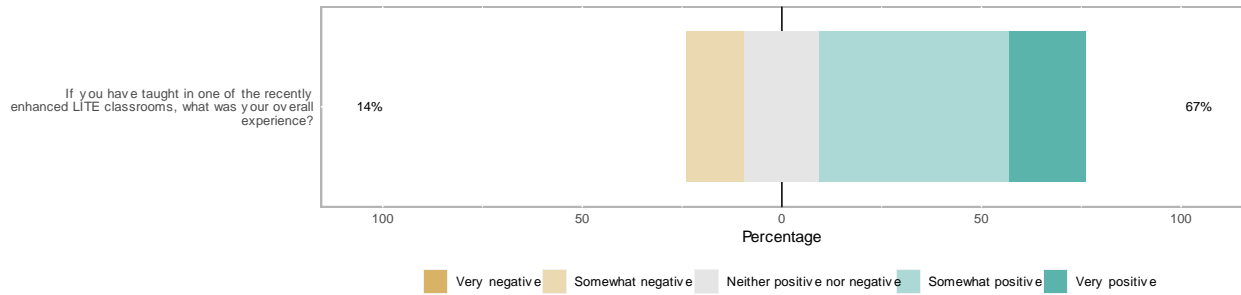
Aggregate



By Unit

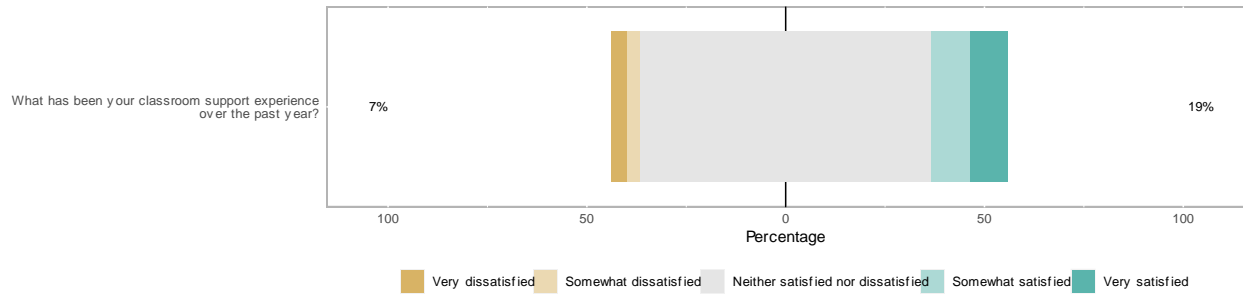


Aggregate of Faculty Who Have Taught in a LITE Classroom

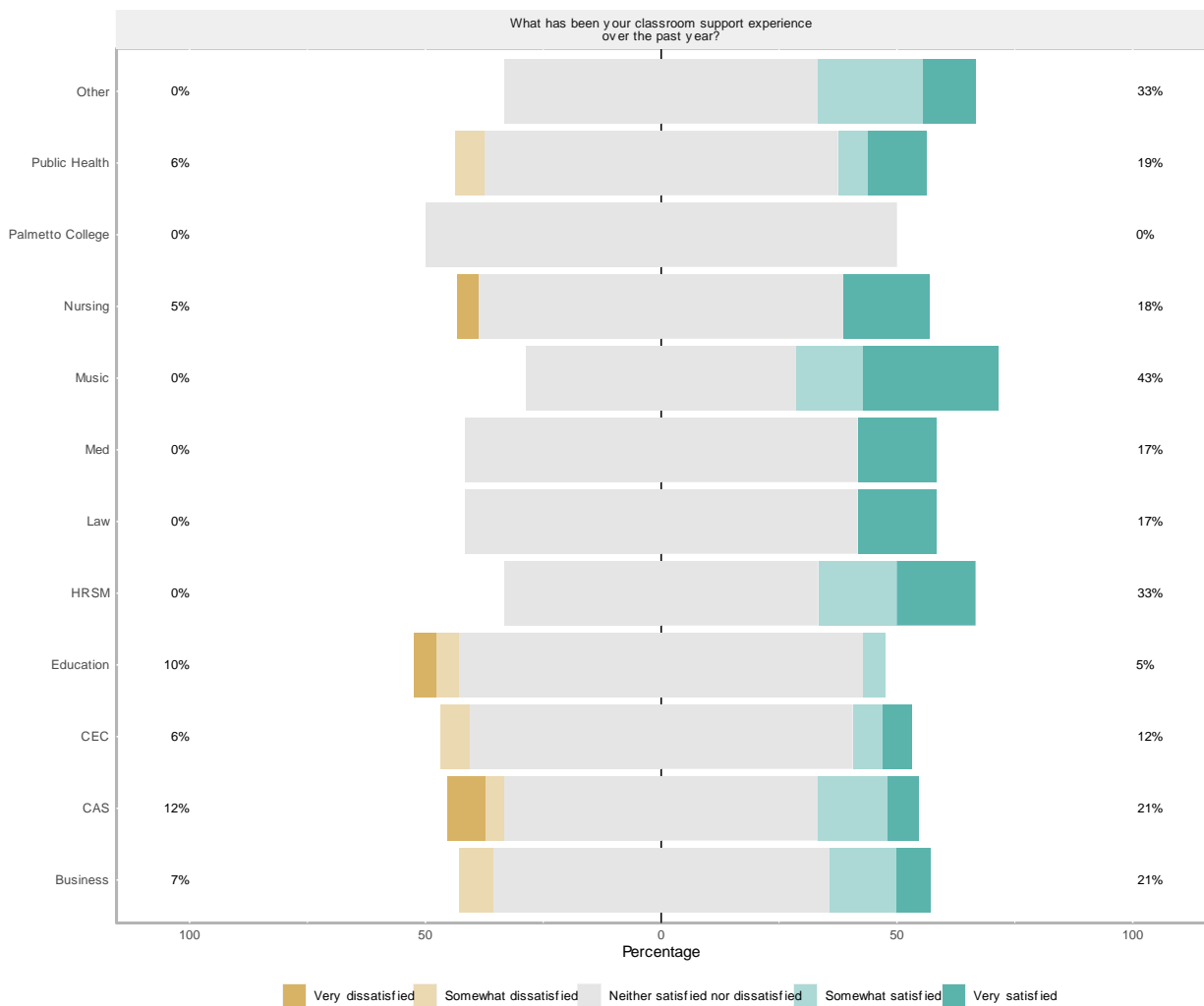


DoIT implemented a new zoned classroom technology support model as part of the LITE Initiative. What has been your classroom support experience over the past year? Please provide a brief description of your classroom support experiences over the past year.

