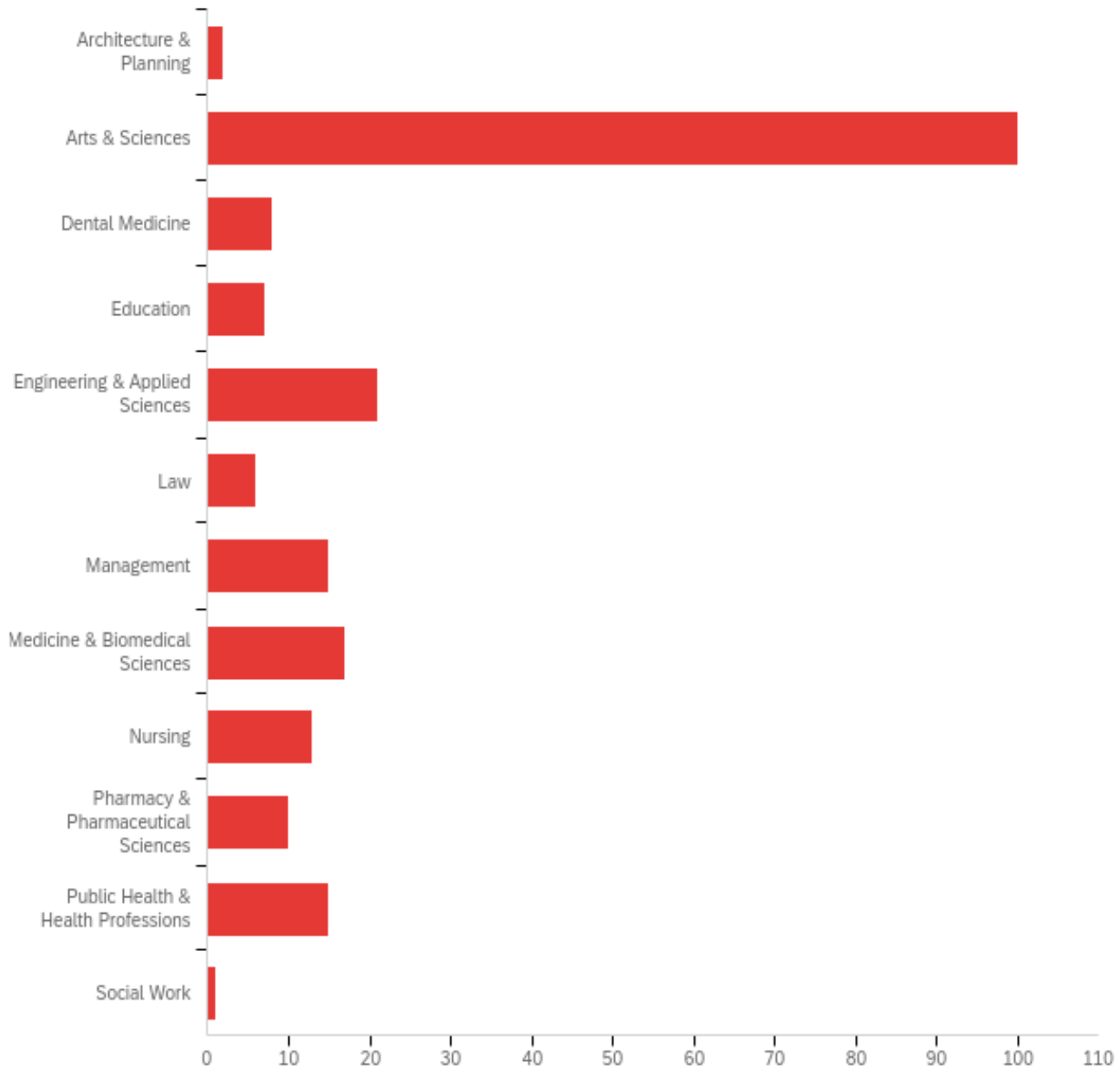# Default Report

2023 Faculty IT Survey

March 14th 2023, 12:29 pm EDT

1 - In which UB school or college are you a member?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which UB school or college are you a member?	1.00	12.00	4.79	3.22	10.36	215

#	Answer	%	Count
1	Architecture & Planning	0.93%	2
2	Arts & Sciences	46.51%	100
3	Dental Medicine	3.72%	8
4	Education	3.26%	7
5	Engineering & Applied Sciences	9.77%	21
6	Law	2.79%	6
7	Management	6.98%	15
8	Medicine & Biomedical Sciences	7.91%	17
9	Nursing	6.05%	13
10	Pharmacy & Pharmaceutical Sciences	4.65%	10
11	Public Health & Health Professions	6.98%	15
12	Social Work	0.47%	1
	Total	100%	215

2 - In which department(s) are you a member?

In which department(s) are you a member?

Chemistry

Theatre and Dance

Biomedical Informatics

Nursing

English

Nursing

Pharmacy Practice

Nursing

Neurology

Operations Management and Strategy

Medicine

Geography

Oral Diagnostic Sciences

Law School

Biomedical Informatics

English

Media Study

Microbiology and Immunology

Philosophy

Learning and Instruction

Oral Biology

Psychology

Anthropology

oral biology

MIS, Cyber Security

Recreation

EEH

UB Curriculum

EE

Electrical Engineering

Chemistry

Biomedical informatics

Media Study

we have no departments in Social Work

History

Psychology

Mathematics

Cas

Family, Community & Health Systems Sciences

Music

Educational Leadership and Policy

Geology

information science

Biochemistry, Biomedical Informatics, Biology

EVS

Microbiology & Immunology

Geology

Mathematics

Math

Mathematics

Not sure why you need this specificity

Mathematics

Geology

RENEW Institute

Biological Sciences

MAW

RLL

CSE

Management Science and Systems

SEAS Online, School

Economics

MIS

UnderGrad

Music

MIS

oral biology

Psychology

Physics

Biological Sciences

Music

PHYSICS

Physics

Finance

Physics

BCLS

pharmacology toxicology

URP

School of Law

Prefer not to say

Art

Biological Sciences

Family Medicine

Undergraduate Curriculum

CSE

Math

Recreation

University Libraries

English Language Institute

Undergraduate and Graduate

Center for Nursing Research

Nursing

Nursing

Nursing, Medicine

Simulation

MSS

University Libraries; Research, Collections, and Outreach Unit

Management Science and Systems

Chemistry

MGS

Geography

Community Health & Health Behavior

Management Science & Systems

Management Science & Systems

MIS

Law

Pharmacy Practice

Management Science and Systems

Physics

Pharmacy Practice

pharmacy practice

Community Health and Health Behavior

Communication

Oral Biology, School oof Dental Medicine

Pharmacy Practice

Mathematics

Theatre and Dance

EEH

Linguistics

Pharmacy Practice

Music

Nursing

EE

Electrical Engineering

Music

Linguistics

Linguistics

Music

Biological Sciences

Practice

Pharmacy Practice

Theatre and Dance

Chemical and Biological Engineering

Pharmacy Practice

Media Study

Na

THD

Periodontics and Endodontics

Physics

Physics

n/a

Economics

Psychology

ISE

GSE, ELI (The English Language Institute)

EEH

LAW

Math

Physics

Global Gender and Sexuality Studies

CDS

Indigenous Studies

Structural Biology

History

Romance Languages and Literatures

ENS

Biochemistry

nuclear medicine

Urban and Regional Planning

English

Gradualt

UB Curriuclum

Economics

PSC

Physics

Orthodontics

Chemistry

Oral Biology

Sociology

Cda

Finance

Biological Sciences

Chemistry

Finance

Physics

Rehab Science

EEH

CSE

Communicative Disorders and Sciences

Anthropology, EVS

Biomedical Engineering

Information Science

EE

Physics

Physics

Physics

Ophthalmology, Biochemistry

Rehabilitation Science

Chemistry

Psychology

Experiential Learning

Oral Biology, Microbiology and Immunology

Engineering Education

CBE

Psychology

Mathematics

Information Science

Office for Student and Academic Affairs

Africana and American Studies

THD

Physics

CDS

Biochemistry

Pharmaceutical Sciences

Rehab science

Community Health and Health Behavior

Biological Sciences

Chemistry

Engineering Education

Mathematics

dept

Community Health and Health Behavior

Mathematics

English

Mathematics

Exercise and Nutrition Sciences
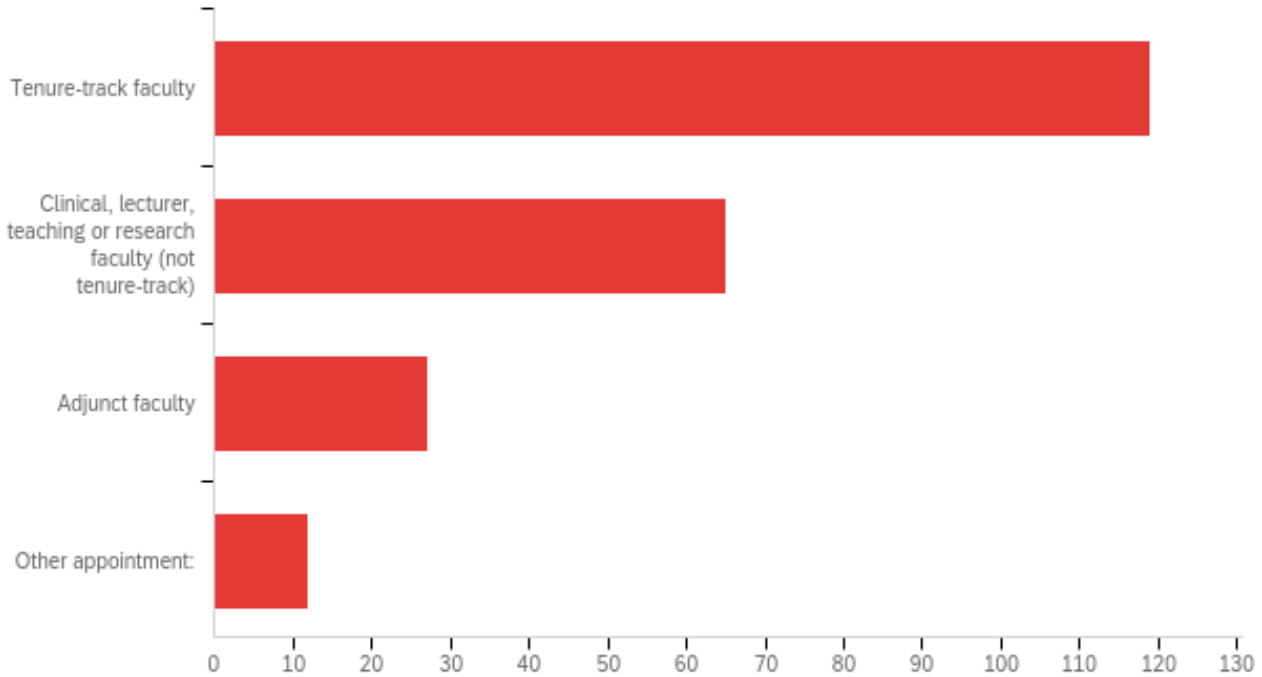
Computer Science and Engineering

csee

RLL

History

CDS

MAE

Mechanical and Aerospace Engineering

Anthropology

3 - Which best describes your position?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes your position? - Selected Choice	1.00	4.00	1.70	0.88	0.78	223

#	Answer	%	Count
1	Tenure-track faculty	53.36%	119
2	Clinical, lecturer, teaching or research faculty (not tenure-track)	29.15%	65
3	Adjunct faculty	12.11%	27
4	Other appointment:	5.38%	12
	Total	100%	223

3_4_TEXT - Other faculty appointment:

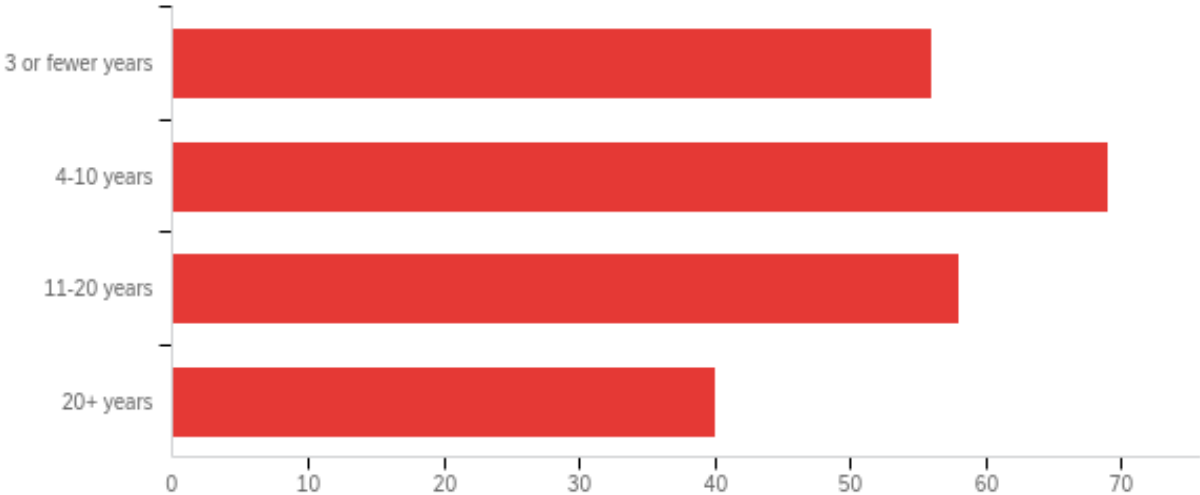| Other appointment: - Text |
| --- |
| Teaching Faculty |
| Teaching Assistant |
| Graduate Teaching Assistant |
| Research Professor |
| Visiting Professor |
| TA |
| Instructional Support Technician in a teaching role |
| staff assistant |
| Graduate TA |
| Professor |
| TA |

4 - Approximately how many years have you been a faculty member?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Approximately how many years have you been a faculty member?	1.00	4.00	2.37	1.05	1.09	223

#	Answer	%	Count
1	3 or fewer years	25.11%	56
2	4-10 years	30.94%	69
3	11-20 years	26.01%	58
4	20+ years	17.94%	40
	Total	100%	223

5 - Please indicate which devices you use for work that are purchased by the University or grant funding including UBF. (Select all that apply.)
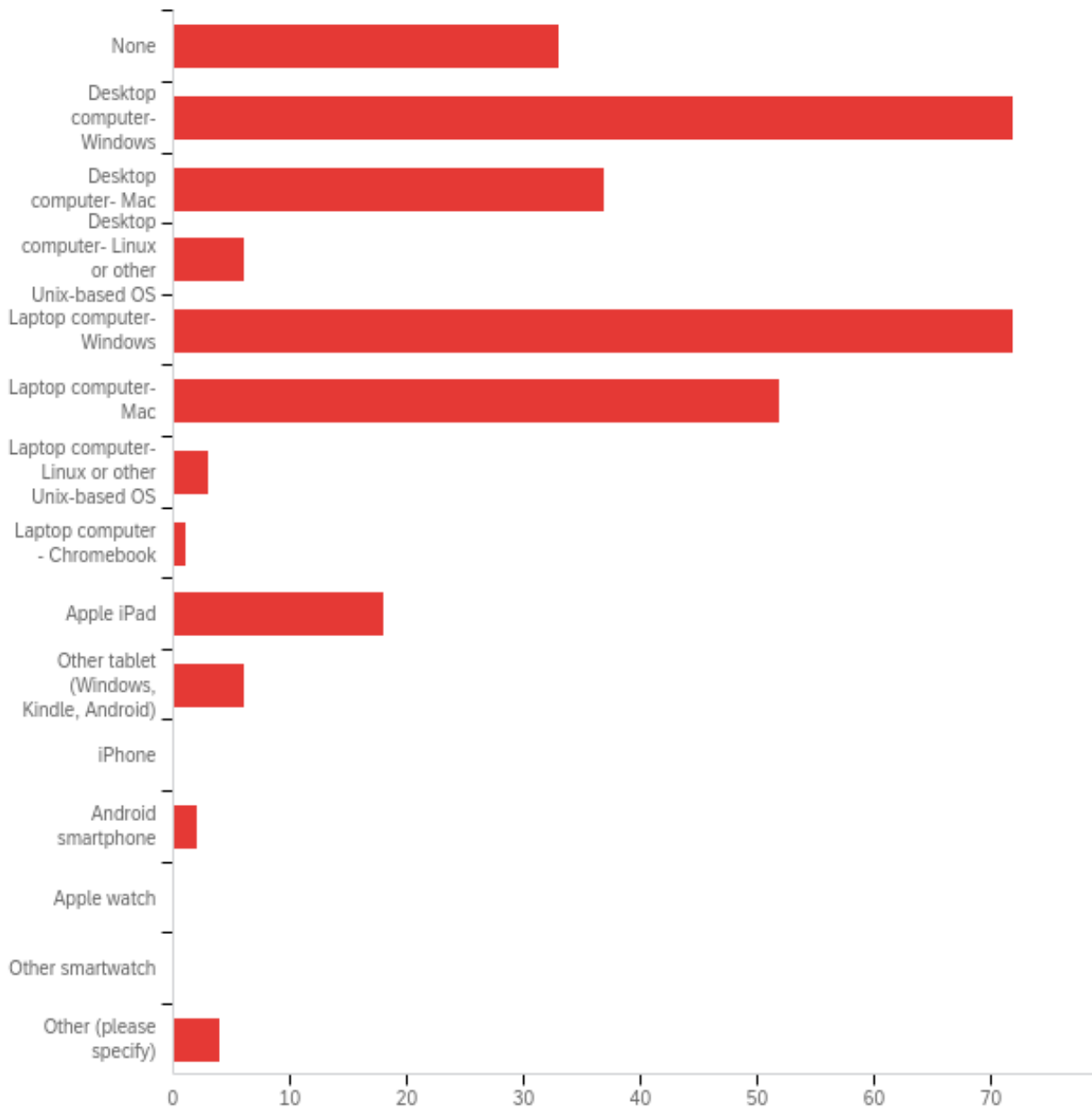
#	Answer	%	Count
1	None	10.78%	33
2	Desktop computer- Windows	23.53%	72
3	Desktop computer- Mac	12.09%	37
4	Desktop computer- Linux or other Unix-based OS	1.96%	6

5		Laptop computer- Windows	23.53%	72
6		Laptop computer- Mac	16.99%	52
7		Laptop computer- Linux or other Unix-based OS	0.98%	3
8		Laptop computer - Chromebook	0.33%	1
9		Apple iPad	5.88%	18
10		Other tablet (Windows, Kindle, Android)	1.96%	6
11		iPhone	0.00%	0
12		Android smartphone	0.65%	2
13		Apple watch	0.00%	0
14		Other smartwatch	0.00%	0
15		Other (please specify)	1.31%	4
		Total	100%	306

5_15_TEXT - Other (please specify)
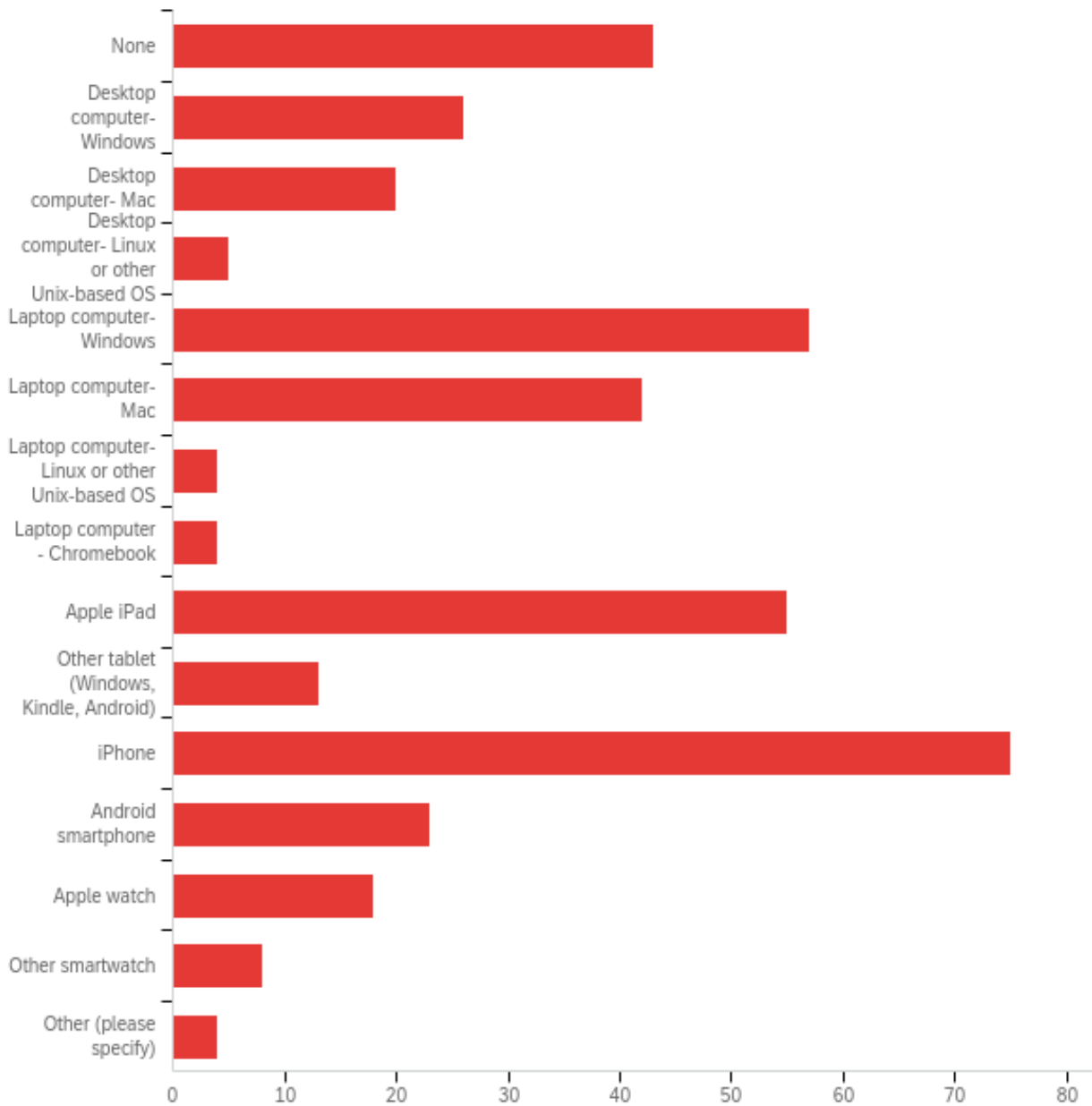
Other (please specify) - Text
not-received-yet
Multiple VM environments using Windows and Linux
2 screens
I've ordered one and it hasn't arrived. It's been five weeks.

