2nd IAU Global Survey on Digital Transformation

Institutional Information and Profile

* 1. Terms of data use:

- [ ] I agree that IAU may use the data provided in my answers for research, presentations and publications. The data will not be used for commercial purposes. It may appear in aggregated form or as examples as part of the data analysis, but treated anonymously. The names and emails provided by respondents will not be part of the analysis and will only be used to communicate the results of the survey.

* 2. Name of Institution (in English only)

3. (optional) Please insert your institution's WHED ID. Find your ID by searching the name of institution here: www.whed.net. ID example: IAU-000001

* 4. Region

- ◯ Africa
- ◯ Asia & Pacific
- ◯ Europe
- ◯ Latin America & the Caribbean
- ◯ Middle East
- ◯ North America

* 5. Country

* 6. Position of the respondent to the Survey (Please select only one)

- ◯ Head of Institution (President / Rector / Vice Chancellor)
- ◯ Deputy Head of Institution (Vice-President / Vice-Rector / Deputy Vice-Chancellor /Chief Academic Officer / Provost)
- ◯ Registrar
- ◯ Representative of one of the above

If representative, please specify your position:

* 7. Which category best describes your institution?

- ◯ Public institution
- ◯ Private institution

* 8. What was the total student enrolment in the academic year that started in 2023? Please report the full time equivalent (FTE) enrolment of all degree seeking students (both domestic and international) in all cycles combined.

- ◯ Less than 1 000
- ◯ 1 001 to 5 000
- ◯ 5 001 to 10 000
- ◯ 10 001 to 20 000
- ◯ 20 001 to 50 000
- ◯ More than 50 000

2nd IAU Global Survey on Digital Transformation

SECTION I: Teaching and Learning (T&L)

COVID-19 forced universities to rely on digital technologies to continue operations during the pandemic. The following questions seek to identify if and how your institution has changed its teaching and learning strategy since the emergence of the pandemic (2022) to today (2024)

* 9. Mapping institutional changes in Teaching and Learning (T&L)

	Not at all	Slightly	Moderately	Significantly	Completely
Has the institution revised its T&L strategy since 2022?	◯	◯	◯	◯	◯
Has the institution increased its offering of multi-modal learning (offering the possibility for students to mix between in-person and remote learning opportunities)?	◯	◯	◯	◯	◯
Is the institution rethinking/redesigning the use of its physical spaces?	◯	◯	◯	◯	◯
Has the institution increased the budget for digital infrastructure to enhance opportunities for improving teaching and learning?	◯	◯	◯	◯	◯
Has the use of digital technologies increased the collaboration with professors/lecturers from other institutions and countries?	◯	◯	◯	◯	◯
Has the institution increased international experiences of students through virtual mobility and collaborative online international learning (COIL)?	◯	◯	◯	◯	◯
Has the institution introduced changes in employment contracts or collective agreements to reflect the new context?	◯	◯	◯	◯	◯

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SECTION I: Teaching and Learning (T&L)

This section aims to monitor a change in the ratio between on-campus and remote/online T&L today (2024) compared to before the pandemic (2019). Hybrid and blended learning are here divided between online and on-campus T&L offerings.

* 10. In 2019, what percentage of courses were offered remote/online?

0 100

* 11. Today, what percentage of courses are offered remote/online?

0 100

* 12. The response to the two previous question are based on:

- ◯ Official institutional data
- ◯ An estimate as the institution is not officially collecting this data

Comment

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SECTION I: Teaching and Learning (T&L)

Continued

* 13. Which are the key objectives driving digital innovation of your institution?

* 14. Has the institution been able to provide improved student-centered learning with the use of digital technologies?

- ◯ Yes
- ◯ No

If yes, please specify

* 15. In which ways has the use of digital technologies enhanced the learning experience of students?

* 16. In which ways has the use of digital technologies negatively impacted the learning experience of students?

* 17. Have you observed changes in the demographics of the student body linked to the use of digital technologies? (e.g. increasing number of minority populations, older or returning students, more international students, change in gender ratio, or others).

- ◯ Yes
- ◯ No

If yes, please specify:

* 18. Is the institution using external courses and online learning modules as part of the degrees offered by the institution?