Aggregate



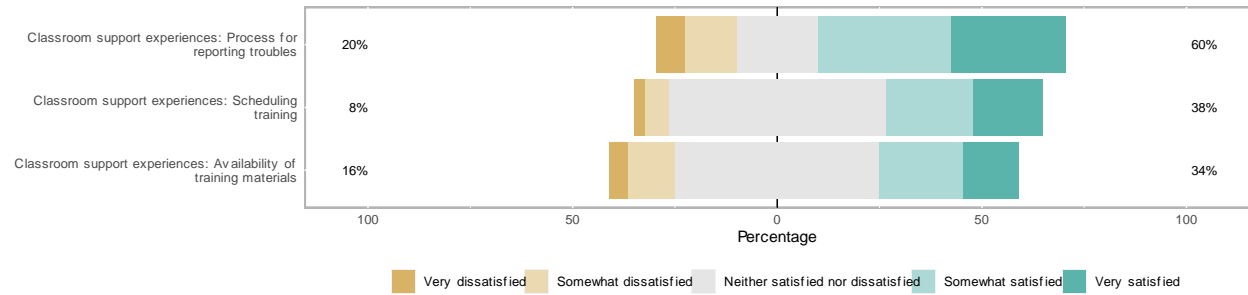
By Unit



Descriptions of classroom support experiences may be available upon request.

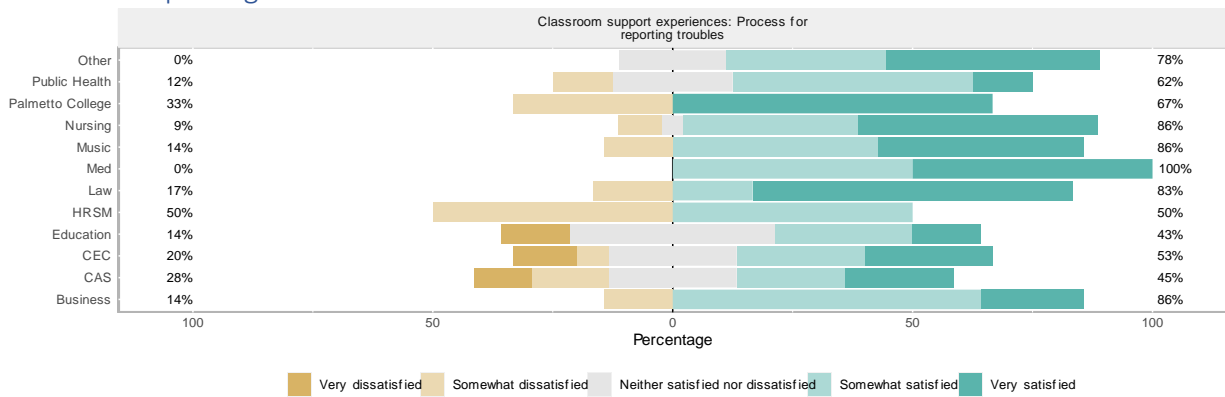
How satisfied are you with the following aspects of classroom technology support?

