

Educational Technologies Committee
Academic Computing Survey of the Faculty Summary
Survey administered December 2010-January 2011

Executive Summary

Faculty from across the university have been reaching out to the Educational Technologies Committee with concerns about support for academic computing and classroom media resources. This survey was undertaken in an effort to collect data in a systematic way, to better target efforts and utilize resources.

The results of the survey indicated that problems are often dependent upon where individual instructors are assigned to teach. We therefore believe that the university must first develop a means for more effectively matching the technology needs of instructors to the classroom in which they are assigned; and second, improve the methods of educating faculty in the use of their assigned rooms, through both clear and usable documentation as well as through face-to-face training. This education also must include, as much as possible, clear directives regarding whom to call for various problems. Faculty in general, and adjuncts in particular, expressed frustration at being unable to discern which support group is responsible for the various issues that arise, even though the most frequent classroom need is a rather basic one: simple and reliable computer projection. The problems that arise in this essential presentation function may be related to connection/configuration troubles or even a lack of knowledge on an instructor's part, but it was the source of many comments and complaints, and finding a solution must be one of the university's highest technology-related priorities. Also highlighted in the comments was a desire to see software on the various classroom teachers' stations updated on a regular basis.

More generally, many respondents cited a lack of uniformity in equipment and software in the classrooms, as well as a greater need for permanent and trained staff in the Media Center and C&NS. While individuals in the various support groups were commended for managing problems on case-by-case bases, it is clear that this approach does not represent a sustainable model.

In analyzing the survey results, the ETC discussed the model used by the Dolan School of Business, in which one person is based in a single building and serves a relatively small population of users. With fewer rooms to master and fewer instructors to get to know, he or she has the chance to more thoroughly learn the ins and outs of each room and to train the faculty more effectively. If the university could place an employee in a single building or a group of buildings, we believe this would provide better, more efficiently targeted support. This speaks to the broader concern that, quite simply, there currently are not enough trained support personnel who know and understand the rooms and can communicate with faculty how to troubleshoot.

In undertaking this survey and reporting on its results, the ETC has been guided by a fairly straightforward goal: to promote technology classrooms that work 99% of the time (not including errors due to users' lack of knowledge or training), and that are as simple and intuitive as possible for the widest range of instructors. The survey has brought out a number of very specific complaints about individual rooms, and each one of these will be evaluated, addressed, and rectified by the Media Center and C&NS. In addition, the ETC acknowledges that it has a task ahead of it: to work with schools and academic departments in getting adjunct faculty better oriented and trained on how to use, and seek out assistance with, the technology classrooms on campus.

Our list of specific recommendations to address the most outstanding needs is as follows:

- Develop a building-based support system that devotes one permanent staff person to a single building or a small set of buildings

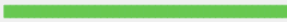




- Offer a well-planned orientation for all faculty (not just new faculty and adjuncts) and find a way to encourage significant attendance
- Strive for greater uniformity in the configuration of classroom technology
- Develop professionally written, easy-to-use reference material and documentation for each classroom
- Place the highest priority on addressing projection issues both as they occur and proactively, since they form the cornerstone of so many instructors' classes
- Hire more trained permanent staff
- Establish better and easier methods for reporting problems

Section I Respondents:


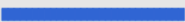


A total of 133 people responded to the survey: 98 full-time employees, and 32 part-time employees, of the following ranks:

Professor: 29 (22%)
 Associate Professor: 33 (25%)
 Professor of Practice: 4 (3%)
 Assistant Professor: 34 (26%)
 Adjunct: 31 (23%)
 Other (post-doc, visiting): 2 (1%)

Years teaching at the university:
 0-2 years: 19 (14%)
 3-5 years: 28 (21%)
 More than 5 years: 86 (65%)

What is your school or college?	Response Percent	Response Total
Arts & Sciences 	59.09%	78
Business 	11.36%	15
Engineering 	2.27%	3
GSEAP 	18.94%	25
Nursing 	8.33%	11
University College	0%	0

Total # of respondents 133. Statistics based on 132 respondents; 0 filtered; 1 skipped.

At what time(s) do you regularly teach? (Check all that apply)	Response Percent	Response Total
Daytime (8:00 a.m. to 4:30 p.m.) 	78.03%	103
Late afternoon (4:30 to 6:30 p.m.) 	37.12%	49
Evening (after 6:30 p.m.) 	38.64%	51
Saturday 	3.79%	5

Total # of respondents 133. Statistics based on 132 respondents; 0 filtered; 1 skipped.