- ◯ No
- ◯ Slightly
- ◯ Moderately
- ◯ Significantly
- ◯ Completely

Please specify:

* 19. Can students apply to have completed external online modules recognized (with credits as appropriate) as part of their study programmes?

- ◯ Yes
- ◯ No

If yes, please specify:

* 20. Changing demands of learners:
The following questions seek to identify potential changing demands of students since the emergence from the pandemic in 2022 to today:

	Not at all	Slightly	Moderately	Significantly	Completely
Are students seeking more flexibility in their education in terms of delivery modes?	◯	◯	◯	◯	◯
Are students seeking different forms of content and skills as part of the study experience?	◯	◯	◯	◯	◯
Are students seeking to spend more time on campus? (both formal and informal learning and social activities)	◯	◯	◯	◯	◯
Are students seeking to spend less time on campus?	◯	◯	◯	◯	◯
Are students increasingly demanding stackable learning opportunities and micro-credentials?	◯	◯	◯	◯	◯
Are students increasingly demanding interdisciplinary learning paths?	◯	◯	◯	◯	◯
Are students increasingly demanding work-based learning opportunities to prepare for life after gradutation?	◯	◯	◯	◯	◯
Are students increasingly demanding the use of IT to enhance digital literacy as part of their studies?	◯	◯	◯	◯	◯

Are there other changing demands from students?

21. Is the institution monitoring student satisfaction with the online/virtual learning environment?

- ◯ Yes
- ◯ No

If yes, please share the main outcomes

* 22. Supporting staff (faculty and administrative staff) in digital transformation

	Yes	No	It is being discussed
Does the institution have a central unit (division, centre or other) responsible for innovations in teaching and learning including digital learning?	◯	◯	◯
Is the institution providing capacity-building opportunities to staff to improve digital literacy and digitally enhanced teaching and learning?	◯	◯	◯
Is the organisational culture generally receptive to innovations and changes?	◯	◯	◯

Comments:

* 23. Since the emergence of the pandemic, what are the most positive outcomes expressed by faculty in the use of digital technologies for teaching and learning?

* 24. Since the emergence of the pandemic, what are the key challenges expressed by faculty in the use of digital technologies for teaching and learning?

* 25. Transformations linked to generative Artificial Intelligence (AI)

	Yes	No	It is being discussed
Has your institution issued institutional guidelines on the use of generative AI?	◯	◯	◯
Has your institution set up a committee to consider the implications of generative AI on the operations of the institution?	◯	◯	◯
Are policies on the use of generative AI decentralised to faculties/institutes/schools of the institution?	◯	◯	◯
Has generative AI had an impact on how your institution is conducting assessments and exams?	◯	◯	◯
Are students being informed about how they can or cannot use generative AI in their studies?	◯	◯	◯
Are students being informed/taught about the potential and limitations of generative AI as part of the curricula across disciplines?	◯	◯	◯
Is the representation of the data and information used by generative AI a major concern for the institution?	◯	◯	◯
Has the institution reinforced principles of academic integrity and ethical conduct as guiding principles for the use of generative AI?	◯	◯	◯
Is generative AI considered a threat to academic integrity and ethical conduct at the institution?	◯	◯	◯
Do staff use generative AI to create teaching and learning materials (including the development of study plans and syllabi)?	◯	◯	◯
Do staff use generative AI to grade assessments?	◯	◯	◯
Are students permitted to use generative AI as part of their learning process?	◯	◯	◯

Comments

* 26. What are the main challenges identified by your institution with regard to generative AI and its impact on higher education?

* 27. What are the main opportunities identified by your institution with regard to generative AI and its impact on higher education?

2nd IAU Global Survey on Digital Transformation

SECTION II: Research

Technological advancements have made it possible to share and disseminate research data and outputs digitally. In 2021 UNESCO adopted the Open Science Recommendation. In this context, this section aims to gauge your institution's implementation of Open Science and related initiatives.

* 28. Does your institution conduct research?