Aggregate

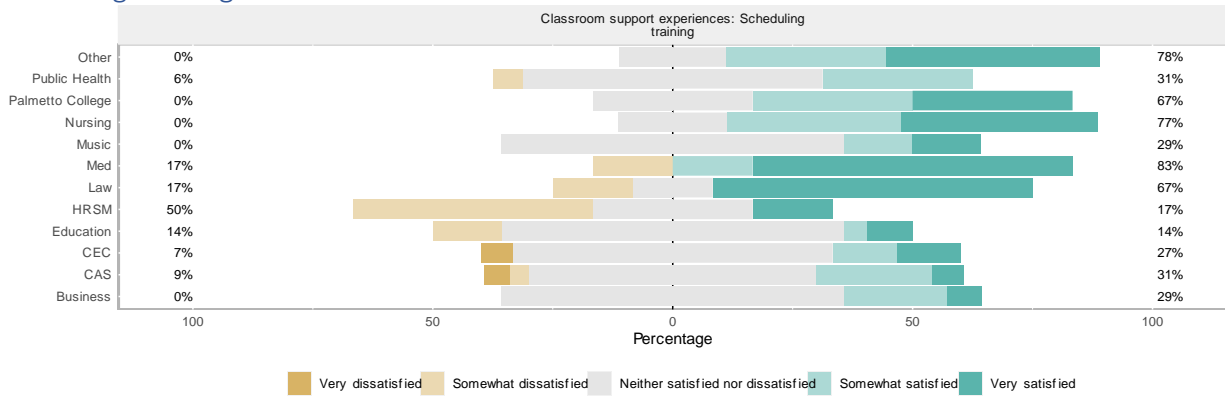


By Unit

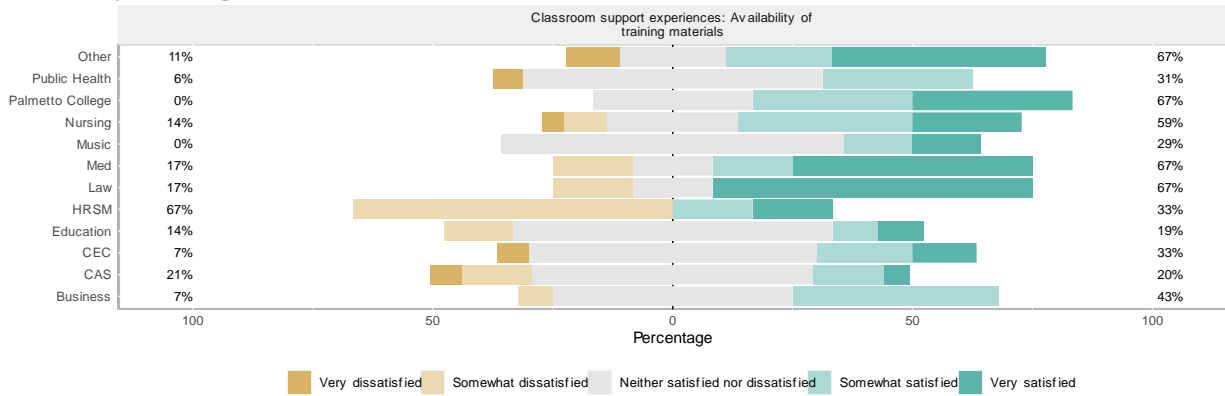
Process for reporting troubles



Scheduling training

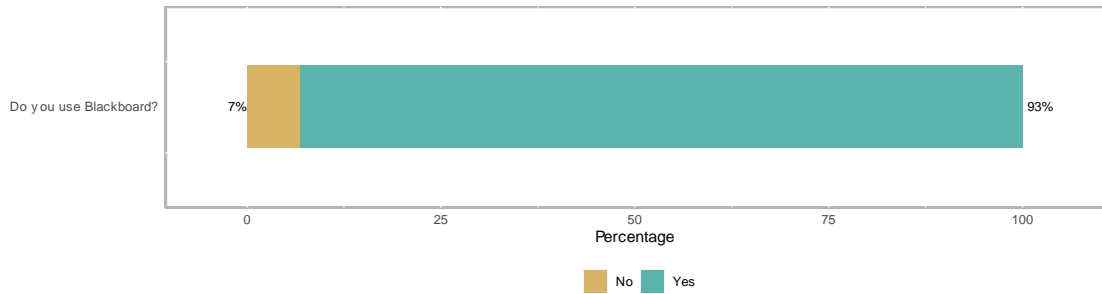


Availability training materials

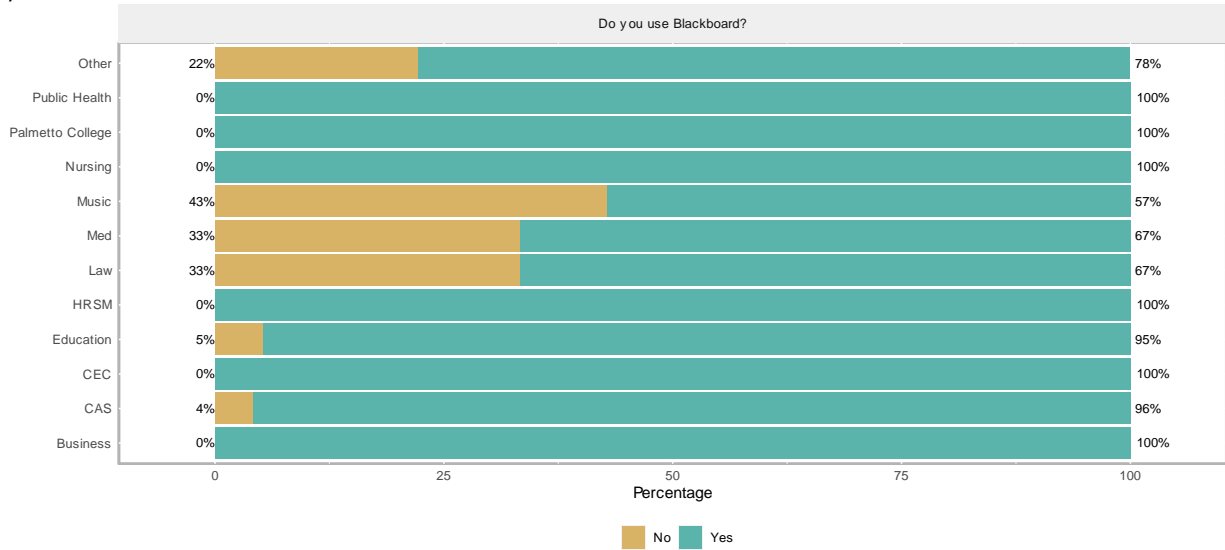


Do you use Blackboard? Please describe the feedback you are getting from your students about Blackboard features.

Aggregate

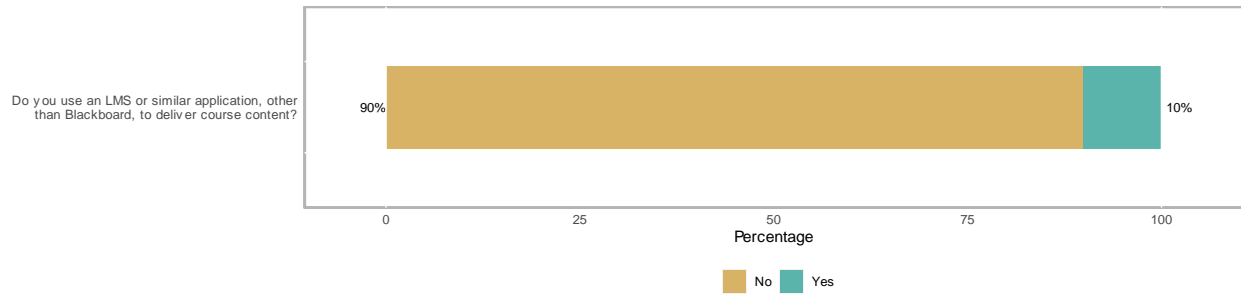


By Unit

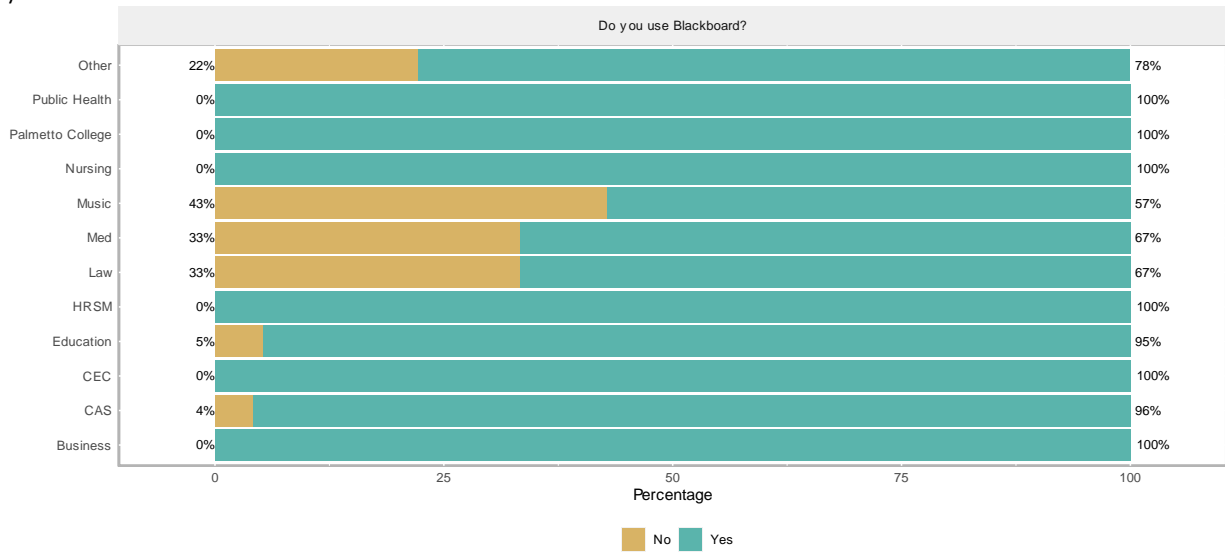


Learning Management System (LMS): Do you use an LMS or similar application, other than Blackboard, to deliver course content? Which LMS are you using?