Which of the following do you use at least once per semester in your classes? (Check all that apply)	Response Percent	Response Total
Projection of slides, materials, and/or web media from my laptop	59.23%	77
Projection of slides, materials, and/or web media from a classroom instructor's computer	70.77%	92
Playing DVDs or CDs	63.08%	82
Playing VHS tapes	31.54%	41
Classroom labs equipped with student computers	29.23%	38
Document camera	10.77%	14
Wireless internet	64.62%	84
Interactive whiteboard	12.31%	16
Recording class lectures	4.62%	6
Requiring students to bring laptops to class	13.08%	17
Other technology:	13.85%	18

Section II: Assessment of Academic Computing Resources

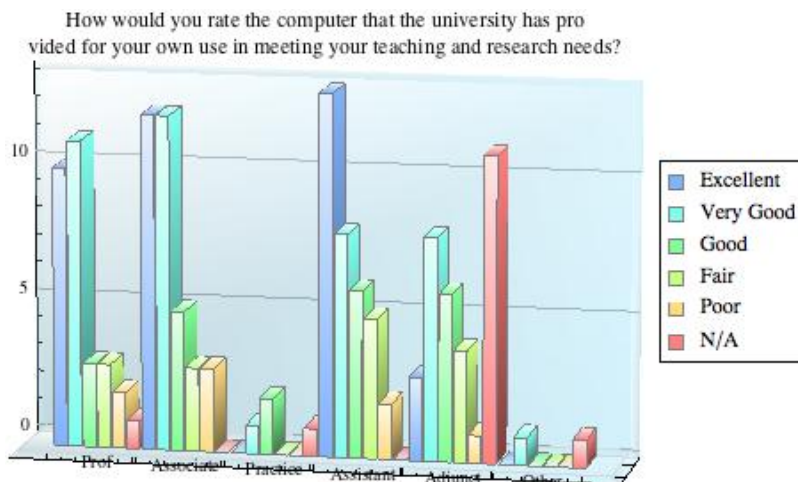
When asked how they rate the computer the university has provided for their **teaching and research needs**, 58% (77) of 132 respondents replied excellent or very good, 16% (21) good, and 17% (22) fair or poor.

Three respondents mentioned C&NS support was very good, although one person mentioned it was difficult to get tech support in the evenings.

Concerning software, three people complained about the Windows system; three people commented on having trouble with software on their computers; and another mentioned the need for additional software.

In terms of hardware, two people mentioned they have been waiting for a new computer. An additional two respondents mentioned they needed additional hardware. Two people said they would like a new Mac. A few respondents mentioned problems with laptop batteries dying and computers crashing. In addition, one of the respondents made a request for faster Internet. The need for more instruction on Macs was also mentioned.

Below are the responses for different ranks, showing more dissatisfaction on the part of adjunct instructors.



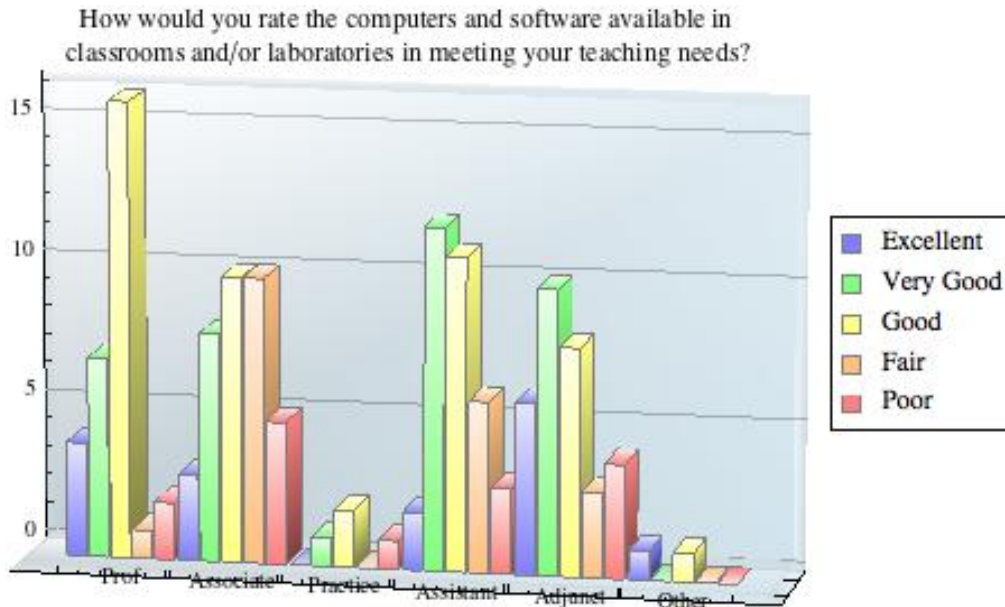
In terms of their **satisfaction with computers and software in classrooms**, 40% (52) of 131 respondents agreed the equipment was excellent or very good, 36% (47) rated the equipment as good, and 25% (32) rated it as fair or poor.