6 - Please indicate which devices you use for work that YOU have purchased with non-grant funding. (Select all that apply.)

#	Answer	%	Count
1	None	10.83%	43
2	Desktop computer- Windows	6.55%	26
3	Desktop computer- Mac	5.04%	20
4	Desktop computer- Linux or other Unix-based OS	1.26%	5

5		Laptop computer- Windows	14.36%	57
6		Laptop computer- Mac	10.58%	42
7		Laptop computer- Linux or other Unix-based OS	1.01%	4
8		Laptop computer - Chromebook	1.01%	4
9		Apple iPad	13.85%	55
10		Other tablet (Windows, Kindle, Android)	3.27%	13
11		iPhone	18.89%	75
12		Android smartphone	5.79%	23
13		Apple watch	4.53%	18
14		Other smartwatch	2.02%	8
15		Other (please specify)	1.01%	4
		Total	100%	397

6_15_TEXT - Other (please specify)

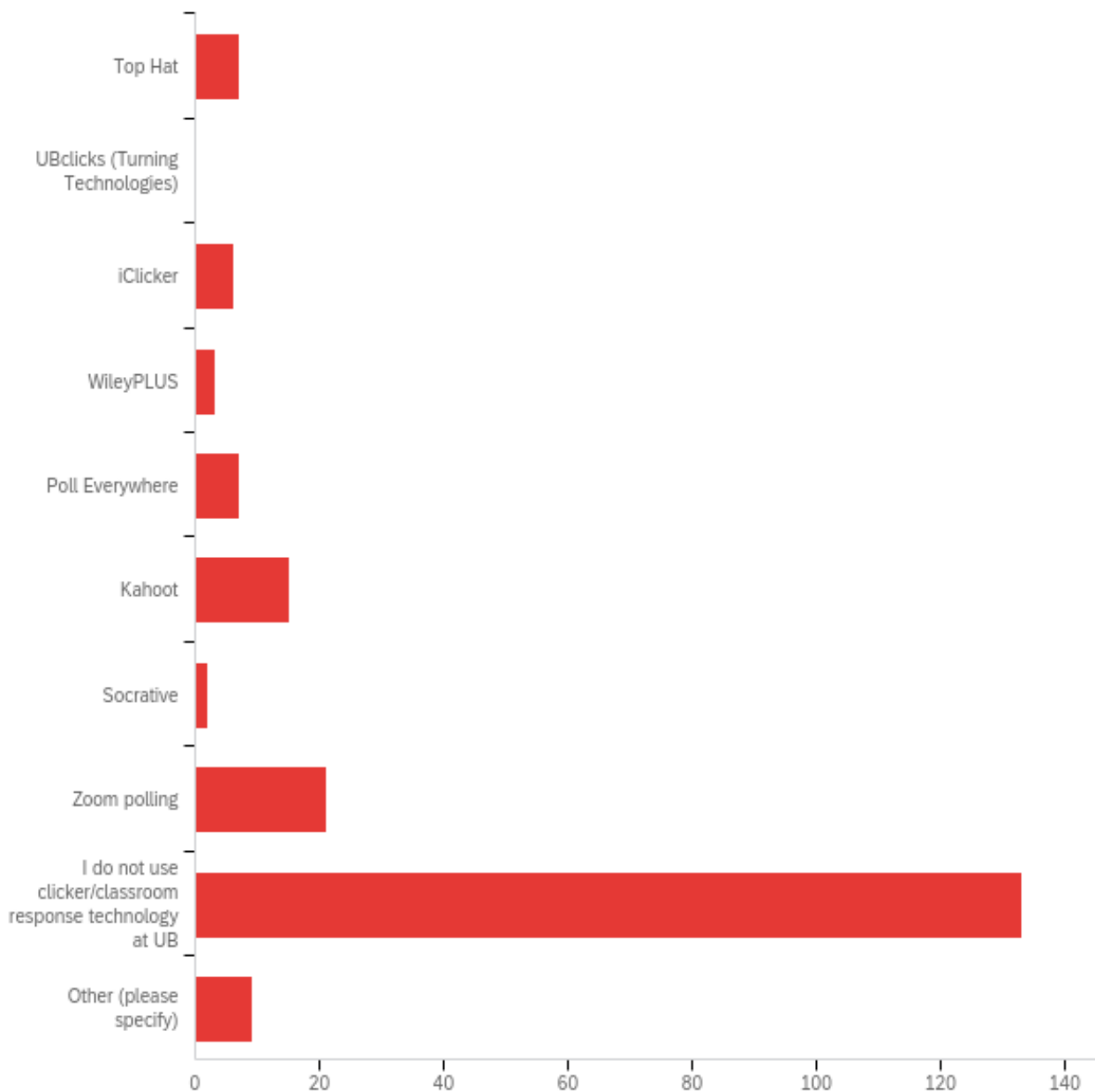| Other (please specify) - Text |
|---|
| Writing pads |
| XP-Pen drawing tablet |
| multiple laptops (Windows), second monitor for use on Zoom, Visualizer for use on Zoom |
| Oura smart ring |

7 - If you use clicker/classroom response technology at UB, what tools(s) are you currently using? (Select all that apply.)

#	Answer	%	Count
1	Top Hat	3.45%	7
2	UBclicks (Turning Technologies)	0.00%	0
3	iClicker	2.96%	6
4	WileyPLUS	1.48%	3

5		Poll Everywhere	3.45%	7
6		Kahoot	7.39%	15
7		Socrative	0.99%	2
8		Zoom polling	10.34%	21
9		I do not use clicker/classroom response technology at UB	65.52%	133
10		Other (please specify)	4.43%	9
		Total	100%	203

7_10_TEXT - Other (please specify)

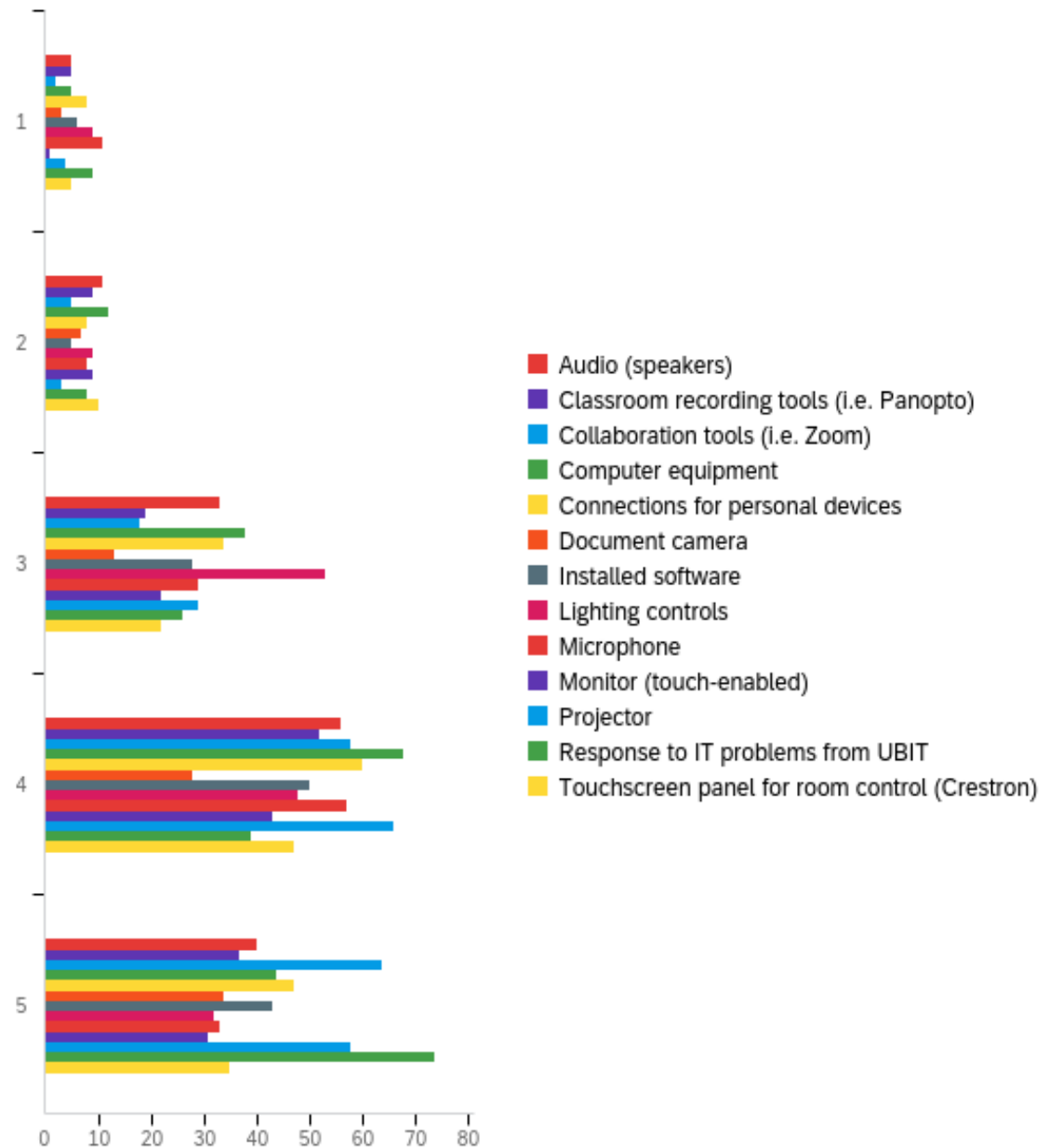| Other (please specify) - Text |
|---|
| Microsoft form survey |
| Used TopHat and stopped |
| google sheet turned into a qr code |
| I have used some in the past regularly but now will only use free software that works for a particular event as needed |
| I did use UBClicks last time I taught a big lecture class. |
| Discord |
| Perusall |
| freeonlinesurveys.com |
| Slido |

8 - Please rate the following aspects of teaching technology in UB classrooms with regard to your satisfaction in meeting your needs. 1 - poor, 5 - excellent.

Legend:
- Audio (speakers)
- Classroom recording tools (i.e. Panopto)
- Collaboration tools (i.e. Zoom)
- Computer equipment
- Connections for personal devices
- Document camera
- Installed software
- Lighting controls
- Microphone
- Monitor (touch-enabled)
- Projector
- Response to IT problems from UBIT
- Touchscreen panel for room control (Crestron)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Audio (speakers)	1.00	5.00	3.79	1.04	1.07	145
2	Classroom recording tools (i.e. Panopto)	1.00	5.00	3.88	1.05	1.11	122
3	Collaboration tools (i.e. Zoom)	1.00	5.00	4.20	0.88	0.77	147
4	Computer equipment	1.00	5.00	3.80	1.00	1.01	167

#	Question	Min	Max	Mean		SD		Total
5	Connections for personal devices	1.00	5.00	3.83		1.07	1.15	157
6	Document camera	1.00	5.00	3.98		1.10	1.20	85
7	Installed software	1.00	5.00	3.90		1.04	1.09	132
8	Lighting controls	1.00	5.00	3.56		1.07	1.15	151
9	Microphone	1.00	5.00	3.67		1.14	1.29	138
10	Monitor (touch-enabled)	1.00	5.00	3.89		0.95	0.91	106
11	Projector	1.00	5.00	4.07		0.92	0.84	160
12	Response to IT problems from UBIT	1.00	5.00	4.03		1.17	1.36	156
13	Touchscreen panel for room control (Crestron)	1.00	5.00	3.82		1.08	1.16	119

#	Question	1		2		3		4		5		Total
1	Audio (speakers)	3.45%	5	7.59%	11	22.76%	33	38.62%	56	27.59%	40	145
2	Classroom recording tools (i.e. Panopto)	4.10%	5	7.38%	9	15.57%	19	42.62%	52	30.33%	37	122
3	Collaboration tools (i.e. Zoom)	1.36%	2	3.40%	5	12.24%	18	39.46%	58	43.54%	64	147
4	Computer equipment	2.99%	5	7.19%	12	22.75%	38	40.72%	68	26.35%	44	167
5	Connections for personal devices	5.10%	8	5.10%	8	21.66%	34	38.22%	60	29.94%	47	157
6	Document camera	3.53%	3	8.24%	7	15.29%	13	32.94%	28	40.00%	34	85
7	Installed software	4.55%	6	3.79%	5	21.21%	28	37.88%	50	32.58%	43	132
8	Lighting controls	5.96%	9	5.96%	9	35.10%	53	31.79%	48	21.19%	32	151
9	Microphone	7.97%	11	5.80%	8	21.01%	29	41.30%	57	23.91%	33	138
10	Monitor (touch-enabled)	0.94%	1	8.49%	9	20.75%	22	40.57%	43	29.25%	31	106
11	Projector	2.50%	4	1.88%	3	18.13%	29	41.25%	66	36.25%	58	160
12	Response to IT problems from UBIT	5.77%	9	5.13%	8	16.67%	26	25.00%	39	47.44%	74	156
13	Touchscreen panel for room control (Crestron)	4.20%	5	8.40%	10	18.49%	22	39.50%	47	29.41%	35	119

8.2 - Please note you have any issues in specific classrooms or want to provide additional information related to the table above.

Please note you have any issues in specific classrooms or want to provide additional information related to the table above.

I have extreme difficulty in my classroom, 135 Farber Hall, carrying on a conversation with students. I can barely hear the students.

unreliable Crestron switchers have disrupted my teaching the most

Many of the student workers are very helpful and lovely. A few are not the best in terms of interactions. I'm sure they receive training but in case it helps to know-- it matters! (I'm reluctant to call it "customer service" because I don't like the "customerization" of the university... though I certainly feel like a large part of my job as a faculty member is student-facing customer service.)

The dental school starts classes prior to the rest of the University. It is fairly routine to have things missing/ not working the first day of classes (ex. This semester Farber 150 had no microphone availability)

Department of English classrooms do not have document cameras, which are essential for my teaching. It is vital that UB classrooms have DVD players—either stand alone or in PCs.

I have often found that the touchscreen panel for room control is just not responsive to touching it. Baldy 108 was my most recent experience with this.

The lights in the classroom go off while I am teaching. I can't figure out how to keep them on. If they are motion sensor, they are not detecting the motion. This is in Baldy on the first floor. When using Panopto, sometimes the microphone doesn't pick up everything. I would like to be able to see a presentation (projected to the screen, not on the room desktop) when recording a class

None

I am an online instructor, I do not teach in the classroom

no wireless mouse in classrooms.

Sometimes the technology does not align well or at all with the classroom layout. See the old Baldy classrooms across the hall from Career Services.

In music we have no standard classroom technology, and have therefore had to cobble together our own solutions—most of which are really bad: Tiny TVs that students are supposed to be able to see, poor quality document cameras and projectors, some classroom with zero technology. And in one of our main classrooms (that seats up to 80 students) we have to use basically computer speakers to play music. And this is in the Music department!

I checked "NA" because I am assigned to teach in departmental space rather than centrally managed classrooms.

The wireless connectivity (Creston AirMedia) is extremely slow. The position of some of the workstations does not make sense if using a wired connection (you must pull the wire to the podium and you are unable to walk around). It would be better if there was Apple Airplay via Apple TV or Apple router.

Please, please provide IT support for JSMBS classrooms and conference rooms. They are a NIGHTMARE to teach/lecture in. Poor, poor non-intuitive and inefficient set up. Complete lack of trained assistance. Inability to contact a human for help when inevitable crisis. (Class/seminar at 1 pm -- no one available to help until 3 pm b/c "all in a mtg" -- this was a REAL event that happens TOO OFTEN.) I'll take lecturing in the cold-war era Diefendorf on South where everything works seemlessly anyday. Nothing strikes fear in my heart and spikes unnecessary anxiety than being asked to do my job in JSMBS. PLEASE, provide professional on-call and immediately accessible human IT support in the JSMBS so we can do our jobs. Whenever we have an out of town speaker in for our seminar series, it is an embarrassing debacle trying to get the A/V to function appropriately. Please. Please help us do our jobs. Please.

The Creston device in Capen 108 works slowly and erratically at times.

First semester teaching here, and I have been extremely satisfied with the technology provided as well as the immediate responses I receive from UBIT.

I'm new so i haven't used everything yet

The teaching stations are great!

The monitor in Baird Hall Room 352 is very difficult for students to read from when they are seated at the other end of the room. It would also be helpful to have it on a cart with wheels so that it can be viewed from more than one location in the room.

Reliability of classroom tech is good, but even rare failure can be disastrous

our rooms are not capable of hosting participants both in person and via zoom---we usually end up putting the zoom meeting on someone's laptop, because the in-room computer does not have the technology for them to hear those in the room, but it's impossible for them to hear us

No issues remain. The IT team at UBSON is very assertive in responding to faculty/staff inquiries in a timely manner.

HDMI connection for laptop in Jacobs 106 intermittent

More consistency in terms of available equipment across the university. Some rooms have fantastic equipment, such as those in the school of management, while others in different buildings are merely adequate. Chalkboards are unacceptable as compared to a whiteboard in the year 2023. Some classrooms cannot record lecture material, making it difficult to accommodate those with alternative needs.

Audio in NSC 201 is often not working (audio from portable device not working and/or microphone levels either too low or too high); camera control can be iffy in the NSC lecture halls; the Crestron monitor is sometimes not very responsive

Note that the music department does not use centrally scheduled classrooms. My answers above are for music dept classroom spaces.

People on zoom cannot hear if there is a zoom session in a classroom without a microphone, but the microphone does not work properly for staff meetings and such.

Had a lot of recording without a proper audio, sometimes due to mic failure or not operating correctly, or mic too far from the person speaking (so no sound was captured)

I was supposed to have a UB issued laptop but it hasn't arrived (five weeks into the semester) so I'm putting wear and tear on my own personal devices in order to accomplish my tasks.

Not applicable.

No way to use pointer remotely, e.g. laser pointer, in classrooms w/ an LED panel.