Aggregate



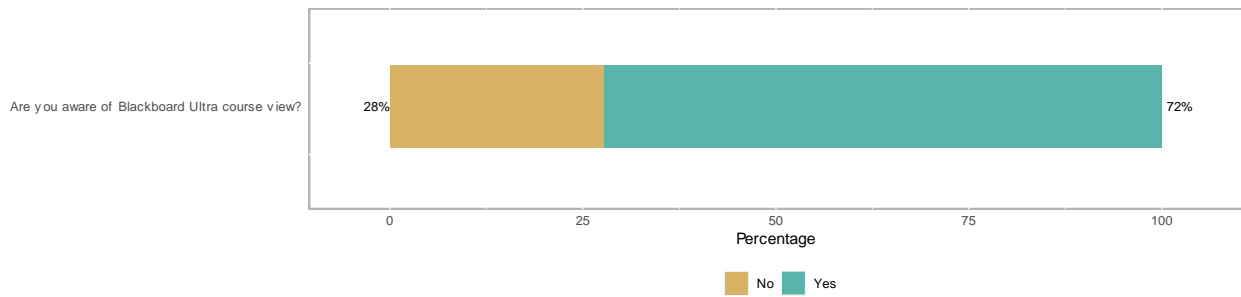
By Unit



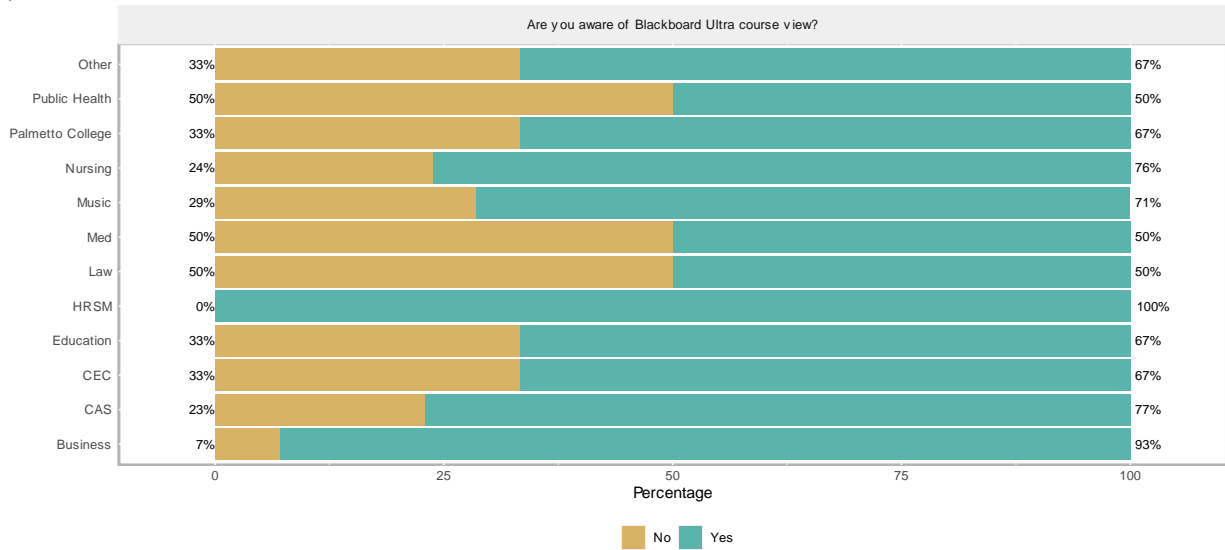
Descriptions of [Other LMS platform] may be available upon request.

Are you aware of Blackboard Ultra course view?

Aggregate

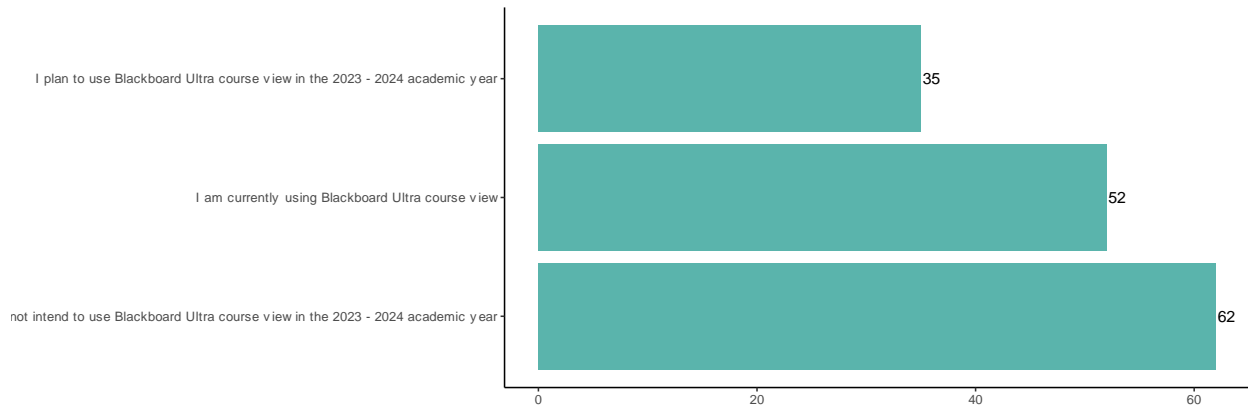


By Unit



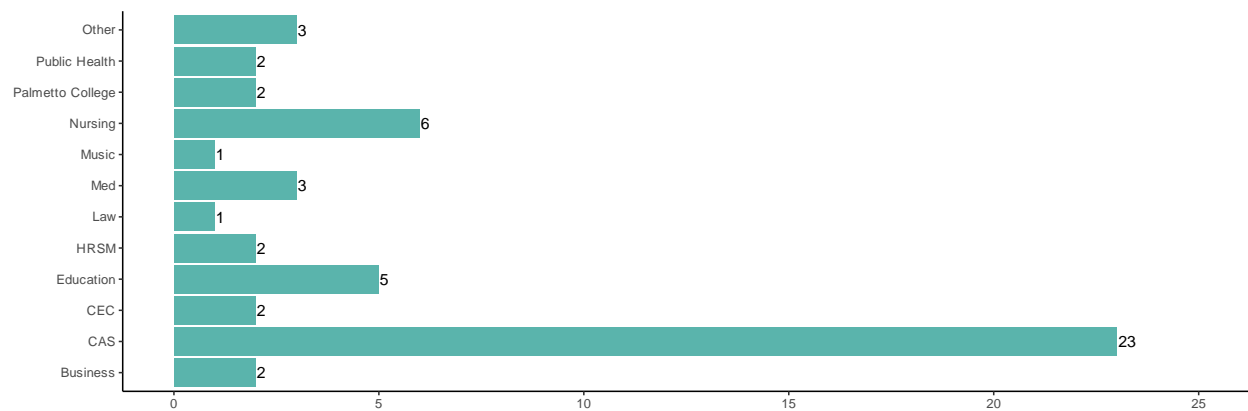
Please check all that apply [regarding planned use of BlackBoard Ultra Course View].