Respondents commented on the lack of uniformity in hardware and software in the classrooms. Some classrooms are equipped with new hardware and software while others are not. In the cases where the equipment is older, complaints focused on the unreliability of the equipment. Most complaints were about presentation software and hardware. Overhead projectors were not working well or the presentation software needed to view Internet resources was not updated and was blocked from downloading at the instructor station. Instructors and students reported needing to bring their personal laptops to accommodate presentations because either the classroom computers were not working or they were not reliable.

The respondents are very happy with the equipment in classrooms BMA LL 105, CNS15, CNS208, CNS301, and CNS304. Complaints emerged, however, about the equipment in BNW137, BNW 166, BNW167, BNW139, CNS1, CNS303, CNS10, N203, DMH 348, and SON 203. CNS1 needs a new instructor's computer. In BNW137, BNW 166, CNS10, and CNS303, the complaints focused on the need to update the equipment. In CNS10 and CNS303, respondents mentioned the need to update student laptops. In the rest of the classrooms the complaints focused on the computer and/or the LCD projectors.

A couple of respondents also mentioned a lack of Internet access and network issues as problems using technology in the classroom. Three faculty members commented on the need for more training or the availability of more instructions with the classroom equipment.

Below are the responses for different ranks, and show that the level of satisfaction is uniform for the various ranks.



When asked to rate **other available classroom technology resources** in meeting teaching needs, only 7% (9) out of 125 respondents thought these resources excellent, 60% (75) thought them very good or good, and 33% (41) thought them fair or poor.

Negative comments and complaints about “other classroom technology resources” included the following:

- Overhead projectors were cited specifically in five comments on this question and in five comments from the previous question. Projectors not working and the lack of compatibility with hardware were the main complaints.
- Whiteboard problems were often mentioned, especially projector screens blocking the use of whiteboards for class.
- Ergonomic classroom planning of technology seemed lacking; the technology set-up not allowing faculty to both teach and face the students was one comment, along with the poor planning of technology controls so the professor can stand and manipulate the technology.
- VCRs and DVDs were cited as not working properly.
- A need for more document cameras was mentioned.
- A need for more smartboards was mentioned.
- Numerous respondents complained of a lack of support for classroom technology that is not working, a problem that is especially prevalent for evening courses.

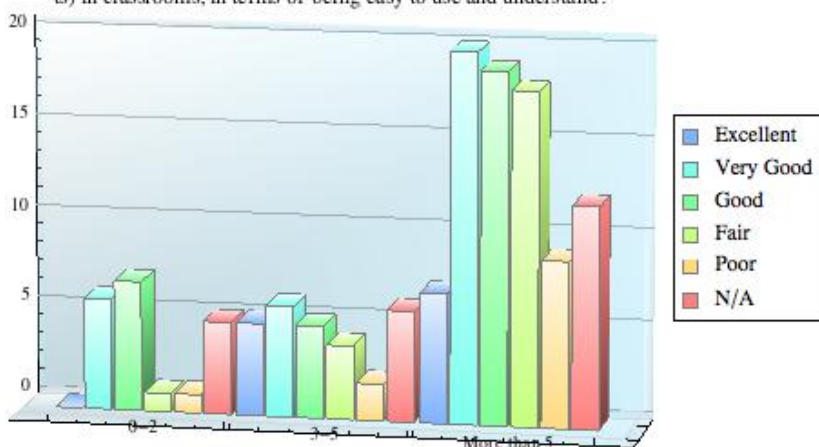
How would you rate the A/V control panels in the classroom in terms of being easy to use and understand?