- ◯ Yes
- ◯ No

2nd IAU Global Survey on Digital Transformation

SECTION II: Research

Continued

* 29. Monitoring the transformation toward Open Science:

	Not at all	Slightly	Moderately	Significantly	Completely
Is Open Science considered a priority in the institution's policies, strategies or governance?	○	○	○	○	○
Has the institution created a unit, committee and/or appointed a member of senior leadership to oversee and lead open science approaches within the institution?	○	○	○	○	○
Is your institution offering introductory or capacity-building programmes to nurture a culture of Open Science?	○	○	○	○	○
Does the institution monitor how individuals, teams or units integrate Open Science in their daily practice?	○	○	○	○	○
Has the institution taken measures to review its processes for promotion/reward and research evaluation to include contributions to Open Science?	○	○	○	○	○
Is the institution encouraging open-access publications?	○	○	○	○	○
Is the institution encouraging the open sharing of scientific outputs related to research publications (e.g. data, software, code material, workflows)?	○	○	○	○	○
Has digital technologies created novel and unique opportunities for international research collaboration?	○	○	○	○	○
Is the institution prioritizing non-commercial Open Science infrastructures?	○	○	○	○	○
Is the institution promoting citizens and participatory science?	○	○	○	○	○

Comments

* 30. Is the institution monitoring how many research publications are published via open access?

- ○ Yes
- ○ No

comments

SECTION II: Research

Continued

* 31. What % of the institution’s research publications are published via open access?

0 % 100 %

32. Does your **institution** have one or more transformative, transitional or “read and publish” agreements with publishing houses?

- Yes
- No

33. Does your institution benefit from **national** transformative, transitional or “read and publish” agreements with publishing houses?

- Yes
- No

* 34. What are the main barriers for the university to embrace Open Science principles?

	Not at all important	Low importance	Neutral	Important	Very important
The challenge of changing institutional culture and traditional practices	○	○	○	○	○
Lack of the necessary resources and infrastructure within the institution to facilitate open access publishing and data sharing	○	○	○	○	○
Lack of national policies supporting the shift towards Open Science	○	○	○	○	○
Lack of institutional policies supporting the shift toward Open Science	○	○	○	○	○
Academic reward systems at the institutional level prioritise publishing in subscription-based journals with highest impact factors rather than open access repositories	○	○	○	○	○
Researchers and faculty are not sufficiently familiar with open science practices and lack the necessary training to implement them effectively	○	○	○	○	○
Concerns about protecting intellectual property and that sharing data and findings openly may lead to unauthorised use or misappropriation of the work	○	○	○	○	○
Challenges related to diverse traditions linked to the different research disciplines	○	○	○	○	○
Geopolitical tensions that impact research and international research collaboration	○	○	○	○	○
Lack of infrastructure with adequate interoperability in terms of research systems, tools, and databases across institutions, countries and regions	○	○	○	○	○
The methodologies and metrics of university rankings do not align with open science principles	○	○	○	○	○
Resistance from publishers who may have interests in maintaining traditional subscription-based publishing models and resist efforts to shift toward non-commercial open access	○	○	○	○	○
Lack of standardised practices and guidelines for open science, making it difficult to establish consistent procedures	○	○	○	○	○
Lack of the necessary funding to cover article processing charges (APC) for open access publishing	○	○	○	○	○
Barriers in terms of publishing in national/local languages	○	○	○	○	○
Impossibility to come to an agreement between the different Depts/Schools on the implications of an Open Science policy at the institutional level	○	○	○	○	○

* 35. To what extent is the institution using AI in research

	Not at all	Slightly	Moderately	Significantly	Completely
Does your institution conduct research on Artificial Intelligence?	◯	◯	◯	◯	◯
Does your institution have a policy on AI and Research?	◯	◯	◯	◯	◯
Is your institution exploring how AI can support research in different disciplines?	◯	◯	◯	◯	◯

Comments:

* 36. What are currently the most important transformations in research facilitated by digital technologies at your institution?

* 37. What are currently the most important challenges of using digital technologies in research at your institution?