Aggregate

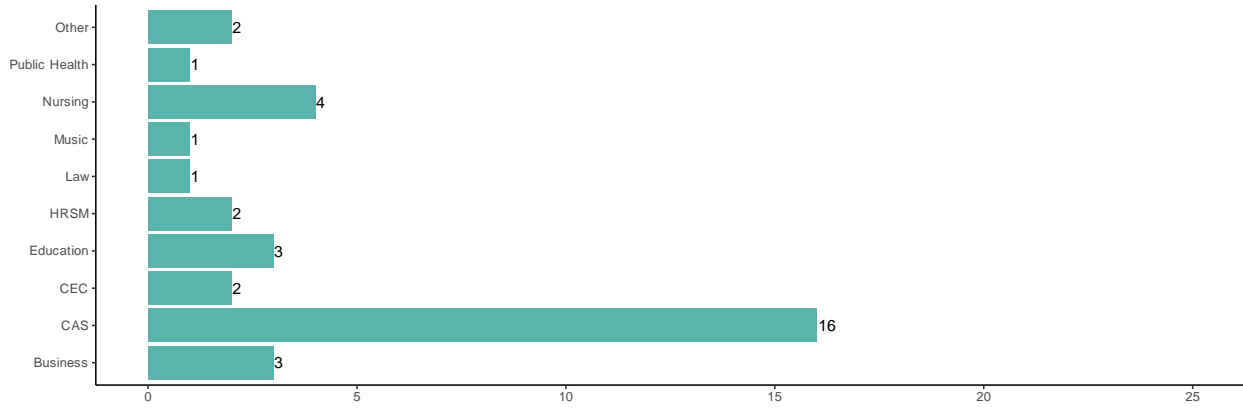


By Unit

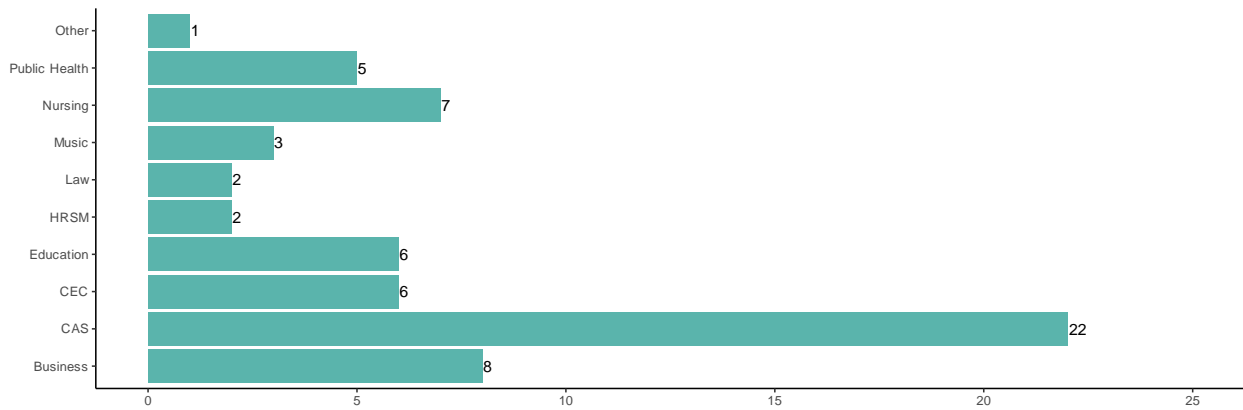
Current Use



Planned Future Use

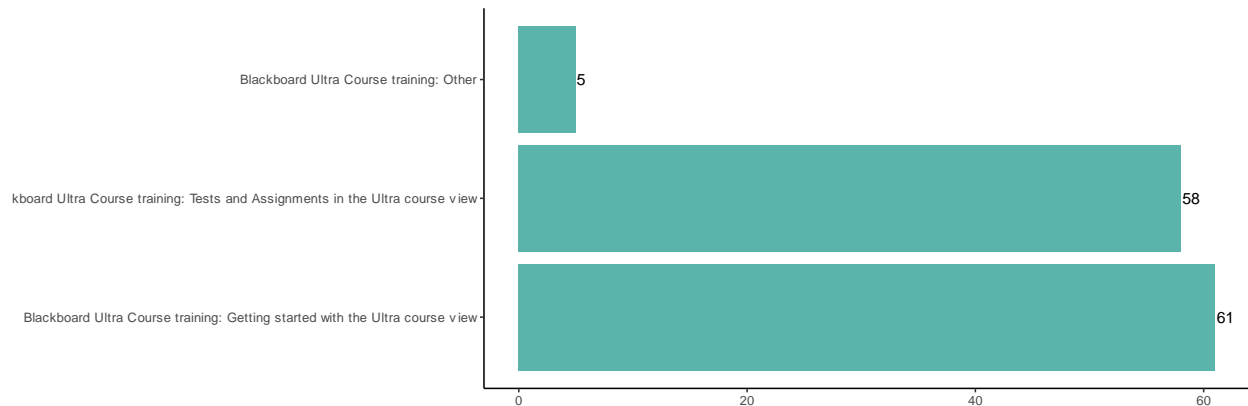


Not Planning to Use



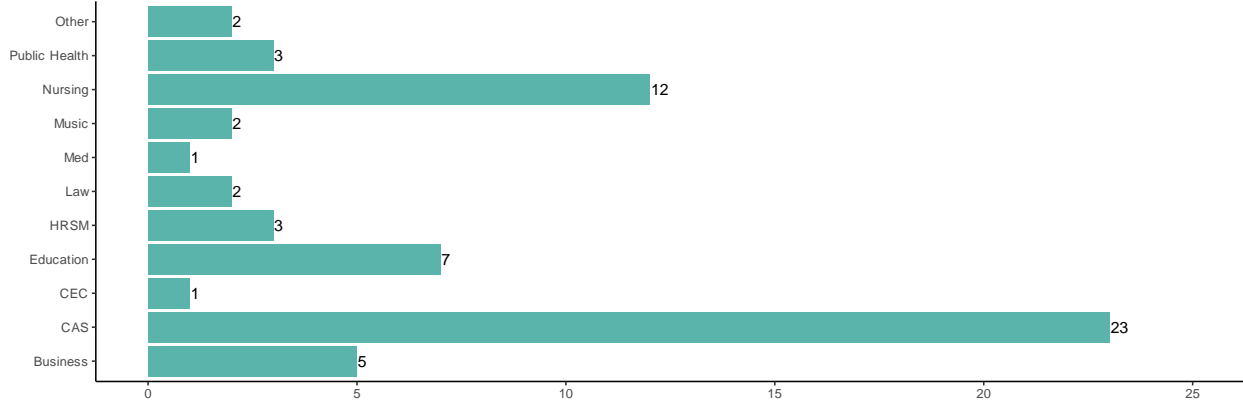
Would you like to receive training for the Blackboard Ultra course view? Please check all that apply [regarding desired Blackboard Ultra course view training]. What other training would you like?

