I. Project Overview

Technology is a critical part of the teaching and learning mission—as well as the research mission—of higher education. Since 2004, the EDUCAUSE Center for Analysis and Research (ECAR) has been researching undergraduate student technology experiences and expectations. In 2014, 2015, 2017, and 2019 ECAR expanded its research on perspectives on technology in higher education to investigate faculty technology experiences. The scope of the EDUCAUSE Technology Research in the Academic Community (ETRAC) work includes surveying faculty biennially with a base survey, supplemented with thematic sections designed to explore contemporary higher education IT issues and complement the undergraduate student survey. Expanding the scope of populations studied in this type of research allows EDUCAUSE to tell a broader story about the status and efficacy of technology in higher education.

This research is survey based. In conjunction with subject-matter experts (SMEs) who offer a diversity of perspectives, EDUCAUSE develops the survey instrumentation and establishes research methodology before partnering with individual institutions to invite members of their respective academic communities to participate in the surveys. Our surveys ask respondents to share their current technology experiences, needs, and expectations about technology and IT issues at their campuses. The results of these studies can be combined to provide multidimensional perspectives of these stakeholders’ technology experiences.

The **faculty study** explores technology ownership, use patterns, and expectations as they relate to **faculty roles**, including teaching, research, and service.

**Research Objectives**

The purpose of ETRAC is to understand the technology, experiences, needs, and expectations of academic community members and stakeholders and to help higher education IT professionals and decision makers use IT to advance the institution. This project looks at perceptions of IT from the outside to help IT leaders and IT services professionals:

- Improve IT services
• Increase technology-enabled productivity
• Prioritize strategic contributions of IT to higher education
• Plan for technology shifts among the various constituencies of the academic community
• Become more technologically competitive among peer institutions
• Catalyze new business models around technology use and adoption to transform higher education in innovative ways

II. Research Methodology
This study consists of a web-based quantitative survey of faculty from different types of higher education institutions. EDUCAUSE develops the survey instrument for faculty in the academic community (aligned with the project’s research objectives), and locally assigned survey administrators at our partner institutions administer the survey to their community. The data are centrally collected in a secure, cloud-based repository that is only available to authorized EDUCAUSE researchers and affiliates.

General Timeline
• Prior to the EDUCAUSE Annual Conference in October 2018: Resource materials and the “intent to participate” form made available
• Mid-August 2018 through mid-January 2019: Survey development and programming
• EDUCAUSE Annual Conference through January 2019: Survey invitation window open for participation in the next round of studies (formal invitations sent to all EDUCAUSE primary representatives plus past survey administrators)
• February through April 2019: Data collection—survey deployed at participating institutions
• May through September 2019: Data analysis and report writing
• Fall 2019: Report released

III. Form Factors/Deliverables in 2019
• Research hub
• Report
• Survey instrument
• Slide deck
• Infographic

Participating Institutions Only
Specific institution-based results and comparative (anonymous) peer benchmarks will be shared with participating institutions. For each study in which an institution participates, the institution will receive access to the following:
• Raw data files of de-identified (anonymous) survey responses
• Aggregated summative data and comparative benchmarking data from (anonymized) peer institutions to each participating institution

IV. Partners/Collaborators

Principal Investigator/Project Lead

EDUCAUSE CENTER FOR ANALYSIS AND RESEARCH
• D. Christopher Brooks, Director of Research, EDUCAUSE, cbrooks@educause.edu

ETRAC Research Team
• Bradley Beth, Data Analytics Developer, EDUCAUSE, bbeth@educause.edu
• Joseph Galanek, Senior Researcher, EDUCAUSE, jgalanek@educause.edu
• Dana C. Gierdowski, Researcher, EDUCAUSE, dgierdowski@educause.edu
• Leah Lang, Director of Analytics Services, EDUCAUSE, llang@educause.edu
• Leslie Pearlman, Senior Psychometrician and Researcher, EDUCAUSE, lpearlman@educause.edu
• Jamie Reeves, Portfolio Manager, Analytics and Research, EDUCAUSE, jreeves@educause.edu
• Ben Shulman, Statistician, EDUCAUSE, bshulman@educause.edu
• Thomas Rosa, Assistant Statistician, EDUCAUSE, trosa@educause.edu