My main problem is not the technology per se, but the small size and bad configuration of teaching podiums, in which the tech equipment has been installed in a way that takes up virtually the entire surface area of the dedicated teaching equipment. It is impossible for me to simply lay flat on the available surfaces all of the materials (notebooks, textbooks, handouts, etc.) that I use when I teach. The document cameras in particular ought not to be mounted on the primary teaching surface. I haven't used a document camera in 25 years; I just project them on the screen. It is a gigantic waste of space, and probably of equipment.

Projector in O'Brian 106 is difficult to see, requiring turning off most of the lights in the classroom

Baldy 214 does not have the following, which I would like to use: Touchscreen panel, lighting controls, document camera.

It is hard to vote since I work in different classrooms. Some of the newer ones are usually good, but sometimes when things go wrong there is too long a wait. The seventh floor classroom in the law school is to be updated soon and I won't teach in there again until it is done.

The e-classroom technology set up is fine, if just kind of glitchy - the projector just goes out with some regularity in many of the classrooms I've taught in, and no one knows how or why it comes back on. There aren't microphones in many of the classrooms in my experience.

Diefendorf 205 has a teaching station at a very weird angle from where I'd lecture, which was not fun!

It would be nice if more classrooms were enabled for recording.

Course director opposed to use of Panopto

Some of the newly renovated lecture halls can not project two images, i.e. document camera and computer. This should be standard for all lecture halls. Also a touch screen with stylus to write on should become standard.

In NSC225 I can't use a laser pointer and have to use a mouse to draw student attention to different aspects on my screen, therefore, I am tied to the main computer.   I also us iClicker in NSC225, and my students have difficulty staying connected. If I teach via ZOOM and have the same number of students answering questions, there is no problem. Even in a different NSC classroom, there is no connection issue.

I teach online only

Inconsistency across classrooms are frustrating

More control of lights would be amazing

Some classrooms have sound issues with mic.

I had asked UBIT to assist me with set-up for a class, but no one showed up nor was I contacted about it in any way.

Reoccurring problems with audio (students complain about audio quality in certain parts of the classroom). AR recording cumbersome.

It would be nice if there are any changes to the display controls that an email specific to this is sent out to instructors before semester begins. Zoom polling is AWFUL. We are trying to save students money for iclickers, but students frequently lose connection. Can we have some kind of iclicker support so that students can use iclickers/REEF on their phones?

We need more outlets in Farber 144, 150, All of Diefendorf classrooms. Students use laptops and it is embarrassing that they cannot recharge in classrooms especially during exams.

The personal device connectors consistently do not work in the classrooms I've been in. I suspect it has to do with repeated abuse, but ultimately, I have given up on using them.

Difficulty with getting screen to pull down/stay down/go back up in room 706 O'Brian

I would like to have an option to freeze my laptop view while I can find other things in my computer. Something like what is the mute projector now, but instead of not seeing anything students be able to see the screenshot of the last view during that time. It was a feature in my previous institution and it was so useful.

document camera doesn't work with zoom (I have 1 student who has to join via zoom). the room is super hot due to the projector and computer (146 park hall).

we teach online only

Touch controls for lighting don't always work. Prefer old fashioned switches.

Talbert 111 had (as of fall 22) its only working lighting control by the door at the opposite corner of the room to the teaching technology, which is very inconvenient in a course where a projector is used almost constantly.

148 Diefendorf - Computer would often not turn on. Told it was fixed, but problem persisted.

It seems like every day I have a cable connection issue.

NSC 225. I have submitted two tickets so far this semester. When facing the blackboard, the set of speakers to the right do not work. No sound comes out of them. When playing videos or other audio, it all comes out of the left side, and the room is so large that it isn't adequate.

The tables/benches are too low to comfortably stand and write on a tablet or mouse with a computer. Having something that can be height adjusted would be fantastic. I've seen tables at other universities that have a switch to raise/lower to the user preference. A sloped lecture podium is not good with a tablet because it falls to the ledge and then it is hard to write.

9 - Do you encourage the use any of the following in class for class-related activities? (Select all that apply.)
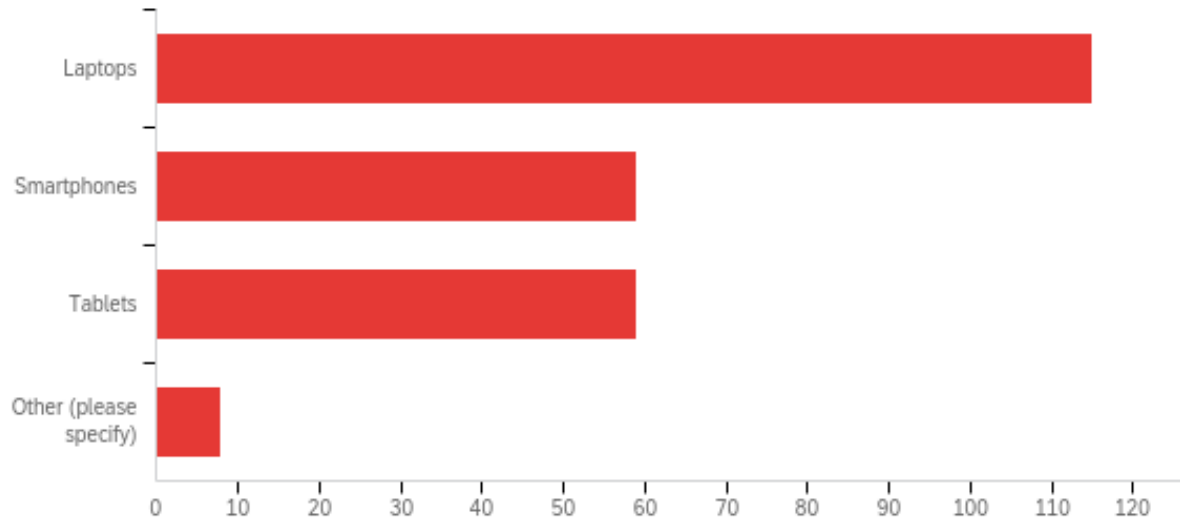
#	Answer	%	Count
1	Laptops	47.72%	115
2	Smartphones	24.48%	59
3	Tablets	24.48%	59
4	Other (please specify)	3.32%	8
	Total	100%	241

9_4_TEXT - Other (please specify)

Other (please specify) - Text
N/A
any device that allows them access to UB specific resources (navigate, hub, blackboard, etc)
notebooks, whichever they feel comfortable with.
anything
smartphones only for polling surveys/quizzes
A device that runs ZOOM
prefer no tech for students inside classroom, highly encourage outside

I let students use whatever they like. Most have laptops and tablets these days. Everyone has smartphone I assume

10 - In what ways do you encourage the use of technology in your classes? (Select all that apply.)
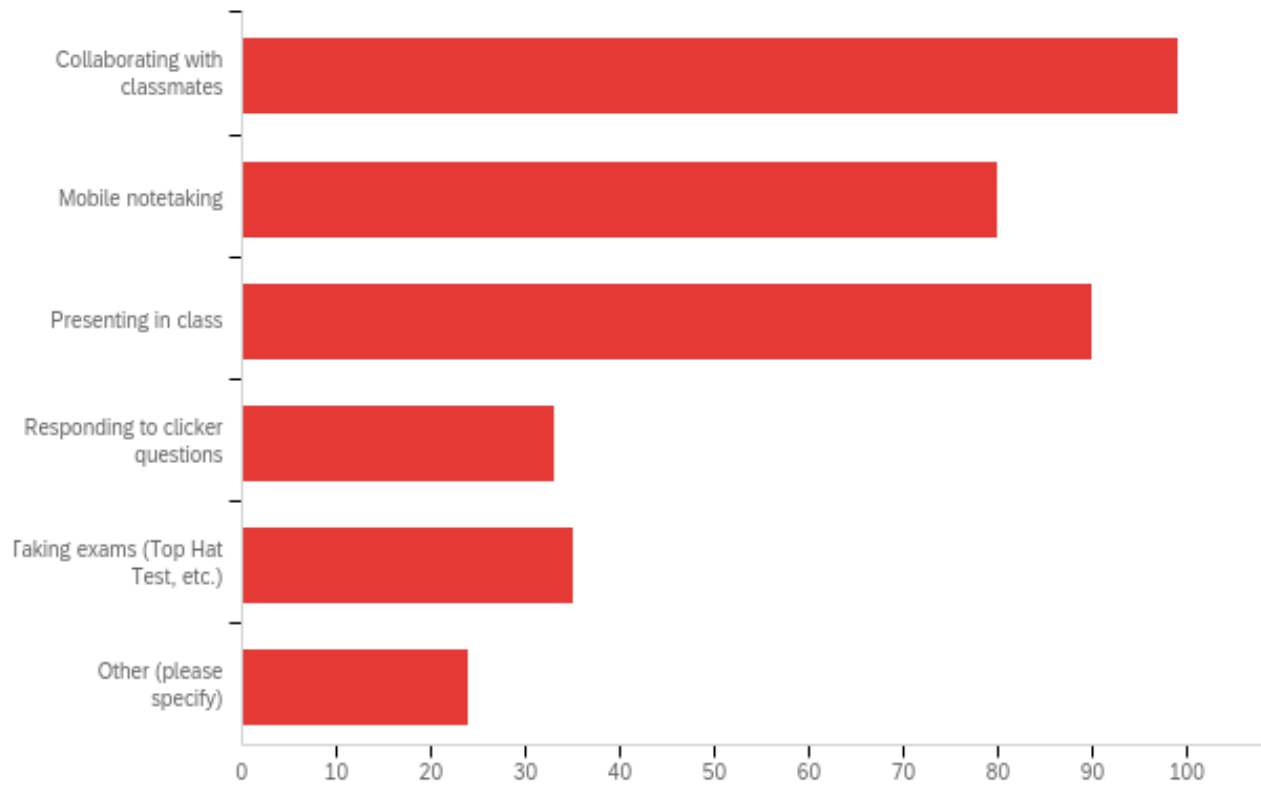
#	Answer	%	Count
1	Collaborating with classmates	27.42%	99
2	Mobile notetaking	22.16%	80
3	Presenting in class	24.93%	90
4	Responding to clicker questions	9.14%	33
5	Taking exams (Top Hat Test, etc.)	9.70%	35
7	Other (please specify)	6.65%	24
	Total	100%	361

10_7_TEXT - Other (please specify)

Other (please specify) - Text

co-participating in class example, primarily in building models in Excel

I do NOT allow technology during class.

Portfolio development, instructor communication

UBlearns tests

I encourage students to take notes on with a pencil and paper so that they aren't distracted by screens. On occasion, I will ask them to use a computer or iPad to browse a score.

recording short videos or taking photos to upload (fully online coourse)

in-class activities require accessing websites

in-class individual activites

I teach asynchronous online course

Consent forms and evaluations

Workshop instruction (e.g., EndNote)

Menti.com polls

Assignments often done on computer with SPSS or NodeXL

Access to readings

Reading music

Grading wall on clinicals

Submitting work

Doing research

Zoom, Google Docs, Telegram

Zoom polling

I do not "encourage" the use of technology. I simply do not object if students use it.

We use etexts and eworkbooks

I do not permit use of tech by the kids. Why? The kids use the opportunity to surf the internet, watch YouTube, etc.

None of your questions about AI-use applied to me, but I was forced to give an answer. I tell students about the existence of AI tools and encourage them to use them, but I tell them to use it as inspiration, think about what's best, and in the end submit what they like. They get graded accordingly. In my view, AI is a tool that will not go away, it will only grow, and those who don't encourage its use in theur daily work will be left behind compared to those who do.

11 - In what ways are you utilizing AI in your teaching or course work? (Select all that apply)
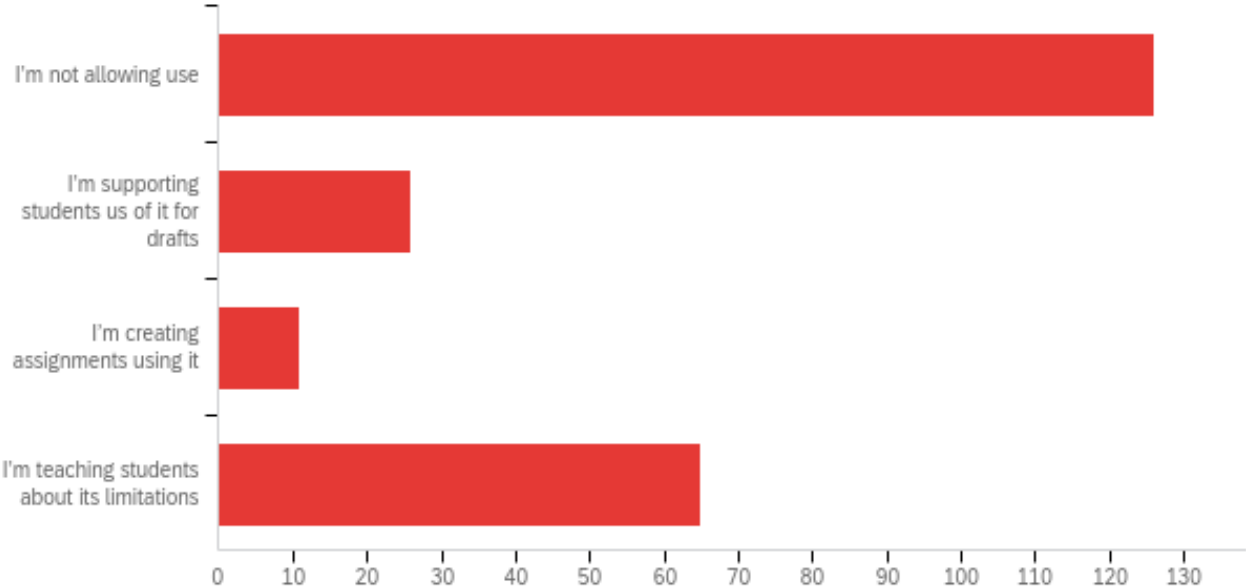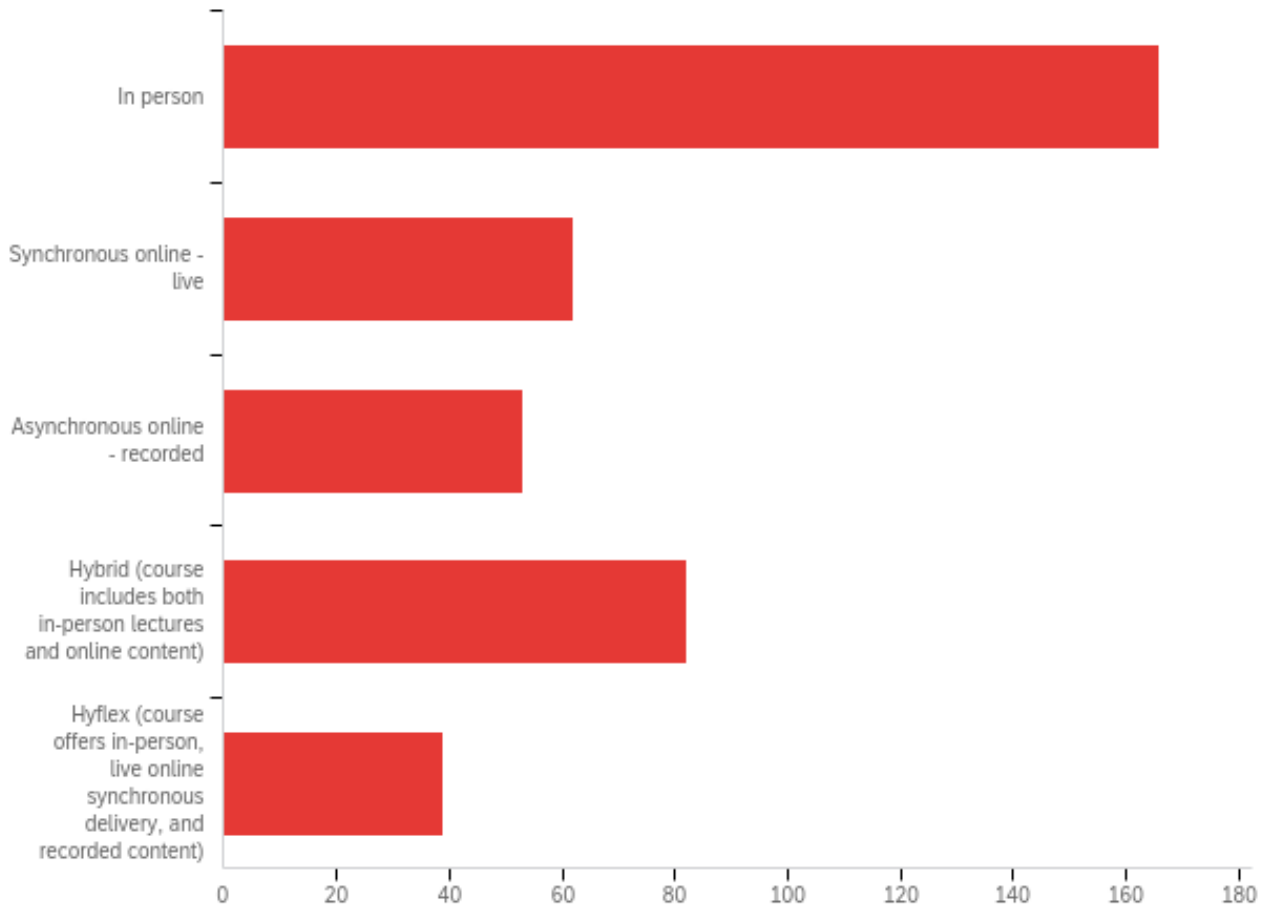

#	Answer	%	Count
1	I'm not allowing use	55.26%	126
2	I'm supporting students us of it for drafts	11.40%	26
3	I'm creating assignments using it	4.82%	11
4	I'm teaching students about its limitations	28.51%	65
	Total	100%	228

## 12 - How do you currently teach courses at UB? (Select all that apply.)
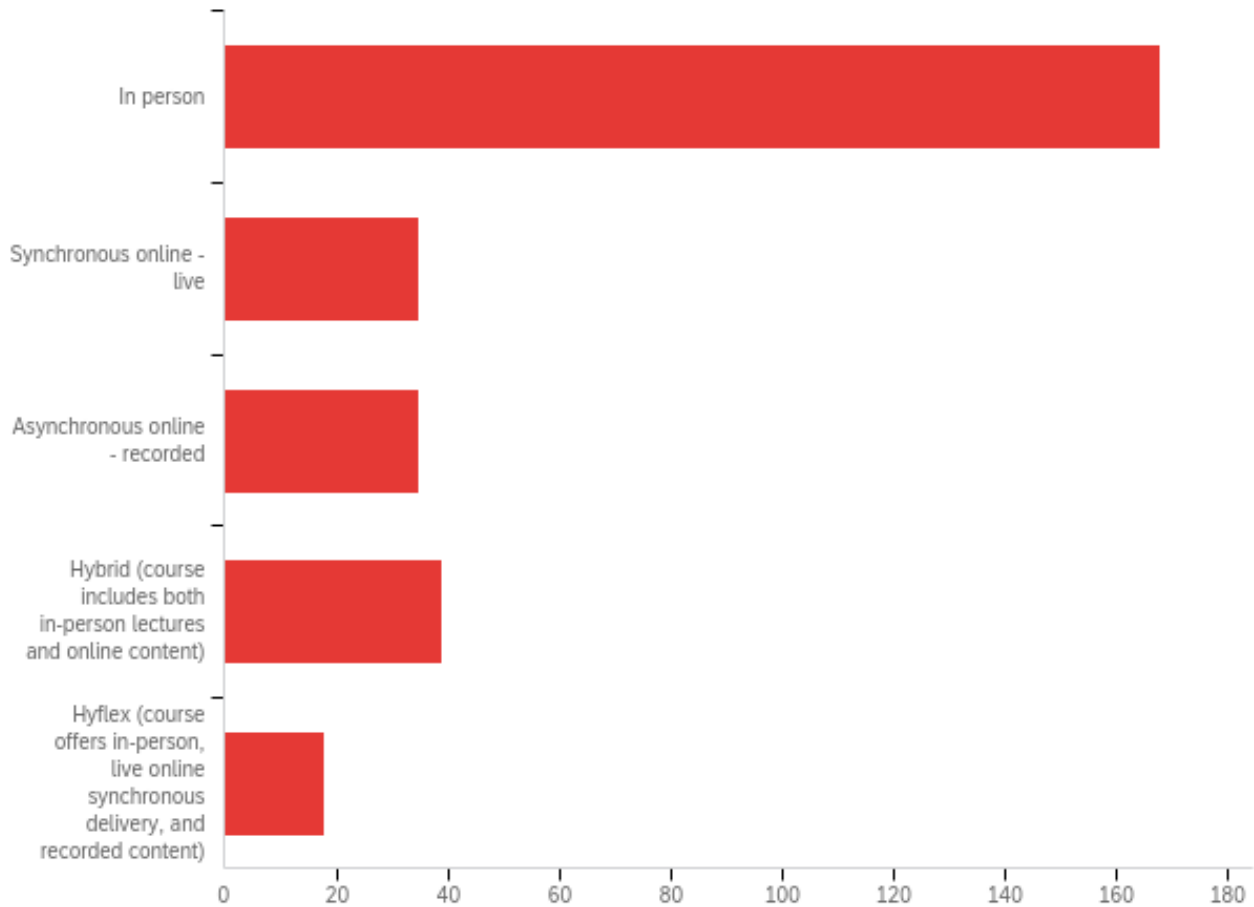
#	Answer	%	Count
1	In person	56.95%	168
2	Synchronous online - live	11.86%	35
3	Asynchronous online - recorded	11.86%	35
4	Hybrid (course includes both in-person lectures and online content)	13.22%	39
5	Hyflex (course offers in-person, live online synchronous delivery, and recorded content)	6.10%	18
	Total	100%	295

13 - In the next five years, how do you see yourself teaching? (Select all that apply.)