Aggregate

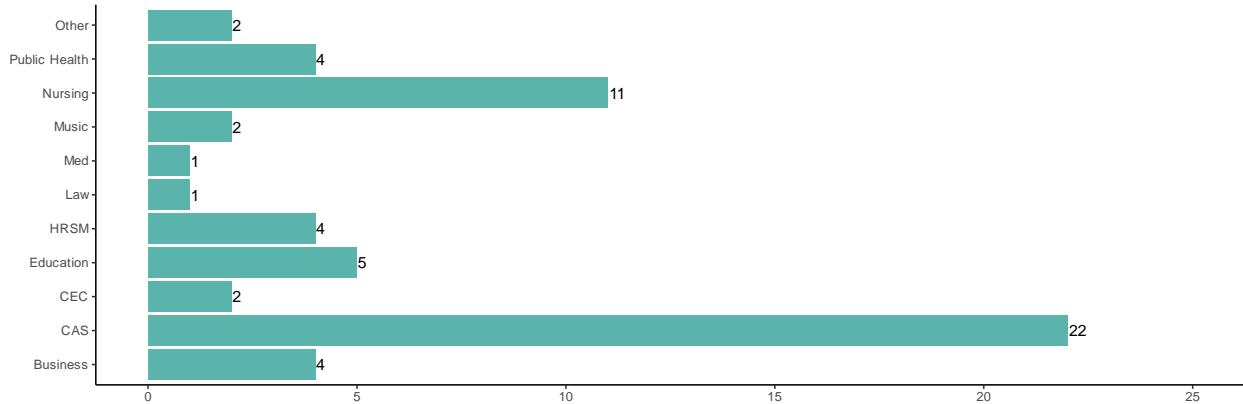


Unit

Getting Started



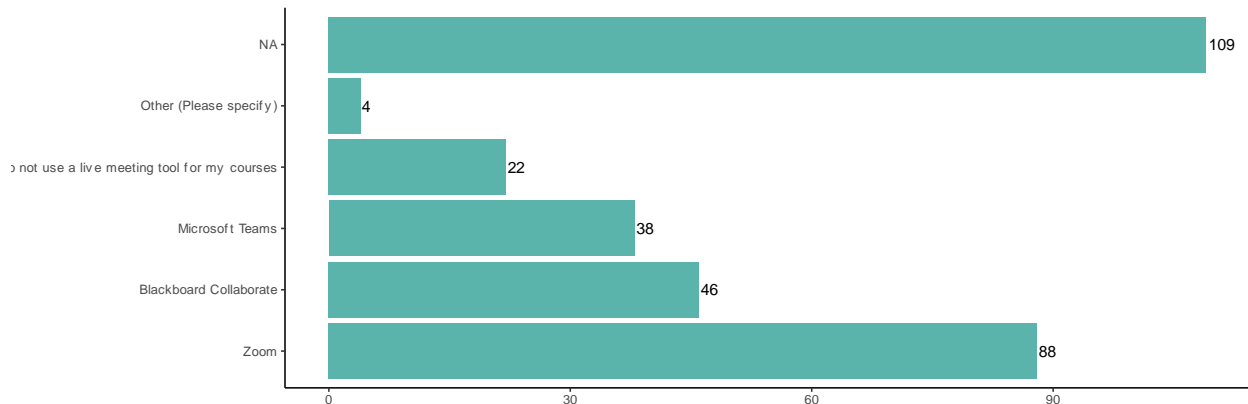
Tests and Assignments



Descriptions of “Other” may be available upon request.

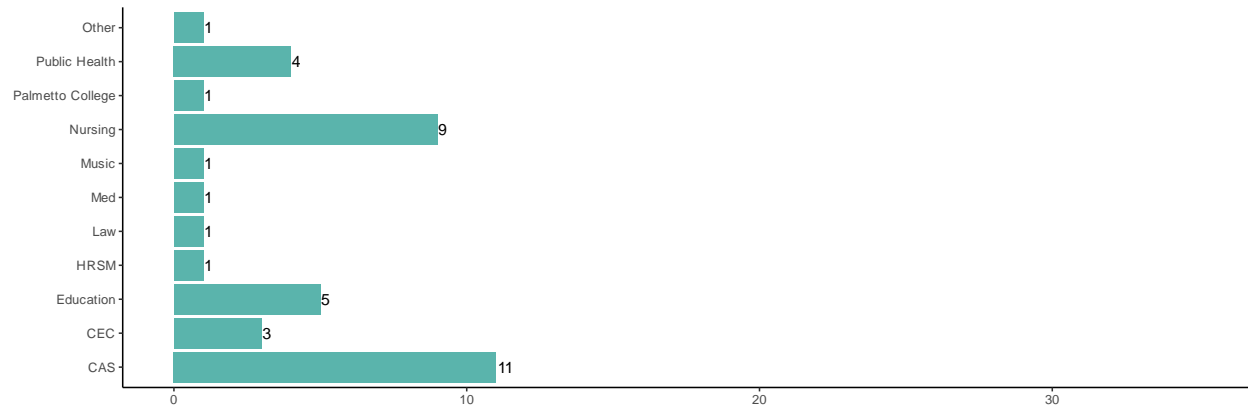
Which live meeting (web conferencing) tool do you prefer to use for your courses? If you selected Other for the above question, please explain.