Subject-Matter Experts
• Maggie Jesse, University of Iowa
• Jason Jones, Trinity College
• Vanessa Kenon, University of Texas at San Antonio
• Weibke Kuhn, Auburn University
• Virginia Lacefield, University of Kentucky
• Meggan Levitt, University of California, Berkeley
• Josh Mitchell, Montgomery County Community College
• Lee Besset, Georgetown University

V. Dissemination/Marketing Plan
The audience for this work is broad and includes people both inside and outside higher education IT. Below is a partial list of potential audiences:
• Information Technology leaders
• Teaching & Learning leaders
• Institutional Research professionals
• Higher education press
• Technology researchers
• Vendors of technology products
• Librarians
• Faculty professional development providers

Dissemination plans beyond the traditional EDUCAUSE systems are TBD but will include:
• Posting a research hub on the EDUCAUSE website and announcing the publication of the 2019 studies
• Hosting an E-Live! webinar to share final results
• Presenting the results at the 2019 EDUCAUSE Annual Conference and at least one national non-EDUCAUSE conference
• Publishing reports on aggregated summative data and focused themes in EDUCAUSE and non-EDUCAUSE venues
VI. Risks/Contingency Plan
There are minimal risks associated with these studies. Participation is voluntary.

VII. Subject Consent
By responding to the survey, respondents will be giving their consent to participate (see project website for full details about informed consent: http://www.educause.edu/ecar/about-ecar/technology-research-academic-community). Individuals under the age of consent will not be allowed to participate. Data are collected only via the survey. Responses to the survey questions will be maintained in an anonymized research data set, available to authorized EDUCAUSE researchers.

Participating institutions will receive their participants’ anonymized responses.

Risks for the implementation of these studies are minimal because this is an annual iteration of an established study. EDUCAUSE no longer requires explicit IRB approval to participate in ETRAC. This research has been granted exemption through Quorum Review IRB on the basis of the following condition:

- Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Some institutions may continue to seek IRB approval on their own. EDUCAUSE therefore provides adequate time for institutions to secure IRB approval, as well as all necessary resource materials about the studies to institutions in order to facilitate institutional IRB approval.
July 9, 2018

Leah Lang
EDUCAUSE
282 Century Pl., Ste. 5000
Louisville CO 80027 USA

Re: Notice of Exemption Determination
Protocol Name: EDUCAUSE Research in the Academic Communities
Protocol Number: Exemption Determination - 33380
Sponsor: EDUCAUSE
QR#: 33380

Dear Leah:

You submitted a request for a determination of exemption to Quorum Review IRB in connection with the above-referenced Protocol (the “Application”). The Application was reviewed on July 6, 2018.

This letter serves as notice that your request for a determination of exemption has been GRANTED. Quorum Review IRB agrees that the above-referenced study meets the following criteria set forth in 45 CFR § 46.101(b)(1):

- Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Your request was granted based on the Protocol or research proposal that was submitted as well as the representations and assurances that were set forth in the Application.

If there are any changes to or deviations from the Protocol or research proposal and/or the representations and assurances that were set forth in the Application, this determination of exemption will no longer be valid. Please contact Initial Study Support promptly, so that we can determine whether the protocol or research proposal continues to meet the exemption criteria set forth in 45 CFR § 46.101(b)(1).
Please contact Initial Study Support at (206) 448-4082, if you have any questions regarding this notice.

Sincerely,

Mitchell Parrish
VP of Regulatory Affairs

CC: Quorum Review IRB

Quorum Review File # 33380