#	Answer	%	Count
1	In person	41.29%	166
2	Synchronous online - live	15.42%	62
3	Asynchronous online - recorded	13.18%	53
4	Hybrid (course includes both in-person lectures and online content)	20.40%	82
5	Hyflex (course offers in-person, live online synchronous delivery, and recorded content)	9.70%	39
	Total	100%	402

14 - What resources or support do (or would) you need to teach courses with an online component? (Select all that apply.)
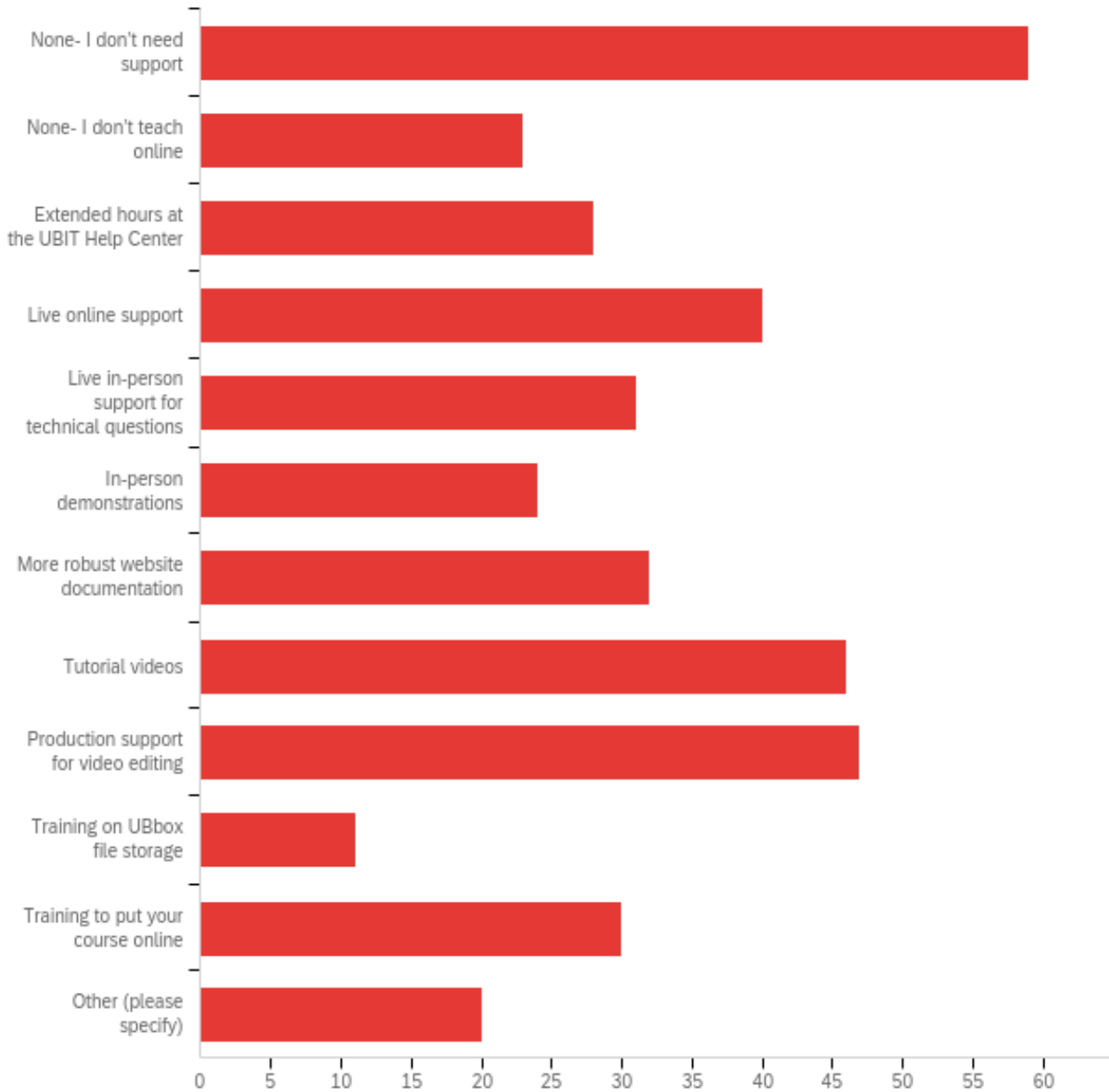
#	Answer	%	Count
1	None- I don't need support	15.09%	59
2	None- I don't teach online	5.88%	23
3	Extended hours at the UBIT Help Center	7.16%	28
4	Live online support	10.23%	40

5		Live in-person support for technical questions	7.93%	31
6		In-person demonstrations	6.14%	24
7		More robust website documentation	8.18%	32
8		Tutorial videos	11.76%	46
9		Production support for video editing	12.02%	47
10		Training on UBbox file storage	2.81%	11
11		Training to put your course online	7.67%	30
12		Other (please specify)	5.12%	20
		Total	100%	391

14_12_TEXT - Other (please specify)

Other (please specify) - Text

I would like to get virtual reality and augmented reality devices in JSMBS Behring Simulation center to prepare for next generation medical teaching.

Dean allowing me to teach online. I've been told by my chair that I must teach in person and only able to teach hybrid because the course was hybrid before covid. I'd like to teach online more.

For the AI question above I wish there was an option like this because I am not currently using it but would like to in the future.

Brightspac e

better features for the LMS; current support is pretty good

The ability to add or change software/settings without an admin password

A large screen at the back of the room so that for use if students joining the class remotely

brightspace-support

Support for Google suite of products

student tech support to navigate issues

Want, not need: TA who can field zoom, other tech while I lecture

Mandatory training for students in filetypes, file management, storage, etc.

I did fine teaching online with our support, but it was not effective for lab classes and I prefer being in person

Design help

Timely deployment of current technology for UB use cases

Support for students.

We need proper captioning support. Auto-captioning is widely known to be insufficient and *wildly* inaccurate.

More pay and time

Specific UB schools being more open to the idea of online or hybrid classes, especially undergrad. I can do great things online, but if I'm told that we only are allowed to teach in person, that doesn't help me

more collaborative tools specifically for online classes that support better peer-to-peer interaction (breakout rooms in zoom are not enough)

15 - What resources or support do (or would) you need to teach fully online-only courses? (Select all that apply.)
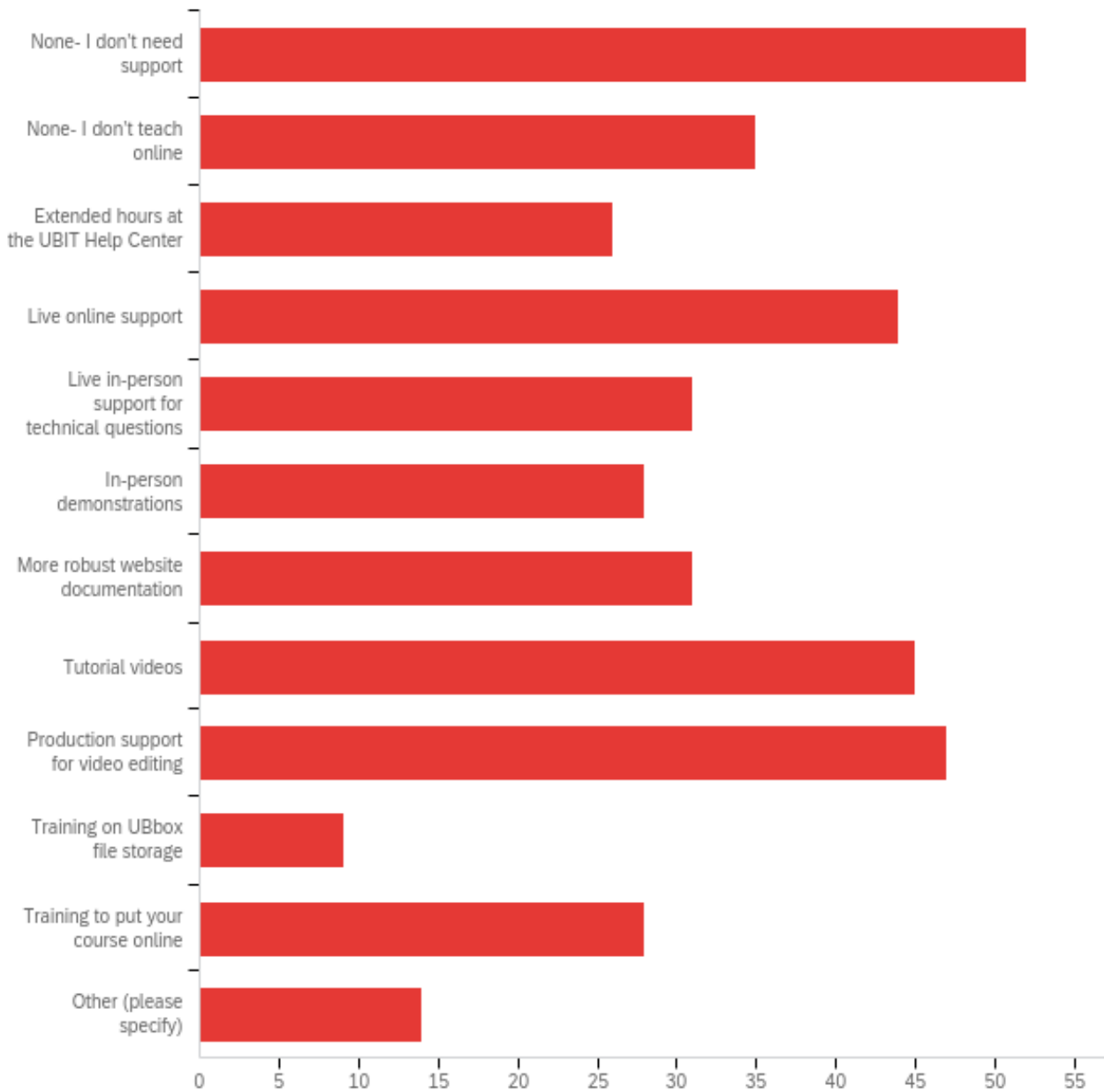
#	Answer	%	Count
1	None- I don't need support	13.33%	52
2	None- I don't teach online	8.97%	35
3	Extended hours at the UBIT Help Center	6.67%	26
4	Live online support	11.28%	44

5	Live in-person support for technical questions	7.95%	31
6	In-person demonstrations	7.18%	28
7	More robust website documentation	7.95%	31
8	Tutorial videos	11.54%	45
9	Production support for video editing	12.05%	47
10	Training on UBbox file storage	2.31%	9
11	Training to put your course online	7.18%	28
12	Other (please specify)	3.59%	14
	Total	100%	390

15_12_TEXT - Other (please specify)

| Other (please specify) - Text |
|---|
| A more up-to-date laptop computer (mine is from 2015) |
| support/permission from Dean and Chair |
| reduced work load in other job aspects to learn/implement online courses |
| better features for the LMS; current support is pretty good |
| I have no interest in fully online courses |
| it is a bad idea to move to fully online only courses. We are a place-based institution. |
| Google Docs installation at UB |
| hardware |
| Mandatory training for students in filetypes, file management, storage, etc. |
| I did fine teaching online with our support, but it was not effective for lab classes and I prefer being in person |
| Course design |
| More pay and time |
| Support from UB schools |
| more collaborative tools specifically for online classes that support better peer-to-peer interaction (breakout rooms in zoom are not enough) |

16 - Have you attended any Brightspace Trainings offered by CATT?
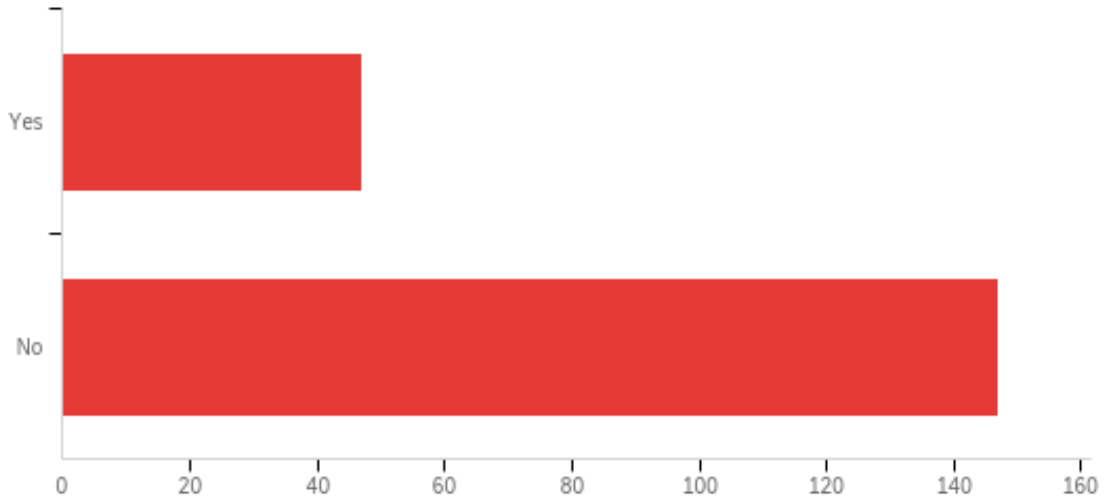
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you attended any Brightspace Trainings offered by CATT?	1.00	2.00	1.76	0.43	0.18	194

#	Answer	%	Count
1	Yes	24.23%	47
2	No	75.77%	147
	Total	100%	194

17 - With the new Learning Management System (LMS) Brightspace being available in Summer 2023 for piloting classes and fully implemented in Fall 2023, what concerns do you have about switching to this new tool (from Blackboard)?

With the new Learning Management System (LMS) Brightspace being available in Summer 2023 for piloting classes and fully implemented in Fall 2023, what concerns do you have about switching to this new tool (from Blackboard)?

Will Brightspace have all the features that are available on Blackboard? I use Blackboard extensively for collecting and grading assignments. Will I be able to give students detailed feedback on assignments through Brightspace?

Brightspace is not the equivalent of Blackboard, and thus the imports are not very helpful... I am finding it is faster to simply rebuild the course, and the near equivalents of complete rebuilds will be needed in all cases. I am concerned that a huge crowd of faculty are going to discover this a few weeks before the Fall semester, thinking that they only need to go in and tweak whatever was imported.

As always, being taught something you won't use for 3-6 months generally will have a reasonably high learning curve when Fall 2023 comes around and you need to know how to do something immediately

The trainings have been too fast and overwhelming. Perhaps some in person trainings in Departments.

Learning how to use the system effectively

I hope there will be functionality that replicates a) gradebook, b) rubrics, c) SafeAssign, d) course archiving

Having the time to take classes and watch tutorials.

I'll have to figure out a new system, but I'm sure it will be manageable.

Not knowing how to use it. Finding out how to get training on it.

I'm concerned the transition will waste my time and that it will not be worth it.

not enough support. I already asked a question via the request form and no resolution yet of my request. It is time consuming for busy research faculty like myself to spend time learning this new system. I spent a LOT of time mastering Blackboard during the pandemic and now have to learn a whole new system.

None, I am used to using Brightspace.

Learning a new interface

None at this time. Our Educational technology staff is assuring us they will be there to help.

None, the CATT team has done a fantastic job of communicating and making training available.

Thinking through course design and how the tool is best included in course design

I am in the highly unusual position of teaching 12+ deliveries each calendar year, over 5 differnt courses, some of which vary in their delivery mode each term. I am truly whlemed at this point, despite my experience and general comfort with software (I come from a high-tech family). Not overwhelmed - yet - yet certainly whelmed. The trainers are clearly doing their best, my support has generally been excellent, yet it is a totally uncompensated, and huge task. I do consider retirement from time to time...

Making the adjustment to the new software.

Developing competency in using a new workspace. Concerned that it will not be comparable to UB Learns, and therefor increase demands and stress for online teaching faculty

I'm concerned that it will be just as bad as Blackboard!

Just finding the time to dedicate to learning the new system.

poor timing bc I'm on sabbatical this year and won't be able to transition any of my courses during the main transition period, so I'm concerned it'll be a nightmare and I'll have to re-do everything from scratch

My colleagues and I use wikis extensively in our courses. They are a critical way for students to interact in fully online courses. Discussion boards are not a suitable option. Google docs is not a suitable option. There seems to be an impression that faculty don't use wikis, so they aren't needed. But faculty who teach online and win awards for teaching USE WIKIS! We are getting ZERO support for converting this critical part of our courses. It's a serious pedagogical issue and UB is just ignoring it. It's like telling an instructor of an in-person class that they have to teach completely in the dark or something. I'm sorry to be so emotionally, but we are kind of freaking out about what we going to do. If you care to follow up, please contact me at vanscoy@buffalo.edu.

I have no concerns. Out with the old, in with the new. I have tested Brightspace to see if it can handle the way I set up my course. It seems ok. Currently it does not connect to OneDrive. There is an error that an admin must set this up. I did create a ticket for this.

Making sure all my exam questions transfer, and that I know how to create exams

It might have complicated extra features that I do not need or want (Microsoft Word is an extreme example--I avoid it when I can)

Learning how to use Brightspace

Have to relearn everything

The time commitment to change systems.

Brightspace seems to offer no advantages compared to Blackboard. Like Blackboard it's a complicated and complicated piece of software that looks like it was cobbled together by different software teams without sufficient cooperation. The main disadvantage of switching to Brightspace is that we have to re-learn the way to use another piece of difficult to use software. So, no benefit and considerable costs.

I am concerned regarding the complete migration of all materials I developed on Blackboard to Brightspace.

That i learned blackboard this semester and i need to learn brightspace this summer; i may mix up features. I've also only heard bad things about brightspace

I voted for Canvas, so I'm hoping Brightspace can match it.

Migration, time/energy cost of learning ins and outs of new system. With BB I knew its quirks.

I've been looking at Blackboard screens for 15 years. I know the system and how to bend it to my will. While I know D2L is the better product, it will just take time to gain that level of conversancy with D2L.

Migration from Blackboard taking longer than expected.

None - need to learn about LMS

N/A

I have not had time to learn anything about it, but what I am hearing from others is that it is a very manual workflow with a lot of pointing and clicking to achieve even simple tasks, which worries me.

That'll be a steep learning curve for summer teaching.

Adjustments and UBIT support during the adaptation period/transition

taking it all in and doing correctly

getting familiar with its use. The ability to reach out and get "just-in-time" help whenever I'm preparing for the course materials. It might be as simple as "remind me how to.......". There is so much information during these trainings and I don't remember them all. I may need a few guides on how to do something.

None

Just the added work.

None at this time

The overall learning curve do to an entirely new UI and system.

I worry about difficulty with content migration.

Shift in delivery methodology based on course shell changes.

Just finding time to learn the new software.

Time to learn to use it.

The increased prep time

time to become familiar and transfer of materials that worked seamlessly

I'm concerned about loosing access to everything I've built in ublearns already.