Aggregate

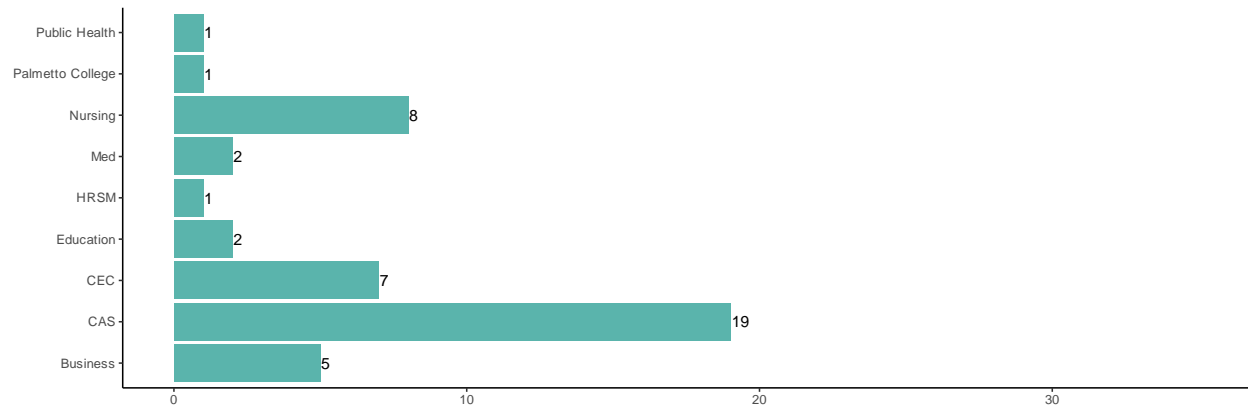


By Unit

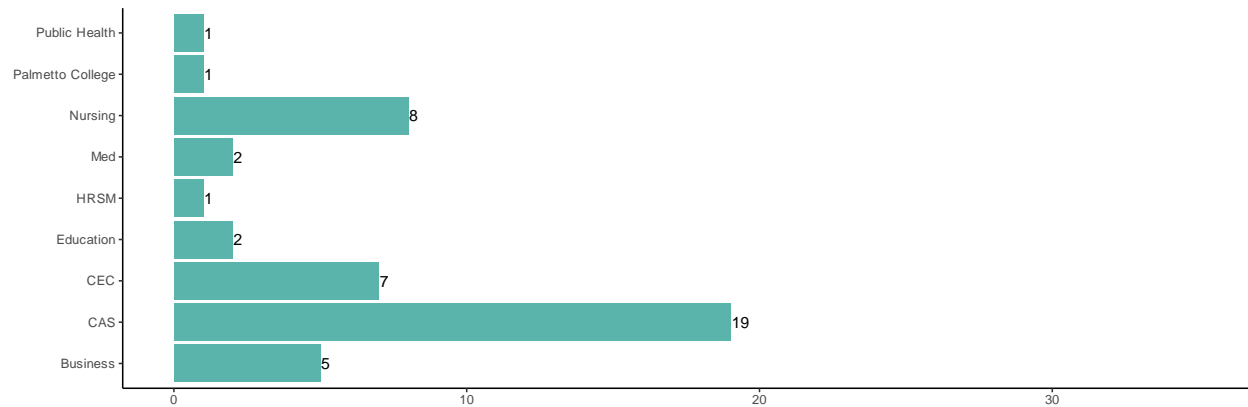
Microsoft Teams



Blackboard Collaborate



Zoom



Descriptions of “Other” may be available upon request.

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)?

How can the IT environment on your campus be improved to better serve faculty, staff and students?

Responses may be made available upon request.

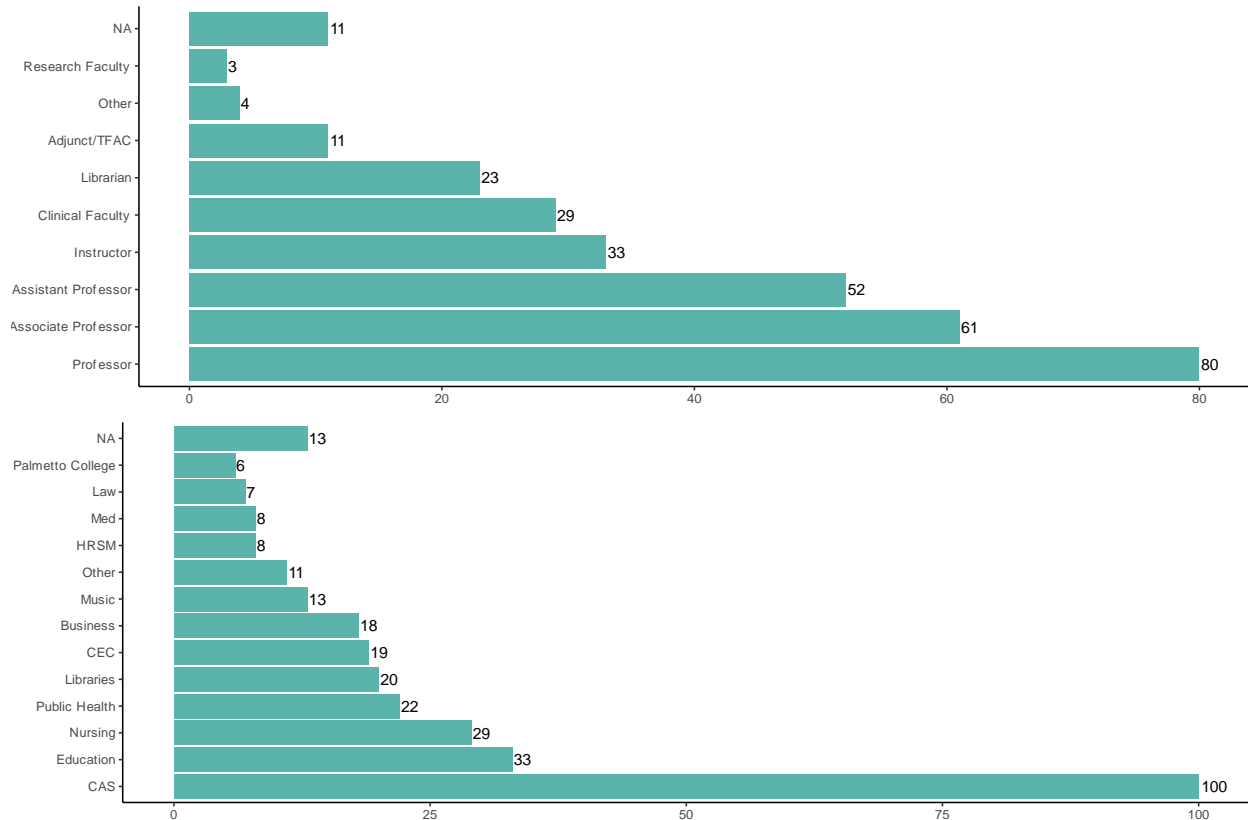
Please offer any additional comments or suggestions.

Responses may be made available upon request.

Appendix 4: Additional Results

Demographics

Academic units with five (5) or fewer respondents (Social Work, CIC, and Pharmacy) were grouped together with “Other” responses to protect respondent anonymity.