- 35% considered the control panel ease-of-use to be excellent or very good
- 24% said good
- 26% said poor or fair
- 17% said not applicable
- 62 respondents (or 47% of all respondents) provided **comments about making the technology easier to use and understand**, in the following categories (note: comments by respondents address equipment suggestions that go beyond the A/V control panels):
 - 15: Improve signage and/or documentation
 - 7: Provide more training and/or require training
 - 7: Add labeling, simplify the systems, or use less wires

- 6: Allow whiteboards and screens to be used simultaneously and/or disconnect screen from projector control
- 6: Make equipment more consistent
- 6: Provide better reliability of equipment
- 3: Address reported problems in specific rooms (DMH 350, CNS 1, BLM LL 105)
- 2: Provide all support from a single help desk
- 1: Add more smart rooms
- 1: Add more smartboards
- 1: Install telephones in every room
- 1: Match instructor needs against scheduling more effectively
- Comments can be further grouped into the following categories, with these percentages (of the 47% who commented):
 - 47% (29 commenting respondents) suggested *improvements to user interface* with the control panels
 - 34% (21 commenting respondents) suggested *improvements to existing equipment* controlled by the panels
 - 6% (4 commenting respondents) suggested *improvements to scheduling or technical support*
 - 3% (2 commenting respondents) suggested *adding additional equipment or equipped rooms*

Looking at the responses as a function of the number of years a professor worked at Fairfield University, one can see that a significant portion of the faculty consider the A/V control panels difficult, regardless of the experience of the professor.

How would you rate the the A/V control panels (Crestron Units) in classrooms, in terms of being easy to use and understand?



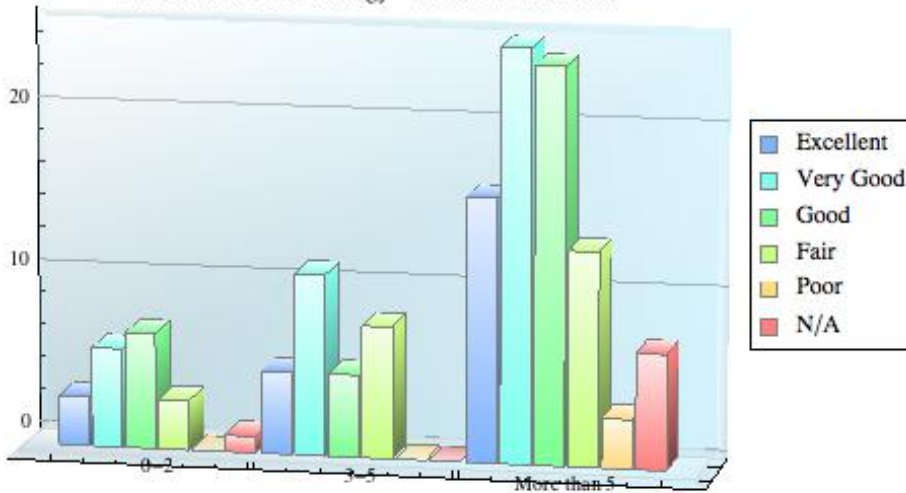
How do you rate your proficiency operating the hardware in smart classrooms...?

- 48% described themselves as excellent or very good
- 27% described themselves as good
- 18% described themselves as fair or poor
- 57 respondents made the following categories of **suggestions for improving proficiency**
 - 27: Offer orientation and/or refresher training (note: this suggestion was part of the question)
 - 5: Offer training specifically on smart boards
 - 1: Teach more troubleshooting
 - 1: Provide orientation on laptop rooms
 - 1: Train on Macs and PCs
 - 1: Train users on connecting laptops to projectors
 - 1: Offer web-based training

- Among those respondents making suggestions for improving proficiency, the following number made specific suggestions for these **modes of orientation** for improving proficiency:
 - 8: Providing documentation (How-to sheets, checklists, FAQs) in each room for the specific equipment
 - 8: Providing workshops for *increasing* one’s use of available resources
 - 4: Providing *room-specific* orientation
 - 4: Increasing live support efficiency

Looking at the responses as a function of the number of years a professor worked at Fairfield University, those with more than 5 years experience do not rate themselves significantly more proficient than those working less than 5 years.