Learning curve

How much additional work this will create

None, all LMS are hell

Poorly migrated materials (i.e., formatting will need adjusting).

That previous students may find it hard to navigate.

None, the bar with Blackboard was set pretty low

Not sure; haven't tried it yet

My main concerns are about whether administrative courses will be properly migrated.

N/A

No major concerns, but there will be a learning curve/adjustment phase.

Mainly that I will wait too long to get started.

Having the oppotunity to learn the system. I think the training session are great but times are limited and often hard to fit into my schedule. I would hope these could be recorded for future viewing.

None

None

The completeness of course migration.

Time required to move material to the new format. Time required to train students to use the new format (I teach large classes of 150 - 350 students; invariably, they email me to solve problems with UBLearns, and I anticipate that the number of these requests will drastically increase with the transition to the new LMS)

switching over old material. configuring new classes using a new system.

No concerns now; I look forward to the training and may have concerns then.

I've looked over the CATT site and LMS helpfiles and started developing a summer course. It seems like an unnecessary time drain. Brightspace seems more smartphone friendly than Blackboard, otherwise comparable (and I don't consider anything that encourages students to do classwork on their smartphones a benefit).

I plan to teach with it this summer

I just really hope it will allow us to use it in a really limited, no-frills way, strictly as a repository for the course readings files and assignment blurbs.

I hate fielding student questions about the LMSes. They always ask us, not you, and they get angry when we can't provide guidance. I have an odd test format with group tests and I hope it'll work better in Brightspace.

None really. Hoping it's a better platform. I plan to watch some of the recordings of the Brightspace training. So far the times of the virtual sessions haven't worked for me.

I just know it will take some time to learn.

There will be a learning curve for both students and faculty. Any training done now in prep for the all will largely be forgotten. UB needs to pay faculty to attend training during the summer so the training is near the fall semester.

Maybe better, but switch costs a lot of faculty time

YIKES!!!!

That students will find the adjustment difficult; that I will spend a lot of time correcting mis-uploaded assignments and similar errors.

Anticipate difficulty transitioning for faculty who teach fully on-line.

I used Brightspace at another university and it was the worst LMS of the several I've had to use. Suffice it to say, my bar is incredibly low--I'm expecting the switch to be non-smooth. Asking about my "concerns" implies I have positive expectations.

The need to learn how to navigate the new system.

Quiz and Exam questions not transferring correctly or not being labeled.

Just another hassle.

No concerns. I have been using Brightspace for 2 semesters at Buffal State and have alredy converted my CDA215 course here at UB.

Time

It's going to be a pain to move stuff around and I don't love the forced "Table of Contents" structure of the modules, but it's basically fine. Honestly, it's just a LOT of work on the heels of a lot of work going into and out of COVID, with the new calendar, and adding the new LMS. I get that we're saving money, but it is creating a LOT of work with no value added that we as users can see.

Mostly, documentation. I hope it is available and searchable (or queryable in a way similar to ChatGPT).

glitches; learning something new takes time and energy

None

Time it will take me to migrate successfully my course

No programmatic access

Integration of textbook resources. Gradebook management. Communication with students.

none yet

None - I intend to attend the training sessions and trust that they are going to be more tha sufficient

CASet will not know how to support.

the workload involved

No major concerns, our team is doing a good job

My courses are heavily test-dependent. Blackboard allows me to create my tests offline and then upload them to Blackboard when needed. I hope this Brightspace system will allow me to do this. Preliminary investigation has not been encouraging.

None, it's just an annoyance.

no major concerns

Non, it should be fine.

None, I hate Blackboard and I'm glad we're leaving it behind

I don't see which advantages that would have, it is just a waste of time from the part of the faculty on having to learn a new tool

I'm concerned about losing all the data from previous courses such as grades and graded assignments, which I use for writing letters of recommendation.

None

I am not sure if it will be better than Blackboard.

It takes a LOT of time to learn how to use these new systems and I am frustrated that the university seems to think that during the spring semester while we are focused on our current teaching is a good time to offer training. I don't have time to think about this now.

I just have not heard great things about bright space from friends in the PA state system. I really wish we would have chosen Canvas. It is what it is and I'll use it.

N/A

Yes, I've used Brightspace at another institution and am looking forward to the switch. Blackboard is terrible.

an expected learning curve

challenge in uploading archival Blackboard material to Brightspace

18 - With the new LMS Brightspace, what support or services would you like to see provided?

With the new LMS Brightspace, what support or services would you like to see provided?
Support for reporting and fixing bugs would be nice. That was one issue I had with Blackboard. There were occasinal bugs, but no action would be taken to fix them when reported.
I would have liked to have seen a longer transition period, leaving a longer period for faculty to rebuild in Brightspace while Blackboard is still operational. As it is, I believe someone should be "sounding the alarm" with faculty that this transition is a big block of work, and don't think you save it until you are getting ready for fall. That message isn't really coming through at the moment.
Accessibility of just in time help
live on-line and phone support
It would be very helpful if services similar to Eli Review or Perusall were integrated with Brightspace.
I have not used it yet.
I would like Brightspace to better integrate into basic business logic we have for dealing with students (showing grades, reporting cheating, following up on absences, etc)
in-person training (or online) during evening hours for those of us that can't attend during the day
I would like it to have the functionality that Blackboard has.
answer the phone when I have a question instead of making me fill out a form and waiting for help. There are questions I have that I cannot find answers to with all the content. Brightspace does not let you ask a question unless it is already in the FAQ.
Training videos
A reference source, online training.
Additional tools, training, support for accessibility. Stipends for adjuncts who need to transition their courses and attend training - that is beyond the scope of their typical adjunct appointment and should be compensated.
I am attending the webinars. Perhaps a departmental training session.
I am horrified that UB is presuming on such a large amount of uncompensated labor. that is likely beyond your pay grade; it seems to be so for anyone I have said this to. I worry for our adjunct force, and for younger faculty who are likely balancing more tasks, with higher potential consequence and less help. And, clearly, Blackboard is approaching the Turing threshold and taking this very personally. The glitches are pervasive these days...
Please make sure that all students get an introduction to the LMS — even if they are non-matriculating or a transfer student. New students seem surprisingly uncomfortable with the LMS; I guess it's not intuitive, and maybe the new system will be more like what they are completely comfortable using with devices and their online lives.
Hands-on tutorials. Video may provide the information but no one is available to ask questions and work through solutions.
I'd like to see UB IT support tools like Slack, which organizations in the real world use for communication, document sharing, etc. While an LMS like Brightspace or Blackboard may offer some functionality that some faculty need, many of us just need a way to communicate and share documents with students. For those purposes, Brightspace is much more than necessary, and it doesn't do the simple things easily. Further, it's not

preparing students to use technology tools that they will use when they graduate. I don't know any organizations or businesses outside of universities using Blackboard or Brightspace!

I generally appreciate video tutorials

someone help transition my courses, which aren't even on Blackboard anymore.

wikis

It would be nice if you could integrate graded forms from Microsoft or Google right into the grade to avoid duplication of work. Beyond that, I'll have to wait until I can give assignments to see how the submission/grading of the assignments goes.

Don't know until I get stuck on something!

EASY way to get questions about Brightspace answered online

Easier transition

Live help desk

Fully created template courses from which we can borrow and adapt specific pieces.

Video training as well as online support when needed.

Tutorial videos

Hypothes.is app

A migration tool (or auto-migration) of gradebook structure, and of rubrics.

I would just like a place to fire off hopefully simple questions to get a timely reply. These mechanisms are already in place. I just hope they can scale up for the fall semester when, undoubtedly there will be many folks with questions.

Telephone support

N/A

Someone available to "hand hold" (tutor/work with us one-on-one on some aspect we need) if we feel that videos and training have not adequately helped us.

Continued UBIT support during the transition period

in person support

Please see above. Please include weekend and late-night hours too. I may only get into working on things once I'm done with my other responsibilities during regular business hours. Thanks,

Na

The documentation you provide is enough to facilitate a smooth transition.

On-demand videos would be helpful

Prompt personalized assistance with any issues.

TBD.

Just need some quick videos to learn to navigate the system.

Quick access for general questions

Tutorials with detailed table of contents for us to jump into the parts we are interested in

on demand help. All this training is fine, but I won't really remember it until I start to use it in my class in Fall 2023. So will need on demand help when I dive into it for real.

Continued teaching assistance with online course work

Online support and options to talk to someone if any issues arise.

more room for customized features, Blackboard seems to be an LMS from the 90s: whenever I needed any custom feature, it seemed that this was not possible

Extended help desk hours

I'd like UBIT to make sure that it fully supports non-Roman characters.

N/A

simple-to-launch spontaneous polling so that I can see if everyone understands

N/A

Integration with McGraw-Hill Connect (maybe it's there, I haven't checked)

Online technical support. Online pre-recorded videos based on topic (ex: uploading materials, creating course page, grading, etc)

As a department chair, I'm imagining many of my faculty will need support of all kinds in late August and September when this all goes live.

the support offered by the university is sufficient

Those of Blackboard

Prompt responses to email and voicemail questions.

Student onboarding and support for scanning services for in-person exams

online trainings

In-person or live Zoom training, training videos covering specifics, access to help with questions.

I think the support is fine; I wish we could have just stayed with what we had. The gradebook appears to have reduced flexibility compared to Blackboard-- I'd like to be able to use it as a spreadsheet and calculate my own weighted averages, not have the LMS do it for me.

Not sure yet.

I wonder if Brightspace has a google docs-like function in which multiple students can edit the same document together in real time. If not, I will continue to use google docs for this.

I'll be attending a training this week! Again, team test taking would be great.

Unsure

I would like to see UB subscribe to Perceptiv, a peer review program that is really easy to use and valuable. Maybe Brightspace offers something similar already, but I suspect not.

Online training, recorded training available 24/7, easy to access FAQs.

Youtube videos showing how to complete various tasks.

have as much support online as possible

Easier development of online classes for certificate programs. This includes video production, ease of putting materials on Brightspace, etc.

live virtual hands on assistance when creating courses.

Easy way to email students that doesn't involve Brightspace's convoluted internal mail system. Ability to easily one-click download a backup copy of each class' Brightspace site *including* (but not limited to) all content pages, text/HTML markup for the text on those pages, and student assignments + my feedback. Would have to look at my list of complaints from the other university to remember other things about Brightspace that had a negative impact on day-to-day workflow.

On-line tutorial

Help with identifying Blackboard questions that didn't transfer or help labeling questions or pooled folders that are currently unlabeled.

Lots and lots of immediate handholding, sensitive to hours of needed support for teaching in Singapore (often forgotten by admins that we have a 2000+ student campus there).

Same as Blackboard

I cannot imagine a way for you to make using it easier.   It's just a lift to get there.

Help files (searchable) and online support that is robust.

Available help 24/7

Accessible API for course integration

See above

video editing

I would like to see extended UBIT help services while we transition, both for faculty/staff and students. I will not have as many tips and tricks up my sleeve for troubleshooting myself, so having the backup would be great.

Better messaging with push notifications, more intuitive visual layout

robust help at point of need - online tutorials and documentation

Probably will need most support at the beginning of the next semester up front.

See preceding comment.

We will need a large amount of support in the first few weeks that will be time-critical, so staffing at that time will be absolutely critical.

easier gradebook to use

Examsoft (because Respondus LockDown browser is often problematic)

I like that you have uploaded courses so that you can play around with it. I also love that I can schedule a brief 15 minute consult with Derek Farkas for questions. It is helpful to have online tutorials, scheduling a full training is difficult do to limited time.

Live support if necessary. Better documentation where I can find tutorials, but please don't bury or hide the support hotlines.

Not sure yet. I am scheduled to attend a Brightspace workshop soon

Online documents (NOT VIDEOS) that describe how to do simple and commonly used features. Many of us don't need anything fancy, but we do need to easily post assignments (with delays etc) and record grades.

I see a ton of training sessions that I have signed up for, just not yet attended.

Please get Hypothes.is back for the LMS. It's an amazing tool that students really enjoy using.

Training for folks who are new to the platform.

nothing more than what is already offered

19 - What tools or software are you currently using for teaching that you are paying for out of your own money or download/use free versions of the software?

What tools or software are you currently using for teaching that you are paying for out of your own money or download/use free versions of the software?
Kahoot! OpenSolver Smartsheet
None
Microsoft excel, word, etc.; Zoom, MS Teams
Protege, Github Desktop
PDFPen, YouCanBookMe, Google Suite (Google Docs, etc.), Google Calendar, Gmail, Discord
Wondershare encoder
Netlogo
OBS, Microsoft Office (downloaded with school email), Panopto (with school email)
None
Osmosis on You Tube
Adobe Acrobat Pro, Text Expander, Otter.Ai,
adobe
Adobe Creative Suite (specifically Premiere Pro & Audition), OBS, RPG Maker MV
I use my personal streaming services for documentaries. I have now lost the ability to share the educational copies I paid serious money for and have as discs in Zoom. Netflix is also now not available to Zoom. It is very frustrating.
I use tools available through UB only — to help students and me not have to learn multiple platforms and tools.
LaTeX, Geogebra
Grammarly
Many applications in the Adobe Creative Suite. Audio Hijack. Spotify. Dorico.
None
Adobe suite
iphone, ipad, 1password, youtube, notability, canva, imovie, other movie editing software, google forms, google sheets, messages, textedit
GoodNotes 5
MS Office suite
Adobe Acrobat pro, Adobe Illustrator, JMARs, Google Earth Pro, MS Office

Python/Anaconda/Jupyter, GitHub for course website, OneNote for course notes, Excel for grade spreadsheets for me, my TA, and my students, LaTeX for writing exams.

notability

Adobe Creative Suite

None

N/A

Calendly Discord

Panopto, Keynote, Latex.

Microsoft Project - using academic version that EIS hooked me up with.

Adobe Suite, Camtasia (improved editing over Panopto), Octave

None

N/A

I use almost exclusively open source software for my teaching and classroom work. I do have a license for VMware Workstation Pro.

Word, PowerPoint, anitvirus software, Photoshop, Screencast, videoediting software

Slido - online interactive quiz tool

None

JMP by SAS

APA Formatting guides, instructional videos

Just my personal phone

Kahoot, Nearpod, Canva

Anaconda, Jupyter Notebook

MS Project, Office suite

None

Tableau

Trello , Jira, Mongodb.

Minitab

Audacity, Final Cut Pro, Logic Pro

Apple tablet

Immediate Feedback Assessment Technique (IF-AT) scoring sheets

NodeXL Basic, UCInet, Office/Word/etc. on my own laptop

Kahoot

Visual Studio Code, Notion, Adobe Acrobat, Slack

YouTube Music subscription for music teaching

n/a

Forscore

Elan, Praat, Audacity, and other specialized linguistic software

kahoot! poll everywhere

N/A

Adobe Creative Suite

None

WordPress, Discord

Google Drive

SPSS

Pymol

Data analysis, MS packages, E-mail client, google tools

Gradescope

Home laptop Home printer/copier/scanner Personal Android mobile phone

N/A

adobe acrobat

ADOBE ACROBAT, probably the most important non-word-processing program I use in my work for absolutely everything -- I need the ability to crop, edit, extract pages, merge, etc. pdfs. When my office computer was replaced, I lost the full version of Adobe Acrobat that was on it. No one asked me whether I needed it for my work; I was just informed that the College had stopped paying for it. It is appalling that as a professor of literature, I am going to one-off sketchy internet websites to merge, crop, re-paginate, and split PDF files.

Praat Slido

Handbrake

Perceeptiv

Audacity, FlipGrid, StoryJumper, OCR tool

I used to use many types of software for schedule, in-class assessment, etc. but got sick of my chair not willing to pay for them. I don't make enough money to pay out of pocket for the software. So students will have a lesser experience because of poor admin choices. Until UB pays clinical faculty more, I cannot see this changing.

Stata

None

Pandoc; PDFTeX; GSuite tools (Slides, Sheets, Docs); LibreOffice; gawk.

Grammarly

Stata (own research money) (I also use Gradescope, but that's free to use and there's no true functional differentiation between paying and free users, which is what I think you're asking about with "download/use free versions".)

Video editing software, Powerpoint, Excel, Word

Camtasia and Snagit

Notepad++, fileZilla, BBedit, Cyberduck

Dropbox

Grammarly

Goodnotes - I used that for delivering lectures on my iPad using a pencil to write notes and annotate notes that are displayed. I also have purchased my own software for creating drawing, diagrams, schematics etc (Affinity Designer)

None

Python, discord, IBM quantum computer

PDF-xchange editor (this is particularly galling, since I am expected to do considerable amount of paperwork using PDF tools)

Kahoot

When I use PollEverywhere, I pay out of pocket for it. I also have to pay for expanded dropbox because video files for online classes are large.

Youtube (uploading videos and also providing links to others), Spotify (playlists created by class), Video Pad Video Editor (can crop videos)

lucidchart

Video conversion, editing, etc.

Room scheduling software for practice rooms/rehearsal spaces, Youtube premium, and Apple Music.

Kahoot

Respondus LockDown Browser

Kahoot

molecular structure visualization, various JAVA based molecular biology analysis software

iOS/iPadOS/MacOS: GoodNotes, Good Reader

Drawboard PDF, Adobe PDF Tools (Merge etc.)

Use free versions: perusall, Adobe Reader

Kahoot ($230/year) freeonlinesurveys.com ($40) padlet (free)

Jupyter Notebook, GitHub, various Python libraries, LaTeX, Gradescope, Piazza

Evernote/Penultimate, Google docs

Notability. Anatomy apps on iPad (numerous)

Almost everythign I use is open sournce

abaqus

Calendly, Hypothesis

Adobe Pro

Slido

20 - What tools or software are you currently using for research that you are paying for out of your own money or download/use free versions?

What tools or software are you currently using for research that you are paying for out of your own money or download/use free versions?
NVIVO Netdraw Cytoscope Gephi
None
none
Protege, Github Desktop, BBEdit, Slack
Bookends, Mellel, Scrivener, VoodooPad, OmniOutliner, AConCAT, Ukelele
GraphPad Prism, Adobe Photoshop/Illustrator, STATA
Netlogo, R, Python
None
Stata, SPSS, Parallels
adobe pro; zotero;
None
None
can't remember the name but a finite modeling software
I don't engage in research at this time in my career.
Palladio (Stanford D+H). Some GitHub related tools and platforms. It sure would be nice to have more support for digital scholarship in the humanities. There are really too many tools for a couple of librarians to help people navigate what's out there.
Grammarly
Many applications in the Adobe Creative Suite. Audio Hijack. Spotify. Dorico.
None
Adobe suite
iphone, ipad, 1password, stormboard, canva, dedoose, google drive, google sheets, google docs, icloud storage, dropbox, freedcamp, gingko, freedcamp, alfred, messages, mindnode, temi, captionsync, textedit, youtube
MacVector, Adobe Photoshop, Adobe Illustrator, Adobe Dreamweaver, Adobe Acrobat (professional), Evernote, Dropbox, FileMaker Pro, misc. other productivity tools
Notability
MS Office suite, Notability
Adobe Acrobat Pro, Adobe Illustrator, Adobe Photoshop, JMARs, Google Earth Pro, MS Office

LaTeX
Mathematica, GAP
none
notability
Adobe Creative Suite
None
N/A
Trello, Zapier
None
REAPER, DaVinci Resolve, Adobe Creative Cloud
N/A
NONE
none
Prisma GraphPad - statistical analysis and graph builder Biorender - figure builder
none
Grammarly program. NVivo program.
Papers reference manager
None
None
Canva
Jupyter Notebook, SPSS, Gurobi, Overleaf
Overleaf, Dropbox,Slack
STATA
N/A
n/a
Minitab
ELAN, F4 audiotranskription, Affinity Designer, Affinity Photo, Affinity Publisher
Survey Monkey
none
UCInet, Office/Word/etc. on my own laptop

several molecular modeling and analysis softwares

Dropbox, Google Drive

Visual Studio Code, Notion, Adobe Acrobat, Slack

I use the free versions of RStudio Cloud (Posit Cloud), Shinyapps, and Geocodio.

n/a

Slack

dropbox

Adobe Acrobat, Parallels, OmniGraffle, RStudio (and others that I wouldn't even be able to remember right now)

N/A

N/A

None

WordPress. I maintain a research blog.