Appendix 5: Summary of Open-Ended Responses

General Findings

Beyond the DoIT Service Desk, unit IT staff, and the Faculty Senate IT Committee itself, faculty report asking other colleagues, family members, acquaintances, and friends to help them with IT solutions. One person reported going directly to individuals they knew at Blackboard for support instead of to DoIT. In general, faculty seem to prefer to ask someone about an IT issue rather than consulting any one online resource, though some reported they would do at least some Google searching.

Though some faculty reported being satisfied overall with DoIT, many others expressed dissatisfaction with many aspects of DoIT including the networks and network outages, WiFi connections, email filtering, available software, and timely access to knowledgeable and personable technicians. Throughout the survey responses across multiple questions, many took the opportunity to share general dissatisfaction with Blackboard specifically, although it should be noted in the question pertaining to perception of *student* satisfaction with Blackboard, the responses were more mixed positive, negative, and neutral. Some would like the ability to have admin rights on their computers and install software themselves. Some report very prompt responses when having IT issues (particularly from unit level IT staff, but some from centralized staff and the help desk), others described lengthy delays in response.

Faculty were asked to make suggestions for improving the IT environment on campus. Many comments addressed concerns expressed above. Additional comments and suggestions included (direct quotes are italicized)

- Allow faculty to install drivers for their peripherals at home without needing an administrative login
- Better strategic thinking about which functions should be centralized at the college or DoIT vs which should not.
- Better ability to phone for technical support when needed rather than going through the ticket system, particularly for classroom issues
- Technical support during early morning and evening classes, and response to technical needs over the holidays
- Improve access to training and support materials online
- Additional training classes on Blackboard (specifically the gradebook and tips on grading), Apple products, Microsoft Teams, and Microsoft Sharepoint.
- Free access to better software instead of inferior alternatives, e.g. Canvas (instead of Blackboard), Zoom (instead of Teams), Adobe Acrobat Pro, etc.

Faculty who are highly satisfied with teaching technology support across multiple units note the responsiveness and helpfulness of unit (college) level IT staff. Those less satisfied note system problems including network outages, equipment failures and slow response times for support tickets.

When asked about their experiences with LITE classrooms, many faculty shared they did not know anything about LITE. For those who reported teaching in LITE classrooms, their experiences with the technology were mixed. Some were very pleased with the technology and noted the improvements compared quite favorably with the older classrooms that had not yet been upgraded. Others noted that while the LITE technology is consistent across the classrooms, some classrooms are more frequently used in disciplines that could benefit from different technology. LITE classroom tech support experiences are mixed, though the vast majority (78%) indicated that they did not know what “zoned classroom technology support model” meant.

While some faculty shared their own opinions of Blackboard when asked about student feedback (the words “clunky”, “glitchy”, and “cumbersome” appeared in numerous comments), others noted they rarely received feedback regarding Blackboard and generally attributed that to student satisfaction. Of 105 responses, 19 were generally positive, 45 were neutral, and 41 were decidedly negative.

Some of the positive comments submitted on behalf of students:

Blackboard is fine, not great. Students have high expectations for everything working perfectly, which it does, most of the time.

They like it due to having used it in high school. They get feedback on their work and I have a record of all students in one convenient place.

Some of the negative comments submitted on behalf of students:

Students do not like using Blackboard. It is cumbersome and difficult to structure parallel to my course structure. Grade computations are misleading (support for dropping lowest/missed scores, different weighting, ...).

Students have a hard time navigating Blackboard, regardless of instructors' diverse means of organizing the content. They also struggle to embed photos or videos in discussion posts, which tends to make asynchronous courses far less interactive than I would like.

Additional Blackboard Ultra Course View Training

Only a few additional requests/ comments were made:

- Assessment management
- Anonymous polling/voting features
- Customizing Ultra Course view

- Overview of the features and tools as well as how to more effectively use online collaboration (other than threads)
- *Will use only if features I need are developed in new version*

Preferred Web Conferencing Tool – Other Please Specify

- WebEx
- Google Meet

Collaborative Platforms Used

- Adobe Audition, and Premiere Pro
- Basecamp
- Blackboard (asynchronously)
- Canvas
- Complete Anatomy
- Google Drive, Docs, Maps, and Sheets
- iClicker
- Microsoft Teams
- Panopto
- Pear Deck
- Poll Everywhere
- Top Hat
- Zoom

Other Classroom Recording:

- Panopto
- Camtasia

Other Desktop Recording:

- Canva
- iMovie
- Keynote
- PowerPoint
- WebEx
- Screencast-O-Matic
- Blackboard
- Snagit
- Zoom
- ISpring
- Microsoft Teams
- Prezi

Site License Software Requested

Many respondents across the university requested Zoom, Adobe Acrobat Pro and other Adobe products, and Canvas as a LMS to replace Blackboard. Other requests included:

- ArcGIS
- Calendly
- Camtasia
- Canva
- Classpoint
- ClickUp
- Covidence

- EndNote
- GitHub Enterprise
- GraphPad
- Jotform
- Jupyter
- Kahoot
- Kumu
- Marketscan
- Matlab
- Microsoft Visual Studio
- Nearpod
- NVivo
- Overleaf
- Packback
- Perusall
- Prospero
- SAS
- Snagit
- SolidWorks
- SPSS
- Stata
- Tableau
- Top Hat
- Turnitin
- Unity
- Viya
- Zipgrade

Survey/Committee Specific Comments

- *I do not do research, and I have not experienced LITE, so anywhere where I provided "required" answers, they are meaningless and should not be used. I also am not aware of much about Human Resources and so forth, so there were a few questions where I prioritized things where, again, I feel like I don't know anything about certain things, so I prioritized them low. It doesn't mean they should be prioritized low.*
- *Much better service than in past decades!*
- *We have different platforms for every task and many tasks are only done a couple times a year. Few platforms, fewer passwords, fewer links. It's way out of control.*
- *We need a better solution for software license agreements. Having them vetted by legal and IT is slow and there are many software tools that are currently unusable because of this. Perhaps an exception in the bylaws. In particular for engineering, the software tools are vast and not having access to them is detrimental to research and development.*
- *The transition from local to global IT support left some services out, like the help for individual research projects. There should be a center providing support for faculty and students who want to develop HPC capabilities in their projects.*
- *If USC cared what professors thought, they would actually support them. Support includes tech equipment - like laptops, and software that is user-friendly. Instead, we have increasing administrative demands without the support to complete them. I should not have to buy a laptop out of my pocket for my work.*
- *And can we change our passwords less often? ;)*
- *Several of the comments thanked DoIT and/or the Faculty Senate IT Committee.*