How would you rate your proficiency with operating the hardware available in technology-enhanced classrooms?



Section III :Assessment of Academic Computing Support

How satisfied are you that the technology resources are maintained and functioning?

How satisfied are you that the technology resources in your classrooms are maintained to function properly (i.e. no regular malfunctions or problems)?	Response Percent	Response Total
Very satisfied	20.77%	27
Somewhat satisfied	38.46%	50
Somewhat dissatisfied	23.08%	30
Very dissatisfied	14.62%	19
Not applicable	3.08%	4

Total # of respondents 133. Statistics based on 130 respondents; 0 filtered; 3 skipped.

Common concerns and suggestions:

- Projector functionality frequently referenced (need for proactive spot checks)
- 61% of those who use projectors have requested support at least once

Issues	# comments
Equipment malfunction, repairs	10
Projectors	7
PC use	6
Cables (lost, detached, broken)	2
Flash drive readability	2
Network connection	1

In the past year, how often have you requested technical support to address problems with classroom or computer laboratory equipment in the following categories?

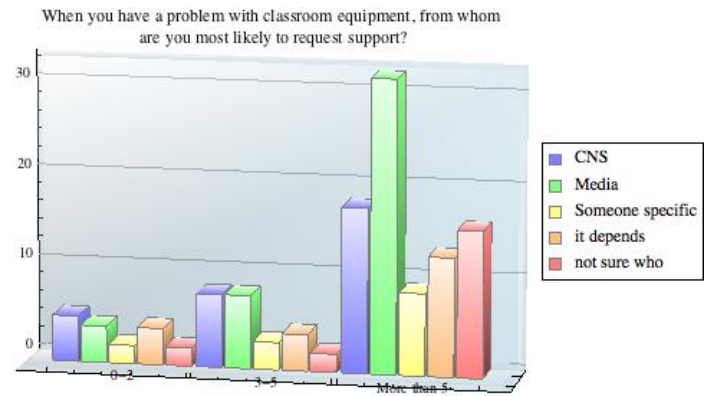
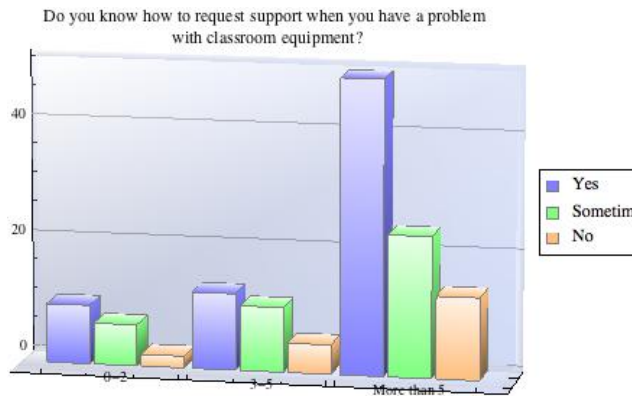
Categories (132 respondents)	Requested help 1+ times
Projecting when using an A/V control panel	58%
Instructor station	41%
Wireless internet	37%
Using my laptop in the classroom	37%
Projecting when not using an AV control panel	36%
Classroom/lab computers provided for student use	24%

Common concerns or suggestions:

Issue	# comments
Projectors	4
Laptop availability or computer	4
No help available	4
DVDs	1
Software	1
Flash drives	1
Network connection	1

- Better training and discipline advised for instructor-users
- Phones needed in classrooms to contact support staff (if cell phone coverage weak)
 - Help number posting (*recently implemented*) should satisfy some, but extra support during after-hours would be appreciated
 - 85% of respondents know how to request support all or some of the time

The two graphs below show that more senior faculty know who to contact in case of a problem, but they also show that in most cases they contact the Media Center, even though some problems are the responsibility of C&NS.



Media Center and C&NS

This section offers a summarized version of comments made regarding the Media Center and C&NS. Both departments should receive a copy of individual comments so they can investigate and address each one.

Media Center

How satisfied are you with timeliness of the response of the Media Center to problems with classroom equipment in the past year?	Response Percent	Response Total
Very satisfied	30.16%	38
Somewhat satisfied	26.98%	34
Somewhat dissatisfied	15.08%	19
Very dissatisfied	7.14%	9
Not applicable	20.64%	26

Total # of respondents 133. Statistics based on 126 respondents; 0 filtered; 7 skipped.