Google Drive (especially Google Docs), Telegram,

SPSS

Origin, Pymol, biorender, Box storage, adobe illustrator

Data analysis, MS packages, google tools, Zoom

Latex, R, Stata

mplus computer software for stats

Arena

N/A

N/A

adobe acrobat

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Praat jsPsych PsychoPy Audacity

Zotero

I paid for a pdf program. Qoppa. I use it for everything.

None.

Stata

entire linux python ecosystem, zotero

None

Pandoc; Zathura; BibTeX; Poppler-utils.

none currently

Stata

Stata (own research money)

Video editing software, Adobe Photoshop suite, IgorPro (Wavemetrics), Word, Excel

Not with my own money, but I had to seek external affiliation to get access to data, hardware and software - UB gives me none of the things I need.

Dropbox

Writesonic, Grammarly, AWS, Dropbox, Overleaf

OmniGraffle, Slack

Office, R, SPSS

Evernote, Affinity Designer, KiCAD, Tinkercad, Audacity, Slack,

None

Blender (Autocad no longer available from UB), NAMD, Charmm, Labview, Igor, PDF-xchange editor, Mathcad,

too many to name

N/A

Nextcloud, ImageJ, LabStep

Nvivo

My mac laptop. I especially need it to project my slides in seminar rooms within park hall.

SurveyMonkey

grammar checkers

None

Survey Monkey -professional. I miss not having university sponsored Qualtrics as I had at SUNY Stonybrook.

Qualtrics

Discovery studio, SYBYL, GraphPad Prism

iOS/iPadOS/MacOS: GoodNotes, Good Reader, Papers App (multi-OS, reference manager), Scrivener, Affinity Designer, Affinity Photo, Affinity Illustrator, MindNode, Notability, OmniFocus, PDF Squeezer, Scapple, Parallels for Mac

Pay for myself: Dropbox Use free versions: Zotero, TexStudio, GSuite, RStudio, Adobe Reader, MatLab

LaTeX.

Dropbox (BOX doesn't work nearly as well and all of my collaborators use Dropbox anyway), Adobe suite - let's be honest that the free versions don't work as well and this software is expected for making figures for high impact journals), Evernote, Lots of specialized software that we download freely for our research

n/a

Almost everything I use is open source

abaqus

n/a

Adobe Pro

Canva

Tecplot, CFD codes (ANSYS, Star-CCM+, Abaqus)

Inkscape Mendeley

21 - What tools or software are you currently using for service that you are paying for out of your own money or download/use free versions?

What tools or software are you currently using for service that you are paying for out of your own money or download/use free versions?
None
Microsoft excel, word, etc.; Zoom, MS Teams
Scrivener, VoodooPad, Slack, When2Meet, Doodle
topaz, rev. masv. rendevr
Signal
none
None
None
google survey
I do not track the service I give to our community. That said, my brother (a systems analyst at a different major university), one nephew (an LA-based documentarian/producer) and brother-in-law (a graphic artist and musician) as well as my son and several of his friends (graphic and fine artists) provide art, editing, music and various supports for meditations and training events and videos. They love me and it is generally gratis, yet I work hard to not take advantage and to offer support to them whenever I can. As I approach the final few years of my official time here at UB, I do not know if that work will continue.
handouts, giveaways, mileage to and from service sites, and food or another giveaway for students to participate download some materials from CDC, Ohio State University
None.
None
Adobe suite
N/A
Zoom, Adobe Acrobat Pro, Adobe Illustrator, MSOffice
none
MathType
Adobe Creative Suite
None
N/A
Timery, Omnifocus, Trello
None

I use exclusively open source software for my service work.

Dropbox, Box

None

SugraSync

Canva

Dropbox, Slack

N/A

Office/Word/etc. on my own laptop

Notion, Adobe, Slack

Adobe Acrobat

MailButler, Adobe PDF to Word conversion

N/A

N/A

None

Google Drive

Data analysis, MS packages, google tools, Zoom

N/A

Calendly

Home laptop Home printer/copier/scanner Personal Android mobile phone

N/A

adobe acrobat

ADOBE ACROBAT, probably the most important non-word-processing program I use in my work for absolutely everything -- I need the ability to crop, edit, extract pages, merge, etc. pdfs. When my office computer was replaced, I lost the full version of Adobe Acrobat that was on it. No one asked me whether I needed it for my

work; I was just informed that the College had stopped paying for it. It is appalling that as a professor of literature, I am going to one-off sketchy internet websites to merge, crop, re-paginate, and split PDF files.

n/a

None

None

OCR tool

None.

zotero storage

None

Currently: Acrobat DC, but I formerly paid for the full Acrobat for the more advanced form-editing features.

Tools from CDC

N/A

TechSmith

MS Exchange and Office Live

None

Splitting up teaching, research, and service is not sensible as a faculty member. These ultimately blend together. So all the same tools for all of these. And the term "teaching" is vague - does this mean delivering content to students or the entirety of delivering a course (which includes content development, coordinating TAs, working/communicating with TAs, etc)? Because teaching many classes means more than just being in the classroom using powerpoint with a projector.

None

Overleaf

PDF-xchange editor

NA

N/A

Miro

Room scheduling software for practice rooms/rehearsal spaces.

None

Sign-Up Genius

Papers App (multi-OS, reference manager)

Vegas studio pro for video editing

| Python with various libraries, GitHub. |
| Google docs |
| Notability, PDF Expert |
| n/a |
| Adobe Pro |
| Canva |
| Adobe Acrobat Pro |

22 - List any tools in which you wish were available to faculty/students for free at the University related to teaching.

List any tools in which you wish were available to faculty/students for free at the University related to teaching.

microsoft office

Kahoot! Smartsheet (there is some sort of relationship with Smartsheet, but it is unclear and tentative, safer for me to just buy it)

Mentimeter

Continue with office products

Google Suite, Gmail, YouCanBookMe/Calendly, Slack

iZotope

Some kind of presentation boards. In the GSE, we are helping people become future teachers. Most classrooms K-12 have some kind of interactive board, such as Smart, ClearTouch, Promethian etc. Yet, in the entire GSE, there are none of these boards to help train students on. This is a terrible look for the GSE

better adobe versions, upgrades to what is available for free

None

None

Text Expander, Adobe Acrobat pro

better or easier editing tools for editing videos.

The Adobe Creative suite in general.

I truly wish we had a better documentary and film library, and streaming services available.

I hope the instant messaging on Brightspace will get all of us away from social media apps like Discord for classes.

Grammarly premium, APA Manual, and other AI that might be appropriate

Many applications in the Adobe Creative Suite. Adobe Illustrator and Photoshop, in particular. Dorico.

None

Adobe suite

screenflow, photoshop

Apple TV or Apple Router for Airplay connectivity

Adobe Acrobat Pro, Adobe Illustrator

Mathematica for students

MathType

notability

Adobe Creative Suite

Can't think of any.

Kahoot!

Google

Student response system (e.g. TopHat). Piazza.

MS project.

Adobe Premiere

None

REAPER

Easy to use video editing and photoediting/collage videos.   Closed caption/subtitles that we can edit and make MORE visible than the versions that Panopto created. Padlet

Slido

No sure

Na

PollEverywhere, but most of my classes get less than 40 responses which are free, so its not a strong desire.

Nearpod, Kahoot

MS Project

Overleaf,Slack

Tableau, Cognos, Qlik

A robust system for students to perform peer evaluations related to group work would be extremely helpful.

NodeXL, UCINet

Adobe CC, iClicker/REEF or Learning Catalytics

panopto, zoom

NodeXL Basic on public (University) PCs

not sure

Calendly, Adobe, Slack

A Wordpress-style web hosting solution to allow students to create public-facing sites. YouTube (ad-free) for music teaching.

Adobe Acrobat or similar

Good Project Management tools: University should purchase, support, and foster the use of project management software. All faculty need to handle multiple projects and need to balance research with teaching and service (and

personal time). If faculty were better at managing projects, this will have an immediate impact on the productivity with huge indirect benefit to the school (more papers, more grants, higher student's satisfaction). I am surprised that the school does not invest in a resource with such a potentially enormous impact on its performance.

Sibelius

KAHOOT

kahoot! poll everywhere

N/A

Adobe Creative Suite

Better response technology

Adobe Creative Cloud

Google Drive, video editing

N/A

Gradescope, textbook learning platforms, TopHat/iClicker

Calendar scheduling tool like Calendly

I can't think of any now.

More Mac support and access to software

adobe acrobat paid version

It is unacceptable that humanities faculty in the College of Arts and Sciences do not have the full version of Adobe Acrobat.

Some free service to me AND TO STUDENTS to let me take attendance. I do not feel comfortable asking my students to pay for Top Hat!

None

Peerceptiv!

OCR tools, PDF writer

A robust scheduling software. As UB aims to ever-grow enrollment numbers but fail to hire enough faculty, the student per class number is growing at an alarming rate. Managing office hours, scheduling to meet students, etc. is taking more and more of my little time.

Stata

zotero

None

Adobe Acrobat; Scrivener

software

Adobe Acrobat Pro

Stata, hands down.

better video editing, engieering/Physics simulation, interactive homework and communication systems including drawing capabiliities

Camtasia/Snag it, iClicker

adobe suite

An oracle instance and an Apache/PHP/MySQL environment.

iClicker

Grammarly

Slack Pro

Slack, adobe tools, or other drawing vector/line art and photo editing tools.

Adobe Acrobat Pro

Discord

PDF-xchange editor

Panopto and secretive

Expanded dropbox storage, Yellowdig, PollEverywhere

Grammar checkers

Access to subscription streaming services beyond what is available through UB Libraries.

TopHat Examsoft

Padlet

molecular structure visualization, various JAVA based molecular biology analysis software

Parallels for Mac

Drawboard PDF, Adobe PDF Tools (Merge etc.)

Adobe Pro

Kahoot Poll everwhere freeonlinesurveys

Gradescope, Piazza.

Apps for iPad like anatomy and similar

Hypothes.is for the LMS

Adobe Pro!!

Slido or any other classroom response system that is free for students/faculty

Acrobat Pro

Overleaf

23 - List any tools in which you wish were available to faculty/students for free at the University related to research.

List any tools in which you wish were available to faculty/students for free at the University related to research.

Statistical packages

LexusNexus or another globals search engine

GraphPad Prism, Adobe Photoshop

None

Stata, SPSS, Parallels

better adobe versions to what is available fro free

None

None

NA

Grant writer, grant coordinator that can provide hands on / or virtual assistance through grant process from beginning to submission. RA that can help with lit review and writing.

Many applications in the Adobe Creative Suite. Audio Hijack. Spotify. Dorico.

None

Adobe suite

NVivo

Adobe creativity suite products, FileMaker Pro

N/A

Prism

Adobe Acrobat Pro, Adobe Illustrator

Scopus, easier access to Springer and Elsevier journals

notability

Adobe Creative Suite, COMSOL, Surfer

None that I need at present

N/A

Google

None

Prisma GraphPad Biorender

Nivivo or other qualitative data management program (Atlas)

Na

Crossref powered by iThenticate

Better plotting/analysis software - Origin. Photoshop and adobe acrobat would also be nice (some sort of pdf editor)

Overleaf, Slack

E-prime, Data sharing services (per new NIH policy), STATA

Tableau, Cognos, Qlik

n/a

Adobe CC

Software programs (Nvivo) Survey tool (Qualtrics)

?

Stata, SPSS, qualtrics

data analysis softwares

Dropbox, Google Drive

Adobe, Slack

SurveyMonkey

RStudio cloud

n/a

Same as for teaching, we need good project management tools, and some skilled employees to train faculty to better manage their projects. I also like: 1) Confluence (I use the free version only limited to 10 users 2) Slack 3) Calendly Having a paid versions of these would be very beneficial to my research lab.

adobe acrobat pro

Henle

Adobe Acrobat (not just reader), Parallels, OmniGraffle

N/A

N/A

Adobe Creative Suite

Survey research capabilities

STATA

Google Drive, video editing

Origin, Pymol, biorender, Box storage, adobe illustrator

N/A

Stata

mplus, spss

Visio

I can't think of any now.

?

matlab, mathematica, acrobat pro

adobe acrobat

It is unacceptable that humanities faculty in the College of Arts and Sciences do not have the full version of Adobe Acrobat.

Adobe suite (especially Audacity but probably also Photoshop) Sona Systems University subscriptions to things like Gorilla, Pavlovia, cognition.run, and other services that allow for crowdsourcing. Most of them have institutional accounts that are barely more than a lab-specific account but offer so much more storage.

None

A pdf program

Stata

zotero

Microsoft Suite

Scrivener

Stata

N/A

qualitative analytic software

n/a

The problem is software is available, but not on personal machines. Any hardware provided by UB is not usable because of restrictions imposed - no admin access. IT support is too slow, does not work on weekends, etc. So I have to use my own hardware, which means I have to provide my own software. UB does not have the datasets, so I have to seek external affiliation for that. In short, we need either real IT support, or admin access. Lack of access and poor, slow support is a terrible combination.   Databases: Datastream, BVD Orbis, Lionshares Softare: SAS, STATA - on non-locked hardware

N/A

Writesonic, Grammarly, AWS, Overleaf

Slack Pro

Same as above

Adobe Acrobat Pro

Discord

Labview, Igor, PDF-xchange editor, Mathcad,

graphics tools for publications

N/A

More cloud storage, Electronic lab notebook software

Qualtrics

Mplus.

NVivo

I am a computational scientist, this is an extensive list. Most of this can and should be done through the scientific personnel at the Center for Computational Research. Very broadly, this would include - Cluster computing - Cloud computing (available only for a fee, we should give CCR sufficient financial support to make this free)

Adobe Illustrator

N/A

Qualtrics

GraphPad Prism molecular structure visualization, various JAVA based molecular biology analysis software

Parallels for Mac (!!!!!!)

Adobe Pro, Stata

qualtrics

Adobe suite, Dropbox

n/a

access to national super computers

n/a

Adobe Pro!!

Acrobat Pro, ANSYS

Overleaf

Adobe Illustrator

24 - List any tools in which you wish were available to faculty/students for free at the University related to service.

List any tools in which you wish were available to faculty/students for free at the University related to service.

No

Adobe PDF Pro - to edit and sign documents

Slack

None

None

None

Something to set up meetings or polls

A production wing of IT, maybe including artists and musicians from students, staff and faculty would be lovely in my world.

Money to purchase equipment that will be used in service activities (blood pressure cuffs, transportable scales, cost for handouts and giveaways, compensation for travel, credit for time in workload,

NA

None

Adobe suite

N/A

Adobe Acrobat Pro, Adobe Illustrator

Adobe Creative Suite

None.

N/A

Google

None

Not sure

-

N/A

n/a

Adobe CC

?

not sure

Adobe, Slack

n/a

N/A

N/A

Google Drive

N/A

N/A

I can't think of any now.

?

matlab, mathematica, acrobat pro

It is unacceptable that humanities faculty in the College of Arts and Sciences do not have the full version of Adobe Acrobat. I use it for absolutely everything to do with my work!

n/a

None

A pdf program

PDF writer

Co-Star, ArcGIS Urban.

N/A

n/a

N/A

Slack Pro

Same as above.

Overleaf

PDF-xchange editor

Database tools to track community partners. I wish REDCap were easier.

N/A

SurveyMonkey or similar (create excel sheets from data, allow for uploaded files as a submission)

maybe an immersive reader for students

N/A

Papers App (multi-OS, reference manager), and also allow using their plugin to work in Word (Office Store enabled).

Adobe Pro

none that I can think of

n/a

Adobe Pro!!

25 - What would have made it easier for you to get started with Information Technology or onboarded at UB?

What would have made it easier for you to get started with Information Technology or onboarded at UB?
Detailed online tutorials and training videos.
Orientation/training sessions included in my onboarding
My colleagues were able to help me
nothing - our IT staff are and were fabulous
an in person orientation.
Easier to find phone numbers. Once I call UBIT, the support is great!
In-person onboarding and training.
Opening my account sooner. I was a new hire and didn't get access to my account until the week before classes started.
It's improved so much since then!
It was so long ago, and was sort of ugly. I very quickly became self-sufficient and went out of my way to befriend tech folks. Homemade peanut brittle can be very persuasive. More seriously, as I have experienced vision issues these past 10 years, I have really had to problem solve everything myself. I am a Mac user - and will die on that hill - and if it weren't for my brother would probably have had to retire by now. I did not list the hardware I have, essentially uncompensated. I should say that I am adjunct by choice even though I teach a more-than-full-time load. Not a meetings person. No one wants that. And I am not a good capitalist. I'm not complaining, only noticing.
Onboarding was fine, but finding more sophisticated help and advice in the digital humanities world is harder to find. Targeted help, beyond introductions to platforms and tools.
An understanding that not everyone is a technology expert, orientation and one on one with sensitivity that not everyone is at the same level, and patience with the learner.
I don't think much of anything. It was easy to get onboarded with technology.
Everything was good.
It was a long time ago. But I remember it as being pretty smooth.
If all classrooms had upgraded teaching stations. I never know what I'm going to get from semester to semester. I know the large lecture halls are well taken care of. I wish this was the case for all classrooms.
A HUMAN CONTACT
N/A (I started in 1998)
In-person trainings
I was satisfied with the onboarding experience
A little more communication regarding what needed to be done (when I first began).
Choosing my ubit ID at the beginning

N/A

Nothing

Maybe if someone had come to our department and led us through one on one training on UBLEARNS Blackboard.

I received adequate information during onboarding at UB

in person one on one

Tailor the orientation program to roles and responsibilities. Instructors need to learn and practice ABC. TT Assistant professor needs to know XYZ. I missed some orientation and learned something irrelevant to my job duties. Like in research, how to navigate through the CLick or SPR systems. How do they talk to each other? How do they connect? Why am I required to enter the same information over and over again? Etc.

Clarify which primary data storage space to use

Yes

A very short video (perhaps required to watch by new employees) on what services and help are available. It's hard to absorb a lot of information at the beginning but an introduction is still needed so people know where to go.

A welcome meeting showing how to use UB learns and other resources

Overview on best practices for a laboratory (e.g., shared programs for multiple users/computers)

Classroom Tech Video.

no substantial issues

A resource to call or bot to ask questions

If we had someone who could teach us about technology and effective instruction and then have those programs.

I can't remember that far back...

Having my account up and running earlier

The documents are spread across 100 different pages and none of the pages are clearly labeled. I don't want another website that is as fragmented that leaves all the fragments behind and gets fragmented itself. Lots of link garden paths.

n/a

a more extensive documentation available

It was a long time ago. But, at the time, everything was much easier since I could administer my own computer, and there were relatively few security constraints.

Checklist for new faculty to keep track of things they are supposed to do before coming here. It's overwhelming without instructions.

N/A great as is

Getting the technology I need to do my job or if I can't get that in time for the semester, being able to hook up a personal device to department printers so I can accomplish my job.

Too long ago to remember

Having access to a computer classroom to teach digital communication. I basically gave up half of what I was teaching when I came to UB.

Administer computer(s) myself

N/A (it has been too long since I onboarded, so I do not remember)

I can't think of anything now.

It was long enough ago that what was offered was good at the time. I have been teaching with tech since I started teaching in 1999

having a control over my own computer.

Anything at all. This university hates new faculty and provides us with essentially no onboarding, then gets angry at us when we don't psychically know what to do. UBIT is no exception to this rule, but I'm generally fine with technology, I think. I don't think I need much, but it would be great to just have a menu of options rather than having to hunt around in so many different spots. Also, some clear guidance about when to contact UBIT and when to contact CASet.

None, my process was smooth.

I've been here 15 years. I don't remember having any trouble learning the tech.

I've been here for a long time so there was not much help when I started. I have used training sessions and contacts in IT, CAS, CATT (and all of its previous iterations) as well as my own professional organizations to learn about technology.

Introduce me to our UBIT personnel, contact information, and reasons why I should be contacting them. Same for CATT folks.

better online support

ridiculous charges to make a drop 10 gb, when the switch is already capable of it. Linux support has gotten worse over the decades it seems.

Reach out at faculty orientation to provide training online

Orientation to the computer system, software, resources, and help

Nothing, really. UBIT was great about getting in touch months before I set foot on campus, such that by the time I arrived, all the equipment I needed was already set up and waiting for me.

nothing. I have been in IT at UB since 1984.

A friendlier attitude. It's been hostile from day one.

One on one training

Formal presentation during New Faculty Orientation about what is available for free.