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SECTION III: Governance

* 38. Are digital platforms and infrastructure used to enhance institutional practices processes?:

	Not at all	Slightly	Moderately	Significantly	Completely
Student enrolment	◯	◯	◯	◯	◯
HR management	◯	◯	◯	◯	◯
Financial reports	◯	◯	◯	◯	◯
Student support services	◯	◯	◯	◯	◯
Student retention rates	◯	◯	◯	◯	◯
Student experience	◯	◯	◯	◯	◯
Collaboration among staff through online spaces	◯	◯	◯	◯	◯
Collaboration among students through online spaces	◯	◯	◯	◯	◯
Knowledge sharing through digital communities of practice	◯	◯	◯	◯	◯
Research data repositories	◯	◯	◯	◯	◯

Comments

* 39. How would you describe the current state of the digital infrastructure at your institution?

	Very poor	Poor	Acceptable	Good	Very good
How would you classify the overall institutional IT infrastructure for staff / faculty	◯	◯	◯	◯	◯
How would you classify the overall institutional IT infrastructure for students	◯	◯	◯	◯	◯
How would you classify students' access to digital devices and data to make use of the IT infrastructure provided by the institution	◯	◯	◯	◯	◯

* 40. Environmental impact of digital technologies

	Yes	No	It is being discussed
Are you monitoring the levels of energy consumption of IT services including servers?	◯	◯	◯
Do you have a policy or initiative for the environmental responsible use of computers and related resources?	◯	◯	◯
Do you have a policy or initiative for disposal and recycling of IT hardware and equipment?	◯	◯	◯

Comments:

* 41. Has the use of digital technologies impacted the institution financially and in terms of equal opportunities for the students?

	Not at all	Not very much	Neutral	Somewhat	Yes, very much
The use of digital tools has led to an increase in expenditure for the institution	◯	◯	◯	◯	◯
The use of digital tools has led to an increase in staff costs related to the installation and maintenance of IT infrastructure	◯	◯	◯	◯	◯
The use of digital tools has led to a decrease in expenditure for human resources as certain services digital tools have replaced certain functions previously carried out by staff	◯	◯	◯	◯	◯
The institution receives public funding to support the development of digital infrastructure	◯	◯	◯	◯	◯
The institution receives public funding to support students' digital transformation (ex: digital devices and data packages)	◯	◯	◯	◯	◯
The institution partners with the private sector to obtain support for the development of the institutional digital infrastructure	◯	◯	◯	◯	◯
The institution partners with the private sector to obtain support for students' digital transformation (ex: digital devices and data packages)	◯	◯	◯	◯	◯
It is a key challenge for the institution to develop the digital infrastructure with the means available	◯	◯	◯	◯	◯
The increased reliance on digital tools has led to an exacerbation of inequalities among students	◯	◯	◯	◯	◯
Access to the internet, devices, and the cost of data are an important concern for students in general	◯	◯	◯	◯	◯
Technical issues are often hampering the quality of the provision of remote education	◯	◯	◯	◯	◯

Comments

* 42. What are the most important concerns and challenges that institutions are facing when it comes to cyber security, data governance, privacy issues and managing the overall information system infrastructure within your institution?

	Not important	Low importance	Neutral	Important	Very important
Cybersecurity and upholding a safe IT infrastructure for staff and students	◯	◯	◯	◯	◯
Data protection and privacy policies	◯	◯	◯	◯	◯
Protection and management of personal identifiable information	◯	◯	◯	◯	◯
Lack of institutional agency in determining and influencing EdTech developments and roll-outs	◯	◯	◯	◯	◯
The cost of updating digital infrastructure	◯	◯	◯	◯	◯
The complexity of changing EdTech providers once the system is integrated and being 'locked in' to certain services	◯	◯	◯	◯	◯
Interoperability between different IT systems within the institution	◯	◯	◯	◯	◯
Finding service providers that respond to the needs of the institution	◯	◯	◯	◯	◯
Reluctance of staff to change behavior and habits and make use of new digital opportunities	◯	◯	◯	◯	◯
The rapid pace of technological developments and the impact on institutional policies	◯	◯	◯	◯	◯

Comments

43. Any other comments?

* 44. Would you like to receive the Global Survey Report with the results of the survey?

- ◯ Yes
- ◯ No

45. If yes, please insert your name and email:

Name

Email Address