How satisfied are you with the effectiveness of the Media Center's response?	Response Percent	Response Total
Very satisfied	37.3%	47
Somewhat satisfied	20.64%	26
Somewhat dissatisfied	14.29%	18
Very dissatisfied	5.56%	7
Not applicable	22.22%	28


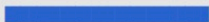



Total # of respondents 133. Statistics based on 126 respondents; 0 filtered; 7 skipped.






On the topic of timeliness, 30+% of respondents are very satisfied, while 42+% are either somewhat satisfied or somewhat dissatisfied. There is clearly room for improvement. Regarding effectiveness, 37+% are very satisfied, while 34+% are either somewhat satisfied or somewhat dissatisfied. Timeliness, therefore, seems to be a slightly larger issue.

Respondents appreciate the work of the staff, but many feel they are “stretched too thin.” Staffing levels clearly need attention.

Finally, the list of specific complaints needs to be investigated and fixed.

C&NS

How satisfied are you with timeliness of the response of Computing & Network Services to problems with classroom equipment in the past year?		Response Percent	Response Total
Very satisfied		22.84%	29
Somewhat satisfied		32.28%	41
Somewhat dissatisfied		11.81%	15
Very dissatisfied		6.3%	8
Not applicable		26.77%	34
Total # of respondents 133. Statistics based on 127 respondents; 0 filtered; 6 skipped.			

How satisfied are you with effectiveness of Computing & Network Service's response?		Response Percent	Response Total
Very satisfied		25.2%	32
Somewhat satisfied		29.92%	38
Somewhat dissatisfied		13.39%	17
Very dissatisfied		3.94%	5
Not applicable		27.56%	35
Total # of respondents 133. Statistics based on 127 respondents; 0 filtered; 6 skipped.			


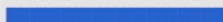



Regarding timeliness, 22+% are very satisfied, while 44+% are either somewhat satisfied or somewhat dissatisfied. In terms of effectiveness, 25+% are very satisfied, while 43+% are either somewhat satisfied or somewhat dissatisfied.

Comments indicated that there is confusion about the difference between the Media Center and C&NS when it comes to classroom responsibilities.

As with the Media Center, staffing is seen as inadequate. Permanent staff are appreciated—several comments cited specific staff members who have been helpful—but respondents indicated that student staff are not seen as being qualified to adequately assist.

Finally, the list of specific complaints needs to be investigated and fixed.

C&NS Help Desk

How satisfied are you with the support you received from the Computing & Network Services' Help Desk in the past year?		Response Percent	Response Total
Very satisfied		31.25%	40
Somewhat satisfied		35.16%	45
Somewhat dissatisfied		10.94%	14
Very dissatisfied		5.47%	7
Not applicable		17.19%	22
Total # of respondents 133. Statistics based on 128 respondents; 0 filtered; 5 skipped.			

Overall experiences with the C&NS Help Desk found 31+% of users are very satisfied, while 46+% are either somewhat satisfied or somewhat dissatisfied. There were many complaints about the quality of the student help.

C&NS Workshops and Training Sessions

How satisfied are you with workshops and training sessions offered by Computer and Network Services?	Response Percent	Response Total
Very satisfied 	23.39%	29
Somewhat satisfied 	25%	31
Somewhat dissatisfied 	2.42%	3
Very dissatisfied 	1.61%	2
Not applicable 	47.58%	59
Total # of respondents 133. Statistics based on 124 respondents; 0 filtered; 9 skipped.		

For those who had attended C&NS training, 23+% were very satisfied, while 27+% are either somewhat satisfied or somewhat dissatisfied. Nearly half the respondents (47+%) answered Not Applicable, indicating that there is substantial room to include more faculty in C&NS's training initiatives.