One on one tutorial

This is off topic to some extent, but it would have been very helpful to have a simple summary of how to establish tax exempt accounts for common vendors: Home Depot, Amazon, Ebay, Walmart, Harbor Freight... This is extremely important for new faculty to hit the ground running.

An in person class on how to use the LMS

N/A

They were great! Love our guys at the law school. They make sure we are all set.

The ability to continue as an administrator on my lab and office machines. The ability to order my own computer and set up my own computer--the delays and errors with ordering are incredible with CASet.

In person time with UBIT in the actual classrooms where we teach. That new faulty orientation does not provide this in ANY capacity was baffling to me. The technology was inconsistent between rooms, and teaching in rooms where classes both precede and follow mine left very little practical time to troubleshoot/learn the systems. (The AI chatbot was not helpful at all in the two times I've attempted to use it.)

Most things were easy to figure out on my own

administrator access

Give me local admin rights on the UB-owned MacBook right away without many tickets, emails, forms

Things actually working

I do not understand the question

Better online documentation - NOT VIDEOS - I can quickly scan a document for the small amount of info I need but it takes forever to watch a video

My onboarding was bad. This is something I brought up to my department chair. I started 6 years ago and we've hired a lot of faculty and we've been trying to do a better onboarding, but it's still not great.

n/a

?

26 - What positive experiences have you had with UBIT?

What positive experiences have you had with UBIT?

Overall responsive staff willing to help

fast response

new tech classrooms are nice, except for Crestron switchers threatening the usability

I LOVE MARTIN CAMACHO (and anonymous surveys)

The help desk at SDM is very responsible to faculty issues

Everything with the Law IT staff. Their Zoom service helps when you are stuck. They provided me with a secure laptop to work for home when I was recovering from an illness. They let you know when they need to fix something with your machine.

Support for classroom IT issues

Prompt attention to classroom IT issues

helpful staff

The staff has always been friendly

Quick responses. Super helpful to my specific needs

Quick responses to calls and emails.

I used to like that I could call and a person would answer and help me with blackboard issues. The people who have installed my desktop computers and software on them have been great.

IT works!

When I have asked for assistance, they got me the correct answer and solved my issues.

You've constantly improved on boarding, services being provided.

Classroom services - classroom design folks to integrate technology in specific rooms

The IT/UBLearns folks are positively saintly, whether students - at any level - or staff. I love you guys. When classroom issues arise someone comes and truly helps immediately. The lovely undergrad Help people have worked out a bug or two in my phone and pad, with apparent glee. My initial onboarding issues - I was on staff then in an off-campus position - were more HR than IT. That said, my office was located in a setting with its own IT force, and they were gracious. It was a long time ago. I encourage my students to make better use of IT support than they do because I think of you all as a best-practice asset in education.

UBIT responds and redirects when more help is needed.

They generally respond in a reasonable amount of time.

Good experiences with the IT Staff that set up my computer. And generally, IT has been responsive to any concerns I have.

I appreciate the technology support available when I seek it out (e.g., during COVID, I used the Library's video recording studio and equipment and used UBIT resources to figure out how to get everything in UB learns, etc.)

Departmental IT folks are pretty responsive. UBLearns staff are pretty responsive about routine issues.

They fixed the admin password issue I was having with a MacBook, and they are very nice, helpful people.

South Campus set up for teaching is great (in stark comparison to the disaster that is JSMBS).

Prompt responses to my questions

Fast response to inquiries related to computer issues.

Many questions answered promptly and efficiently

Apart from when they were short-staffed following Covid, I have nothing but positive experiences with UBIT. Quick to help and helpful

UBIT has been friendly and very quick to respond to my many questions.

Everyone who works at UBIT and CASet rocks. They are professional, patient, and knowledgeable in my experience. I hope they're all paid well and that they are able to take advantage of the telecommuting agreement to maintain a good work / life balance and stay at UB long-term.

I have not had bad interactions.

EIS-VMIS (Chris C and Jeff W) was really helpful in getting me linked up with some academically licensed software.

Everything just works!

The classroom services team is very responsive when there are problems with classroom recordings.

Always responsive when I come with a question or when I was first learning how to teach on line in March 2020.

Responsive to questions and concerns

The UBIT team is responsive and willing to assist with the issues/requests made via portal or email

trouble shooting issues in the class room

I get prompt responses when I need something. For example, when I have difficulty accessing the UBIT system, I can call the # and get human help. When I have a problem connecting my iPhone to Outlook, I can get help in real-time. This is a positive thing. I know that sometimes we need to wait. But usually, the response time is very reasonable. It helps my daily work. Thanks.

Quick responses

They are quick to respond and help install any needed update.

I haven't had many experiences, but I was providing a guest lecture for a summer course and the in-class equipment was not working at all. UBIT support came to the class within minutes to assist.

Generally very quick to reply to classroom issues.

Real-time classroom presentation support

Responsive to questions

Quick response times and helpful solutions

School of Management IT Staff is great.

support has been reasonably good

None

Issues are usually quickly resolved

Quick to respond to issues; great with "Hardware" and software concerns. Would like to see more integration with curriculum suggestions.

training for online course development during COVID.

Technical support is excellent and issues are resolved quickly most of the times.

All support staff have been helpful

They close tickets out quickly

They are pleasant and helpful with questions.

UBIT staff is definitely helpful in most of the cases. Everytime I had troubles with Blackboard, they would be working with me (emails or Zoom) to solve the issues. However, and this does not depend on them, many times a solution cannot be found due to the limitations of the chosen LMS.

Installing my computer set up in my office was extremely smooth and easy, and any help I've inquired about has been quickly given. Thank you!

Most of my experiences with UBIT have been negative. The people I interact with sometimes provide misleading or wrong information, they are not customer-service oriented but, rather, "rule-oriented", and they seem more interested in finishing out tickets than solving problems. There have been exceptions, however, especially when it supported the department after the sudden death of a faculty member. UBLearns support has been good (but I don't know if that's under UBIT or not). My interactions with CASet are very positive since, unlike UBIT, they are customer-service oriented and clearly view their role as supporting the work of faculty and staff within the constraints of compliance rather than simply enforcing compliance and making faculty and staff find solutions on their own.

Always willing to help me.

Good people in SENS

I always get a quick and helpful response from the help desk.

None.

None. It takes hours/days to fix a simple issue, often due to loss of admin. privileges.

The Blackboard support has generally been pretty good, if sometimes a bit slow.

Classroom issues and setting up auto-recording are always promptly resolved!

very supportive and helpful in all interactions

Gary at UBLearns is very helpful, professional, and available (as well as others). I've had positive experiences only.

All have been good: prompt, helpul, patient service

UBIT staff are friendly and try to help

none!

I've mostly interacted with CASet, and my interactions have been fairly positive with them.

Fast response time to service requests

The help desk is very responsive and helpful.

Usually quick to respond (within a day or two)

UBIT usually responsive

YES!

I haven't had occasion to seek support from UBIT directly, but the UBIT website is often very well-documented. I get answers quickly and without much navigation.

For the most part, the IT services have been helpful. The biggest problem is that interactions and information provided by IT are at a level that is not always clear and understandable.

Generally easy to reach, quick response times, usually know how to solve problems pretty quickly

Positive support installing UB computer and accessing software

Everyone I've interacted with has been pleasant and helpful.

quick response

Works well for my needs- rarely encountered a situation I could not get through.

generally helpful. My problems are usually easy to manage.

Great responsive service. Knowledgeable. Professional.

Fast responses

None

SPHHP IT is wonderful!

Honestly I can't remember any positive experience with UBIT

Generally very response when true immediate help is needed.

The GSE UBIT staff are very responsive to my requests for assistance.

There are high end resources that are available to me.

Some tickets that I opened were solved timely and adequate

There are many resources available through ccr, and I love the staff there. UB IT has been helpful at times. In particular UBLearns folks!

Great and timely services

They are always very responsive to both my needs and my students. Nearly every experience I have with UBIT is a positive one. It is hard to pinpoint a single instance because of this. Recently, they helped at least 10 of my students in a single day get Respondus set up, each student said the person they spoke to was helpful and was able to problem solve their issue quickly and effectively. Not a single student complained about UBIT.

UBIT has been great with routine issues, such as migrating my phone number to another phone. They are not easily accessible for quick questions or help on site in a classroom as our local law team are. It's much more efficient and effective to work with the same small team all the time, than to call a central number and get a random person.

the staff is always nice

responsive help with UBlearns questions

repsonsive and helpful when I've needed them!

Back in the day there used to a walk-in office in Capen ground floor for classroom-related IT problems. There were experienced and courteous people in there who really knew what they were doing. Really miss them.

Setting up my computer was relatively painless.

great classroom orientations!

Quick to show up if an in-class issue occurred (such as computer not turning on)

Derek Farkas has been amazing. I can get the specific help that I need, usually in 15 minutes or less to address specific issues. He also helps me handle technology issues with my students for online testing since I am not very tech savvy.

SPHHP team is excellent

Swift support, most of the times solves my problems (although sometimes it goes back and forth for a while),

Very little, the only one being prompt response to issues with copying course content from UBLearns

they are fairly responsive when I submit questions and concerns.

I have always have extremely positive experiences with UBIT. They always help me troubleshoot or resolve concerns I have, especially in the classroom.

Keith, Eric and the team in SPHHP are amazing. I haven't really had any experiences with central UBIT that I can remember at least.

nothing

People who work for UBIT are knowledgeable, personable, and efficient.

Assistance during the pandemic with Panopto.

Very responsive.

Good response in resolving computer and software issues.

What challenges have you had with using technology due to security requirements at UB? (such as loss of administrative privileges, duo authentication, hardware restrictions) Feel free to also include any suggestions on how to manage these challenges.

I find the security requirements overly restrictive, to the extent that they make performing job duties difficult. The simplest thing such as connecting to a printer becomes a major hurdle, let alone install specialized research software. UBIT should listen to faculty when we say there needs to be flexibility in these requirements. The current approach of a complete lock-out is seriously hindering productivity.

routinely losing access to UB Learns and Outlook email - teach Spring semester

I often work on my personal computer for certain things, because of being blocked from installation of anything I often think it's ironic that our duo authentication system depends so heavily on a device and a service I personally pay for (my phone)... also ironic that I prefer not to take my phone to class because I need to focus, but that strong preference is over-ridden by the university's scheme for allowing me access to the online systems I need to teach... again, my own personal property is the device in question

Duo is painful but understandable

Loss of admin privileges on work desktop means I only update software once or twice a year, loss of access to desktop software, need to bring personal laptop to campus to use research software

had a hard time loggin onto eduro roam wifi (had to enter full email and that wasn't clear)

Installing free research applications, rebooting and installing programs after lab computers crash

Loss of administrative privileges is a huge hassle for me. Software updates can't install automatically, it's more of a pain to try new research software, etc. I'd like to be able to use a user account, but be able to have an administrative password to install software or change settings. (My laptop is locked to east coast time, so whenever I travel it shows the wrong time. I forget about this when back on campus, and remember again when I travel and have the wrong time and can't fix it.). Macs make this easy, it seems like a reasonable solution. I used to work in IT architecture and designed middleware security software with Internet2. UB uses software I helped design and write (shibboleth). It is irritating to not have admin access on my machines.

none. It is helpful that duo authentication does not happen for every log in now

Loss of administrative privileges has made my research life more difficult, to the point it was worth it to simply buy my own personal laptop and use that for work. I use work-arounds to manage this kind of restriction as best as possible, but it takes too much time and leaves some things undone (e.g., software updates that require admin privileges).

None

My cell phone died and would not restart. It made duo authentication difficult for a few days. I think advising people to not to depend completely on a cell phone with duo authentication.

Duo authentication is a little glitchy and doesn't always provide an authentication approval; additional information shared would be helpful to provide a better student experience

duo authentication is difficult but not impossible and I understand why we need it. can't always install updates on laptop because I don't have that access.

I definitely understand and appreciate the need for 2FA, but sometimes Duo can be tricky. I've run into issues where I've had to reauthenticate multiple times due to some error or another, which is frustrating... especially when you're in the middle of teaching!

I hate the DUO thing, yet I do get it. Same with limited admin privileges. I understand that UB must prioritize tenured, research faculty who bring in big money. That requires system-wide security well beyond what is needed for someone prioritizing teaching. Sometimes I wish there were tiers for security, yet also am aware of the cumbersome nature of that.

The admin hurdle on my computer just seems to hang on.

security requirements, especially having to complete DUO several times, lack of access to printing for faculty teaching remotely. PDF needs to be a downloadable software for remote teachers.

Loss of administrative privileges is huge. I often need software at the last minute that simply can't be installed or updated. I have been completing a grant application or proposal and couldn't finish because the software I needed wasn't available at the time. I believe that there are lots of standard applications that faculty should be able to install without administrative privileges. In addition my relatively new computer is extremely slow because of all the bloat installed by IT. Log in takes forever. This is hugely problematic when I'm going to teach a class and have to wait 5 minutes for the computer to start.

huge, time-consuming hurdles now to jump through for my lab research computers. Took months of my lab tech's time, when he couldn't do other things (ie research)

2FA on the phone is really hard. As a faculty member, it's really hard to get focuses on writing and analysis. One of the main strategies people recommend is turning off your phone or leaving it another room. But we can't do that bc of the 2FA. Also, I resent using my personal phone for it. The university expects me to pay for my own phone, my own internet access when I am working, my own cell phone plan when I'm working and yet requires me to use my phone for work? It's ridiculous. Biometric sensors on our devices might help, but I hear that some devices are being delivered to faculty with that option? Also, I fear loss of administrative privileges. You can't run a mac without it. I think the fact of the matter is that if you want to deliver good teach and good research, it comes with risk. You can minimize the risk to some extent, but not by hobbling your teachers and researchers.

Loss of admin privileges at JSMBS has been a major burden due to poor staffing and support as well as our need as computational biologists to use custom software.

The admin passwords should not apply to changing wifi networks, uninstalling software, or changing basic settings. The admin password box has popped up during my lectures. Since it is a dominant box, you must wait about a minute for it to go away after you hit cancel. It is not ideal.

Duo authentication: I hate that I must have my phone with me at all times

Give faculty administrative access to their computers.

Duo authentication is required a bit too frequently. I think 10 days instead of a week would be better.

I can't update programs on my computer, which significantly slows my research and teaching. This is an issue that comes up several times a month. I am using old versions of almost every program simply because I have to have an admin password to fix anything.

None

N/A

Change the rules of the randomly generated ID names so that first names arent in there, or let it be chosen at the beginning?

Duo authentication is clearly needed, but there have been times when I've misplaced by hardware / keychain device to authenticate and then couldn't access files for up to a day until I found it. No suggestions because two-factor authentication is necessary; just a challenge that requires not misplacing the device. This is less problematic now that the device is not needed for multiple logins every day but rather about once a week. One strange thing that I would think should change about duo authentication is that on on-campus, classroom computers, I don't seem to need it. My password alone is enough to log me in to every website, meaning that if anyone somehow got that password, they could access all of my files, log in to my email, UB Learns, HUB, Box, and so on.

Having to repeatedly log in/authenticate throughout the day from same browser.

NONE. I made it a point not to have admin on my machine. I'm able to do everything I need to. Of course, as the former ISO, I may be a tad bit biased :-). Only issue I have seen is that during an exam setting, using unlearns, students will need to take their devices out to Duo auth. This is only an issue because my policy is "no smart devices out". I don't think this is a major issue though. Just something I need to adapt to. I know duo has "safe zone" IP ranges. But I do not think something so heavy handed is warranted in this case.

None - Duo works fine, instructions were good!

Email is a garbage fest of security theater, and nobody at UBIT seems to understand anything about email security. Safelinks, lol

Duo can be a pain if you have misplaced or forgotten your phone somewhere.

The duo authentication is pretty efficient.

Microsoft one drive gliches

Installing basic software is a major headache with very limited security benefit by requiring it be installed by IT. Duo has led to some issues when students forget their phone or you forget to switch duo before you get a new phone.

I teach EndNote quite a bit and have had some issues when a new version is available that the newest version isn't available on all centrally-scheduled machines. This only happened one or two times though from what I remember.

Not having admin access on office desktops can really slow the research process given that we cannot install packages and applications without reaching out to IT.

Personally very few, but colleagues have had many. 'All IT purchases' must be approved? Monitors? Mouse? USB cable? IT policies seem incredibly 'top down' with no input from faculty. Many of the recommendations are from a sole manufacturer and gives the appearance of impropriety. IT services should HELP to make faculty lives easier (while balancing security concerns). At present, IT services appear to be constructing and implementing policies to make THEIR lives easier at the expense of faculty.

Duo is has been implemented too down and trust no one causes to many distractions and disruptions.

Administrative privileges on a research workstation would be tremendously helpful to be able to deploy software/driver updates for software that is not included in the scheduled updates (like RAID drivers, UPS drivers/software, etc.) as well as change system settings when necessary.

administrative privileges often make it difficult to download something quickly or when it is needed. Having to work off site.

I really, really dislike that my office computer goes to sleep after 10 minutes or so and requires me to re-enter my password. If I'm programming or writing, it breaks my train of thought. It doesn't make me feel secure; it makes me feel annoyed.

loss of administrative privileges that have affected installing many academic free softwares which are otherwise quite safe

The practice of denying administrator privileges to faculty on their machines is offensive, short-sighted and counter-productive, and should be repealed immediately. IT faculty are either not responsive (due to excessive demand) or unable to promptly deal with all requests to install software on faculty machines. As a result, the lack of administrator privileges leads to huge wastes of time and lost productivity for UB and its faculty.

Frustration and lost time in class. It would help not to require duo push on campus. It would also be useful to be able to turn off screen saver when in class.

When my mobile phone died I could not get on as there was not an alternative to Duo Mobile available

Loss of administrative privileges when I develop software for a living has been extremely challenging for my work. Having to ask to have basic stuff installed so I can program experiments for my research is so foreign to me at this university -- I am used to having some restrictions but none nearly this severe.

When I changed phones it was hard to log into the system.

Sometimes, I have an hard time with granting access to UB resources to UB alumni, recently graduated, who are finishing up some work in my research lab after they graduate. I wish there was some special procedure to grant temporary access to simple resources, such as VPN or SENS computing resources to trusted individuals, such as a UB alumnus. This would benefit the research group of the faculty member and I believe it should be a priority to grant such type of access.

Faculty members should be given administrative privilege to their computers to facilitate the work. It is very inefficient to go through IT. Sometime it takes multiple days to do any simple task such as updating or installing an app or program. Not having administrative privilege can sometimes be detrimental to research if for example we have important deadline to meet, but cannot complete the work because a software needs to be updated (but we cannot update the software quickly because we have to go through IT...). If security is the issue, IT should implement more secure network or take away administrative privileges only from those who caused problems (not from everyone).

I have managed reasonably well. However, I have seen the following issues cause problems: (i) faculty travel outside of the US where they cannot get Duo to function (e.g., since they lack phone service), (ii) the lack of customization of laptops for things like hard drive storage, even if a department is willing to pay, seems like an unusual constraint. (iii) There is no question that loss of administrative privileges slows down research, and I wish there was more advice on how we can manage that. On my own, I started installing as many applications as possible locally, and that helps a lot, but I had to come up with that solution myself. Why isn't it standard advice? (iv) Maybe this is just me, but I've had weird issues with Active Directory that have made my computer unusable at times.

N/A

Frustrating inability to update software, install software on demand. Inability to open task manager and kill a task that is hanging things up. Inconsistency between what I have available on my UB-owned laptop vs. what my students use on their personal laptops.

Not being able to update software on my computers is annoying. I'm not sure if there's a technical solution to this but it would be helpful if there was a whitelist of applications we could install and update without needing to make an appointment.

School IT appears to be swamped. Many months of waiting to obtain installation. HIPAA is an issue.

I have several concerns regarding the CASet policies on security recruitments of computers. The fact that faculties do not have administrative passwords for their own computers and laptops is already making serious problems for many people across the departments (when your computer misbehaves while you travel, about to submit a grant proposal ...). I question the university's claimed ownership of the computer bought by my own research grants, which appears totally un-reasonable. Here is an example, I have an NIH/NSF grant and I will own all the privileges of a computer that I purchase using this grant award. This is none of your business. Period. I am especially worried about this newest policy that anything related to computing must be first approved by CASet. The wording is such that it appears like even a mouse of a USB drive must be approved first. This is counter productive. This should be immediately rectified, because this is totally meaningless and unreasonable.

Loss of administrative privileges is a real challenge! Give it back please, ASAP.

I have had insufficient privileges from time to time, but LAW IT installed software to allow me to make myself temporary administrator, and that solved the probelm.

Installing Latex, R, and other programs on university computers due to administrative privilege requirements

loss of admin privileges is a huge impediment to getting things done. We are a research university, but it takes days, weeks, and sometimes months to get resolution on tickets that are mission critical for my research.

No problems.

constant duo authentications are tiresome.

UBIT is at times overloaded and slow to respond. Loss of admin privileges is a HUGE LIMIT for those of us doing active research and service with community partners and others.

giving control over office computers to us.

Loss of administrative privileges, duo authentication, hardware restrictions. Professors MUST have administrative privileges, it makes our teaching and research much less productive

-Been locked out of university accounts and unable to log in to teach my class because my cell phone battery is dead. -Been unable to log in to my university account or do my job because I left my cell phone at home. -Been forced to change my password and got in an authentication rut because 2 different devices thought my password was 2 different things. -Been unable to download a tool to TAKE A SCREENSHOT of a webpage, because I can't download anything on my office computer. -Been unable to download a free pdf editor, a basic tool which I need to do every aspect of my job, onto my office computer after UB stopped paying for this basic tool.

The university treats faculty like children. It's humiliating to have to ask someone to update software from one version to another. I've had my research hobbled by the account restrictions; it would just be helpful for my lab members to all be able to log in with one account on shared equipment.

None

Some colleagues have had trouble logging into sites they need to log into in order to do administrative work. The window just goes blank. Can the window let them know they need to log onto the vpn first when off campus? I think that's the problem.

Testing teaching tools for language teaching is very difficult. If we want to add creative ways for students to demonstrate proficiency, we need to use our own technology to access those apps. Integration of our ematerials in Brightspace (or Blackboard has been very difficult). h5p apps that can be integrated in Brightspace would be greatly useful.

For purchased software, give us admin privileges to update the software. This is the number 1 reason I create UBIT tickets - it shouldn't be this way - a waste of UBIT time and our time.

Need for duo drives me crazy when I am remote. For example, on cruises usually limited to one wifi connection. Arguing with them to use Starlink btw.

With a UB laptop, it is more painful to download any software you want.

The shell script provided to set up eduroam on linux machines could be more transparent. I didn't feel certain I understood what it was going to install.

Duo is a bit cumbersome (required multiple times to get into email, etc.)

The ones coming to mind at the moment are: not having admin privs on UB-owned computer, UB-imposed restarts interrupting multi-day/week simulation runs, Chrome extension installation restrictions, having to re-sign in to Zoom every day

The loss of administrative privileges mean that I'm not able to update a software that we use in research or to install and try research software easily. This has slowed down my research operation significanlty.   Hardware restrictions have made computer purchase, replacements and upgrades a long nightmare.   When my cell phone was stolen last summer while traveling, duo authentication prevented me to access my work email and files for two weeks. An easier alternative would be good especially when traveling.

No notable challenges.

When I have to update Camtasia or Snagit, since I do not have administrative privilege's, instead of typing in my product key, and allowing the system to update, I must make an appointment and have IT type in the key code.

Duo is a nuisance. Would like to be able to occasionally download software that I cannot.

The lack of admin access makes it all useless to me, frankly. I use my own equipment, data, and software. I understand there needs to be a balance between security and usability. But you have prioritized security to the point that I - and I know many of my colleagues - simply do not rely on UB services.

The switch to MS 365 has made saving files difficult and confusing. I also have a few classroom activities where Google Sheets are IMPERATIVE to share data entry in real time and the students have a terrible time getting access. Sharing over Excel isn't fast enough. Access to shared Google files should be allowed.

IT policy implementation in CAS is much too heavy-handed. People should get admin privileges easily if they can demonstrate they can do this responsibly. Project PIs need to be the ones who make decisions about hardware and software purchases, not some UB administrator. You could have easily opened up a wired network for UB-owned computers on campus that are administered by faculty themselves (and may not have access to the most sensitive systems), similar to how we connect personal devices to the UB Wifi.

Isolate research use of computers from the UB ecosystem and allow more administrative rights on those machines.

Duo doesn't even work correctly. Yesterday I login from a desktop computer in a classroom and it didn't even ask for Duo verification.

Since I mostly use a desktop/laptop that only I have access to, the amount of time it takes to continue to log into systems (authentication) over and over is frustrating at times.

duo authentication is a total pain.

When UBIT administers my laptop it is very difficult to have updates installed in timely manner. It is preferable that users have privilege to download whatever packages needed for their research.

Duo is not open software which makes use on a variety of devices cumbersome. Using a separate administrative account for any hardware related access is cumbersome.

Needless to say all computers that I bought with my own money or with grant money are NOT managed by UBIT. I have to frequently install software to get my work done, including driver updates for equipment. We also need to run our equipment remotely and it is infuriating that we cannot update software on those machines since they must be managed by UB. It is a little frustrating that I need to do DUO over and over again for different resources (Ublearns, UB libraries, myub/hub, SUNY RF...) I typically have to do DUO verificition about 5 times a day.

inadequate infrastructure by provide outlets on south campus classrooms. Not enough support compared to north campus

My students routinely find themselves locked out of DUO because of lost cell phones. There needs to be another way for students to get into their academic information and get in touch with faculty because otherwise, I don't hear about it until days later. This creates a situation where I am sure some students have used this as an excuse for not getting their work done in online courses when a phone was not, in fact, lost.   I also recently lost all of my faculty access (and DUO security locked me out) because I did not teach in the second summer session. I expect the same will happen this upcoming summer session (I only teach in Summer 1). This is ridiculous and makes it hard for me to get my courses prepped for the Fall semester. If I am teaching in the Spring and again in the Fall, there is no reason my access should be revoked for the summer. We don't do this to students who take classes in the Spring and remain enrolled for the Fall and yet somehow we do it to adjuncts?

This has been a huge issue. I have had to use my personal laptop multiple times because zoom needed to update and I can't do it. I have not been able to run statistical analyses on my machine because the license wasn't working and these are all issues I was able to handle on my own for over 15 years here without issue! Our computer purchases have taken forever and the quotes were correct but the orders ended up being entered wrong in 3 cases just in this past year. If the past I was able to complete these orders on my own and set up my own machine and we always were up in running in 2-3 weeks. Now it is over 6 months for a new computer and can take days for a simple software update.

duo authentication requires use of my phone (the alternative gizmo is inconvenient) is annoying because I pay for my own phone I also experienced security restrictions accessing software when traveling overseas

Because we don't have authority to update or load software, I had classes come to a halt, as iTunes would malfunction because I was unable to update it. I eventually moved my playlists on musical repertoire to YouTube, in order to keep it browser based instead of software based, but not all of these obscure musical pieces are available to stream. Ultimately, I need a way to merge my personal library of music files with a reliable platform for incorporating them into classes without having to use Box, which is fine for individual media files, but not playlists.

These are still rather problematic. Faculty have given up on using technology from the university for any intensive computing activities. There is a complete breakdown of trust. We need administrative access to our computers for a variety of reasons, including running dedicated hardware, installation of custom software for computational research, usage of our computers when in the field or traveling (which, for some of us, is many months a year) and 24/7 support. Historically UB has a vibrant, strong computational community, and the current policies are causing that part of our research mission a large amount of harm. About security: we allow 35,000 students to connect to the network with their own laptops with administrative privileges via the UBSecure and eduroam networks. Faculty are merely asking for the root / admin access to our own laptops. This could be predicated on a training class that shows faculty best practices.

Whenever I put in a ticket for an issue with classroom technology, I feel the initial response is always to deny that there is a problem in hopes that it was a one-time thing (e.g., "We checked it out but saw no issue") resulting in me putting in a second ticket when it inevitably happens again. This seems to be a relatively new experience as I have not encountered it until the Fall 22 semester

I am not sure, I am not tech savvy. I am not sure whether being locked out of programs is due to duo or to Microsoft updates.

Give me local admin rights on the UB-owned MacBook right away without many tickets, emails, and forms. Further, please allow me to buy hardware for my research as I see fit (e.g. via Amazon Business). Not all solutions (e.g. screens, laptops, hardware upgrades, RAM, GPUs, etc.) I need must come from (expensive, low performance per money) Dell, and must have "10 year" support. For example, if I need a cheap laptop to run a simple program to run a syringe pump in the lap, I don't need a $1000+ computer. Scale that for two syringe pumps, a spectrometer, a 3D printer, a microwave, a laser, and you'd end up will a bill for thousands of dollars when the job could have been done with far less than that.

I hate that I have to enter my extra strong password every time I need to login to my office computer. This is the only reason I'm not buying a UBIT tablet because my time is wasted every day.

Faculty not having administrator's privileges on the machines they use for their work is outrageous, and the reason brought up for this (a need for security) is an excuse. UB has obviously no control on personal machines, for students, staff and faculty alike, used on campus or remotely. And limiting administrative privileges on UB owned machines does not make any sense in light of this. Faculty have had to wait several days and even longer before someone from IT responded to their requests to being allowed to download or update software. And some faculty have been harassed in their offices and have had their computer taken away, in front of students during office hours, because they were not complaint with some IT mandate. Duo authentication is a real pain. I cannot count the number of times it has delayed the start of a Zoom session because one has to run for their phone or device.

The loss of administrative privileges is incredibly frustrating. All the apps that I use daily are out-of date (TexStudio, TexShop, Google Drive, R, RStudio, Zotero, and my network printer) and I hate scheduling a time with someone just to update them, so I don't and instead I'm constantly dismissing or ignoring pop-ups about needing to update the applications. I should be able to update the apps on my own without submitting a service ticket. Also, they refused for 2 years to update my operating system until the computer forced me to update it. The system is already calling a new OS. The base computer provided isn't sufficient for heavy computer-based data processing.

None

Loss of administrative privileges. I have an old laptop with administrative privileges and I am afraid to replace it with a newer one for the first reason. There should be a clear procedure for requesting administrative rights but if there is one, I am not aware of it.

Loss of administrative privileges has been huge. There are so many things that would make my research easier and faster if I could just keep my computers up to date myself. As it stands, my automatic updates don't work for software that I am forced to pay for out of pocket, my computer doesn't integrate properly with my apple watch, I can't trouble shoot issues myself, and my students are so annoyed that they can't install anything that they just tend to prefer to work on their own personal computers which aren't as fast and can't actually handle a lot of the work we do. These might seem like small things, but it really adds up over time and slows down our productivity. The other thing I struggle with is the fact that we are supposed to use Outlook for email. I use gmail to manage all of my other email accounts. It is fast and has amazing search capabilities. I hate outlook and it slows me down. I often tell people to just use my personal gmail address because it is so much easier to communicate and messages that are real don't end up in spam. It's sad that I can't rely on my work email address.

I actually do use fantastical and spark. I gave up on spark because of constantly having to do duo.

The switch to a once-a-week duo authentication has been helpful.

None

Classroom computers and being connected to Box; plus, the number of times need to use Duo to validate use

installing software

All software updates on my UB purchased computer require administrative approval. This is a nuisance which leads me to not updating my software, or using computers that were not purchased through UB on the UB network. I also think that the selection of computer hardware available through UB is too limited. For example, I can't buy a cheap monitor through UB, I need to buy more elaborate, expensive versions. A wider range of options would be great.

28 - Please share any additional information you believe would assist the Faculty Senate IT Committee and the VPCIO in enhancing IT at UB.

Please share any additional information you believe would assist the Faculty Senate IT Committee and the VPCIO in enhancing IT at UB.

Improve audio quality in classrooms. Farber 135 where I am currently teaching has one microphone for a very large room and I cannot hear students when they speak to me.

Overall the IT personnel is a bright spot here. So please also make sure they feel appreciated. Really nice people. (Except that some of the students could use a little more training on "client-facing" interaction.)

MORE support. Better instructors for Brightspace who actually teach courses and understand how to speak to faculty in terms they understand. More ability for a faculty member to speak to a person about a problem or request regarding IT. The helpdesk only goes so far.

None

Some of the classrooms need literal reconfiguring. The podiums are not uncommonly located in awkward positions to both the screen and seating. It is an 'old' plant. There is historical benefit and ambiance in that. Seating, lighting, and easy visualization of screens is a technology concern, and of those three, our seating is hideous. Lighting comes second in hideousness, though it seems to be getting better with more panels functioning. And room configuration is third, though when it is bad (Hoch 307!!) it is very bad. I teach graduate classes, 3 or 4 hours long. Poor setup and seating inhibits learning and is an accessibility issue. I can imagine that this goes in a different administrative silo, an issue in such a large organization, yet I see it as a tech issue.

Take a look at my answer about AI. I intentionally tried to make my selections contradictory because the question required an answer, but my answer (I'm ignoring it) wasn't available.

Sensitive to various levels of IT competence. Engagement of faculty when making decisions like changing the teaching platform without input from the faculty at large.

Please treat all classrooms the same when it comes to the available technology. Upgrades should be all or none. It is difficult to plan to use certain technology when it isn't available in all classrooms.

Provide actual human IT at JSMBS 8-5 M-F. Please.

Faculty should not have to pay out-of-pocket to fix a issue with a UB computer. For example, the battery is dying on a UB computer used for teaching and IT tells the instructor they will install a new battery, but the instructor has to order and pay for the battery themself.

We need to streamline the process of submitting a ticket with CASet. Going through all the pulldown menus to input phone number/office number/department/college/person number. All these fields are associated with our UBit Name. Passing the burden on to faculty is not a good use of time. When we used SENS all you had to do was send an e-mail.

I believe having access to help most times of the day (including weekends and evenings) is beneficial.

Too many disparate systems - it would be very helpful to integrate them more (Siri, HUB - faculty center, HUB - Navigate, UBLearns, UBbox, OneDrive, etc.) For example, it would be beneficial to have one-stop shopping for up-to-date classlist information which could automatically propagate out to tools like Pizza and TopHat. Also, better onboarding of students so they can use UBIT resources more effectively.

UBIT seems to spend too much time maximizing outsourcing and minimizing useful services. Technology should be selected for minimal friction and to get out of the way, not for maximum ability to blame an external entity.

No, keep up the great work. Your staff is generally courteous and professional. I don't get the vibe that they are condescending or hostile in the process of walking us through to solve problems.

Having a small card on the workstation in classrooms defining which microphone and speakers to ensure are on would help. Testing the mic on zoom isn't always effective and the audio works even when the microphone test fails. In Jacobs, I don't want the microphone for class, but do want it for recording, which I still haven't quite figured out.

IT services should HELP to make faculty lives easier (while balancing security concerns). At present, IT services appear to be constructing and implementing policies to make THEIR lives easier at the expense of faculty.

The limited computer admin is ridiculous. I know many faculty who buy their own machines so they can install software as needed. The need to request software installation is really time consuming and often not available when one is doing research on weekends or at night.

A lounge for adjunct professors and resource room. Also the systems automatically kicking out all adjunct staff out of UB access in May.

?

Ask the Provost for more funding. If UB wants to shine, it needs to invest in department-level support staff much more heavily, rather than relying on overcommitted central administrators

Faculty members should have administrative privileges to their computers.

Overall, I see a major problem on campus is that UBIT seems to focus on enforcing compliance rather than enabling work that is compliant. That is, we are told what we can't do, while I think UBIT should be focusing on compliance "solutions" rather than compliance "enforcement". In addition, too many software choices (Concur, ShopBlue, Outlook) are clearly not being made with faculty and staff input or are responsive to faculty needs. (The LMS process was a notable positive exception!) I personally think UBIT processes need to be completely rethought of as a _partnership_ between the revenue-generating sectors of the university (teaching and research) and the support centers (UBIT). Instead, at the moment, my impression is that UBIT seems to think that it is an authority of it own and not a supporting partner. (This is a broader problem at UB extending to many of the non-revenue generating sectors of the institution.)

N/A

Growth of the Software Center has been a huge help for me.

In Media Study teaching in our computer labs is hampered by security restrictions that limit faculty and student capacity to install and run programs.

Please refer to my comments above regarding how unreasonable the CASet policies are. This needs immediate attention and action.

Again, let faculty administer their desktop and laptops!

Nothing to add right now.

giving control over office computers to us.

UB needs to pay for a full version of Adobe Acrobat for faculty who need it.

n/a

N/A

Make accommodations for service and help for in-person and online faculty.

If we can do something like UVA's digital certificates (https://in.virginia.edu/installcert), which saves one certificate per device (for non-computers) or per browser (for computer) to permit faster login when authenticating, would make the constant prompts to login on your own computer/tablet/phone less exasperating for the many of us with fairly secure + longish passphrases. Also: would probably save both you and new faculty members time and effort if you started asking whether they wanted their default UBITName or an alternative before issuing said UBITName. Granting alternatives seems fairly common, and given all the other things UBIT

asks about very early on in the onboarding process + the checklist users need to complete when switching to an alternative, this seems like an easy enough question to add to UBIT's list.

Nothing at this time.

UBIT does not respect faculty needs. One example is Safelinks. It is a terrible technology that directly impacts our communication. I HAD TROUBLE WITH NSF PEOPLE BECAUSE THEY CANNOT ACCESS THE LINKS IN MY EMAIL. We made this point to Brice Bible two years ago and he didn't care. In my 6 years at UB, I've never met a person as under-qualified as CTO. He could have simply disabled Safelinks for faculty. Piazza was another issue. As a dept, we pushed for a license for 3 years and faced with various bureucratical challenges. Then suddenly UBIT decided to purchase the univ wide license, not sure why! Overall, UBIT is managed very poorly. I'm not saying this out of spite: CTO should resign or, better, be fired, immediately. He has no place in an R1 university that targets to be in top 25.

Changing security policies away from the device level to the network level would enhance customer experience

N/A

Please keep the IT team on site at the law school (and any other units where there are satellite teams). It is tempting for efficiency reasons to centralize all these services. However, using technology is getting more and more complicated and stressful every day. Having our dedicated team here allows us to work with people we trust and who know us. They are experts at communicating with quirky law people, respond quickly and pleasantly, and evaluate our needs in a highly nuanced and informed way. Tech issues run much more smoothly and painlessly because they are here because they start each problem already knowing the user and their tech history.

Faculty should be trusted to be joint administrators on computers. Faculty should be able to order their own equipment without having to process via CASet. If CASet needs to approve it that is fine but let faculty order it and process the quote to avoid errors. CASet appears to be understaffed and takes forever to complete simple tasks that faculty had been able to do for years. Let CASet focus on problems with software or computer viruses rather than creating delays and problems for faculty.

In the professional arts world, there are classes called Absolute Beginner for people coming in to a practice area cold. Assume that some of your new faculty are Absolute Beginners with classroom technology and online teaching tools--particularly people coming in from work in our fields rather than coming in from a PhD program or another university.

Better training for individuals dealing with IT support tickets

Please provide unlimited free storage again. It's needed for my research file storage.

Show some trust in the faculty, and involve them in any major decision that impacts their work

Passing time between classes is not long enough. For my large class in NSC 225, the prior class goes until 10:50 or sometimes later, and by the time I get to the front of the room and pull up/log into multiple engagement platforms, bring up ublearns, powerpoint, etc, it is passed the 11:00 start time. It's a mad rush every single day. Also, I appreciate this survey and assessing what technology faculty are using, but you've been asking these questions for years. I and other faculty have been asking for kahoot and poll everywhere for years, and it's not being provided. Kahoot especially. Ask any UB student. They want kahoot in their classes. I also get frustrated when I'm told that I should only use UB approved software. I do what I have to do to provide the best experience for my students. I have a giant room full of 200 students or more, I need these platforms to increase engagement. I pay for kahoot and freeonlinesurveys because they allow me to build community within a large class of students. They cost the students nothing and they require no email or other information from the student to be used. I am also adept at teaching remotely and using zoom, but I'm unable to use those skills. I am not allowed to teach my courses online or hybrid. They have to be in person. Eventually, this is going to affect enrollment because only a specific type of student is available at 9am three times a week to come sit in a lecture hall on campus. We are missing an opportunity to reach a more diverse student base (adult learners, people who have illness, people who work etc), all of which who will pay $$$.

none that I can think of.

When working from home for UB, IT does not provide support if the computer is purchased by the faculty members' own funds. It does not make sense.

Hire more UBIT personnel!

We need greater access to institution-paid software, like Adobe Pro.