IV: Course Management Systems

Questions regarding Course Management Systems revealed that most respondents use a fairly small set of features. The most commonly used were:

- E-mail and document uploading (in Stagweb, Eidos/Mentor, and Blackboard)
- Grade posting (in Stagweb)
- Roster and class list retrieval (in Eidos/Mentor and Stagweb)

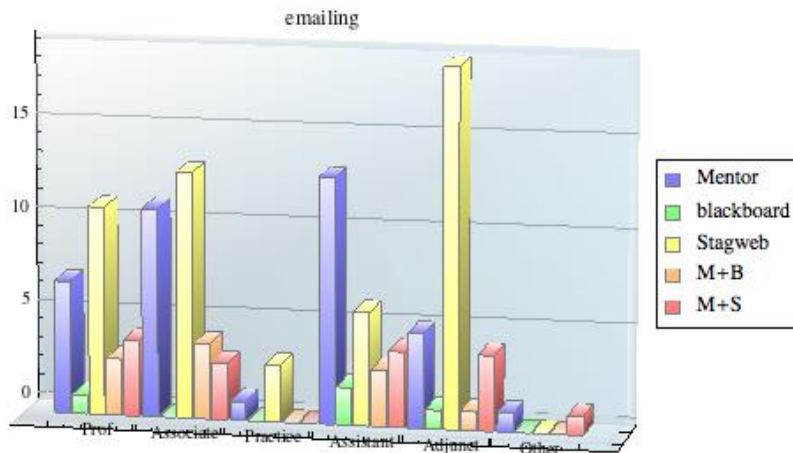
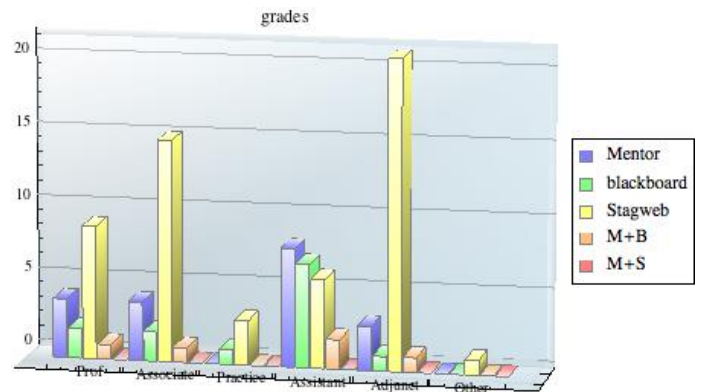
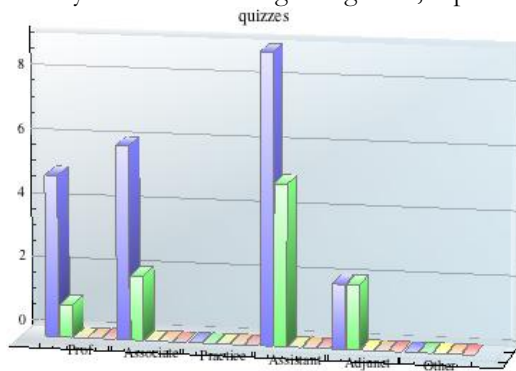
The survey revealed a large number of additional tools are in use by faculty for course-related functions. These include Google groups, personal webpages, class wikis, Outlook email, iTunes U, and Wiley Plus.

Comments were left by 47 respondents regarding course management systems. These represented a wide range of attitudes and suggestions.

- 9 comments expressed negative attitudes toward all CMS options, or toward the issue of having too many CMS options
- 5 comments expressed dissatisfaction with Stagweb
- 4 comments expressed support for Blackboard
- 5 comments expressed dissatisfaction with certain Blackboard features
- 10 comments expressed satisfaction with Eidos/Mentor
- 7 comments had specific suggestions:
 - “Please make it easier for grad students to connect.”
 - “I would like an easier way to update and revise the Eidos course schedule. Right now, if I need to make adjustments to the course schedule at the end of the semester, it is necessary for me to scroll through all of the entries for the entire semester. If I have to make multiple adjustments to the schedule, I have to do a lot of scrolling.”

- “Eidos: I would rather not post my powerpoints in such a format that students can read my notes to the slides. I would prefer posting powerpoints only if they are static and cannot be edited or changed. It would be ideal, I think, if they could be posted in a pdf format.”
- “I’d like to add video to our chat rooms for online courses and the ability to provide oral feedback on student papers.”
- “Blackboard - Overall it is a good system. But the grade book needs some more features. If it allows for formula to be used just like WebCT used to do it would be much more useful. Also, blackboard is painfully slow when used with IE.”
- “I find stagweb to be a little confusing, or not as straightforward as it could be because of all the announcements that make the pages look "busy"”
- “The option of combining classes for grading purposes Copying course material from one course to another rather than uploading separately for each course”

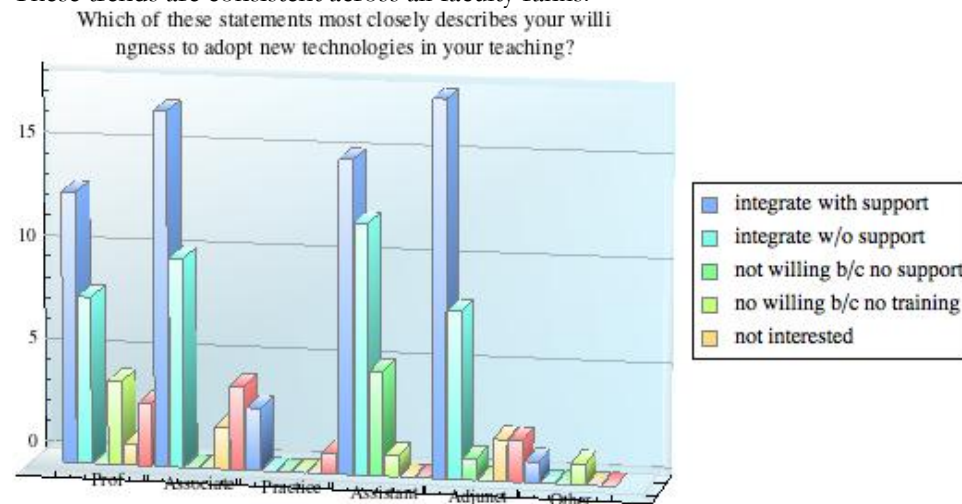
The following graphs show which CMS is used for emailing, quizzing, and grading by faculty rank. Stagweb is heavily used for emailing and grades, especially by adjuncts.



Section V: New Technologies and the ETC

In asking how faculty rate their willingness to adopt new technologies in your classroom, a majority (50.76%) reported that they are willing but only if they know they have support to do so (another 28.79% are willing to do so without support). Approximately 10% of the respondents felt they will not be supported and do not have sufficient training. Some of the specific comments were that they were happy with Eidos; some are worried about glitches; and some would like training but realize that it is very time consuming.

These trends are consistent across all faculty ranks.



When asked which technologies that were not addressed in the survey require support, the responses included whiteboards, podcasting, clickers, ePortfolio, more smart classrooms, language lab, help with EMR in SON, and the iPad. Types of support requested cited updates of Moodle, Xythos, e-Res, and MATLAB.

The list of technologies not currently supported that will be important for teaching and research over the next five years included Windows 7, Office 2010, collaboration tools, funding, qualitative research programs, live feeds for classrooms, higher bandwidth, Skype, the continual updating of all computers in classrooms, plagiarism software, virtual world integration, iPads, MATLAB, standardization of clickers, placing cameras in all classrooms, continued development of learning/course management systems, distance learning options for graduate programs, and getting EMR integrated into all nursing courses.

When asked about their schools' representative on the Educational Technologies Committee, almost half of the respondents (nearly 49%) knew which faculty member from their school sits on the committee. A little over 40% did not know, while more than 10% said they did not even know there was an Educational Technologies Committee.

Nearly 68% of respondents, when asked if they had contacted the ETC for help and if they had been satisfied, reported that the question was not applicable. For those who had contacted the Committee, 18% were very satisfied or somewhat satisfied with the response. Comments seemed to indicate frustration with the ability of the Educational Technologies Committee to overcome the external obstacles that keep things from getting done; continued anger at the choice of Angel as a CMS; the lack of any person within C&NS to act as an advocate for faculty IT needs; a poor process for assigning technology classrooms; and the need for easier interfaces and better support rather than new versions of software and equipment.

As a final question, faculty were asked if they had any additional comments or suggestions. Of the 30 individuals who responded, eight simply thanked the committee/C&NS/Media Center for their efforts in furthering academic technology; five noted that while support staff worked very hard, there clearly aren't enough people to do all the work; three noted the problems with email storage limits; and two each cited classroom functionality problems and a general sense that the university was behind the times regarding technology. Single issues addressed included a need to unify technology across classrooms; the need for more faculty training; a complaint about the quality of C&NS support; and a strongly worded request that non-University groups not be allowed to use technology-equipped classrooms because of the problems they cause.